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| **Course Title:** | Composition and Literature 11 |
| **Department:** | English |
| **Semesters:** | Fall 2017 and Spring 2018 |
| **Instructor:** | Mariah McCune |
| **School Phone:** | 970-254-6900 ext. 24287 |
| **Remind 101:** | 81010 @gjallday11 |
| **E-Mail Address:** | **Mariah.mccune@d51schools.org** |
| **Website:** | **Mariahmccune.weebly.com** |
| **Best Way to Contact:** | Email or website |
| **Required Texts:** | *Elements of Literature 4th course*; *Elements of Literature 5th course*; *50 Essays* |

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| **Additional Materials:** | You should bring these every day:   * 3-ring binder or folder * Notebook * Loose leaf paper * Writing utensil * 3 dividers |  |

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| **Course Overview:** | Students in this class focus on the concept of freedom and responsibility. Within this overarching theme, students will explore a variety of historical texts and genres through close reading and will write narrative, argumentative, and informational texts. Students will continue building on their skills in the area of reading, writing, speaking, and listening and will add to their ICAP portfolios. |
| **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:** | This course helps contextualize some of America’s most important documents and trace their impact to the present day. It also has the equally important function of teaching students to critically analyze a work to assess the efficacy of the argument and the rhetorical moves an author makes. All students in this class have the right to learn and grow. 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: Personal Decree. Students will explore college and career options for their ICAP folders  Unit 2: Speaking with Conviction. Students will learn to rhetorically analyze speeches and discern their effectiveness.  Unit 3: Powerful Declarations. Students will combine their historical knowledge with foundational American texts.  Unit 4: Playwrights and poets. Students will explore a variety of genres in American literature. |
| **Use of Technology:** | During the course 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 assessment tied to each unit of study. They will also be assessed on participation, discussions, assignments, and quizzes.  Grades are weighted using the following categories:  Reading 30%  Writing 30%  Daily work/assignments 30%  Attendance and participation 10%  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. **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. 2. **Late work** – Every assignment I give you is meaningful and is designed to help you become a better reader, writer, and communicator. Therefore, I would rather you turn in an assignment late than not at all. A 5% penalty will be assessed for each school day your work is late unless prior arrangements are made 3. **Make-up work** – I am here to ensure you learn the material I am teaching, not to punish you for not understanding an assignment the first time. Therefore, you are invited to make-up any assignment in which you are unsatisfied with your grade. *Please see me before completing the make-up work*. 4. **Mercy Moments** – At the beginning of each semester, you will be given three slips of paper called Mercy Moments. These can be attached to a late assignment so that the late penalty will not be assessed, or you can use them to postpone a test or quiz. If you have any Mercy Moments remaining at the end of the semester, you will receive one percentage point of extra credit for each one. 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** – 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 **@gjallday11** 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