Syllabus: English 9
Introduction to Literature & Composition

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Snapshot: Course Overview
Welcome to 9th Grade English! This semester, we will be exploring some fundamental pieces literature and various perspectives that contribute to the diverse body of literature available to readers in contemporary society. I want you to always do your best. I want your priorities to be based on intrinsic interests and your own desire to learn more and attain wisdom about yourselves, other people, and the world around you at large. This year, we will be reading various forms of literature including novels, poems, and short stories. We will have writing assignments, presentations, and projects that correspond and enhance what we are reading in and out of class. In addition, we will focus on vocabulary building and grammar. We have a lot to cover this year and my job is to make it interesting- that is what I aspire to do.

Snapshot: Course Description
The purpose of this course is to develop your ability to analyze literature and to express complex ideas in writing. You will be provided with a foundational basis of knowledge covering several pieces of literature and literary movements. I try to pull several pieces that are intended to give you a range of literary texts. Novels, short stories, poems, and song lyrics will be analyzed throughout the duration of this year. You will have writing assignments, presentations, and projects that correspond and enhance what we are reading in and out of class. In addition, we will focus on vocabulary building and grammar. If you give your best effort, this class will prove beneficial to you.

Snapshot: Grading Scale

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<th>Grade</th>
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<tr>
<td>A</td>
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<td>A-</td>
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Snapshot: Class Materials
For this class you will always need a pencil, paper, your journal, the text we are covering, your binder, your iPad, and your independent reading novel. If you need other materials for the lesson, I will let you know. It may be helpful to purchase index cards for studying purposes.
Tentative Literary Texts: STORIES TO BE DISCOVERED

• Primary Texts
  o Entire Novel: To Kill a Mockingbird by Harper Lee
    Harper Lee’s classic novel explores inequity in race and social standing through the viewpoint of two children. This text lends itself to critical interpretations and the analysis of character development.
  o Entire Play: Romeo & Juliet by William Shakespeare
    This classic tragic is predictable, but a play that is a must read. However, in addition to analyzing the angst of teenage love, we will also study the archetypal patterns of family conflict, miscommunication, and lustful rashness.
  o Excerpts of Epic Poem: The Odyssey by Homer
    This epic poem is a classic. In this unit, we will also explore Greek mythology. This text explores values that we see in contemporary society today. It questions the criteria involved in labeling heroic behavior. The plot revolves around Odysseus’ journey home and all of the complications that he faces. Like many narratives about the journey, the events that occur along the way are just as important as the final outcome.
  o Entire Novel: The Absolutely True Diary of a Part-Time Indian by Sherman Alexie
    This story gives a unique account of individuals trapped between two worlds and two distinct cultures. It highlights the advantages and disadvantages of cultural differences and insight. In addition, it incorporates visuals in a way that really inspire imagery and comprehension.
  o Excerpts from: The Opposite of Loneliness by Marina Keegan Rez Life by David Treuer Outliers by Malcolm Gladwell Feed by M.T. Andersen The Catcher in the Rye by J.D. Salinger Behind the Beautiful Forevers by Katherine Boo Girl on a Train by Paula Hawkins Kindred by Octavia Butler The Glass Castle by Jeanette Walls The Kite Runner by Khaled Hosseini *Subject to Change

• Short Stories
  o “Memento Mori” by Jonathan Nolan
    This text reflects the plot of the film of the same name. The reader must piece together a mystery to determine whether or not Earl is a killer or a victim (or both).
  o “Everyday Use” by Alice Walker
    This short story urges the reader to consider the true meaning of heritage. Through the three main female characters, one can analyze the differences between what should and should not be preserved.
  o “The Thing in the Forest” by A.S. Byatt
    This short story also exemplifies the employment of symbolism to make a statement about society and the effects of environment on the innocence of childhood and the development of individuals. This text does not take place in a concentration camp, but rather gives another perspective into WWII literature.
  o “The Human Chair” by Edogawa Rampo
    This text ties in well with narrative literature. This is James McBride’s autobiographical account of what it was like being confused about racial and ethnic differences growing up. This text explores the bonds of family, the influence of one’s past and upbringing, and the role of race and religion in personal identity.
  o “Jealous Husband Returns in the Form of a Parrot” by Robert Butler
    This text exemplifies the literary skill involved in point-of-view. It also raises questions about the role of karma or consequence in one’s life.
  o “Harrison Bergeron” by Kurt Vonnegut
    This text examines the difference between equity and equality. Furthermore, it simultaneously criticizes the control of media in conformity. This text is used to analyze dystopian literature and associated writing traits within the genre.
  o “The Most Dangerous Game” by Richard Connell
    This text scaffolds an analysis of the differences between animals and humans in the scope of hunting. This text exemplifies foreshadowing as a literary technique used to build suspense.

• Poetry Unit
Memo: Digital Learning Spaces: Class Website & Google Classroom
You can access our class website at: http://nahsfougerousse.weebly.com. To keep up with course readings and associated assignments, you can reference this website. In addition, I plan to use Google Classroom for day-to-day assignments. Therefore, if you have access to the Internet and are absent, this can be a resource to you. Class codes will be provided.

Memo: One-to-One Classroom: The iPad (Fully Charged)
In my class, you will need your iPad. Make sure that it is fully charged BEFORE you come to class. My outlets are not there for you. You must charge your iPad at home. Charging your iPad in my class will result in a detention or more serious consequences for repeats.

Memo: Expectations: Bell Work
Each day, I expect you to come into class and be ready for the lesson. To help you get into the focused routine, I assign bell work to be completed at the beginning of each class session. Mondays and Wednesdays will revolve around building your vocabulary. Tuesdays and Thursdays will be free write journaling days. Fridays will be a wild card. You will be required to keep a journal and/or a blog for my class. You are given creative freedom to decorate or organize this journal or blog in the way that you see best (as long as it is school appropriate). If you choose to publish a site, you must fill out the parent consent form. In regards to Tuesday and Thursday journaling time: We will start journaling as soon as the bell rings. Come in and be prepared. The prompt will be projected on the front board. I will explain the prompt at the start of class. I understand that in a class full of twenty to thirty students, sometimes it is hard to have your voice heard… especially if you tend to be more introverted. Journaling allows you to give me insight into who you are and the way you think. This is your space to be creative. If you are just not in the mood to write about the prompt, feel free to free write. However, you must be writing for the full duration. The purpose of journaling is to get your thoughts out on paper, to help you get focused for class, and to give you a space to talk to me. In regards to vocabulary, you will need to create notecards or frayers with each week’s words and definitions on them. I will give more information in class. Fridays will be reserved for AOWs, grammar, vocabulary assessments, SSR, or in-class debates.

Memo: Student Choice: Independent Reading Assignments
Each quarter you will be expected to complete an independent reading assignment (IRA) comprised of four parts. The first part involves selecting a grade-appropriate, teacher-approved novel and reading the text. The second part involves a written component with specific details (see writing section on syllabus or Independent Reading webpage on my teacher website). The third part involves self-selected vocabulary. The last part is some sort of presentation of knowledge. This may take many forms (group talks, Glogsters, videos, etc.). Though I give in-class reading time, you will have to read your novel outside of class as well. I suggest making a reading agenda in advance to ensure that you have enough time. You will have to type and print your writing assignment OUTSIDE of classtime. Therefore, plan ahead.

Drum Roll: Writing & Composition Assignments

Routinized Writing (Subject to Change)
• Journaling & Reflective Writing (100 Points)
  All Year Long | Prompts Posted As We Go
  The purpose of journaling is to get your thoughts out on paper, to help you get focused for class, and to give you a space to talk to me. Furthermore, timed journaling will help you prepare for the plethora of standardized assessments that await you in your educational career.

• One-Page Synopsis & ACE Critical Reflections
  All Year Long | AOW Style Approach | ACE Writing Strategy
  These smaller writing assignments will help you articulate your thoughts and work on your finesse in composition skills. In addition, by responding critically to a piece of literature, you will be enhancing your reading comprehension simultaneously.
• **Independent Reading Papers**  
  **All Year Long - Once a Quarter**  
Alongside the independent reading, students will write a literary analysis over the text they select each quarter. The writing component of the Independent Reading Assignment follows a consistent layout. The first paragraph highlights the static and dynamic characters in the text as well as the main components of the plot diagram. Students will work on thesis formation in these papers as well. The second paragraph outlines an opinion of the text using three specific reasons accompanied by textual support (direct quotations). The last paragraph is a recommendation paragraph. You will have four of these by the end of the academic school year.

**Priority Compositions (Subject to Change)**

• **Narrative & Memoir Writing**  
  **Quarter No. 1 | Personal Narrative**  
The personal narrative will help you organize your own writing into a plot diagram. You will work on sensory language, smooth transitions, and maintaining the attention of your readership. In addition, you will work on grammatical competencies. For this paper, you will reflect on an event in your life that is in some way shaped you or had some type of impact on your life.

• **Research & Informative Writing**  
  **Quarter No. 2 | The History of ...**  
The research paper will prompt you to explore the history behind something. You will be provided with several idea starters in class. You must use credible sources and perfect your ability to select research from peer and scholarly reviewed databases. This paper will also build your understanding of MLA format expectations.

• **Research, Argumentative, & Persuasive Writing**  
  **Quarter No. 3 | Conspiracy or Controversy Paper**  
To continue building your composition and research skills, you will select a controversial topic or a conspiracy theory. Then, using KELP (kairos, ethos, logos, and pathos), you will demonstrate competency in rhetoric through a complex and well-formed argument. You must demonstrate your claim, integrate a counterargument, and avoid using first person point-of-view in your writing. Furthermore, you will continue to enhance your ability to utilize MLA format when writing papers.

• **Advanced ACE Literary Analysis & Word Specific Analysis**  
  **Quarter No. 4 | Advanced ACE Writing and Word Specific Analysis**  
Through these assignments, you will use textual support and advanced ACE formatting to compose strong paragraphs. Your paragraphs will reflect your knowledge of how meaning, writing strategy, and language are used and presented in your selected literary piece. Furthermore, you will begin to develop skills in word specific analysis and an understanding of the importance of social historical context.

**Attention: Classroom Expectations**

We are a learning community. Therefore, in order to maximize learning opportunities and experiences for everyone in our learning community, there must be a collectively established and consistently maintained set of organizing principles that shape our classroom and foster effective learning. I believe in structure and creative spaces cushioned by guidelines. This contract outlines my expectations for our learning environment. I maintain the right to add to this contract as the year progresses. If changes are made, they will be brought to your attention.

1. **Be Seated.** Be in your seat when the bell rings. Rationale: We have fifty-five minutes to cram in learning. The faster we start class, the more content we will cover during class time. The more content covered in class, the less homework or out-of-class work for you. In congruence with Attendance Policy: Each time you break this policy, I will write you up as if it were a tardy. Take this seriously and we will not have any problems. Extenuating circumstances- talk to me so that I understand the situation from both sides. See the NAHS handbook for attendance and tardy policy and discipline procedures.
2. **Come Prepared.** Come to class with your 1 or 1.5 inch binder, the text that I indicate (on the board and the day before in class), loose-leaf paper, your writer’s notebook (journal), **YOUR iPAD**, and a writing utensil everyday unless I tell you otherwise. Rationale: To do the activities in class, you need to have the necessary materials. If you have to leave for your locker everyday, you are missing class time. If you are missing class time, you are missing the lesson. If you are missing the lesson, you are not going to be as prepared as you should be in order to do your best. You have **three** passes a semester. Use them wisely. If you forget something, use a pass and go get it. After you use all three passes, there will be consequences. I also can say no even if you have a pass. When you use your passes, use them at appropriate times. I must sign off on the pass before you can leave.

3. **Stay Organized.** Organize your binders with five tabs. In addition, by the end of the semester, you will have the information with the following sub-tabs or corresponding notes taken in and out of class. Sub-tabs will be created as the year progresses, but you should have all five main tabs in your binder by the end of week one. Rationale: This class is designed to give you a foundational understanding of Pluralistic literature. My goal is to prepare you for college and further academic pursuits. This binder, if kept properly, will be a valuable resource to you later. I will do binder checks once every nine weeks. The discipline procedure in this case is a deduction of points that factor into your final grade for the semester. Tabs need to include: **Literature, Poems, Vocabulary, Writing, and Exams.**

4. **Do YOUR Best.** Do your best and I will award your effort. This entails doing your assignments. Your best entails your best work- not someone else’s best work. Rationale: I want to see your work, your thoughts, your ideas, and your level of understanding. It is okay to build from published works and from ideas that have been established in the past. It is okay to be inspired by different perspectives, but you must put your own spin on it and give credit where credit is due. You cannot be creative without being a little divergent. In congruence with **Academic Integrity Policy**, there will be **no** tolerance for plagiarism. See the NAHS handbook for expectations and discipline procedures regarding the academic integrity policy.

5. **Be Respectful.** This means respecting the teacher, respecting your classmates, respecting the school, respecting materials, and respecting yourself. Rationale: This has come to be a cliché, but it is a necessary component in an effective learning environment. Respect. Code switching is a thing. You need to know when it is appropriate to speak and in what ways. You need to know when it is appropriate to listen. Respect is an indicator of your level of social integrity. I will **NOT** tolerate disrespect. However, there are different levels of disrespect and discipline procedures will vary according to the level of disrespect conveyed. Inappropriate language is disrespectful. I have a zero tolerance policy for any type of bullying. See the NAHS anti-bullying policy for more information and discipline procedures.

**Attention: Classroom Procedures**

**End of Class Procedure**
I dismiss you, **NOT** the bell. Most days, I will give you the last minute of class to pack up your items and write down your homework assignment, which will be written on the board and will usually be posted online as well. You may **NOT** line up by the door.

**Make-Up Work Policy (If you are absent...)**
Reference Google Classroom or email me for make-up work if you are absent. You will be given a day to make up work for each day you are absent. If you fail to turn in work past that time frame, the assignment will fall into the late work policy category. I understand that things come up. Nonetheless, it is your responsibility to ask for make-up work and an explanation of the assignment. You may speak to me before class begins, during journaling time or vocabulary workshop, after class, or after school. **COMMUNICATION IS ESSENTIAL.**
Late Work Policy
The New Albany High School English 9 teachers will accept late work within the unit that it is being taught. If students intend to turn in assignments late, they have the opportunity to receive 75% of the points possible (dependent on the quality of the assignment submitted late). After a unit is completed, assignments pertaining to that unit will no longer be applicable to the grade. In the grade book, a 0 means there is still potential to turn in the late assignment. However, a 0.1 means that the turn-in window has passed.

Turning In Assignments & The Class Agenda
I will collect assignments at the start of class on the day the assignment is due (unless I decide to change things up). Online assignments will be collected via email, turnitin.com, or Google Classroom. Big compositions will need to be printed for documentation. I will write the day’s agenda on the board each day so that it is visible to all. I am also going to attempt to post that on Google Classroom.

Anti-Cell Phone & Food/Drink Policy
You should never let me see your cell phone or headphones in my classroom. If I see it or hear it go off, I will take it and you will not get it back until the end of the school day. If you want to avoid losing your phone for a day, do not bring it to class. Also, I do not allow food or drinks in my classroom.

Cheating & Academic Integrity Policy
New Albany High School is committed to academic integrity in all its practices. The faculty value intellectual integrity and a high standard of academic conduct. Activities that violate academic integrity undermine the quality and diminish the value of educational achievement.

You should not cheat. End of story. However, if you do cheat and you are caught cheating, you will be written up. A note will be added into the computer system in the form of a referral. In addition, you will have forty-eight hours to re-take the assessment or re-do the assignment at teacher discretion (that means at my convenience and not yours). Therefore, if you cheat on a quiz, I can require that you stay after school that day or come in the next morning to re-do the quiz (if you would like the grade). Therefore, if you cheat on a research paper that we have been working on for four weeks, I can require that you stay after school that day or come in the next morning to re-type the entire research paper in your own words (if you would like the grade). If I say after school (that day) is your opportunity to make up the assessment and you do not have a ride or you have another commitment, you cannot reschedule (the opportunity has passed). You should not have cheated in the first place. Your first score will be marked as a zero in the grade book until you re-do the assignment within the forty-eight hour window at the teacher assigned time. If you fail to take the opportunity for re-assessment (whatever the reason), it will go into the grade book as a permanent zero. Repeat offenses will be handled by administration. Plagiarism is a form of cheating. Plagiarism is an act or instance of using or closely imitating the language or thoughts of another author without authorization and the subsequent presentation of the work as one’s own. Even if you credit the author, a paper with disproportionate quotes is a form of plagiarism in this class.

Grading Policy & Grade Distribution
I run my grades each semester using a running total. Therefore, at any point in time, when you look at your grade, that is the current grade. In addition, my class is a total points class rather than a categorically weighted class. The higher the points allotted, the more challenging the assignment or assessment. However, the final exam is weighted ten percent. Progress reports are provided as well as quarterly reports. It is the responsibility of students and parents to check the grade using the iNow portal. If there is a problem accessing the iNow portal, please contact the main office and inquire about a password reset. If there is a misunderstanding regarding a particular grade, please bring it to my attention.

In addition, I follow the NAHS Handbook for all other discipline procedures.
DISCIPLINE POLICY

Classroom Expectations
Organizing Principles & Rules
Ms. Kaylie Fougerousse
New Albany High School English 9

We are a learning community. Therefore, in order to maximize learning opportunities and experiences for everyone in our learning community, there must be a collectively established and consistently maintained set of organizing principles that shape our classroom and foster effective learning. I endorse the importance of creative spaces structured by guidelines. My syllabus outlines my expectations for our learning environment. I maintain the right to add to this contract as the year progresses. If changes are made, they will be brought to your attention. A new discipline policy contract will be initiated if substantial changes are made.

Student Signature

I, ___________________________________, read this contract and agree to abide by the guidelines provided within. I understand the discipline procedures that will be taken if I go against Ms. Fougerousse’s classroom policy. I acknowledge that Ms. Fougerousse has the right to revise this discipline plan as the semester progresses with adequate explanation of revisions to the class.

Signature: ________________________________ Date: _____________

Parent/Guardian Signature

I, ________________________________, read the syllabus and agree that the discipline procedures are fair. If I have any questions regarding any discipline procedure, I will contact the teacher and set up a conference time.

Signature: ________________________________ Date: _____________

Contact Information

Home Phone: ________________________________ The best time to reach me is:

Cell Phone: ________________________________

Work Phone: ________________________________

Email: ________________________________

Teacher Signature

I, ________________________________, will be consistent and fair when implementing this discipline policy. I will always give students an explanation as to why they are being disciplined. In addition, I will be sure to implement positive consequences when students show exceptional responsibility, maturity, and exemplary work. I hold the right to revise this policy as necessary and will give students and parents notice of any changes.

Signature: ________________________________ Date: _____________