

Intro to Literary Studies 2021-2022 Syllabus
Mrs. Eggleston

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Overview:

The Grade 9 Core ELA Units take students through literary and informational texts that explore how individuals are affected by their choices, journeys, and interactions with others. Unit 1, Divided We Fall, examines why we feel the need to belong. Unit 2, The Call to Adventure, focuses on both literal and figurative voyages and asks the Essential Question: What will you learn on your journey? Unit 3, Declaring Your Genius, asks students to consider how intelligence is defined, while Unit 4, The Art of Disguise, asks students to consider the unit's driving question—How do we perform for different audiences?—by providing a range of texts that examine the way people present themselves in different contexts to achieve particular purposes. Unit 5, The Dance of Romance, asks students to think about when love is worth the fall. Finally, students finish up the year with an examination of the impact we can have on one another's success by asking, "How can you help others achieve their goals?" in Unit 6, Human Potential.

Expectations of Course:

- Be respectful. Respect your classmates, teacher, classroom, substitute teachers, and most importantly, yourself.
- NO Cell phones: Cell phones are **not allowed** to be visible or used during class AT ALL. At the beginning of class, you must put your phone on silent, and put it in the assigned # in the plastic holder.
- ❖ Be on time and prepared. If you are late to class, you are still responsible for completing all of the work for that period. If you are absent, it is **YOUR responsibility** to finish and submit any missed work.
- ❖ Please only ask to use the restroom if necessary. If you abuse bathroom passes I will begin limiting use.
- ❖ One voice: One voice at a time during class, please raise your hand if you wish to speak (unless otherwise specified).

Grading Policy:

Every ELA class at PCTA has adapted the same grading policy. The departmental grading policy is as follows:

- Homework 10%

- Formative Assessments 30%
 - Classwork, exit tickets, etc.
- Summative Assessments 60%
 - Essays, projects etc.

Common Core Standards Addressed:

CCSS.ELA-LITERACY.CCRA.R.1

Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

CCSS.ELA-LITERACY.CCRA.R.2

Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

CCSS.ELA-LITERACY.CCRA.R.8

Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

CCSS.ELA-LITERACY.W.9-10.1

Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

CCSS.ELA-LITERACY.W.9-10.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

Course Materials:

- Class text (Studysync) and workbook
- Regular access to Google Classroom
- notebook/pen or pencil
- Any handouts

Late Policy:

- Students must turn work in on the assigned due date.

Major Projects & Products:

1st Quarter Major assignments as follows: **Essential Question**; What will you learn on your journey?

- Informative Essay

2nd Quarter Major assignments as follows: **Essential Question**; Why do we feel the need to belong?

- Narrative Writing

3rd Quarter Major Assignments as follows: **Essential Question**; How is intelligence defined?

- Argumentative Essay

4th Quarter Major Assignments as follows:

Essential Question: How do we perform for different audiences?

- Informational presentation about who students are as individuals and their plans for the future.

RTI Plan:

The ELA department will meet regularly to discuss any potential students who are in the “at risk” category. The “at risk” category is defined as any freshmen or sophomore student missing more than ----- days in one quarter, also any student who----(academic reason)

PCTA Plagiarism Policy

Rationale: Plagiarism demonstrates a lack of integrity and character that is inconsistent with the goals and values of PCTA.

Plagiarism includes:

- Taking someone else’s assignment or portion of an assignment and submitting it as one's own.
- Submitting material written by someone else or rephrasing the ideas of another without giving the author’s name or source.
- Presenting the work of tutors, parents, siblings, or friends as one's own.
- Submitting purchased papers as one's own.
- Submitting papers from the Internet written by someone else as one's own.
- Supporting plagiarism by providing work to others, whether it is believed it will be copied or not.

Consequences:

At the discretion of the teacher, students involved in plagiarism will receive one or all of the consequences listed below:

- Receive ‘0’ for the assigned work –
- Receive an alternative assignment based on the same concepts
- Participate in a meeting with the teacher, administrator and parent
- Complete equivalent time in detention

These consequences are for students who plagiarize or cheat as well as for students who provide, assist, or support the student (“PCTA_cheating_policy”).