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

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| ***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* |  |
| ***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-** Per the FOCUS Act, *all* use of cell phones, smart watches, ear buds/headphones, air pods, gaming devices, tablets and other similar devices are banned throughout the *entire* school day. Students who bring a wireless device onto school grounds must power it off, store it off of their person (ex: in their car, purse, backpack, or teacher’s designated storage location) and not turn the device on or use it for the entire school day. Permitted exceptions may include: students’ IEPs, individualized health plans, or 504 plans, for emergencies threatening the life or safety of the student or another person, or for instructional purposes. Failure to follow these procedures will result in consequences in the classroom management plan. * **Chromebooks**- Students are not allowed to use their personal computers (in accordance to the FOCUS Act). Students must use school-issued Chromebooks. Students who fail to do so will be unable to participate, which can adversely affect students’ grades. 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. * AI- Students are prohibited from using AI or any AI-generated content without permission.   *\*The academic misconduct policy and attendance policy are utilized in this class.* |  |
| ***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 hard copies of the anchor texts for this course: *The Autobiography of Frederick Douglass* and *Night*. 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 and/or spiral notebook with pockets to keep writing handouts and notes, colored post-it tabs, highlighters (at least 3 colors), lined notebook paper, and black ink pens. **It is important to have ample loose-leaf paper.**  **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\*** | |  |
| **Summer Reading (Unit 1):** | 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 2:** | Power of Communication. Pre-AP English 10 College Board workbooks. Rhetoric and rhetorical analysis. Rhetorical appeals, counterargument, tone. Vocabulary, short-writes, research paper. First reads/close reads, skill checks, collaboration and discussion, peer reviews. Essay: Research Paper |  |
| **Unit 3:** | 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* |  |
| **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: *Julius Caesar*, William Shakespeare |  |
| **Unit 5:** | Persistence of Memories. Nonfiction. Informational texts. 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. Anchor text: *“*Letter from Birmingham Jail,” Dr. Martin Luther King Jr. |  |

**\* 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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