Textbook Used:
*Into Literature - Florida,* 9. Houghton, Mifflin, Harcourt. The textbook is available online (through computer, tablet or smartphone). Each student will also receive a consumable workbook edition, ideal for annotation! This course is heavily supplemented with other, carefully teacher-selected materials.

Other Materials Needed:
- Laptop
- Composition notebook or a spiral notebook or loose-leaf paper in a section of a binder
- Looseleaf paper
- Pens or pencils
- Sometimes art/drawing materials

Course Objectives:
Students will...
- Learn the general principles behind all writing, and how they apply to both non-fiction, fiction, and poetry, and to both the texts we read and the texts we write.
- Read to know what texts say, what texts do, and what texts mean.
- Use different literary lenses to analyze texts from a variety of perspectives
- Write in multiple modes and genres, including narrative, reflective, expository/informational, argumentative, and literary analysis
- Write using different organizational styles appropriate to the genre, topic and audience
- Write using different types of details appropriate to the genre, topic and audience
- Use the writing process to plan, draft, revise, and polish pieces of writing,
- Develop skills in questioning, class discussion, public speaking, listening, viewing media, and critical literacy.

Major Units/Topics/Themes:
**Inquiry Unit for Year: What is the purpose of education? What is the power of education?**

Unit themes:
- **Quarter 1: Themes – Education as Survival in the World**
- **Quarter 2: Theme – Epic Hero Journeys/What Kind of People Should Education Create?** Essential
- **Quarter 3: Theme – Educating the Emotions**
- **Quarter 4: Themes – The Power of Definition/The Struggle for Freedom - The Power of Words and Literature**

Methods of Assessment:

**Diagnostic Assessments:** These assignments may or may not go in the gradebook, but they are designed to see what students’ current level is at a particular skill or skill set as a reader or writer. They do not count toward the student’s final average.

**Formative Assessments (40% of average):** These assignments are practice work for learning and growth of skills and thinking. Some reading and writing assignments will count as formative, but my main formative grades will be weekly/bi-weekly Learning Logs. Learning Logs are mini-learning portfolios where students are given a chance to write about what they have learned, what they still need help with, and what they want to learn next. Student can include work samples from any work they have done demonstrate their learning.

**Summative Assessments (60% of average):** These assignments are the “big ticket” items, the assignments where students demonstrate what they have learned to do. These include major writing assignments, projects, and essay tests. If a student shows that they can successfully complete the summative assignments, they will pass the course for that quarter.

**Academic Support:** I am available between 7:45am and first bell every morning in my room, from 3:30 to 3:45 most afternoons (not on early release days), and at lunch by appointment.
**Academic Honesty: Plagiarism**, according to the American Heritage Student Dictionary, is to “use and pass off as one’s own (the ideas or writings of another),” or “to make use of the passages or ideas from (another) as if they were one’s own.” If you write something in a paper that doesn’t come out of your own head, you must give credit to the person who wrote it. Plagiarism is a form of cheating. Cheating is defined as “to deceive by trickery.” Academic honesty and integrity means not cheating.

Plagiarism can be anything from copying an entire paper, to copying even a sentence or part of a sentence, without giving credit to the original source.

**Students should not:**
- Copy or copy and paste information from a book, magazine, website, or other source, including your own previous work without citing that source to give credit.
- Take a passage from another source and change words, word order, or order of sentences and then submit the information as your own writing.
- Write or speak (in a speech, presentation, or PowerPoint) someone else’s words and ideas without giving credit.
- Use their own work from a previous assignment or assignment for another class without getting explicit permission from both teachers.

**Students should:**
- Record all relevant information about any source they might use in an assignment, including authors, titles, editions, publishers, publication dates, places published, website names, URL’s, dates accessed, and persons spoken to (for interviews).
- Clearly either quote directly or paraphrase (put into your own words) any information from a source in the text of the assignment, and cite the source, either in the sentence or in parentheses.
- Include a Works Cited at the end of any assignment that includes sources. A Works Cited page should be in a recognized format (MLA, APA, etc.) as assigned by the teacher. Students may use websites like Citation Machine ([http://citationmachine.net](http://citationmachine.net)) to help create their Works Cited.

**Class Culture for Learning/Class Rules:**
I begin the year by talking to my students about what a great class looks like and what a not-so-great class looks like, and students all know that in a great class…
- the teacher is knowledgeable, helpful, clear, respectful of students, and enthusiastic about the subject
- the students are in class to learn, come prepared, are respectful and helpful to each other, and try their best, even when it isn’t their favorite subject

They also all seem to know that being respectful involves…
- not talking over a speaker (the teacher or another student) who is addressing the whole class
- not creating distractions
- trying your best to make the class run better, not worse

**Class Behavior**
You can’t have a really good class based on rules – only an “in control” one. So I try very hard to collaborate with students to co-create a really good experience. However, if a student does not understand how to help the class work better, or isn’t in class to learn, I have the following rules in place.

**Rules:**
- **Get to class** on time, and prepared to learn. Get quiet when the bell rings and begin with the assigned work on the front screen.
- **Be in class** mentally and physically, and do not distract other students or the teacher from learning activities. Avoid blurring out, having side-conversations during instruction, having your phone on, or out, except during BYOT activities. Focus on what they class is doing.
- **Leave class** as clean or cleaner than you found it, and try to remember what you learned.

Follow all school rules and policies.

I try very hard to understand when students have problems, to talk to students about why they may be having difficulty in my class, and to solve problems without referrals. But if a student refuses to cooperate with me, I will have to send the student to the office on a discipline referral. I will always make multiple attempts to contact parents first.