***Texts We Read***

***The Night Circus\****

***The Tempest\****

***Selections from the SpringBoard text***

***Teacher-selected passages from published AP and College Board materials***

***\*Students are very strongly encouraged to procure their own copies of these texts, as they will be expected to annotate and highlight passages during our analysis process.***



 **Contact Information for Rachael Sanford**

 Email: stephanie.tatum@cobbk12.org

 Course Website:

 <http://harrison9thlithonors.weebly.com>

 Phone: 678-594-8104 ext. 2104

 Conference: 1st block 8:20-9:52

 Tutorials: Wednesdays 3:30-4:30

Honors 9th Literature

***Absences & Tardies***

*Up to 3 tardies to class warrant a student conference about the benefits of prompt arrival. The 4th tardy results in parent notification and student discipline of Saturday school. The 5th tardy is two days of Saturday school, and further tardies result in ISS.*

*Absent students are responsible for obtaining and making up missed assignments. Missed assessments will be completed upon the return to class. Students are allowed the same number of days they were absent to complete missing work. (For example, if a student misses class for two days, he/she has two days to turn in the missed work.)*

**Course Description**

Honors 9th Literature has an integrated curriculum designed to increase and refine reading, writing, listening/speaking, and college readiness skills. Students will be encouraged to think critically about literature through text to self, text to text, and text to world connections. They will plan, draft, polish and publish written compositions of expository, argumentative, interpretive, and reflective modes. Students will have opportunities to complete research process that adhere to MLA guidelines.

The course is designed to prepare students for the rigor of continued course work in sophomore, junior, and senior honors or AP English classes, as well as develop skills needed for success on the AP Language and Composition exam or the AP Literature and Composition exam. Most importantly, this class will lay the foundation for success in future classes, the workforce, and beyond.

**To digitally sign this syllabus, please scan the code above or visit:**

[**https://goo.gl/forms/xZSQvQPFGzVa2dRS2**](https://goo.gl/forms/xZSQvQPFGzVa2dRS2)

**Thanks in advance for your support!**

*Grading Policy*

*Grades will be distributed with the following weights:*

*40% Formative*

*40% Summative*

*20% EOC*

**About Cheating and Plagiarism:**

Academic dishonesty of any sort will not be tolerated. Students cheating on assignments or tests will be given a zero and disciplinary action will be taken.

Plagiarism is the copying of a source both directly or by paraphrase and failing to give credit for another’s words or ideas. Academic dishonesty consists of copying homework, cheating, plagiarism, using films and Cliffs Notes (or a similar device) in place of reading the original works, and we will use Turnitin.com as a safety net. I am certain all my students will rise to the challenge of providing insightful, intelligent, and original products for this course.

***Required Resources***

1. *A 2” 3-ring binder*
2. *5 divider tabs*
3. *Glue sticks*
4. *Highlighters of various colors*
5. *Pens and pencils*
6. *Notebook paper*

***Requested Resources***

1. *Access to Google drive or Office 365 (the County has provided an account for each student)*
2. *Post-it Notes*
3. *A personal pair of scissors*

***Classroom wish list items***

1. *Tissues*
2. *Colored printer paper*
3. *Clorox wipes*
4. *Sharpies*
5. *Colored markers*
6. *For you to have a great time in ELA this year*

*Classroom Expectations*

*1. No hunting or hitchhiking*

*2. Be an advocate for your learning*

*3. Make good choices*

**What Sets Honors Students Apart?**

They generally have…

1. the ability to read accurately with insight, sophistication, and a critical and analytical focus.

2. the ability to engage in intelligent discussion through active listening and constructive discourse.

3. the desire to learn beyond the obvious or superficial; they will be self-motivated and hard working.

4. the desire to attain the highest personal level of scholarly achievement.

5. a sense of personal and social responsibility; not a "hitchhiker" or someone who discourages/demoralizes/derails class progress.

6. the willingness to accept constructive criticism.

7. the patience to accept a variety of answers or unresolved questions as points of departure for further exploration.

8. a robust command of the English language and writing skills or a willingness to catch up if there is a deficiency.

9. solid organizational strategies at school and in their writing.

10. a love of reading.

**

***Advice on How to Handle Late Work or “Assignment Emergencies”***

*Step One: Avoid it at all costs.*

*Step Two: Freak out for a reasonable amount of time, but then talk to me as soon as possible and tell me honestly what’s going on.*

*Step Three: Do the work.*

*Step Four: Turn in the work.*

*Step Five: Accept that late work will incur automatic loss of points (10% each day). Step Six: Mourn this loss. Formative work and homework will not be accepted late. Summative and major work will be accepted up to five days after the due date.*

*Step Seven: Move on.*

*Step Eight: See step one.*

*\*Working ahead of the deadline and saving to your Google Drive will eliminate almost all “emergencies.” For required turnitin.com submissions, papers that are not submitted online will receive a ZERO.*