

University City High School
Honors Literature and Composition I 2020-2021 Syllabus

Mrs. Christina Sneed
chsneed@ucityschools.org

Welcome to the 2020-2021 academic year. I hope you had a restful summer and are ready for Honors Literature and Composition I! This course will focus on the continued mastery of the critical thinking, reading, and writing skills necessary for applying the Missouri Learning and National English Standards, and preparation for future English coursework. Additionally, the thinking, reading and writing activities will engage you to develop strong communication skills and your ability to identify and understand the voices around and within. This coursework will enable you to better communicate your thoughts and feelings to yourself and others. Prepare to be challenged!

CLASSROOM EXPECTATIONS:

1. We will respect ourselves, our environment, our peers, and adults.
2. We will be on time!
3. We will come prepared for class and will participate in all learning activities.
3. We will communicate in a respectful and encouraging manner—NO JOAN ZONE!
4. We will not use or display any electronic devices without teacher permission.
5. We will be responsible digital citizens and will not misuse technologies.

Tips for Success:

- 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.
- Don't give up!
- Listen and take careful notes in class and review, rewrite and reorganize these notes when necessary.
- Be prepared to think.
- Be motivated and responsible.
- Use the dictionary when you read and look up words you don't know.
- Be prepared to write, rewrite and rewrite again.
- Do your own work.
- Set goals and don't be swayed by those who don't have any.
- Keep and organize all teacher handouts effectively.
- Ask questions directly of me or fellow peers by raising your hand.
- Take notes on classroom discussions. I will direct you by writing some things down or by specifically suggesting you write down what I or a peer, or an author, or a character just said. However, don't wait for me. If you think something is important, interesting or well said, write it down. This practice will help you with tests, writing assignments, and projects. Plus, it will keep you awake!
- Be Alert: We do not put heads down or sleep in class.
- Be Kind and Respectful: 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.

Reading Focus

Major Texts: Students in Honors Literature and Composition I will be exposed to a wide range of both classic and contemporary World Literature. Each major text will be examined in its cultural context to appreciate the history, diversity and complexity of world issues and their connections to your own experiences.

Supplementary Texts: Additionally, your understanding of each major text will be enhanced by the reading of various complementary texts that are thematically matched. In general, these thematic units will consist of a major text, such as a novel, memoir, or play, with various complementary texts, such as essays, speeches, articles, letters, short stories, poems, and songs. Films, television shows, video clips and art works will also be “read” to both broaden and deepen your understanding, while expanding your literacy skills beyond conventional texts.

Critical Reading: As an Honors Literature and Composition I student, your study of works in various genres will involve the following:

- close textual reading for comprehension and analysis
- vocabulary study to determine the meanings and effectiveness of words and phrases
- using and analyzing advanced syntax
- identifying and demonstrating an understanding of the use and effectiveness of various literary and rhetorical devices
- citing strong and thorough textual evidence to support analysis and make connections

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.

Language Focus: Vocabulary, grammar, and mechanics will be taught and reinforced through mini-lessons and in conjunction with reading texts and writing assignments.

Grammar: You will be able to identify sentence types (declarative, imperative, interrogative, and exclamatory); and structures (simple, compound, complex, compound-complex) and general independent and dependent clause types. You will also use a variety of these structures with an increasing awareness as to their effect on the style and meaning of a piece of writing. You will practice applying correct and effective syntax within your own writings.

Vocabulary: You will acquire vocabulary related to literary terminology associated with fictional texts. You will also be taught the rhetorical terminology associated with the study and use of non-fiction texts. Additionally, you will study vocabulary in context to further expand your vernacular, as well as your understanding of diction and its effect on the development of an author's aim. Careful attention will be paid to the relationship between denotation and connotation. You will practice applying your newly acquired vocabulary and attending to effective use of diction in your speaking and writing.

Mechanics (conventions): You will review rules regarding mechanics with an emphasis on how they relate to grammar. You will practice applying correct and effective conventions within your formal writing. You will determine and analyze the use and effectiveness of conventions, both when they are used and when they are broken.

Speaking and Listening Focus: You will come to class prepared to draw on your homework to engage in class conversations, debates and activities where you will practice using effective speaking and listening techniques that will stimulate thought and encourage conversation. You will be expected to listen carefully so that you can take in new information, ideas and/or evidence, reevaluate your point of view and respond thoughtfully.

Summative Preparation: Our coursework is aligned with the Missouri English II EOC, and will help you become familiarized with the test's format. We will use Galileo benchmarks to prepare for the EOC and will engage in daily activities to develop the reading, writing, and critical thinking skills necessary to succeed on the test. There will be additional mini-lessons on test-taking strategies to successfully prepare you to compose constructed writing responses and make your way through multiple choice and multiple selection questions.

Materials Needed in Class Each Day:

- A planner or calendar
- One folder with pockets and dividers
- Loose-leaf paper
- 2 composition notebooks
- Pencils and Pens (blue and black ink only)
- Two differently colored highlighter markers
- textbook and novel as needed

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. You can expect that written responses will be collected and assessed regularly. Homework will be posted on our Google Classroom page.

Grading: Your quarter grades will be determined, by averaging the following:

- Major assignments: 45% (tests, timed writing responses, final draft essays, individual projects, etc.)
- Minor assignments: 25% (quizzes, writing responses, cooperative projects, etc.)
- Class work: 10% (class discussions, participation, worksheets, reading assignments, writing assignments, etc.)
- Homework: 20% (reading homework, writing responses, vocabulary exercises, and grammar exercises, etc.)

Point Breakdown:

	Close Reading/ Text Annotations	Vocab work	Socratic Seminar	Constructed - Response Writing	Reading Comprehension Quizzes (MC)	Unit Assessment
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.

Academic Integrity: According to Merriam-Webster’s online dictionary, plagiarism is “to steal and pass off (the ideas or words of another) as one’s own: use (another’s production) without crediting the source.” All work that you put your name on should be your own, unless you indicate otherwise by citing sources. Plagiarism is a serious offence, which violates our School’s Academic Integrity Policy. Other violations of the school’s Academic Integrity Policy include: inappropriate collaboration, inappropriate use of an outside source, interference with another’s work, forgery, submitting the same work to multiple teachers for credit, purchasing completed work by another and cheating on a test or quiz. Violating the School’s Academic Integrity Code will result in one of the following consequences:

- Reworking and resubmission of the work in question for a reduced grade
- An alternate assessment
- A zero on the work in question

Note: The penalty will be determined using the District's Behavior Guide and my discretion on a case by case basis.

Late Assignment Penalties: Late assignment penalties will vary according to the type of assignment--there are summative "finalized" assignments and formative "preparatory" assignments; however, homework will not be accepted late.

Finalized Assignments: Finalized assignments are not necessary to the operation of the class. For instance, final drafts of essays, final drafts on projects, and take home tests, always fall under this category. Should you be late in submitting a finalized assignment, you will be expected to fill out a late work form and attach the assignment to it. Work is considered late if it is not handed in by the requested due date and time. For instance, if an assignment is requested at the start of class, it is considered late if you hand it in after the start of class. Late finalized assignments will result in a deduction of 10% points per day, per the district policy, and will not be accepted after one week from the assigned due date.

Preparatory Assignments: Preparatory homework consists of any reading assignment or writing assignment that is necessary to the functioning of the class. Reading homework is always preparatory. You need to read the materials assigned by a certain day so that specific class activities can be performed by you and/or your classmates. Some writing assignments will fall under this category too. I will always indicate whether or not a writing assignment is preparatory in nature. Preparatory assignments cannot be made up.

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.

Tardies: Tardies will be tracked and we will strictly adhere to the school's Tardy Policy.

Hall Passes (For Blended/Hybrid Model): Each student gets only 2 hall passes each quarter (4 each semester). The use of the hall pass is for emergency purposes only. Students will need to make good use of their hallway and break periods because this policy will be strictly followed. Only one student will be allowed outside of the classroom at a time. If you need to go to the restroom, please raise your hand to request permission. Once permission is granted, take the pass and exit the room as quietly as you can. Upon re-entry, be mindful of not interrupting the lesson and return the bathroom pass to its appropriate place.

Electronic Devices: 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.

COMMUNICATION:

If for any reason you need to get a message to me or have any questions, please feel free to email me at chsneed@ucityschools.org and I will get back to you as soon as possible.