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**Dilworth Multicultural Literature and Composition**

**Fall 2019 Course Syllabus**

**Course Description:** To what extent is it possible to describe an “American” experience? How are different people included in or excluded from the imagined community that is America? How do a person’s **race, class, gender**, etc affect his or her experience of belonging to this country? These are just some of the questions we will consider as we familiarize ourselves with the great diversity of experiences of people who have grown up in America. **We will read and discuss selections written by men and women, by urban, suburban, and rural Americans, by lower, working, middle, and upper class Americans, and by Asian Americans, African Americans, Native Americans, Latina/o, and European Americans.** Throughout the course, we will explore how these writers write the “self” in literature. Students will be expected to imitate styles of writers, as well as find their own voice in the writing process. In addition, they will write a research paper and other processed writings throughout the semester.

**Writer’s Notebook**

This year each student is required to purchase a composition book for exclusive use in English class. The new common core standards mandate a dramatic increase in student writings—journal entries, short, impromptu writes, full-process essays, research projects, etc. To help meet these standards, students will be creating and using a writer’s notebook. Two to three times a week, your students will engage with their writer’s notebooks for 15-20 minutes, totaling 35-50 minutes each week. Additionally, all pre-writing and rough drafts for full process essays must be hand-written and kept in the writer’s notebook.

This writer’s notebook counts as a substantial part of the student’s final grade and will be entered in the Formative Assessment category. It is the student’s responsibility to purchase a composition book and to keep up with assignments (especially when they are absent). Grading will be based on participation, progress, and product; writer’s notebooks will be collected and scored at the end of each 6 week grading period.

Writer’s notebooks will be stored in the classroom but may be borrowed overnight to complete assignments, revise for final drafts, etc. The student must have their writer’s notebook with them when asked to write; forgetting the book at home will result in a zero for the day’s participation. It is still the student’s responsibility to complete the writing task in their writer’s notebook.

**Grading Scale:**

 A=100-90 B=89-80 C=79-70 F=69-0

Summative Assessments (essays, tests, projects, etc.) – 50%

Formative Assessments (quizzes, minor projects, etc.) – 20%

Progress Reporting (homework, classwork, reading checks, etc.) – 10%

Final Exam – 20%

The Chattahoochee English Department recognizes that unforeseen circumstances sometime prevent students from doing their best work.  With that in mind, **it is department policy to drop each student’s lowest quiz grade each semester.** Extra credit assignments or opportunities are not available in any Chattahoochee English class.

**Behavior Expectations:**

* BE PREPARED
* BE RESPONSIBLE
* BE RESPECTFUL

**Turning Assignments In**:

When turning assignments in students MUST first stamp the assignment with the date and then turn that assignment in to the correct box for their class period.

**Returned Work**:

Each student will have a file folder in the file cabinet. Once they receive graded work back they may look at their grade and then place the graded assignment in their file folder. Students have access to the work in their folder at any time but must keep the work in the folder. The only time work may be removed from the folder is when students are preparing to study for a test. This is being done to keep students organized and to have ample student samples for parent conferences.

**Absences/Make-up Work: It is the student's responsibility** to request make-up work from the teacher on the first day back to school**.** Students who are present for any portion of the school day are expected to turn in all assignments due on that day in order to receive full credit for the assignments. Assignment due dates that have been communicated prior to a full-day absence are always due upon the student’s return to school when the due date occurred during the absence.

After an ***excused absence***, a student will have the number of school days equivalent to the number of days absent to make up the work. Make-up work missed due to an ***unexcused absence*** may be penalized up to 10% of the maximum value of the assignment. Make-up work or pre-approved absence work submitted late will receive a zero. ***Any exceptions for extensions of time will be made at the discretion of the teacher.***

**Late Work:** Homework and compositions are due at the beginning of class on the scheduled date. Homework and in-class assignments will be accepted late for up to a week past the assignment due date for a 50% penalty. For major compositions, projects, papers a penalty of 10 points per day will be deducted from the student’s overall grade. Grade deductions are capped at 30 points, so the student still has a chance of passing the assignment. If a student is in school for any amount of time on the day an assignment is due, he/she must turn in the assignment or he/she will receive a late grade.

**Recovery Policy of Fulton County:** Opportunities designed to allow students to recover from a low or failing cumulative grade will be allowed when all work required to date has been completed and the student has demonstrated a legitimate effort to meet all course requirements including attendance.

Students should contact the teacher concerning recovery opportunities.  Teachers are expected to establish a reasonable time period for recovery work to be completed during the semester.  All recovery work must be directly related to course objectives and must be completed ten school days prior to the end of the semester. Teachers will determine when and how students with extenuating circumstances may improve their grades.

***Chattahoochee High School Policy:***

Students can recover up to 75%.

The **FIRST** point of recovery is in the classroom using a personalized learning model.  Teachers will actively use personalized learning models to create opportunities for small group re-teaching, one-to-one remediation/recovery and independent learning opportunities.

**Chattahoochee High School Provision for Improving Grades**

1. Students who complete a **major assessment\*** but fail to demonstrate mastery as evidenced by a grade below 75% on the major assessment may pursue an improvement opportunity to show proficiency. In the case of an honor code violation on a major assessment, the grade will stand as a zero with no eligibility for recovery on that assignment. What is classified as a major assessment is determined within the content area; consult your course syllabus for details.
2. Students should contact the teacher concerning recovery opportunities within 5 school days of being informed of the grade on the assessment in class.  Students are allowed one attempt at recovery per major assessment category listed in the course syllabus. All recovery work must be completed 10 days before the end of the semester.
3. The grade on the recovery assignment will replace the original grade if the recovery grade is equal to or below 75%.  If the recovery grade is above 75%, the original grade will be replaced with a 75%.

***\*Projects are not eligible for recovery***

**School Board Policy**

Provision for Improving Grades

1. Opportunities designed to allow students to recover from a low or failing cumulative grade will be allowed when all work required to date has been completed and the student has demonstrated a legitimate effort to meet all course requirements including attendance. Students should contact the teacher concerning recovery opportunities.  Teachers are expected to establish a reasonable time period for recovery work to be completed during the semester. All recovery work must be directly related to course objectives and must be completed ten school days prior to the end of the semester.
2. Teachers will determine when and how students with extenuating circumstances may improve their grades.

**Remediation of Essays: The English department wants to make sure that students have the opportunity to meet the writing standards of the course.  Toward that end, most essay assignments which fail to demonstrate mastery of these standards are eligible to be re-written according to the following guidelines:**

A student who receives below an 80% based on the merits of the paper will have the opportunity to revise and resubmit the paper. If a student wishes remediation, they must schedule a conference with the teacher within a week of receiving their paper back. During the conference, the teacher will identify one skill for the student to focus on for revising (grammar, quote integration, organization, internal transitions, etc); the student can earn up to 10 points back for completing these directed revisions within the timeframe specified by the teacher. If the student is still dissatisfied with their paper, they can schedule additional conferences and work on revising other skills for up to another 10 pts per skill. The maximum grade possible on a remediated paper is an 80%.

Papers which have had points deducted for not following the directions of the assignment (i.e., lack of revisions, no pre-writing, being late, etc.) are eligible to be re-written; however, any such deductions will stand. For example, a later paper with a 20 point deduction can be remediated for a maximum score of a 65.

**Extra Credit:** Extra credit assignments or opportunities are not available in any Chattahoochee English class.

**Dropped Grades:**

The Chattahoochee English Department recognizes that unforeseen circumstances sometime prevent students from doing their best work.  With that in mind, **it is department policy to drop each student’s lowest quiz grade each semester.**

**Expectations for Written Work across the Curriculum:**

All written work should:

* be in complete sentences using formal language
* follow conventions of grammar, usage and mechanics
* accurately cite sources used with discipline-specific requirements (i.e. MLA, APA, etc.).

**CHS English Department Plagiarism Statement:** Plagiarism is the use of another’s words or ideas and the presentation of them as though they are entirely one’s own. Acts of plagiarism include, but are not limited to:

1. Using words or ideas from a published source without proper documentation;
2. Using the work of another (e.g. copying another student’s homework, composition, or project);
3. Using excessive editing suggestions of another student, teacher, parent, or paid editor.

Plagiarism on any project or paper at Chattahoochee High School will result in a zero for the assignment and an Honor Code violation. Unless directly stipulated by the teacher, collaboration on written work is not acceptable. Students who willingly provide other students with access to their work are in violation of the Honor Code. Students guilty of cheating will receive a grade of "0" on the assignment or test. The assignment may not be made up (students having zeroes are not eligible for recovery). Additionally, an Honor Violation Form will be completed by the teacher and filed in the school office. Violations may be considered by faculty in making future recommendations. Membership in honor clubs could be jeopardized. Students receiving an Honor Code violation will be assigned to serve two (2) days of Saturday School for the first offense.

Upon teacher request, students may be required to email essays, research papers, or other written work to **turnitin.com**. The website checks the submission for plagiarism, provides a receipt for the student to give to the teacher, and reports to the teacher that the student’s work was not copied from any source. Students will be trained on the use of turnitin.com in the first weeks of school. Students who do not have email access at home may use the computers in the media center.

**A note about what constitutes “excessive editing”:** Students learn to write well by writing well. Struggling independently through the writing process produces growth (as well as a certain amount of agony), and eventually the student’s own voice. When well-meaning parents, siblings, tutors, or others contribute their own ideas, words, phrases, revisions, etc. to students’ writing, student writers miss the opportunity to achieve literary self-reliance.

So, what is helping, but is **NOT** excessive editing? The answer is: questioning and cueing. For example—“Is this word strong enough? Interesting enough? Specific enough?” “Can you think of another word that means the same thing?” “Does this sentence seem awkward?” “What exactly do you mean here?” “I don’t understand what you are trying to say; can you say it more clearly?” “This sentence is interesting.” “That is a forceful verb; can you find one as forceful for that other sentence?” These kinds of questions and statements are powerful helpers, yet allow the students to think and write independently. Please help students to achieve their own voices and to develop their writing skills by allowing them to write and revise independently.

### Georgia Standards of Excellence

Because of the flexibility of English Language Arts course offerings at the high school level, the GSE for grades 9 through 12 are organized into grade bands comprised of 9-10 and 11-12. The 9-12 Standards define what students should understand and be able to do by the end of each grade band. Complete lists of all the GSE standards for each grade band are available at <https://www.georgiastandards.org/Georgia-Standards/Pages/ELA-9-12.aspx>

**Independent Reading Projects**

The Georgia Standards of Excellence literacy standards …

…  To help students achieve the standard of reading **"**a minimum of 25 grade-level appropriate books or book equivalents (approximately 1,000,000 words) per year from a variety of subject disciplines,” the English department will be adopting Independent Reading Projects for each grade level.  Twice a semester, students will be given an opportunity to have some choice in their reading selections, read independently, and then engage in a variety of different activities to help improve comprehension.

Since we want to offer choice, students will be asked to get a copy of each of the books they choose to read.  They will not be asked to write in the books, so they can borrow them from friends or the library.   If the student cannot get a book from one of these means, the teacher will make sure your student is provided with a book to complete the assignment.  No student will be required to buy a book.

Additionally, some of the books available for students to select may contain adult themes, situations or language. Your student will be provided with lists of books or guidelines to use in choosing a book, and we recommend you review the selections with your student so you are comfortable with the books he or she chooses.

**Texts replacement:**

* Students are **financially responsible** for all books issued by CHS. Textbooks may not be left in classrooms and teachers are not responsible for the whereabouts of your book. The copy which was issued must be turned in at the end of the course.  You will not receive credit for turning in another student’s book and may not turn in replacement books.  The cost of replacement will be assessed to any student that fails to turn in the book they were issued or turns in a damaged book.
* Supplementary novels: $15.00 for paperback; $20 for hardback

Student/ Guardian Sign off

Signing below indicates that I have read and understood the classroom policies listed in the syllabus.

Student Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Student Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Parent Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Parent Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Home Phone: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Work/Cell Phone: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_