9 Literature and Composition (9 LC) - Fall 2016

Ms. Val Nafso

**Contact Me:**

Feel free to share concerns, wins, or questions. I check my email frequently throughout the day, but please allow me 24 hours for a response (I will almost always respond much sooner than that though).

**Email:** [vnafso@troy.k12.mi.us](mailto:vnafso@troy.k12.mi.us)  **Class Website (Check each day for updates):** [www.msnafso.weebly.com](http://www.msnafso.weebly.com) **Room #:** 238

**Turnitin.com:** Log in with your current turnitin.com log-in and type in the class code and password to enroll in your class

1st Hour ID: **13466574** 1st Hour PASSWORD: **nafso1** 2nd Hour ID: **13466578**  2nd Hour PASSWORD: **nafso2**

3rd Hour ID: **13466583** 1st Hour PASSWORD: **nafso3** 6th Hour ID: **13466586**  2nd Hour PASSWORD: **nafso6**

**Course Description:**

In 9 Literature and Composition One, we will focus on strengthening your reading and writing skills as we move from a survey of literature to a practice of the analytical and interpretive skills necessary for synthesizing ideas into clear writing and strong discussion. We will be reading a variety of short stories, nonfiction pieces, and a novel, and they will also vary from classical to contemporary selections. Always come to class having read the assigned reading. The fundamentals of high school writing and grammar will also be addressed. Work in this course will include reading, analysis of literature, quizzes on material, vocabulary and reading tests, and essays. Students will also improve their listening and speaking skills in various formats.

**Classroom Policies:**

**Electronic Devices:** The work in our classroom will often be facilitated with technology. If you have an iPad, PC, or smartphone, you may (with permission) use it in the classroom. You should have it charged and with you at all times. If you do not have one, there will be a few available for classroom use. It should be put away during instructional time or discussions, unless told otherwise.

**Homework Policy:** The primary purpose of homework is to come to a better understanding of the content of the course. It will also help me assess your understanding of course concepts; therefore, it is vital to put your honest effort into assignments. The purpose of homework is for PRACTICE; therefore, most homework assignments will be graded on effort and completion. Homework may be in the form of reading, reviewing, practicing skills, and preparing for discussions/essays. To make sure that you are mastering the concepts, we will have a homework quiz every other week. Students can use their completed homework on the homework quizzes, so they should have it properly organized in their binder

**Reading Assignments:** You will be responsible for reading many selections. Be prepared to discuss the material and to take content quizzes at any time. Summer reading will be addressed throughout the term. We will also have silent reading each day (R&R-Read and Relax). Make sure you bring your independent reading book with you every day.

**Writing Assignments:** Assignments will vary in scope from short responses to essays of several pages. These assignments must be typed (MLA format) and free from spelling/grammatical/mechanical errors. If you have an issue with your computer/printer, find a way to print it before coming to class (library, media center, have a friend print it, etc.). You will not be allowed to print during class. We will also have writing time in notebooks frequently.

**Late Work:** All course work is expected to be turned in on time (in the beginning of class the day it is due). In the event of an excused absence, you may make up the work assigned and turn it in. You have as many days as excused absences to make up the work. Unexcused absences do not allow for make-up work. Any unexcused late assignments should go in the "Late Bin" and will not be prioritized in the slightest. Late work is not guaranteed feedback.

**Cheating/Plagiarism:** Troy High School prides itself on treating all students with respect. Consequently, we believe it is critical to hold our students to a high standard of scholarship and integrity in order to maintain the quality of the learning environment for all students; therefore, cheating and plagiarism will not be handled lightly.

* Plagiarism can be defined as representing someone else’s ideas, words, statements, or other work as one’s own without proper acknowledgment or citation. (i.e. copying word for word, lifting phrases, or using a special term from a source or reference, whether oral, printed, or on the internet; paraphrasing another person’s written words or ideas as if they were one’s own; or borrowing facts, statistics, graphs, or other illustrative material without proper reference, unless the information is common knowledge). All of our class essays will be submitted to www.turnitin.com to confirm the authenticity of your work.
* Cheating is anything including copying homework, letting someone copy your homework, plagiarism, having notes visible during quizzes or tests, etc.

I would want to earn enough of your respect that you wouldn’t want to cheat in my class, but ideally, I want you to have enough respect for yourself and for learning that you wouldn’t do it at all. There is no point in cheating because it does not give either of us an accurate representation of your understanding. Plus, it is not worth losing respect and possibly getting suspended.

**Final Exam:** A final exam will be given. It will count for 10-20% of your grade.

**Attendance: *VIEW THE WEBSITE ON THE DAY(S) YOU ARE ABSENT BEFORE COMING TO CLASS.*** There, you will be able to see what we did, what you missed, and any notes/worksheets that were given out. If you are absent on the day an assignment is due, you will be expected to turn it into me when class begins on the day you return, otherwise it goes in the late bin. If you are absent on the day I assign something, you will have one day to make up work for each day you are absent (only for excused absences). If you do not abide by that schedule, I will have you put your assignment in the late bin. If you have an unexcused absence, your work that was due that day will go in the late bin. I have blue mailboxes on the student supply table where I put handouts from each day. Check the mailbox slot for the day you were absent for any hard copies of handouts. Please respect this policy and take responsibility of your absences. You should never have to contact me when you are absent unless you have a question about something we did that day after viewing the website. If you are absent on the day of a quiz, I do not administer make-up quizzes unless you have an excused absence. If your absence is excused, you must contact me to come in before or after school to make it up, otherwise it will remain a 0. You only have as many days as you were absent to make up a quiz.

**Behavior:** Basically, WORK HARD and BE NICE. Both good and bad actions have consequences in this class (can be positive or negative consequences). Disrespectful behavior will not be tolerated. Disruptive behavior from individuals will result in a verbal warning. Continued misbehavior will result in that individual staying after the bell, staying after school, phone calls/emails home, a parent conference, and/or referrals to administration. Please practice mature and appropriate learning behaviors. Pay attention, participate, respect the people and learning process in the classroom, and have fun.

**Snacks/Drinks:** Snacks/Drinks are allowed so long as there is absolutely no evidence ANYWHERE.

**Tardy:** I will follow the THS tardy policy. If a student receives four tardies in a quarter, he/she will be assigned a Saturday school.

**Participation:** Students should come to class prepared to participate in a positive manner. Students who actively participate develop a deeper understanding of the material, and it will make a difference in their grades.

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**Supplies:**

Required:

* A folder (reserve one side for completed/handed back assignments and one side for notes and assignments to complete
* A notebook SPECIFICALLY for English
* pens/pencils/highlighters/loose-leaf paper/post-its
* USB Flash Drive or a good working knowledge of Google Drive/One Drive
* Independent Reading book (a novel of your choice)

**Units of Study**

Introduction to High School Writing

* 3-Part Essay: Initial Format and Revision
* Introductory and Concluding Devices
* Thesis Statements/Topic Sentences
* Body Paragraph Development
* Transitions and Word Choice
* Including Research and Evidence
* MLA Documentation and Source Evaluation
* Plagiarism Prevention
* **Assessment**
  + **Literary Analysis focusing on Conflict or Theme**

Elements of an Argument

* Key Elements: Claim, Analogy, Support, Evidence, Persuasive Appeals, Tone, Author's Purpose, Rhetorical Devices, Counterclaim, Public Speaking
* Key Instructional Resources: "I Have a Dream" and various persuasive nonfiction essays and speeches
* Instructional Strategies and Activities: Read persuasive pieces, identify key elements, and discuss the rhetoric of the essays/speeches
* **Assessments**
  + **Persuasive Presentation (MLA Format)**

Elements of Literature

* Key Elements: Plot, Conflict, Foreshadowing, Suspense, Point of View, Characterization, Irony, Setting, Imagery, Mood, Symbol, Theme, and Tone
* Key Instructional Resources: "The Most Dangerous Game," "A Sound of Thunder," "The Necklace," "The Cask of Amontillado," "The Scarlet Ibis," Summer Reading
* Instructional Strategies and Activities: Annotating, Inferring, Determining Theme, Socratic Discussions, Studying Vocabulary in Context, Visually Representing Symbols, Media Study
* **Assessments:** 
  + **Comparison/Contrast Essay of at least two works with focus on Character, Setting, Symbol, or Theme**
  + **Comprehensive Objective Exam**

Novel Study Unit

* Key Elements: Novella, Setting, Point of View, Characterization, Conflict, Imagery, Mood, Language/Word Study, Themes
* Key Instructional Resources: Of Mice and Men
* **Assessments:** 
  + **Authorial background and historical context research project/presentation**
  + **Argumentative/Persuasive Essay in response to the novel's social issues**
  + **Comprehensive Objective Exam**

Grammar, Usage, and Mechanics:

* Parts of speech, Subjects and Verbs--Identifying and Agreement, Dependent and Independent Clauses, Avoiding Fragments and Run-ons, Parallel Structure, First, Second, and Third Person POV, Past and Present Tense

**Grading Scale:**

99-100: A+ 93-98: A 90-92: A- 77-79: C+ 73-76: C 70-72: C- <59: E

87-89: B+ 83-86: B 80-82: B- 67-69: D+ 63-66: D 60-62: D-

**Important Notes:**

* Grades will be posted as often as possible. I will typically post every couple of weeks. It is your responsibility to check and keep track of your grades.
* How Should I Study? Even though homework is not always being collected for a grade, you are allowed and encouraged to use homework on your biweekly quizzes. These assignments work as great study tools for the unit assessments.
* Reading the Textbook at Home: You can access our class textbook for free at [www.classzone.com](http://www.classzone.com).
  + **Activation Code for "McDougal-Littell Literature Grade 9" Book (Orange): 4702378-40**
* Note: Having internet or printer problems is not an acceptable excuse for not having homework/reading done. There is always a way, whether it is going to a friend's house, go to the media center, come to school early, etc.

**"Education is the most powerful weapon, which you can use to change the world." - Nelson Mandela**

**Classroom Procedures**

**At the Beginning of Class:**

1. Get to your seat when the bell rings.
2. Get out your materials for ENGLISH CLASS ONLY and put them on your desk (including homework that is due that day). If you were absent the day before, check the mailboxes for handouts.
3. As soon as the bell rings, check the board for a writing prompt. If there is no prompt, begin reading your independent book. If there is a prompt, answer it in your writer's notebook.
4. As you read or write, I will be taking attendance and checking in homework.

**At the End of Class:**

1. We will always do some kind of wrap-up session, whether it is an informal assessment (1-4 scale, fist to five, thumbs, etc.) or an exit conversation to make sure you’ve achieved the goal for that day.
2. There is absolutely NO PACKING UP until I have made my final announcement; once I have made my final announcement, if there is extra time, you may chat with a friend, but you need to be in a seat until the bell rings (there will be no lining up by the door).

**Classroom Protocols**

**Classwork Protocol**

Keep talking at a minimum unless you are discussing the work with a classmate or working in partners/groups; stay on task (no working on other work); use your time wisely; no use of electronic devices until work is finished.

**Discussion Protocol**

Be actively engaged (listening attentively, ask questions, build off a classmate, jot down notes, add insight); Respect one another (no interrupting or talking over one another, be appropriate); Stay on topic (try not to go off on rants or tangents); have appropriate materials out on desk.

**Silent Reading Protocol**

Complete silence; no head down or working on other work; engage with a text (sticky notes, annotating, etc.) for the allotted time.

**Peer Editing Protocol**

Give constructive feedback; not “what you’re doing wrong” but “what can you do to make it better”; give honest feedback.

**Group Work Protocol**

Do your part; share your strengths; be actively engaged; stay on task; work well with others – in any work environment, you will most likely have to work well with people who are completely different from you, so keep an open mind and respect them.