**Mr. Parks’ 9th Grade Literature**

**2019-2020 Syllabus**

**SPHS Room 1018 (1000 Hall)**

**Email: (**[**jparks@paulding.k12.ga.us**](mailto:jparks@paulding.k12.ga.us)**)**

**Website: Oncourse 🡪** [**https://app.oncoursesystems.com/school/webpage/12808232/1270273**](https://app.oncoursesystems.com/school/webpage/12808232/1270273)

**Please also be sure to visit my Canvas website on your Canvas account for a calendar of important reminders, as well as other pertinent information. I will announce in class when assignments are on Canvas.**

**Class Expectations: Be on time, be prepared, and be respectful.**

**Please adhere to the expectations. This means NOT doing any of the following:**

**If you’re constantly late to class (without a pass), unprepared (no materials, no essay, no notes, not participating in class assignments/discussions), or if you’re on your phone constantly or talking during class discussions, or if you’re disrespectful to Mr. Parks or a fellow student, it will result in any combination of the following:**

1. Poor grades
2. Parent Contact/Seat Change/Teacher-student conference
3. Detention (before or after school)
4. Administrative referral

**Course Objectives**

* Read, interpret, and analyze literature, films, poems, history, etc. in the deepest, most logical, most meaningful way.
* Write about these things in the deepest, most logical, most meaningful way in writer’s workshops.
* Participate in class discussions to earn your speaking points.
* Maintain a well-organized and thorough unit portfolio for each unit.
* Find your voice as a person, a student, and as a writer.
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**TENTATIVE ACTIVITIES/TOPICS/UNITS:**

**The Short Story Unit (Selections may include but not limited to):**

“The Necklace”

“The Most Dangerous Game” by Richard Connell

“The Scarlet Ibis” by James Hurst

“Marigolds” by Eugenia Collier

Many Others

**The Mythology Unit:**  *The Odyssey* by Homer

**The Novel Unit:** *The Education of Little Tree, To Kill a Mockingbird*

**The Drama Unit (Selections include but not limited to):** *Romeo and Juliet* by William Shakespeare

\*\*Various selections and connections will be used throughout the units to complement and enhance student learning and understanding\*\*

**RECOVERY AND MAKE-UP POLICY:** A student has a two-week time frame to recover or make-up any work (excluding finals). Only Summative/Formal grades can be recovered and may require before or after school tutoring prior to. IT IS THE STUDENT’S RESPONSIBILITY TO MAKE UP THE WORK OR TO ASK FOR RECOVERY. If the absence is unexcused, work is not allowed to be made up. The policy of the English Department is to only offer make-up for assignments that are attempted and no make-up work will be accepted after two weeks. Each assignment will be 10 points off each day that it is late, especially ESSAYS.

**ACADEMIC INTEGRITY: *Cheating is considered a serious matter. Students will not be allowed to talk during any test or quizzed activity. The parents of a student who has been involved in cheating will be notified and the student will receive a grade of zero. Students will not be able to make up work until parents/guardians are notified.***

**For this course, cheating is defined as, but is not limited to, the following acts:**

1. Copying anyone’s answers to questions, exercises, study guides, class work or homework assignments
2. Plagiarism (discuss)
3. Looking onto another student’s paper during a test or quiz.
4. Having available any study notes or other test aids during a test or quiz without the teacher's permission.
5. Collaborating on assignments when independent work is expected.

**Grade Breakdown**

**Formative Grades:**  Journal entries, portfolio evaluations, speaking points, chapter assessments (unless told otherwise), re-writes, note evaluations, and analytical questions over films and certain key sections of the text we are examining.

**Summative Grades:**  All major essays (You will have roughly 4 before the semester is over), and, at times, in-class assessments.

**Summative Percentage:**  71% (all essays and likely 1 major project; sometimes these are double summative)

**Formative Percentage**:  29%

**Type of Work**

**Homework:** You **may** have homework **from time to time**. You’ll know it when it’s announced. Most of the time, homework will come from overlap with your essays.

**Journals:** Journals will be kept as both an informal and formal way to respond to literature and discussions. At times, journals will be graded in a formal way (checking for spelling, grammar, punctuation, and appropriate use of the current writing focus), while at others, journals will be graded in an informal way (assessing for genuine responses, depth of thought, etc.). At times, I will focus on one entry to grade, while at others, I will grade them as a collection of entries.

**Unit Portfolios:** You will be required to maintain a unit portfolio for each literary unit. Each portfolio is a collection of the work you have done for each unit. You will be required to keep up with each assignment in your unit portfolio as it will be assessed from time to time in several different ways. At the end of each unit, you will turn in your portfolio for a grade. Please always check the board and/or my website for updates about your portfolio.

**Speaking Points:** Throughout the semester, you will be required to participate in class discussions. You will earn points when you participate or add to class discussions. These discussion point opportunities may be announced, or they may be unannounced.

**Essays:** Essays will either be formative writing pieces, or they will be summative writing pieces. Formative writing pieces will be used to zone in on specific writing focuses. You will have on average about 2 formative writing pieces per unit. Summative writing pieces will count as summative grades, and they focus on the culmination of writing focuses and literary analysis for each unit. We will workshop these in class.

**Tutoring:** You may receive a notice to attend tutoring for various reasons. If you do, please plan to attend. I will be very flexible with my tutoring schedule this year to work around extra-curricular activities. If you want to voluntarily come to tutoring, please make sure to sign up on the tutoring sheet in class and let me know beforehand (at least 2 days in advance). Tutoring will be held on different days to accommodate schedules, etc. These days may be announced at the beginning of each week, or you may come see me and ask which days are best. Mornings are better for me; however, I will be flexible.

**Grading Concerns**: I understand that, at times, you or your parents may not agree with the grade you receive. If this occurs at some point, please come to me, email me, or set up a time to meet with me. I will be willing to listen to your concerns and try to come to a consensus on what we can do to ensure that you receive the best possible grade in this class. The grade may be changed, or it may stay the same. Either way, I am willing to listen to your concerns. I want everyone to do well. I do not want this class to be one that you dread coming to or that you fear. Instead, I want it to be one where you feel challenged and enriched. I will do everything I can to make sure this happens. Please do your part as well. ☺

I look forward to a great semester. Please work hard and do your job and I will do everything in my power to ensure that class will be an enjoyable learning experience for you. Please also email me anytime with questions or concerns, and I will get back with you as soon as possible. Thank you.