

NOUVEL CATHOLIC CENTRAL HIGH SCHOOL

COURSE SYLLABUS: CP I English, Literary Genres/Composition

COURSE DESCRIPTION:	CP English I: Literary Genres/Composition-9 th grade This course is an introduction to the study of various literary genres and the writing process. A major focus will be devoted to the writing process with emphasis on preparation for college writing and formal papers. Formal (MLA) and informal writing styles will be incorporated in the relationship to the literature and critical thinking skills. Their writing skills will be developed by studying and practicing the writing of sentences and paragraphs leading up to skilled essay writing in various styles.
MAJOR COURSE GOALS:	The overall thematic focus will cover inter-relationships and self-reliance. Common Core State Standards <ul style="list-style-type: none">• Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.• Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose or audience.• Writing routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.• Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and

	<p>teacher –led) with diverse partners on grades 9-10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively. Come to discussion prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <ul style="list-style-type: none"> • Demonstrate command of the conventions of Standard English grammar and usage when writing and speaking. • Use parallel structure. • Use various types of phrases (noun, verb, adjectival, adverbial, participial, and prepositional) and clauses to convey specific meaning and add variety and interest to writing or presentations. <p>TLW be able to review literature effectively to make and support s thesis statement.</p> <p>TLW be able to analyze, interpret, draw conclusions, and question literary elements including character, setting, plot, conflict and theme.</p> <p>TLW be able to produce a variety of quality writing styles.</p> <p>TLW be able to demonstrate understanding of a particular novel.</p> <p>TLW be able to use technology and a library to construct a research paper on a particular subject.</p> <p>TLW be able to read a variety of literature and be able to analyze the purposes, motivations, and points of view of various authors.</p> <p>TLW be able to effectively communicate using appropriate verbal skills.</p>

<p>COURSE ASSESSMENT PLAN:</p>	<p>Unit tests-50-100 pts., in class quizzes-10-20 pts., vocabulary quizzes-10-20 pts. In -class writing assignments-10-30 pts. Projects 30-50 pts. Presentations 10-25 pts., participation and discussion- 3-10 pts., class work-5-10 pts., homework-5-10 pts. Final exams will be 20% of the final semester grade for first and second semester.</p>
<p>SUPPLIES AND MATERIALS NEEDED:</p>	<p><i>Timeless Voices, Timeless Themes</i> (Gold). Prentice Hall, 1999</p> <p><u>DRAMA</u></p> <p><i>Romeo and Juliet</i> (William Shakespeare)</p> <p><u>SHORT STORIES</u></p> <p>“Most Dangerous Game” (Richard Connell)</p> <p>“The Birds” (Daphne du Maurier)</p> <p>“The Red-Headed League” (Sir Arthur Conan Doyle)</p> <p><u>INFORMATIONAL TEXTS</u></p> <p>“I Know Why the Caged Bird Sings” (Maya Angelou)</p> <p>“I Have a Dream” (Martin Luther King, Jr.)</p> <p><u>READING AND WRITING TEXTS</u></p> <p><i>Survival</i>, T.H. Peek Publishers</p> <p>*Chapter 1- Essay Structure</p> <p>*Chapter 5- Literary Analysis</p> <p>*Chapter 7-Essay Exam</p> <p>*Appendix A- Sentence Structure and Mechanics</p> <p>*Appendix C- Guide to Stylistic Revision</p> <p>Novels: <i>To Kill a Mockingbird</i>, (Harper Lee), <i>My Antonia</i> (Willa Cather), <i>A Separate Peace</i> (John Knowles)</p> <p>Notebook and binder used exclusively for this class.</p>

	Flash drive, pens, highlighters, loose leave paper
EXTRA HELP:	<p>Students are encouraged and often required to conference outside of class time (before school, after school, or appointment). Dialog is imperative in order to understand and remedy any issues that arise. Students are always welcomed to share their thoughts and needs.</p> <p>Tutoring is also available on Tuesdays, Wednesdays and Thursdays.</p>
INSTRUCTIONAL PHILOSOPHY:	Students will develop a comprehensive understanding and appreciation of literature. Academic success will occur through hard work, motivation, and respect for all facets of the class.
MAJOR COURSE PROJECTS AND INSTRUCTIONAL ACTIVITIES:	Research, Unit presentation on a poet of the student's choice-50-75 points, Vocabulary development-quizzes every week-15-25 points, student initiated project/presentation- <i>Romeo and Juliet</i> / <i>West Side Story</i> -25-50 points. Research papers/projects after reading <i>To Kill a Mockingbird</i> .
CLASSROOM EXPECTATIONS:	<p>Students are expected to arrive on time to class prepared to begin when the bell rings. They should be seated with materials on their desks.</p> <p>Active class participation and discussion is required.</p> <p>Being unprepared will result in a loss of points.</p> <p>Active participation in Turnitin.com.</p> <p>Students are expected to do their own work. Plagiarism is unacceptable and will result in an automatic zero.</p> <p>All work <u>must</u> be submitted on time.</p> <p>Extra credit will not be given.</p> <p>Attendance is crucial. If there is an absence it is the student's responsibility to check with the teacher upon their return at the beginning of class. A prearranged absence for any reason requires that students make prior arrangements with the</p>

	<p>teacher in advance (preferably at least a week).</p> <p>It is imperative that proper behavior and respect for all is practiced.</p> <p>Any student infraction will be handled at the discretion of the teacher.</p> <p>Classroom participation is required.</p>
HOMEWORK POLICY AND GRADING SCALE:	<p>Homework is an extended, crucial component of the learning experience. It provides the opportunity for practice and enrichment not available within the time constraints of the class.</p> <p>Various methods of evaluation will be used. The purpose is to give exposure and experience to a variety of procedures. All work will be assigned point values as determined by their importance. A final semester grade is composed of first quarter grade (40%), second quarter grade (40%), and semester examination grade (20%). The grading scale used is published in the Nouvel Catholic Central handbook.</p>
CONTACT INFORMATION:	
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