**10th Honors Literature and Composition**

Margaret Garth, Room F128

[Garthm@fultonschools.org](mailto:Garthm@fultonschools.org)

[www.margaretgarth.weebly.com](http://www.margaretgarth.weebly.com)

**Course Overview:**

The focus of this course is twofold: throughout the year, we will work to become better communicators and to gain a more complete understanding of the human condition. This is where we seek to explain the aspects of life that math and science cannot define; such is the value of any humanities course.

We will explore the struggle for power, recognition, and love; the question of what real justice is; and the emotional, psychological and physical toll that changes in society make on the individual. We will also explore the study of the Social Order and how it impacts individuals within it. We will ask and discuss questions such as: How does one build and maintain an identity? What value exists within human flaws? Why does evil exist in the world? How do we find a balance between science and ethics?

Our goal is not to formulate definitive answers; our goal is to develop the critical thinking and communication skills needed to engage in and contribute to these very complex and relevant discussions. Additionally, we will become more effective senders and receivers of information.

**General Expectations:**

Honors 10th English is designed as preparation for AP Language (11th grade) and AP Lit (12th grade). This course is rigorous and should be taken only by serious readers and writers. We expect that students entering this course have a strong foundation of knowledge and skills from previous honors courses and have a desire to expand on those skills; this includes the willingness to accept constructive criticism. The successful Honors student is diligent, responsible, organized, open-minded, and proactive. Students who do not meet these expectations will not be recommended for future honors and/or AP classes. Additionally, an honor student’s continual need to request recovery is a clear indication that the student is misplaced and a course change should be sought. It is important for students to be placed appropriately for the overall good of the student and the class.

Expectations for Written Work Across the Curriculum: All written work should…

• be in complete sentences using formal language

• follow conventions of grammar and mechanics

• accurately cite sources in discipline-specific requirements (i.e. MLA, APA).

**Grading Scale:**

Major Assessments (essays, tests, projects) – 50%

Minor Assessments (quizzes, minor projects)— 20%

Other (homework, classwork) – 10%

Final Exam— 20%

**90-100 =A**

**80-89 = B**

**70-79 = C**

**69 and below = F**

**Extra Credit:** Extra credit opportunities are not available in any CHS English class.

**Dropped Grades:** The Chattahoochee English Department recognizes unforeseen circumstances sometime prevent students from doing their best work. With that in mind, it is department policy to drop each student’s lowest quiz grade each semester.The lowest quiz grade will be dropped at the end of each semester.

**Homework and Classwork Expectations:**

All homework and classwork must be completed and handed in upon request. Homework and classwork will not be accepted late (except in cases of an excused absence – please see Makeup Work section on next page). Completed homework and classwork that has been left at home/in a locker will not be accepted. Homework and classwork will be graded as follows:

Thoughtfully and totally complete: 100%,

Thoughtfully but partially complete: 75%

Partially complete, lacking effort: 50%

Missing: 0%

**Late Work:**

English is unique in that multiple standards can only be assessed by work produced over an extended period of time. Writing is an ongoing process that consists of drafting and revising; therefore, student work that fails to demonstrate mastery of process standards (GSE W5 & W10) will be assessed accordingly.”

**Standards:**

Because of the flexibility of English Language Arts course offerings at the high school level, the CCGPS for grades 9 through 12 is organized into grade bands comprised of 9-10 and 11-12. The 9-12 Standards define what students should understand and be able to do by the end of each grade band. Complete lists of all the CCGPS standards for each grade band are available at: <https://www.georgiastandards.org/Common-Core/Pages/ELA-9-12.aspx>.

**Textbooks:**

Students are financially responsible for all books issued by CHS. Textbooks may not be left in classrooms and teachers are not responsible for the whereabouts of your book. The copy which was issued must be turned in at the end of the course.  You will not receive credit for turning in another student’s book and may not turn in replacement books.  The cost of replacement will be assessed to any student that fails to turn in the book they were issued or turns in a damaged book.

**Novels:**

I strongly recommend that you procure your own copy of the novels we read, so that you can annotate them. It is also possible that, due to limited resources, you may have to do some reading online. All of these texts are available online:

* *Of Mice and Men*  by John Steinbeck
* *Macbeth*  by William Shakespeare
* *Lord of the Flies* by William Golding
* *Anthem* by Ayn Rand

**Make-up Work:**

It is the student's responsibility to request make-up work from the teacher on the first day back to school. **Asking a classmate what was missed is not a sufficient replacement for a discussion with me**. Students are expected to access homework and in-class assignments using Google Classroom or via email. Students who are present for any portion of the school day are expected to turn in all assignments due on that day in order to receive full credit for the assignments. Assignments with due dates that have been communicated prior to a full-day absence are always due upon the student’s return to school when the due date occurred during the absence. After an **excused absence**, a student will have the number of school days equivalent to the number of days absent to make up the work. Make-up work or pre-approved absence work submitted late will earn a zero. ***Any* exceptions for extensions of time will be made at the discretion of the teacher*.***

**CHS Recovery Policy:**

1. Students who complete a major assessment\* but fail to demonstrate mastery as evidenced by a grade below 75% on the major assessment may pursue an improvement opportunity to show proficiency. In the case of an honor code violation on a major assessment, the grade will stand as a zero with no eligibility for recovery on that assignment. What is classified as a major assessment is determined within the content area; consult your course syllabus for details.
2. Students should contact the teacher concerning recovery opportunities within 5 school days of being informed of the grade on the assessment in class.  Students are allowed one attempt at recovery per major assessment category listed in the course syllabus. All recovery work must be completed 10 days before the end of the semester.
3. The grade on the recovery assignment will replace the original grade if the recovery grade is equal to or below 75%.  If the recovery grade is above 75%, the original grade will be replaced with a 75%.

*\*Projects are not eligible for recovery*

**Essay Remediation:**

The English department wants to make sure that students have the opportunity to meet the writing standards of the course.  Toward that end, most essay assignments which fail to demonstrate mastery of these standards are eligible to be re-written according to the following guidelines:

A student who earns below an 80% based on the merits of the paper will have the opportunity to revise and resubmit the paper. If a student wishes remediation, they must schedule a conference with the teacher within 5 school days of receiving their paper back. During the conference, the teacher will identify one skill for the student to focus on for revising; the student can earn points back for completing these directed revisions within the timeframe specified by the teacher. If the student is still dissatisfied with their paper, they can schedule additional conferences and work on revising other skills. **The maximum grade possible on a remediated paper is an 80%.** Papers which have had points deducted for not following the directions of the assignment (i.e., lack of revisions, no pre-writing, being late, etc.) are eligible to be re-written; however, any such deductions will stand. For example, a later paper with a 20-point deduction can be remediated for a maximum score of a 60.

**Plagiarism Policy:**

Plagiarism is the use of another's words or ideas and the presentation of them as though they are entirely one's own. Acts of plagiarism might include, but are not limited to:

1. using words or ideas from a published source without proper documentation;

2. using the work of another student (e. g. copying another student's homework, composition, or project);

3. using excessive editing suggestions of another student, teacher, parent, or paid editor.

Plagiarism on any part of any project or paper at Chattahoochee High School will result in a zero for the assignment and an Honor Code violation. Unless directly stipulated by the teacher, collaboration on written work is not acceptable. Students who willingly provide other students with access to their work are in violation of the Honor Code. Students guilty of cheating will earn a grade of 0 on the assignment or test. The assignment may not be made up (students having zeroes are not eligible for recovery). Additionally, an Honor Violation Form will be completed by the teacher and filed in the school office. Violations may be considered by faculty in making future recommendations. Membership in honor clubs could be jeopardized. Students receiving an Honor Code violation will be assigned to serve two (2) days of Saturday School for the first offense.

**Film, Television, Podcasts, and Music:**

Over the course of the semester I will incorporate some film clips, television, and/or music into the curriculum.  We will very rarely watch an entire film.  Clips from PG-13 and R rated films are shown only with the approval of the administration and permission from parents.  Films I plan to show to support the lesson plans are listed on the Parental Permission Form for Instructional Use of Videotape. The following videos/films have been selected for possible viewing during in class this year.

* *Antigone*
* *Lord of the Flies*
* *LOST*(clips from the TV show—first season)
* *Macbeth* (1971 film version and 2015 film version)
* *Persepolis*

The videos support the following instructional objectives:

•Compare and contrast video interpretations to author’s intent

•Understand and appreciate the development of themes over time and across genres

•Identify and understand how films fit literary movements

•Examining the importance of audience in creating text

•Extend understanding of traditional literary concepts to new mediums

•Analyze how films both shape and reflect the society of which they are a product

**Signature Page – This page needs to be completed in its entirety by both students and parents and turned back in to Mrs. Garth by the end of Friday.**

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

Parent name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

*By initialing each statement below, you are indicating that you have read the syllabus and agree with the terms and conditions of the class.*

|  |  |  |
| --- | --- | --- |
| **Item** | **Parent Initials** | **Student Initials** |
| Textbook/School-issued book |  |  |
| Film/ TV shows/ Podcasts |  |  |
| General Classroom   * Having device in class everyday * Adhering to the student code of conduct |  |  |
| Home Access: Each parent should be able to login to Home Access to see their child’s attendance and grades. If you do not have your login information, please contact the Chattahoochee front office and they will be able to help you. |  |  |

**Feeling generous?**

 Here are a few things we are in desperate need of in my classroom:

* Kleenex
* Hand sanitizer
* College-Ruled notebook paper
* Light bulbs (I know this sounds crazy, but I don’t use the overhead lights. I light my room with my lamps, and need to change the lightbulbs every few months. All of my lamps use a standard-sized light bulb. I am all out right now- anything will help!)