

# English Language Arts 9

## 2021-2022 Course Syllabus

Teacher Contact Information	
<b>Language Arts Instructor:</b> Christopher Crane	<b>Conference Hour:</b> 1st hour
<b>Email address:</b> <a href="mailto:c crane@waynesville.k12.mo.us">c crane@waynesville.k12.mo.us</a> (preferred)	<b>Phone:</b> (573) 842-2400 ext: 3121
<b>Academic Assistance:</b> Tuesday and Thursday from 2:40-3:15 or by appointment	
Course Information	
<b>Department:</b> Language Arts	<b>Designated Grade Level:</b> 9
<b>Duration:</b> Two Semesters (One Unit Credit)	<b>Prerequisite:</b> Communication Arts 8

### Course Description

Language Arts 9 surveys several literary genres including the novel, short story, drama, poetry, and non-fiction to give students a solid background in literature. In this full year course, students will learn to write using a variety of models of writing. Students will also review grammar and apply it to their writing, editing, and speaking skills.

### Course Objectives

Students will be able to:

1. Analyze and interpret short stories, novels, poetry, and nonfiction using literary devices.
2. Implement various forms of essay writing.
3. Understand and apply the concepts of rhetorical analysis, persuasion, argumentation, and author's purpose.
4. Apply reading and comprehension strategies to various literary genres.
5. Understand and implement MLA style documentation to classroom responses across the curriculum.

### Priority Standards

Students will be able to:

- Explain two or more central/main ideas in a text, analyze their development throughout the text, and explain the significance of the central ideas; provide an objective and concise summary of the text. (9-10.RI.1.D)
- Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose, and audience; self-select and blend (when appropriate) previously learned narrative, expository, and argumentative writing techniques. (9-10.W.2.A)
- Review, revise, and edit writing with consideration for the task, purpose, and audience.
  - Organization and content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. (9-10.W.3.A.a)
  - Word choice, syntax, and style: Choose precise language and make syntactical choices to reflect an understanding of how language contributes to meaning. (9-10.W.3.A.b)
- Using appropriate text, determine two or more themes in a text, analyze their development throughout the text, and relate the themes to life experiences; provide an objective and concise summary of the text. (9-10.RL.1.D)
- Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings using context, affixes, or reference materials. (9-10.RL.1.B)
- Plan and deliver appropriate presentations concisely and logically based on the task, audience and purpose making strategic use of multimedia in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. (9-10.SL.2.C)

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Course Texts	
<i>Literature</i> . McDougal Littell, 2008	<i>Fahrenheit 451</i> by Ray Bradbury
<i>Animal Farm</i> by George Orwell	<i>Romeo and Juliet</i> by William Shakespeare
<i>A Raisin in the Sun</i> by Lorraine Hansberry	<i>The Odyssey</i> recorded in writing by Homer
<i>Orphan Train</i> by Christina Baker Kline	Short stories, poems, and nonfiction to be determined.
<i>They Say/ I Say</i> by Gerald Graff and Cathy Birkenstein	

*\*Parents, please see the letter sent home at the end of this syllabus for more information regarding course texts.*

## Grading Policy

Letter grades will be assigned according to the following standard scale:

**100%–90% A 89%–80% B 79%–70% C 69%–60% D 59%–0% F**

Grades in Canvas and Tyler will be updated at least once a week, barring teacher absences, holidays, or any unforeseen circumstances. Please do your part by checking Canvas and/or Tyler routinely.

**Assignments will fall into two categories: Formative and Summative.**

- Formative assignments can be considered practice and are 40% of the course grade. These assignments will teach the skills required to proficiently complete Summative assignments.
- Summative assignments will be quizzes, tests, essays, responses, projects, etc which act as a culmination of a unit or part of a unit. These are 60% of the course grade.

### Revisions

Writing is a process, and revision is one of the most important components of the writing process. Sometimes a revision of writing will be required. Other times, the option of revision will be left to students. For any revision to be awarded more points, the student author must demonstrate significant and thoughtful improvement. If a revision justifies more points, those points will be added to the original score with a teacher note in the gradebook.

### Retesting

Students receiving a 79% or less on a Summative assignment will be given a one-time opportunity to retake the assignment. The retake assignment will be eligible for a new grade of up to 80%. (e.g. First attempt grade 65%, second attempt 93% = 80% for grade book entry. First attempt grade 65%, second attempt grade 73% = 73% for grade book entry.) Students are only allowed to retest if they have completed all work for the unit and attended one Academic Assistance session either before/after school or during Tiger Time. The retest will be different from the original test.

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## Late Work Policy

All assigned coursework is designed to prepare students for mastery of the course priority standards as listed on page 1. Submitting coursework **on time** ensures that students are able to receive timely feedback and improve their skills before taking the summative assessment. To receive the best instruction possible, you must turn in your work both when and how I have specified in the assignment. This could mean multiple requirements, such as completing self-score/reflections, submitting to TurnItIn.com, annotating with highlights, labels, or commentary.

- Any work from the **current** unit may be submitted with no penalty.
- No coursework from a previous unit will be accepted after the summative is given.
- No coursework will be accepted during finals week during the first or second semester.
- Missing placeholders in the gradebook will be marked as “**M**” until the student submits the assignment as required.

## Classroom Expectations and Rules

Students are expected to do what is necessary to contribute to their own learning as well as the learning of their classmates; from their own learning or from the learning of others.

- 1) **Show up ready for class with all class materials;**
- 2) **Try your best;**
- 3) **Ask questions;**
- 4) **Respect others, the teacher, your school, and yourself.**

- Students will not be excused from class to get food. Water is allowed in the classroom.
- Restroom passes are given liberally after the first five minutes and before the last five minutes of class. Please do not abuse this trust.

### Electronic Devices

I enjoy using technology in the classroom to enhance learning and we will use our Chromebooks most days. However, sometimes personal electronic devices deter learning. A red “NO” sign with a picture of a cell phone will be displayed on the board when we need to focus. At teacher discretion, a green “OK” sign with a picture of a cell phone will be displayed on the board when electronic device usage is acceptable.

- **First Offense: warning stated.**
- **Second Offense: student-teacher conference and parent contact .**
- **Third Offense: referral to the office.**

### Charging Station Expectations

- Have all materials ready and your device charging BEFORE the tardy bell rings.
- Don't ask permission to charge.
- First come, first serve.
- Leave your phone until the end of class.
- Charge at your own risk.

### Academic Dishonesty Policy

Cheating includes attempting to obtain answers from an external source during a quiz or test and copying someone else's assignment **or** providing your own work for someone else. Plagiarism is copying from another source without giving proper credit to that source or submitting another person's work or ideas as one's own. Students will be asked to use MLA documentation style properly when referencing an outside source in their assignments. Cheating or plagiarism will result in a referral to the office and a zero for the assignment.

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## WAYNESVILLE HIGH SCHOOL Waynesville R-VI School District

200 G.W. Lane Street  
Waynesville, MO 65583

Phone: (573) 842-2400 • FAX: (573) 842-2402

<http://waynesville.k12.mo.us/schools/highschool/>

August 23, 2021

Dear Parent,

Two goals of the Waynesville High School Language Arts Department are to 1) increase the reading ability and 2) increase the writing ability of our students. Reading and writing are not only valuable skills in school, but they are also critical to post-education success; in other words, reading and writing have leverage.

In order to increase a student's reading level, we rely on texts that 1) engage students 2) serve as touchstones 3) challenge thinking and 4) allow students to experience the human condition from a different perspective. Beyond that, we wish to prepare students for college and career readiness exams, which will assist them in furthering their education in either college or trade school. No matter the path, reading and writing and critical thinking will be part of the adventure.

We also recognize the fact that students who have home support progress faster than those who do not. With that in mind, we invite you to experience our novels along with your student. Below is a list of novels your student may be assigned in Language Arts class. The teachers reserve the right to alter the list based on time constraints and student ability.

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<i>Literature.</i> McDougal Littell, 2008	<i>Fahrenheit 451</i> by Ray Bradbury
<i>Animal Farm</i> by George Orwell	<i>Macbeth</i> by William Shakespeare
<i>A Raisin in the Sun</i> by Lorraine Hansberry	<i>The Odyssey</i> recorded in writing by Homer
<i>Orphan Train</i> by Christina Baker Kline	Short stories, poems, and nonfiction to be determined.
<i>They Say/ I Say</i> by Gerald Graff and Cathy Birkenstein	

\*There are many online resources, such as Goodreads.com, that review literature and we encourage all parents to be involved in their student's learning. The selections included in this course are aligned to district curriculum standards. Some books may contain content or themes that are offensive to some students or families. If this is the case, please contact your student's teacher to discuss the possibility of an alternative book. A student reading an alternative book will be subject to the same grading expectations as the rest of the class.

The Language Arts Department strives to select titles that contain a complexity of character and theme. I sincerely hope you revisit some of the titles of your youth or explore new books. Any support you can give your student in this regard is appreciated.

Sincerely,  
Waynesville High School English Language Arts Department