

9th Grade College Prep II Grammar, Composition, and Literature

Ms. Dana Huff, 2008-2009

Course Description

Ninth grade College Prep II Grammar, Composition, and Literature is a course of study emphasizing three components: a comprehensive study of grammar, development of composition skills, and a thematic-based study of literature. This course stresses the mastery of formal grammar and its relevance to skill in composition as a means not only of avoiding errors, but also of developing style. The core of this course concentrates on composition improvement with an emphasis on vocabulary building, critical thinking improvement, and understanding, interpreting, and analyzing literature. Grammar exercises and assessments include quizzes and tests as well as evidence of grammatical knowledge in composition. Expectations of grammatical development include marked improvement and eventual fluidity with basic grammar and usage, coupled with evidence of burgeoning knowledge of more advanced grammatical structure.

Students in College Prep II Grammar, Composition, and Literature will develop fluency and sophistication of style through guided instruction, practice independent reflection through instructor modeling, and make use of study aids and instructor guidance, as well as other learning tools.

Core Questions

- How can knowing grammar, usage, and mechanics make me a better writer?
 - How can using the writing process help me improve my writing?
 - What is good writing?
 - Why is the quest of the hero such an important theme in literature?
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Goals and Objectives

The student will:

- Become increasingly independently reflective about his/her own writing through drafting, revising, and editing.
 - Develop a more mature tone in his/her writing.
 - Build vocabulary comprehension.
 - Achieve clarity in writing through learning how to build respectable arguments with the use of relevant textual support.
 - Become well-versed in foundational literature, including comprehension of, analysis of, and exposure to works, authors, and historical influence on writing.
 - Develop and refine study skills.
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Class Format

The class format will consist of:

- Instructor-guided class discussion of literature.
 - Lecture.
 - Collaborative learning.
 - In-class and out-of-class writing and editing of long-term and short-term assignments.
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Texts

The following texts/novels will be used in this course:

- *Prentice Hall Literature Penguin Edition: Grade Nine*
 - *Romeo and Juliet*, William Shakespeare
- *Elements of Language Grammar, Usage, and Mechanics Language Skills Practice, Third Course*
- *Warriner's Composition and Grammar, Third Course*

- *Vocabulary Level E*, Jerome Shostak
 - *The Odyssey*, Homer, trans. Lombardo
 - *Antigone*, Sophocles trans. Franklin and Harrison
 - *The Catcher in the Rye*, J.D. Salinger
 - *The Curious Incident of the Dog in the Night-Time*, Mark Haddon
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Course Overview

- The Writing Process
 - Composition: Writing and Revising Sentences
 - Types of writing
 - Sentence combination and revision
 - Editing and proofreading
 - Tools for Writing and Revising (Grammar, Usage, and Mechanics)
 - Punctuation usage
 - Phrases and clauses
 - Agreement
 - Usage of pronouns and modifiers
 - Foundations in Literature: The Quest of the Hero
 - Foundations in the Classics, including *The Odyssey*
 - Foundations in Shakespeare, including *Romeo and Juliet*
 - Foundations in the Modern Journey, including *The Catcher in the Rye* and *The Curious Incident of the Dog in the Night-Time*
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Expectations

- Be prompt; be ready to learn when class begins. Students will be referred to Sim for disciplinary action upon the fourth unexcused tardy to class and for each subsequent unexcused tardy to class.
- Personal laptop computers and computer lab computers may only be used for class work during class time. Students will be referred to Sim for disciplinary action for the first infraction and may lose computer-use privileges during class for the second infraction.
- Unless I have explicitly stated otherwise, do not collaborate on assignments, no matter the nature of the assignment.
- As students learn grammatical, usage, and mechanical concepts, they will be expected to implement these concepts in their writing; failure to do so will impact the assessment of the assignment.
- E-mailed assignments will not be accepted. Students must turn in printed copies of assignments when they are due.
- Be prepared; have materials with you and know due dates.
- Please be aware that we will not have class breaks during double periods. Should students need to use the restroom or get water, they may do so if they leave quietly and unobtrusively and return promptly.
- Be a polite and positive participant; speak in a normal tone of voice and listen attentively.
- Be productive; turn in work on time, and always do your best.
- Be honest; plagiarism and cheating are serious offenses and will be referred to the Vaad (Discipline Council) upon the **first** offense.
- Follow school and classroom rules and procedures.
- Develop habits that will assist you in becoming a life-long learner.
- Show respect:
 - Value yourself. Be honest and ethical, and practice strong moral values.
 - Treat all members of the school community and all visitors with politeness and respect.
 - Honor the ideas and opinions of others.
 - Offer to help.
 - Be responsible with property and belongings.
- Should students or parents have concerns about some aspect of the course, instruction, or assessment, I request that they please discuss the matter directly with me in an attempt to reach resolution.
- Students are expected to abide by the rules and procedures of the Weber School as described in the Student Handbook at all times and will be referred to either Sim or the Vaad for disciplinary action if these rules and procedures are broken.

Homework

Homework is due when indicated by the instructor and will not be accepted late (except in special circumstances, such as prolonged absences, etc.).

Make-up Work

It is each student's responsibility to determine what work was missed during an excused absence and to schedule and complete this work according to the following time frame:

- One day for each day excused (i.e., one day's absence = one day to make up assignments).
 - If you have prolonged excused absence (i.e., long-term illness) I will work with you to make up missed work; however, you are still responsible for full completion of all missed work. In the event of extremely lengthy assignments as determined by the guidance counselor, other options may be considered.
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Summer Reading

You will be evaluated objectively on *Cry the Beloved Country* and write an essay on *The Life of Pi* during the first weeks of school. We will discuss *The Bean Trees* prior to evaluation.

Evaluation

Grades will be calculated based on total cumulative points. Assignments that require more time and more synthesis and analysis of knowledge will be worth more points, while shorter assignments (such as in-class assignments) will be worth fewer points. Point-values will appear on each assignment.

Depending upon the nature of the writing assignment, students will receive varying levels of feedback. Students often receive oral feedback while composing in-class assignments and can therefore expect that written feedback on such assignments will be less extensive than for assignments written completely outside of class.

Grades will be assessed at the end of both semesters. The grades for each semester will be averaged together to produce the final grade for the year.

Assistance

If you find you need assistance with coursework, please feel free to see me. My office hours are Tuesday mornings from 7:20 to 7:50 and Thursday lunches from 11:50-12:20. Please utilize my office hours and the Resource Lab as much as possible. Please note I have lunch duty September 8-12 and January 20-23, and I will be unable to meet with students at lunch during those time periods. I am available at other times by appointment only. I also encourage you to utilize the class web site and wiki as much as possible. Indeed, some of your writing and portfolio assignments will depend on your use of these resources, which are available at <http://class.huffenglish.com/> and <http://huffenglish.pbwiki.com/>.

Materials

You will need the following materials each day:

- 3-ring binder, at least 1 ½-inch wide
- a spiral notebook
- a USB flash drive or jump drive (if you use a personal laptop computer, you need not purchase a USB drive)
- a supply of notebook paper (replenish as needed)
- 3x5 ruled index cards
- black pens for final drafts and formal work

- a pencil for drafts, tests, and informal work
 - a highlighter pen or marker (you may wish to purchase several different colors for the purpose of color-coding)
 - a planner (provided by the school)
 - any and all texts we are currently studying
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Contact

The best way to reach me is via e-mail: dhuff@weberschool.org. You may also call the Weber School and leave a message for me at 404-917-2500. My extension is 317. I also encourage you to utilize the website <http://class.huffenglish.com/>.

***This syllabus is subject to change as the needs of the class dictate.
I will communicate any changes to the syllabus in writing
on both the school and classroom web sites.***

**Please sign and return this page to Ms. Huff.
You must keep the other pages for your reference.**

I understand and support the class expectations.

Student: _____

Parent: _____

Our class may engage in online learning opportunities, such as the creation of blogs and wikis. These opportunities will allow students to publish and collaborate as well as develop important technological skills. Students will not use their full names online, nor will they publish identifying details about themselves. Students will be coached in online safety.

- I give my son/daughter permission to participate in online learning opportunities.
- I would prefer that my son/daughter be excluded from online learning opportunities.

I will fairly enforce my expectations, hold high standards for myself and my students, be on time and be prepared for class, treat every student fairly and with respect, manage the classroom so that everyone has the opportunity to learn, communicate with parents, and be available for assistance outside of class.

Teacher: _____

Students, please complete the following information (please print neatly):

Parent E-mail address: _____

Street address: _____

Schedule/Teachers:

Block 1: _____

Block 2: _____

Block 3: _____

Block 4: _____

Block 5: _____

Block 6: _____

Block 7: _____

Block 8: _____