**Ms. Jennifer Sellman Ms. Marla Beasley**

**Room 2073 Room 2073**

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**World Literature Syllabus- Fall 2017**

**Turnitin.com …………………… (Required Method for Online paper submission)**

**WheelerLibrary.com…(Research Materials, Senior Project Documents)**

**Wheelerhigh.com………(Student Handbook, School Notifications, Senior Project Docs)**

[**Pearsonsuccessnet.com**](http://www.pearsonsuccessnet.com) **…..(Online Literature Textbook)**

**Sellman Blog on the school website under Faculty tab: www.mssellman.weebly.com**

**Remind 101: text @12thworld to 81010 to sign up**

**Google Classroom for files and paper submissions for grading**

**Reading + Hard Work = Good Writing**

**Course Description:** The course focuses on regional study of the specific history and development of human cultures as seen through the literature; therefore, one main objective is for students to learn information about cultures, the writers, their works, and literary movements. In addition to the assigned text, students will also be responsible for outside independent reading.  Students are responsible for learning through Web-based research and response; assessments will be in the form of, but not limited to, Pre-tests, Benchmarks and Post-tests, group and individual presentations, participation in **Socratic Seminar**, Reading **Workshop** and **Writing Workshop**.  The writing will stem directly from the reading and provide students the opportunity to improve analytical, critical, and persuasive skills (**Writing Workshop/Process-Writing Format**).  Literary terms, vocabulary study and composition techniques will also be incorporated. An emphasis will be placed on reading, writing, speaking, and research elements corresponding to Common Core State Standards. Class writing activities will also include some informal, personal narrative, and creative writing to help clarify ideas and stimulate discussion about the readings.

***\* This course is designed to be challenging, interactive, student-centered, and non-traditional. Through a great deal of reading and writing you will learn more about yourself, your culture, and the community in which you live. Immediately notify me if you do not have a computer or printer; you must make necessary arrangements and plan ahead to use the school library, computer lab, or any other means of access that you have at your disposal.***

Common Core Standards for Reading

***Key Ideas and Details***

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.

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

3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

***Craft and Structure***

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, computer, scene, or stanza) relate to each other and the whole.

6. Assess how point of view or purpose shapes the content and style of a text.

***Integration of Knowledge and Ideas***

7. Integrate and evaluate content presented in diverse formats and media, visually and quantitatively, as well as in words.

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.

9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

***Range of Reading and Level of Text Complexity***

10. Read and comprehend complex literary and informational texts independently and proficiently.

Common Core Standards for Writing

***Text Types and Purposes\****

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

2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

***Production and Distribution of Writing***

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

***Research to Build and Present Knowledge***

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

***Range of Writing***

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Common Core Standards for Speaking and Listening

***Comprehension and Collaboration***

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.

2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.

***Presentation of Knowledge and Ideas***

4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Common Core Standards for Language

***Conventions of Standard English***

1. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

***Knowledge of Language***

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

***Vocabulary Acquisition and Use***

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

**\*The student will be evaluated formatively and summatively via Pre-assessments, Benchmarks and Post-tests.**

**Course Strategies**

***Vocabulary Development***

Throughout the semester students expand their vocabulary using words that have a high frequency on standardized tests, especially the SAT. Working through word lists that are useful in oral and written communication, students develop a more sophisticated vocabulary. Unit Words, definitions, and parts of speech will be posted on my blog under faculty blogs and email.

***Socratic Seminars***

According to The National Paideia Center, Socratic seminar is a collaborative, intellectual dialogue facilitated with open-ended questions about a text. Students achieve a deeper understanding about the ideas and values in a text. Participants systematically question and examine issues and principles related to a particular content, and articulate different points-of-view. The group conversation assists students in constructing meaning through disciplined analysis, interpretation, listening, and participation.

***Writing Workshop***

Students will be **heavily involved** in the Writing Process (Brainstorming, Prewriting, Drafting, Editing, Revising, and Publishing) throughout the entire semester on various paper assignments, all of which will be submitted to turnitin.com. A research paper will be included as part of your Senior Project.

***Reading Workshop***

In conjunction with whole-class reading assignments, students will be reading independently during the semester and annotating/journaling their reading. Effective reading is a crucial ability for college, and the best way to develop better reading ability is to read more.

***Senior Project***

Students will participate in a semester-long project which exposes them to real world applications and expectations as they research their chosen and approved topic, work with a business professional who acts as a mentor, writes a research paper that connects to the topic, develops a portfolio and finally, makes a formal presentation to the community. Students will improve their communication and organizational skills.

**Homework:**

Students are responsible for keeping up with reading assignments and being aware of, and ready for, quizzes and tests. In order to do this, homework and classwork must be completed. Keep in mind that all work will not be graded. Consider the work in my class to be YOUR PRACTICE, so that you WILL BE BETTER PREPARED for the SUMMATIVE ASSESSMENTS. Periodically, student essays, reports or small projects will be required to be completed outside of class, but the bulk of your homework will be reading, writing, and studying.

**Due Dates for Written Work:** Assignments are due in class on the due date, and **at the beginning of class**, unless told otherwise. Work turned in after class will not be accepted for full credit. Students returning from excused absences are responsible for getting and completing missed assignments. **Assigned publish-ready and finalized papers are required for Turnitin.com submission and must be turned in on time.**

**Senior Research Project**: This is a semester-long project involving research and community involvement. You will receive comprehensive instructions at the beginning of the semester. **Late work may not be accepted** or a lowered grade will be given per my discretion. You will receive a checklist of due dates and assignments at the beginning of the semester. Judging of the project takes place in November and April, and **Senior Project counts 25% of your overall grade**.

The research paper will be submitted via [www.turnitin.com](http://www.turnitin.com) and must include a works cited page in order for it to be graded. You will receive information concerning due dates at the beginning of the semester. PLEASE UNDERSTAND THAT NO LATE PAPERS WILL BE ACCEPTED. YOU MUST SUBMIT YOUR PAPER BY THE TIME AND DATE POSTED, OR YOU MAY EARN A ZERO ON THE ASSIGNMENT. I WILL NOT ACCEPT HARD COPIES OR EMAILED PAPERS. This is in preparation for college courses and the real world.

**English Binder Set-Up:**

Your binder will serve as a place where you can organize all your materials for class. You will need a **three-ring binder with pockets, loose-leaf paper, and tabbed dividers**. Below are descriptions of everything that will be contained in your English notebook:

1. **Lecture/Class Discussion Notes**
2. **Senior Project Materials**
3. **Research Paper**
4. **Reading Workshop (aka FORMATIVE ASSESSMENTS)**
5. **Writing Workshop (aka FORMATIVE ASSESSMENTS)**
6. **Language (Grammar, Vocab.)**
7. **Tests/Quizzes (aka SUMMATIVE ASSESSMENTS)**

**Grading**

You will be evaluated on your familiarity with the material, preparedness to discuss the material, ability to analyze/interpret the material, and competency in writing about the material; as stated above, a variety of techniques will be used for assessment (e.g., Web-based responses (i.e: Blogging), individual/group projects, quizzes, tests, individual/group presentations, discussions/Socratic Seminars, and essays (computer-generated and adhere to the specified 12th grade composition expectations). Every assignment will be given a maximum point value. The percentages and categories are as follows:

*Reading (Literary and Informational Texts) … … … 10%*

*Writing* ***(Argumentative, Expository/Informational, Narrative}***  *… … … … 10%*

*Listening, Speaking (PBA and Media Literacy) … …. 5%*

*Language (Grammar, Usage, Academic Vocabulary) ………. 10%*

*Senior Project 25%*

*Formative………30%*

*Final Exam………………10%*

90 – 100…….A 80 – 89………B 74 – 79………C 70 – 73………D BELOW 70… F

***\* English Department Policy: Grades will not be “bumped.” If Synergy reflects a 69, 79, 89, that is the grade earned\****

**Required Course Materials:**

*3 Ring Binder*

*Loose leaf paper*

*BLUE OR BLACK ink pens/pencils*

*Green, Pink, Blue highlighters*

*Senior Project Binder 1 ½ “*

*1 pkg clear sheet protectors to be used in Senior Project Binder*

**Provided Text**

Prentice World Masterpieces *(in-class and on-line)/Springboard Grade 12 Workbooks and Online Textbook*

***I reserve the right to make any necessary changes to this syllabus that I deem will benefit the structure of the class.***

I look forward to a successful and productive semester with you!

**Some strategies for good communication:**

* **Student make-up work is YOUR responsibility. I provide a calendar, a blog, and Google Classroom for you to get your material wherever you are. You need to come and see me as soon as you get back to find out your makeup work – see me before or after class. Once class starts, we are focused on that day’s activities.**
* **My email:** **Jennifer.sellman@cobbk12.org** **is the fastest, most efficient way to reach me. Keep in mind that emails sent before or after school hours will be addressed during school hours. I plan to answer all emails within 24 hours.**
	+ **If you are going to be absent, or if you are absent, you can also email me to get your make up work.**
* **If you need help with an assignment or with some of the class material, please don’t hesitate to come and talk to me. You can ask me for an appointment, and I will be more than happy to check my calendar to make sure I am available to help you. You can also stop by my room in the morning or afternoon for quick questions or clarifications. This is also a good time to see me if you want to discuss a grade you received.**

**Rules, Responsibilities, and Procedures:**

1. Respect yourself and others the minute you cross the threshold of this classroom.
2. Cell phones are to be used responsibly during class. If you would like to use your phone during class, please ask permission. A phone turned face down on your desk signals to me that you are actively participating in class. Failure to ask permission will result in cell phone jail for the class. Repeated infractions will result in parent calls, detention, and/or an office referral. In other words, be cool.
3. Always be prepared for class with all materials necessary. I do not have a pencil sharpener; be prepared.
4. I dismiss the class; therefore you will NOT stand by the door waiting for the bell. You will stay seated until the bell rings unless I have given you special permission to be away from your desk.
5. All purses, bookbags, etc. are to be kept ON THE FLOOR OR UNDER THE DESK during class.
6. If your body is not in your seat when the bell rings, you will be considered tardy. Being at the door does not count.
7. Please do not interrupt my instruction to throw trash away or go to the restroom. Wait until we are doing seat work or independent reading to take care of your necessities.
8. It is the student’s responsibility to get their work when they have missed class. Please see me as soon as possible. In the meantime, I will enter a zero for your grade, and it is your responsibility to make up the work as soon as possible. If I have already graded and handed back an assessment before you have made it up, it is your responsibility to make sure you get a make up assignment.
9. Plagiarism is not tolerated in any form. Your work should be that: your own ideas and effort. If there is plagiarism, you will receive a zero on the assignment and an administrative referral.
10. **If you are absent on the day a paper is due, you will need to email it to me to receive credit by the end of the day (3:30pm). If you are here for any portion of the day, you will be expected to hand in your paper.** Do NOT leave a paper on my desk; you will not receive credit. You must make arrangements to make sure I have received your paper. Keep your receipts from Turnitin.com or saved from your email should there be any computer problems. I will ask for evidence of these should a complication arise. If you are absent on the day of a test, be prepared to take the test on the day you get back unless you have contacted me beforehand and made arrangements.

Work is due on the day assigned. **Please do not come to class with a flash drive,** **cd, or story about your broken computer/printer.** You will have plenty of opportunities to visit the media center or writing lab to complete your work BEFORE it is due. If you choose not to take advantage of these opportunities your grade will be negatively affected.

**Overall, I am committed to helping you be as successful as possible this year. I am excited to have you as my student, and I am excited to be your teacher. Please let me know if there is anything I can do to help you have a stronger educational experience in my classroom. If there is something going on that you think is affecting your performance in my class, come and tell me and we will work it out. I am here to help you and work with you.**

**It’s going to be a great semester!!!!! Let’s have a great senior year!!!!!**