**STUDENTS SHOULD BRING SCHOOL-ISSUED CHROMEBOOKS TO CLASS EVERY DAY**

| ***Course Description:*** | | Read, analyze, and evaluate complex literary and informational texts written from various cultural perspectives, with an emphasis on works originating outside the United States and the British Isles from 1600 to the present, including various modes of student writing. *AL COS ELA 2021* |  | |
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| ***Classroom Management Plan:*** | | **Classroom Management Plan**   * Verbal reprimand * Conference with student with parent contact * Withdrawal of privilege(s) with parent contact * Other consequences determined to be reasonable and appropriate by the school administration.   **Cell Phones**  Cell phones and earbuds/headphones will not be allowed to be used during classroom instruction time. Phones and earbuds/headphones will be put away in a location designated by the teacher and placed in silent mode. In secondary schools, students will have access to their phones and earbuds/headphones outside of classroom instruction time such as between classes and lunch. Failure to follow these procedures will result in consequences in the classroom management plan. |  | |
| ***Grading Policy:*** | | Test grades will account for 70% of the 9-weeks grade, with the remaining 30% being determined by quiz/daily grades. The grading scale is as follows: A (90-100%), B (80-89), C (70-79), D (65-69), and F (below 65). Grades will be a reflection of mastery of the standards. Make sure all absences are excused as class work can be made up and graded for excused absences only. The final exam counts for 20% of the final grade. |  | |
| ***Make-up Work Policy:*** | | **No make-up work for unexcused absences for minor grades. Late work for major grades with an excused absence will have a two day-late penalty: one day late, -10 points, two days late, -15 points. No late work for major grades will be accepted after the two-day late period (if the absence is unexcused).** If a student misses a major or minor grade and the absence is excused, it is up to the student to contact the teacher and make arrangements for a make-up date/time and the absence must be excused. Failure to do so will result in a 0 for the major or minor grade. Students will have **three days from the last EXCUSED absence** to make-up and submit work. All make-up work must be approved (with an excused absence) and emailed directly to the teacher. |  | |
| ***Texts and Other***  ***Required Reading:*** | | It is recommended that students have their own hardcopies of the anchor texts for this course: *The Autobiography of Frederick Douglass*, *Night*, and *Julius Caesar*. These works may have essay assignments so personal copies are encouraged. |  | |
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| ***Materials and***  ***Supplies Needed:***  ***Laptops***  ***Turnitin Notice***  ***(English Courses)***  ***Accommodations*** | | It is recommended that students have a 3-ring binder with pockets to keep writing handouts and notes, colored post-it tabs, highlighters (at least 3 colors), lined notebook paper, and black ink pens.  **Concerning laptop utilization:** 1.Student laptops should not be hard-wired to the network or have print capabilities. 2. Use of discs, flash drives, jump drives, or other USB devices will not be allowed on Madison City computers. 3. Neither the teacher, nor the school is responsible for broken, stolen, or lost laptops. 4. Laptops and other electronic devices will be used at the individual discretion of the teacher.  The majority of writing assignments in this course will be submitted to Turnitin via the Schoology learning platform. Turnitin generates a report on the originality of student writing by comparing it with a database of periodicals, books, online content, student papers, and other published work. This program will help students discern when they are using sources fairly, citing properly, and paraphrasing effectively - skills essential to all academic work.  Students will have the opportunity to review their Turnitin originality report and will have the opportunity to make revisions before submitting their work for grading. Once their work is submitted, teachers have the opportunity to view the student/s originality report and grade accordingly.  Requests for accommodations for this course or any school event are welcomed from students and parents. |  | |
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| **18 – WEEK PLAN\*** | |  |
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| **Summer Reading Unit:** | Knowledge and Freedom. Literary analysis using DIDLS (diction, imagery, detail, syntax (sentence structure), and language. CDC basics. Building structured arguments in paragraphs and essays. Close reading and evidence-based writing. Questioning for content understanding and writer’s choices. Offering evidence and commentary for the author's purpose. Themes and motifs in literature and nonfiction. Douglass, Equiano, Hayden, Wheatley. Content/vocab tests. Anchor text: *Narrative of the Life of Frederick Douglass: an American Slave.* Essay: Douglass |  |
| **Unit 1:** | Power of Communication. Studysync textbook. Kafka, Baca, La Flesche, Conrad, Achebe, King, Henry, Paine. Rhetoric and rhetorical analysis. Rhetorical appeals, counterargument, tone. Vocabulary, short-writes, rhetorical essay. First reads/close reads, skill checks, collaboration and discussion, peer reviews. Essay: Narrative |  |
| **Unit 2** | Moving Forward. Writing analytical sentences, paragraphs, and essays. Expansion of sentence templates, CDC structure, and relationship of ideas. Organization and structure of writing for effectiveness. Continue questioning text for both insightful and accurate commentary. Rhetorical moves of authors and characters. First reads/close reads, skill checks, collaboration and discussion, peer reviews. Vocabulary, short-writes, Research paper (may be moved to later unit). Anchor text: Elie Wiesel’s *Night* |  |
|  | Moving Forward. Literature as an argument. Focus shifts from analyzing effective writing choices in nonfiction to analyzing effective writing choices in fiction. Literary devices used by the author (metaphor, personification, theme, mood, tone, etc.) and their effect upon the reader. Multiple audiences. Movement within literary argument. |  |
|  | Moving Forward. Fiction, short stories, excerpts from novels and plays. Other authors read may include Munson, Gorman, Valmiki, Plato, Sirleaf. |  |
| **Unit 3** | Persistence of Memories. Nonfiction. Informational texts. Poetry. Collection of sources on the same topic with differing perspectives. Relevance of historical texts, author’s rhetorical choices, and rhetoric effectiveness. Academic vocabulary and verbs conducive to analysis and argument (movement, transition, depth, relationships, etc.). Independent and collaborative research of legitimate sources. Increase complexity of writing: insight and craft. |  |
|  | Persistence of Memories. Vocabulary and short-writes. First reads/close reads, skill checks, collaboration and discussion, peer reviews. Essay |  |
| **Unit 4** | Drama and Poetry. Identify the style of poets through literary choices the author makes in his/her writings. Meter and rhyme. Poetic literary devices and their effectiveness. Author’s purpose and tone. Author’s choice affects meaning and sound. Anchor text: *The Tragedy of Julius Caesar*, William Shakespeare. |  |
|  | Drama and Poetry. Writing analysis of poetry--sentences, paragraphs, and essays. Examining tone vs. mood. Whitman, and Dickinson. Other authors read may include Robinson, Masters, Hughes, Ibsen, Miller, and Hayden. Vocabulary, short-writes, rhetorical essay. Daily Blasts, first reads/close reads, skill checks, collaboration and discussion, peer reviews. Rhetorical analysis writing (essay or short essay of monologues and soliloquies) |  |

**\* This syllabus serves as a guide for both the teacher and student; however, during the term it may become necessary to make additions, deletions or substitutions.**

**Please sign below to acknowledge that you have received, read, and understood the syllabus.**

**Student name**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Student signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Parent/guardian name**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Parent/guardian signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Parent/guardian, please provide two ways for me to contact you (email address, phone numbers):**

Parent/guardian Email:

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Parent/Guardian Phone number:

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