**Multicultural Literature and Composition**

**Fall 2017 Course Syllabus**

**Debbie Sidell sidell@fultonschools.org**

**Kelle Hardage hardageka@fultonschools.org**

**Course Description:** To what extent is it possible to describe an “American” experience? How are different people included in or excluded from the imagined community that is America? How do people’s race, class, or gender affect their experience of belonging to this country? These are just some of the questions we will consider as we familiarize ourselves with the great diversity of experiences by people who have grown up in America. We will read and discuss selections written by men and women, by urban, suburban, and rural Americans, by lower, working, middle, and upper class Americans, and by Asian Americans, African Americans, Native Americans, Latina/o, and European Americans. Throughout the course, we will explore how these writers write the “self” in literature.

**Texts:** Students are financially responsible for all books issued by CHS. Books issued to students may not be left in classrooms, and teachers are not responsible for the whereabouts of a student’s books; these must be turned in at the end of the lesson or semester.  Students will not receive credit for turning in another student’s book and may not turn in replacement books.  All book numbers are recorded next to the names on the classroom rosters.

* Supplementary novels: $15.00 for paperback; $20 for hardcover.

**English Department Categories and Weights**

Major Assessments (essays, tests, projects, etc.) – 50%

Minor Assessments (quizzes, minor projects, etc.) – 20%

Other (homework, classwork, reading checks, etc.) – 10%

Final – 20%

**Fulton County’s grading scale**

A=100-90 B=89-80 C=79-70 F=69-0

**Late Work:** Homework and compositions are due at the beginning of class on the scheduled date. Late homework will receive half credit if turned in the next school-day during the student’s class period. Major compositions and projects will be accepted late: a penalty of 20 points per day will be assessed. If a student is in school for any amount of time on the day an assignment is due, 20 points will be deducted; this includes **research deadlines and electronic submissions of work**.

**MAKE-UP WORK**

It is the student's responsibility to request make-up work from the teacher on the first day back to school and are expected to access homework and in-class assignments using the teacher’s website page**.** Students who are present for any portion of the school day are expected to turn in all assignments due on that day in order to receive full credit for the assignments. Assignment due dates that have been communicated prior to a full-day absence are always due upon the student’s return to school when the due date occurred during the absence.

After an ***excused absence***, a student will have the number of school days equivalent to the number of days absent to make up the work. Make-up work missed due to an ***unexcused absence*** may be penalized up to 10% of the maximum value of the assignment. Make-up work or pre-approved absence work submitted late will receive a zero. ***Any exceptions for extensions of time will be made at the discretion of the teacher.***

***Chattahoochee High School Recovery Policy:***

Students can recover up to 75%.

**Chattahoochee High School Provision for Improving Grades**

1. Students who complete a **major assessment\*** but fail to demonstrate mastery as evidenced by a grade below 75% on the major assessment may pursue an improvement opportunity to show proficiency. In the case of an honor code violation on a major assessment, the grade will stand as a zero with no eligibility for recovery on that assignment. What is classified as a major assessment is determined within the content area; consult your course syllabus for details.
2. Students should contact the teacher concerning recovery opportunities within 5 school days of being informed of the grade on the assessment in class.  Students are allowed one attempt at recovery per major assessment category listed in the course syllabus. All recovery work must be completed 10 days before the end of the semester.
3. The grade on the recovery assignment will replace the original grade if the recovery grade is equal to or below 75%.  If the recovery grade is above 75%, the original grade will be replaced with a 75%.

***\*Projects are not eligible for recovery***

**School Board Policy**

Provision for Improving Grades

1. Opportunities designed to allow students to recover from a low or failing cumulative grade will be allowed when all work required to date has been completed and the student has demonstrated a legitimate effort to meet all course requirements including attendance. Students should contact the teacher concerning recovery opportunities.  Teachers are expected to establish a reasonable time period for recovery work to be completed during the semester. All recovery work must be directly related to course objectives and must be completed ten school days prior to the end of the semester.
2. Teachers will determine when and how students with extenuating circumstances may improve their grades.

**Extra Credit:** Extra credit assignments or opportunities are not available in any Chattahoochee English class.

**Dropped Grades:**

The Chattahoochee English Department recognizes that unforeseen circumstances sometime prevent students from doing their best work.  With that in mind, **it is department policy to drop each student’s lowest quiz grade each semester.**

**Remediation of Essays:**

**The English department wants to make sure that students have the opportunity to meet the writing standards of the course.  Toward that end, most essay assignments which fail to demonstrate mastery of these standards are eligible to be re-written according to the following guidelines:**

* A student who receives below an 80% based on the merits of the paper will have the opportunity to revise and resubmit the paper. If a student wishes remediation, they must schedule a conference with the teacher within a week of receiving their paper back. During the conference, the teacher will identify specific skills for the student to focus on for revising (grammar, quote integration, organization, internal transitions, etc.) The maximum grade possible on a remediated paper is an 80%.
* Papers which have had points deducted for not following the directions of the assignment (i.e., lack of revisions, no pre-writing, being late, etc.) are eligible to be re-written; however, any such deductions will stand. For example, a later paper with a 20-point deduction can be remediated for a maximum score of a 65.

**Expectations for Written Work across the Curriculum**

 All written work should:

* be in complete sentences using formal language
* follow conventions of grammar, usage and mechanics
* accurately cite sources used with discipline-specific requirements (MLA or APA).

**CHS Statement**

Plagiarism is the use of another's words or ideas and the presentation of them as though they are entirely one's own. Acts of plagiarism might include, but are not limited to:

1. using words or ideas from a published source without proper documentation;

2. using the work of another student (e. g. copying another student's homework, composition, or project);

3. using excessive editing suggestions of another student, teacher, parent, or paid editor.

Plagiarism on any project or paper at Chattahoochee High School will result in a zero for the assignment and an Honor Code violation. Unless directly stipulated by the teacher, collaboration on written work is not acceptable. Students who willingly provide other students with access to their work are in violation of the Honor Code. Students guilty of cheating will receive a grade of "0" on the assignment or test. The assignment may not be made up (students having zeroes are not eligible for recovery). Additionally, an Honor Violation Form will be completed by the teacher and filed in the school office. Violations may be considered by faculty in making future recommendations. Membership in honor clubs could be jeopardized. Students receiving an Honor Code violation will be assigned to serve two (2) days of Saturday School for the first offense.

### Georgia Standards of Excellence

Because of the flexibility of English Language Arts course offerings at the high school level, the GSE for grades 9 through 12 are organized into grade bands comprised of 9-10 and 11-12. The 9-12 Standards define what students should understand and be able to do by the end of each grade band. Complete lists of all the GSE standards for each grade band are available at <https://www.georgiastandards.org/Georgia-Standards/Pages/ELA-9-12.aspx>

**Then click on the box: “Multicultural Literature” on the right hand side of this page.**

**Literacy Standards …**

…  To help students achieve the standard of reading **“**a minimum of 25 grade-level appropriate books or book equivalents (approximately 1,000,000 words) per year from a variety of subject disciplines,” independent reading projects and/or assessments are assigned in each grade level.  Students will be given an opportunity to have some choice in their reading selections, read independently, and then engage in activities, discussions, and assessments for their reading comprehension. Additionally, our class has a completely new library of contemporary fiction and non-fiction books from which the students may borrow. Some of these may contain adult themes, situations or language. We will ask students to bring home their chosen book for parent approval.

**For our first major reading, we kindly ask that each student borrow or purchase the following novel or be able to read it on-line at home:**

***The Kite Runner* by Khaled Hosseini (any edition is fine)**

***We have several 12th grade classes and may not have enough of these books for each child to take home.***

### Films: The following films have been selected for possible viewing during the Fall 2017 semester in Multicultural Literature and Composition. All films have received prior approval from the administration. The units selected for this semester revolve around the themes of Race and Ethnicity, Gender, and Social Class.

* *Crash-* Rated R for language, sexual content and some violence.
* *Do the Right Thing*- Rated R for violence, language, and sexual content
* *The Dancing Boys of Afghanistan*—unrated; documentary made for TV
* *The Devil Wears Prada*- Rated PG-13 for some sensuality
* *The Kite Runner*- Rated PG-13 for strong thematic material including the rape of a child, violence and strong language
* *A Raisin in the Sun-* Rated PG-13 for mild profanity
* *America the Beautiful* (Documentary)- Rated R for some language and sexual references
* Excerpts from the TV series *30 Days*
* Assorted commercials--unrated made for TV

An alternate assignment will be available for those who choose not to view the films.Others may be added as the developing curriculum dictates (all of these films have been approved by the administration).

**2017 Film Permission Form and Syllabus Signature Page**

YES, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_(please print) has my permission to view all of the films.

NO, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_(please print) does not have my permission to view the following film(s):

**We have read and understood the classroom policies listed in the syllabus.**

Student Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Student Signature:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Parent Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Parent Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Phone: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_