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| **Course Title:** | Composition and Literature 9 | |
| **Department:** | English | |
| **Semesters:** | 2019-2020 | |
| **Instructor:** | Mariah McCune | |
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| **Best Way to Contact:** | Email or website | |
| **Required Texts:** | *Reading the World*, *Elements of Literature* 3rd course, *The Absolutely True Diaries of a Part-Time Indian* by Sherman Alexie *(These will be checked out to you at no charge).* | |
| **Additional Materials:** | You should bring these every day:   * 1 Notebook * 3-ring binder | * Loose leaf paper * Writing utensil * 3 dividers |
| **Course Overview:** | Students will explore a variety of texts and genres through close reading and will write narrative, argumentative, and informative texts.  Students will compare and contrast texts and media that connect cultural and world views while focusing on complex characters and parallel plots, manipulated time, and flashbacks.  They will make connections between their own lives and the lives of those they read.  They will continue to develop their understanding of rhetoric through their reading, writing, and dialoging. | |
| **Course Standards:** | **1. Oral Expression and Listening:** Language is the means to higher mental functioning, that which is a species-specific skill, unique to humans as a generative means for thinking and communication. Through linguistic oral communication, logical thinking develops and makes possible critical thinking, reasoning, development of information literacy, application of collaboration skills, self-direction, and invention.  **2. Reading for All Purposes:** This is essential for students to fully participate in and expand their understanding of today’s global society. Whether they are reading functional texts (voting ballots, a driver’s test, a job application, a text message, etc.); reference materials (textbooks, technical manuals, etc.); or print and non-print literary texts, students need reading skills to fully manage, evaluate, and use the myriad information available in their day-to-day lives.  **3. Writing and Composition:** This is a fundamental component of literacy. It promotes problem solving and mastering new concepts. Adept writers can work through various ideas while producing informational, persuasive, and narrative texts. In other words, writing can be used as a medium for reasoning and making intellectual connections. As students arrange ideas to persuade, describe, and inform, they engage in logical critique, and they are likely to gain new insights and a deeper understanding of concepts and content.  **4. Research and Reasoning:** These are pertinent for success in a postsecondary and workforce setting. Students need to acquire these skills throughout their schooling. This means students need to be able to distinguish their own ideas from information created or discovered by others, understand the importance of creating authentic works, and correctly cite sources to give credit to the author of the original work. | |
| **Course Instructor Philosophy:** | Reading writing, and communicating are foundational skills on which all other successes depend. Knowing how to read, write, and communicate in a variety of forms allows students to navigate the complicated world of their day-to-day lives as both students and adults. Therefore, all students have the right to learn and grow. I believe that in order to accomplish this, all students deserve a positive learning environment based on high expectations and a respectful relationship between student and teacher. | |
| **Course Outline/Topics:** | Unit 1: Inspiring Thinker’s Knowledge. Here we will explore the habits of mind and how those help us to discover our core values.  Unit 2: Inspiring Self Knowledge. Here we will utilize literature and informational texts to better understand our own convictions.  Unit 3: Developing Endurance to Move Forward. Here we will use a variety of texts to explore the notion of tenacity and resiliency within our own lives.  Unit 4: Revelations. Here we will use a variety of texts to foster a sense of curiosity about the world and ourselves. | |
| **Use of Technology:** | During the semester students will be given information via a classroom LCD projector. In addition, students may be asked to utilize audio/visual media as well as computer technology in order to complete assignments thoroughly. | |
| **Assessment Plan:** | Students will complete a major essay tied to each unit of study. They will also be assessed on participation, discussions, assignments, and quizzes.  Grades are weighted using the following categories:  **Summative** (Includes Essays/Presentations/Tests/etc.) 65%  **Formative** (Includes Quizzes/Homework/Daily Work/etc.) 35%  Grades are calculated using the following scale:  90-100% A  80-89.9% B  70-79.9% C  60-69.9% D  59.9% and below F | |
| **Course Policies/Expectations:** | 1. **Essays and take-home tests** must be typed unless otherwise stated. My expectations for typing include: MLA formatting, one inch margins, double spacing, and Times New Roman 12 point font. Essays turned in without proper formatting will be returned without a grade for revision. We will cover all of these expectations in detail during class before your first essay, so don’t fret over this yet. 2. **Cheating and plagiarism** will not be tolerated. This includes copying someone else’s work, quoting a source without giving credit, or turning in work written by someone else but that has your name on it. The first infraction results in a zero for the offending assignment and a phone call home. The second infraction results in a zero for this course and a trip to the office. 3. **Late work** – Late work for relevant assignments is accepted up to two weeks after feedback is given. 4. **Reassessments** are an option for students wishing to improve their scores within two weeks of receiving feedback on a summative assessment. Only summative assessments are accepted for reassessment. These require a teacher conference ahead of time and must be completed during Tiger Time. 5. **Absences/tardies** – I follow Grand Junction High School’s absence and tardy policy by marking you as such. E-mail me or consult the class website if you are sick to see what you are missing. 6. **Food, drink, and gum** – Theseare allowed as long as the following conditions are met: 1. The items in question do not create a distraction for you or anyone else in the learning community. 2. You clean up after yourself; this includes all spills, wrappers, and crumbs. This is a privilege, not a right, and may therefore be revoked at any time if these conditions are not met. 7. **Cell Phones and other electronics** – These are powerful tools if used appropriately. There may actually be days when I ask you to use your phones to look-up information. However, I reserve the right to confiscate any phones being used inappropriately. Inappropriate uses include, but are not limited to, texting, facebook, snapchat, playing games, etc. 8. **Website** – This course has a website companion that will prove an invaluable resource for parents and students alike. The website contains a course calendar, links to research and citation databases, as well as the activities we will be doing in class. It is important that you familiarize yourself with this resource as soon as possible. The web address is [**mariahmccune.weebly.com**](https://connect.d51schools.org/schools/gjhs/students/weekley/United%20States%20History/mariahmccune.weebly.com). You can also access this by visiting the GJHS website and clicking on my name under the department listing. 9. **REMIND 101** – You and your student may choose to sign up for text message reminders for upcoming due dates. This software allows me to safely communicate with you without collecting or being able to view any of your personal contact information. Simply text **@9complit** to **81010** and follow the instructions. Standard data and messaging rates may apply. | |
| **Suggestions for Success:** | In order to be successful in this class, students must do more than merely attend:   * Attend class regularly * Have a positive attitude * Take notes * Follow directions * Ask questions of the instructor and classmates * Read assigned information * Complete assignments * Enjoy the class | |

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***Please tear off this bottom section, fill it out with your parent/guardian, and return it by Friday.***

My child \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ and I have reviewed and understand the expectations for this class.

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Parent/ Guardian Name (printed) Parent/ Guardian Signature Date

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Student Signature Date

To the parent/ guardian: How may I contact you\*?

Phone # \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Email address \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\*Please circle the method of communication you would prefer