CHILLICOTHE
HIGH SCHOOL

Honors Language Arts IV - Composition Syllabus
CHS Language Arts Department

Contact Information: Parents may contact me by phone, e-mail, or visiting the school.
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Online: http://www.ccsd.us/1/Home

CCSD Vision Statement: The Chillicothe City School District will provide tomorrow's leaders with a high-quality education by developing high expectations and positive personal relationships among students, staff, and community members.

CCSD Mission Statement: The Chillicothe City School District empowers students to learn, to lead, and to serve.

Course Description and Prerequisite(s) from Course Handbook:
Honors Language Arts IV- Composition – 143　　　State Course # 050190
Prerequisite: Honors Language Arts III or teacher recommendation
Required Option　　　　　　　　　　　　　Grade: 12
Weighted Grade　　　　　　　　　　　　　Credit: .5

　　　This course provides opportunities for students to write papers of varying lengths and practice analyzing literature in various domains. Students demonstrate ability to choose appropriate modes for various writing purposes and audiences, then compose, edit, revise, and publish various pieces. Students will compose narrative, expository, descriptive, and persuasive pieces, as well as prepare and deliver an oral presentation. Vocabulary development and writing conventions mastery is extended through practice, revision of portfolio pieces, and reading, listening, and speaking activities. As part of the course, students will be required to complete a college and career readiness activity, including but not limited to job shadowing or a college visit.

　　　*Required readings are part of the 9-12 curriculum. Parents may request an alternative book for a specific required reading by writing a letter to the Language Arts teacher. Students are expected to complete and submit three pre-course summer assignments prior to the start of the 2019-2020 school year.

** Summer Assignment Submission Guidelines and Late Work Policy*

For some courses, students will be supplied with a list of required summer assignments prior to the conclusion of the previous academic year. All summer assignments must be submitted electronically to a digital platform designated by the teacher of each course. No hard copies will be accepted.

Summer assignments must be completed by the due dates specified. Due to the fact that summer activities are assigned in May, PRIOR to school starting in the fall, there will be no due date extensions.

AGAIN, PLEASE NOTE THAT SUMMER ASSIGNMENTS ARE <u>NOT</u> SUBJECT TO BOARD POLICY FOR LATE WORK BECAUSE OF THE NATURE OF THE WORK - STUDENTS ARE ALREADY ALLOWED EXTRA TIME TO COMPLETE EACH ASSIGNMENT, SO THERE WILL BE NO EXTENSIONS OR GRADE CHANGES GRANTED IF THESE ASSIGNMENTS ARE SUBMITTED AFTER THE DUE DATE UNLESS EXTENUATING CIRCUMSTANCES EXIST. FURTHER, FAILING TO SUBMIT WORK FOR COURSES IN WHICH SUMMER ASSIGNMENTS ARE REQUIRED WILL SUBJECT STUDENTS TO REMOVAL FROM THE COURSE AT THE DISCRETION OF THE TEACHER, GUIDANCE STAFF, AND ADMINISTRATION.

<u>Learning Targets:</u> Defined below for clarity are the Unit Titles, Big Ideas of every Unit taught during this course, and the Essential Questions to be answered to better understand the Big Ideas. A student's ability to grasp and answer the Essential Questions will define whether or not he or she adequately learns and can apply the skills found in Big Ideas. This will ultimately define whether or not a student scores well on assessments administered for this course.

- **<u>1st or 3rd Quarter</u>**
  - **Unit I: Preparing for Career and College**
    - **Big Idea #1:** I can present myself positively through the written word.
      - *Essential Question #1:* What is the purpose and content of a cover letter?
      - *Essential Question #2:* What is the purpose and content of a resume?
      - *Essential Question #3:* What critical grammatical skills should I employ in my cover letter and resume?
    - **Big Idea #2:** I can compose a personal essay that highlights my individual interests and strengths.
      - *Essential Question #1:* Who is my audience and what is my purpose for the application essay?
      - *Essential Question #2:* What is the appropriate tone and point of view to use in the application essay?
      - *Essential Question #3:* What critical grammatical skills should I employ in my application essay?
    - **Big Idea #3:** I can update, revise and edit my credentials to present myself well.

- *Essential Question #1:* What common writing conventions should I consider as I revise?
- *Essential Question #2:* How can I revise my resume and cover letter for needed changes in content and mechanics?
- *Essential Question #3:* How can I revise my application essay for needed changes in content and mechanics?

  o **Unit II: Expository Writing**
  - **Big Idea #1:** I can write informational essays in a variety of modes for different purposes.
    - *Essential Question #1:* What is the format and content of an Annotated Bibliography?
    - *Essential Question #2:* What is the purpose and structure of an analytical summary essay?
    - *Essential Question #3:* What is the purpose and structure of a compare & contrast essay?
  - **Big Idea #2:** I can use analytical skills to evaluate the work of other writers.
    - *Essential Question #1:* What part does the structure of the work play in its impact on the reader?
    - *Essential Question #2:* What specific word choice and rhetorical strategies has the author used in the work under review?
    - *Essential Question #3:* What effect does the author's use of these specific techniques achieve?
  - **Big Idea #3:** I can compose an analytical summary of a short nonfiction work.
    - *Essential Question #1:* What information do I need to include in my summary?
    - *Essential Question #2:* What significant text-based evidence will I use to support my evaluation?
    - *Essential Question #3:* What content and mechanics revisions can I make to my writing to improve its coherence and increase reader appeal?

- **2nd or 4ᵗʰ Quarter**
  o **Unit III: Persuasive Writing**
  - **Big Idea #1:** I can clearly state my views and provide relevant support.
    - *Essential Question #1:* What are the key elements to include in an argument?
    - *Essential Question #2:* How are rhetorical appeals and tone used to influence an audience?
    - *Essential Question #3:* How does one synthesize multiple sources to construct a cohesive argument?
  - **Big Idea #2:** I can select appropriate support from outside sources and smoothly combine it with my own ideas.

- *Essential Question #1:* How does one determine whether a source is credible?
- *Essential Question #2:* What is the difference between direct quotation and paraphrasing of sources?
- *Essential Question #3:* What is the necessary information to include and how does one format an abstract of one's argument?

- **Big Idea #3:** I can follow conventions of research to avoid plagiarism.
  - *Essential Question #1:* How does a writer correctly use parenthetical citation to credit a source?
  - *Essential Question #2:* How does a writer link parenthetical citation to its Works Cited listing to credit researched information?
  - *Essential Question #3:* What are the MLA formatting rules for a research essay?

  o **Unit IV: Evaluating Literary and Artistic Works**
  - **Big Idea #1:** I can examine an author's work to determine its purpose.
    - *Essential Question #1:* How do writers structure their work in order to achieve a purpose?
    - *Essential Question #2:* How do a writer's tone and style choices influence the work's impact?
    - *Essential Question #3:* How do I determine which details from a selection best support my analysis?
  - **Big Idea #2:** I can examine the parts of a work to determine its meaning.
    - *Essential Question #1:* What is the message of the work under review?
    - *Essential Question #2:* What key elements of the work reveal the author's message?
    - *Essential Question #3:* What specific examples from the work best support my interpretation?
  - **Big Idea #3:** I can compose an analytical reader-response based on my close reading and interpretation of the parts of an artistic work.
    - *Essential Question #1:* What are the components of an effective critical review of an artistic work?
    - *Essential Question #2:* What conventions are employed to credit source material when writing in response to a single work?
    - *Essential Question #3:* What personal knowledge and experience can inform my evaluation of the work under review?

- **END OF COURSE EXAM**

Course Materials:
- Google Chromebook
- Paper, pen and pencil
- 2-pocket folder for storing notes and assignments

Textbook:

The Norton Field Guide to Writing with Readings and Handbook, 3rd Edition. Richard
    Bullock, Maureen Daly Goggin, and Francine Weinberg. W. W. Norton & Co, 2013.

Supplemental Textbook(s):
Successful College Writing, 3rd Edition, Kathleen T. McWhorter. Bedford/St. Martin's
        Press, 2006.
Additional supplemental readings may be assigned.

Electronic Resources:
- *Collections-12,* Houghton Mifflin, 2015, digital textbook.

Course Expectations:
Students will complete all assignments on time and with maximum effort; assignments will include journal responses, chapter exercises, and grammar/vocabulary work as well as written drafts and projects. Quizzes and tests will also be incorporated, including Unit assessments and an end of course exam. All work is to be submitted on time for full credit to be earned. Students have a window of time to submit late work, for partial credit, as per board policy. At the conclusion of the extension period, late work will no longer be accepted.

Grading:
Unit Exams   50%
Assessments (Including: Quizzes, Essays, Labs, and Projects)   30%
Class work/Homework   20%
- Each nine week's grade comprises 40% of a student's final grade.
- The End of Course Exam comprises 20% of a student's final grade.

Grading Scale:
The grading scale for Chillicothe High School can be found in the student handbook or online at
http://www.chillicothe.k12.oh.us/1/Content2/studenthandboook.

Late Work: Late work will be subject to the Board-adopted policy on assignments that are submitted late (to be reviewed in class).
- Regardless of the absence type (excused or unexcused), students will be expected to make up work and be held accountable for learning all material they missed.
- Any student who is absent from school (excused or unexcused) will have one (1) additional day for every day they missed, to make up his/her work for full credit (100%).
- Any student who exceeds the allotted time to turn in an assignment for full credit may still turn in late work for partial credit.

- o Any student who turns in work up to 1 week late must at least be given the opportunity to earn 75% on that assignment.
  - o Any student who turns in work between 1 and 2 weeks late must at least be given the opportunity to earn 60% on that assignment.
- The end of the 9 weeks is the cut off point for teachers to accept late work from students for full or partial credit, unless the teacher decides to give the student an incomplete for the 9 weeks due to extenuating circumstances.

Performance-Based Section: Writing Assignments/Exams/Presentations/Technology

One or more of the End of Unit Exams may be Performance-Based. According to the Ohio Department of Education, "Performance-Based Assessments (PBA) provide authentic ways for students to demonstrate and apply their understanding of the content and skills within the standards. The performance-based assessments will provide formative and summative information to inform instructional decision-making and help students move forward on their trajectory of learning." Some examples of Performance-Based Assessments include but are not limited to portfolios, experiments, group projects, demonstrations, essays, and presentations.

*Return to Mrs. Baird
*CHS Honors Language Arts IV - Composition Course Syllabus

After you have reviewed the preceding packet of information with your parent(s) or guardian(s), please sign this sheet and return it to me so that I can verify you understand what I expect out of each and every one of my students.

Student Name (please print):

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Student Signature:

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Date:

_____
_____

Parent/Guardian Name (please print):

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_____

Parent/Guardian Signature:

_____

Date:

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