

**Mary Dilworth**

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**Dilworth 11th grade Honors American Literature and Composition 2019-2020**

**Texts:** *The American Experience*

Prentice Hall Writing Coach

Supplementary novels

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.

**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%

**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 sometimes 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.**

**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.

**A note about process writing:**

English is unique in that multiple standards can only be assessed by work produced over an extended period of time. Writing is an ongoing process that consists of drafting and revising; therefore, student work that fails to demonstrate mastery of process standards (GSE W5 & W10) will be assessed accordingly

**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

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**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:**

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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.

**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 might include, but are not limited to:

1. using words or ideas from a published source without proper documentation;

2. using the work of another student (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 zero’s 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.

**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>

**Parental Permission Form for Instructional Use of Videotape**

**Fulton County Schools**

**Honors American Literature and Composition Fall 2019**

**The following videos/films have been selected for possible viewing during the 2019-2020 school years in American Literature:**

*Doubt-* Rated PG-13 for thematic material

*Amistad* - Rated R for some scenes of strong brutal violence and some related nudity

*The Crucible* – Rated PG-13 for intense depiction of the Salem witch trials

*Into the Wild*- Rated for language and some nudity

*Sleepy Hollow* - Rated R for violence/gore, and for a scene of sexuality

*The Dead Poets Society* – Rated PG for mature themes

*The New World*– Rated PG-13 for language, some sexual content, & drug use

*The Great Debaters* –Rated PG-13 for depiction of strong thematic material

*The Great Gatsby* (1974)- Suggested Rating: PG-13 for Mature Thematic Elements, Some Language, Occasional Violence.

*The Great Gatsby* (2013)- Rated PG-13 for some violent images, sexual content, smoking, partying and brief language

clips from *12 Years a Slave* (2013)- Rated R for violence/cruelty, some nudity and brief sexuality

*Assume the Position*- Documentary

*Freakonmics*- Documentary

Entire films are rarely shown; segments pertinent to teaching objectives are shown. An alternate assignment will be available for those who do not choose to view the films.Others may be added as the developing curriculum dictates (please note that ratings may range from unrated to R; these films will have been approved by the administration).

**Please initial next to appropriate space:**

* YES, my student has my permission to view all of the media. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* NO, my student does NOT have permission to view the media listed above:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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. At some point this 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.

**Additionally, signing below indicates that I have read and understood the classroom policies listed in the syllabus.**

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

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