

Literature and Composition I, Springboard Curriculum Course
Syllabus **Teachers:** Patrick Gilligan, Carol Krueger, Sam Myer,
Christina Sneed

Course

Overview:

In the SpringBoard curriculum, you will explore compelling themes through reading, writing, discussions, performances, and research. You will closely read short stories, novels, poems, historical texts, and articles. You'll also view and interpret films, plays, and audio texts while comparing them to their related print versions. With frequent opportunities to write creatively and analytically throughout the program, you will develop fluency, research skills, and an understanding of how to craft your writing based on audience and purpose. Through collaborative discussions, presentations, performances, and debates with your peers, you will deepen your understanding of the texts you've read and viewed and learn how to convey your ideas with clarity and voice.

Texts

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Unit 1: A Long Way Gone --Ishmael Beah **Unit**

2: Romeo and Juliet -- William Shakespeare

Unit 3: Stamped -- Jason Reynolds **Unit 4:** The Secret Life of Bees --Sue Monk Kidd

Getting to Know Your Teachers:

Mr. Patrick Gilligan- This will be my second year at UCHS and my seventh year teaching in Saint Louis County schools. I graduated from Saint Louis University with a degree in Political Science (I LOVE politics!). I live in "South City" with my wife of five years and two dogs. I'm excited to get to know all of my new students!.

Mrs. Carol Krueger- Hello! I'm so honored to be working with you at the High School! This is my ninth year at the UCHS and 26th year of my teaching career. Homegrown here in the St. Louis area, I graduated from Incarnate Word Academy and The University of Missouri - Columbia. *Go Mizzou!* I live in Maryland Heights with my husband. We are "empty nesters" with our youngest, a Junior, at Mizzou. Working with students and families for student achievement is my passion and I look forward to meeting our amazing Class of 2024!

Ms. Sam Myer- Hey! I have been living in the Saint Louis area for the past eight years. Right now I am a student at UMSL working on my Masters degree. I love taking road trips with my little dog, kayaking on local rivers (and the ocean when I can!), and playing my ps4 every chance I get! I am so excited to teach another year at UCity and call myself a UCity Lion! UCity Proud!

Mrs. Christina Sneed -

Classroom Expectations: Respect It is important to remember that until we return to our school buildings, our ZOOM and Google classrooms are our professional, learning spaces. Please remember to show respect towards all the students and staff in your words and actions. Your active participation and professionalism is required. This class is full of human beings with different personalities, backgrounds, strengths and weaknesses. It is also full of people who are under pressure to process and produce a lot of material in a short period of time. Being kind and respectful to your teacher and peers alleviates stress and makes everything easier and more pleasurable. It's the least we can do for each other and for ourselves. **Attendance** Classes will meet on Zoom on Mondays, Tuesdays, Thursdays, and Fridays during the remote learning portion of the days. Students will be given links to the classroom of their lead teacher to attend these sessions. Your attendance and participation via Zoom and Google will be recorded and shared with the district leaders, and parents. **Preparedness** Organize materials and use your time wisely. You have to read the texts to learn. Take notes or annotate as you read. Great literature should be read and re-read Listen and take careful notes in class and review, rewrite and reorganize these notes when necessary. Set goals and don't be swayed by those who don't have any. Be prepared to think. Be motivated and responsible. Most importantly, don't give up!

Writing

Expectation:

Writing Focus: Most writing assignments will derive from the literary study in some way. Some will be formal and some informal; some will be processed and some will be timed; some will be researched and some will not. Regardless, all writing, in conjunction with the reading, will develop your awareness of the interrelationship between writer, reader and subject.

Informal Writing: You will use a combination of annotations, dialectical journals and timed free writes to engage in a close study of literature with the aim to improve your ability to critically think, read and write. These exercises will be used to aid in your understanding of a text and/or to develop ideas for a formal piece of writing. Though informal, these assignments will be taught, modeled and assessed.

Formal Writing: The major writings you are expected to compose are narrative, informative, argumentative, and researched argumentative. Each of these will be taken through the writing process, which includes brainstorming, organizing, drafting, revision, and publishing. To prepare for research, we will focus on choosing quality sources, note taking, summarizing, paraphrasing, choosing, using and integrating quotes, as well as documentation using the MLA format. You will also be expected to complete constructed responses.

Homework You should expect to have 20-30 minutes of written homework each evening--in addition to reading. Homework assignments will be both overnight and long-range. Much of your daily homework will involve reading with a corresponding written response. Homework will be posted on our Google Classroom page.

Absences and Make-up Work: It is the student's responsibility to ask for missing work and to submit it on time. If you know you will be absent, be responsible and ask for work in advance. If you have an excused absence, you have the number of days you are absent plus three more to make up your work. For example: if you were absent five days, you have eight days to make up the assignment, unless the assignment was given in advance. You are expected to check our Google Classroom page first for information regarding assignments missed and handouts needed. Once you have done that, ask a peer for any missing notes and learning targets. Then you may see me for additional information, assistance, and support.

Necessary Materials Chromebook
Textbook/Anchor Texts (novels when needed)
Writer's Notebook Pencil/Pen/highlighters (2 colors preferably)

Technology Expectations: Electronic devices are not to be visible unless I instruct you to take them out for educational purposes. I expect students to be responsible with their electronics, and to not disturb our learning environment with noise. If a student refuses, argues or further disrupts, disciplinary actions will ensue. Repeated violations will result in progressive discipline. **Cell phones should only be used only as directed for instructional use, in emergency situations, and with the permission of the teacher.**

Grading Policies: Your grade consists of summative and formative assessments. The summative assessments are 70% of the final grade and the formative assessments are 30% of the final grade. Summative assessments are assessments *of learning*. Summative assessments measure mastery of a learning target. Formative assessments are assessments *for learning*. Formative assessments guide the teachers and students by measuring the progress being made toward a particular learning target.

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Response Text Annotations

Writing

ion Quizzes (MC)

Formative (30% of grade)

50-100 pts. 10-50 pts. 20-50 pts. 20-50 pts. 50-100 pts.

Summative (70% of grade)

20-50 pts. 20-50 pts. 50-100 pts. 100 pts.

Retake Policy If a student does not achieve mastery on a summative Unit Test (80%), it may be retaken one time during the following unit. In order to retake the test a student **MUST** attend a tutoring or relearning/reteaching session before the retake. The student will earn the higher of the two test scores (up to 80%).

Unit Overview

Unit 1 In this unit you will be introduced to the theme of “coming of age” and how it is portrayed in a variety of genres and cultures. **Summative Assessment/Project:** Literary Analysis Essay

Unit 2 In this unit you will read and analyze William Shakespeare’s *Romeo and Juliet* and the dramatization of coming-of-age on stage. **Summative Assessment/Project:** Presenting a Dramatic Interpretation

Unit 3 In this unit you will be reading the novel *Stamped* and studying the truths and myths in society that influence the coming of age experiences for adolescents. **Summative Assessment/Project:** Writing an Argumentative Essay

Unit 4 In this unit you will study *The Secret Life of Bees* by Sue Monk Kidd and investigate the significance of setting, character, and conflict through historical contexts and how they connect to modern day. **Summative Assessment/Project:** Literary Analysis Essay/Historical Investigation

Accommodations and Modifications To support the participation of children with disabilities, accommodations or modifications will be necessary for accessibility to the reading, writing and speaking curriculum. These accommodations and modifications are individualized and are designed to support each student's academic success.

Additional Resources

Distance Learning Schedule Link

https://docs.google.com/spreadsheets/d/1IE2jBx3-2LwJh7EKtZMEssgAM7mk_VSZ0dWeOZW6Bal/edit

Purdue Owl MLA Writing Format Guide

https://owl.purdue.edu/owl/research_and_citation/mla_style/mla_style_introduction.html