

**LNG 321-LNG322**  
**10th English and Language Arts**  
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**Columbia County School District Course Description:**

This course builds upon the 9th Grade Literature and Composition course through a continued focus on a study of literary genres and informational texts. Students will develop an understanding that theme is what relates literature to life and that themes are recurring in the literary world. Additionally, students will explore the effect of themes in regard to interpretation. Students will also read across the curriculum to develop academic and personal interests in different subjects.

While the focus of composition studies is writing arguments in tenth-grade literature, students will also demonstrate competency in informative/expository and narrative writing genres. Students will also engage in research, timed writing, and the writing process.

Instruction in language conventions will occur within the context of reading, writing, and speaking rather than in isolation. Students will also demonstrate an understanding of speaking and listening for a variety of purposes.

**Expectations and Goals**

By the end of the course, students should develop and refine *more* advanced skills in the following areas.

**Writing and Communication**

- a. Evaluate and critique sample essays
- b. Produce organized writing
- c. Properly incorporate quotes, sources, and citations
- d. Evaluate and revise personal writing
- e. Actively participate in a variety of formal and informal conversations
- f. Demonstrate control of standard English conventions in written and verbal communication

**Critical Reading**

- a. Evaluate and thoughtfully respond to ideas communicated in a range of fiction & nonfiction texts
- b. Identify author's purpose and message
- c. Construct thoughtful and useful annotations that demonstrate active reading skills

**Course Material****Required:**

- HMH Textbook
- Sadlier Vocabulary Level E
- Pen or pencil
- Binder or folder

**Suggested:**

- Index cards
- Highlighters
- Sticky notes

**Major Assignment Dates:**

The following list of major assignments and the associated dates are subject to change based on pacing requirements and scheduling conflicts. Students will be made aware of changes in class and through the class calendar posted in Google Classroom (see next section).

- Unit 3 Assessment – Early March
- Vocabulary Units 7-9 Test – Last February
- Informational / Explanatory Writing -January/February
- Benchmark 3
- Unit 4 Assessment – Early May
- Vocabulary Units 10-12 Test - TBD
- Argumentative Writing – April

**Learning Management System:**

For this class, many resources and assignments will be posted in Google Classroom. It is important to note, this is not an online course and not all assignments will be posted in Google Classroom.

The most important resource is the class calendar, which is posted at the top of the Classwork tab. This calendar lists assessment dates, classwork descriptions, and assignment due dates.

Please do not message your teacher through Google Classroom. If you have questions about an assignment, email me directly.

**Tutoring and Support:**

Tutoring is available upon request after school. Students need to have a specific purpose for tutoring, and they need to request tutoring in person or via email at least 24 hours in advance.

Additional support may be available before school and during Warrior period. Special arrangements need to be made via email.

**Grading:**

Per CCBOE policy, your grades will be divided into the following weighted categories

- |  |     |
|--|-----|
| ● <b>Assessments</b>   | 55% |
| ● In-Class Essays, Socratic Circles, extended writing, reading quizzes, and Unit Tests                               |     |
| ● <b>Assignments</b>   | 40% |
| ● Reading checks, prepared notes, critical annotations, quick response writing, and various preparatory assignments. |     |
| ● <b>Q3 Benchmark</b>  | 5%  |

**Reassessment and late work policies:****Assignments Late Work Policy**

Many assignments for this class build on previous assignments; therefore, timeliness in completing assignments is essential to your improvement as a student and your success in this course. However, the importance of timeliness needs to be balanced with providing opportunities for student learning and achievement.

Therefore, late work received on or five days following the original due date will be accepted and graded along with the original assignments.

**Long-term projects, prepared presentations, and extended essays**

Long-term projects and essays are assigned over several weeks, which provides students with the ability to plan for other commitments. Often these projects and essays take a considerable amount of time to evaluate, which does not lend itself to reassessment. A missing grade will be put into the gradebook for any extended assignment that is missing. The work will be accepted late, but will be

graded as time allows. This means that sometimes the student may sit with the initial missing grade until makeup work can be assessed.

If you are going to be absent on the due date of a long-term assignment, you are responsible for submitting the assignment *in absentia*. You may need to email a digital copy of the assignment, submit it through Google Classroom, or have a friend drop the assignment off to your teacher.

### **Missed Assessments**

If you are absent on an assessment day, you will have five days to make-up the assessment. Missed assessments will need to be completed outside of regular class time, generally before school, after school, at lunch, or during Warrior Period.

If a student does not complete the missed assessment within five days, the assessment will be scored as “Missing” and earn 0 points. The student will then complete the reassessment to replace the missed assessment.

### **Reassessments**

First, please note that reassessments are only available for assessments (meaning assignments in the assessment category). There will not be reassessment opportunities for tasks in the assignment category.

Requests for reassessment must be made through email within five days of the assessment grade being entered in Infinite Campus. It is important that you check your Infinite Campus on a daily basis throughout the school week. As always when emailing a teacher, follow the principles of professional communication (see “Teacher Contact”).

Additionally, targeted practice must be completed before the reassessment is given. The goal of this practice is to improve your performance on the reassessment.

Reassessments are not completed during class time. Special arrangements can be made to complete the assessment before school, after school, during lunch, or during Warrior Period.

The reassessment must be completed within 10 days of the original grade being entered in Infinite Campus.

Finally, all reassessments must be completed three weeks prior to the end of the semester.

### **Classroom Rules and Expectations:**

Our time together should be focused and purposeful. Behaviors that distract our focus or detract from our purpose are not acceptable behaviors. The following rules and expectations are intended to provide a few guiding principles for common behaviors that limit our time together.

### **Teacher Contact**

Email is the most effective way to communicate with me outside of class hours. If you have a question or concern about an assignment, do not leave a comment or note in Google Classroom. It is unlikely that I will see these comments until I begin grading the assignment.

Use your school email account to email me (and your other teachers).

### **Tardies**

Class begins at the bell. It is my expectation that you are ready to learn when the bell rings. We will follow the school’s tardy policy for this class. If you make a habit of being tardy to class, you should expect lunch detentions and parent contacts. At the beginning of class, I will generally establish our focus and activity for the day. When you are late, you cheat yourself out of that explanation and you distract your classmates as they begin their work for the day.

**Bathroom Breaks**

- Bathroom/Hall passes: Students are allotted 5 passes for the semester. Students are encouraged to use the restroom between classes and during their lunch time. I know that this is not always possible, but we try to keep the distractions of leaving the classroom to a minimum.

**Phone and Headphone Policy**

It is Columbia County School Policy that you will not have personal headphones at school at any time. Obviously, this means you will not have personal headphones at any time during class. If we need headphones for instruction, school headphones will be provided.

In this classroom, phones and smart-watches should be stored in your backpack. There may be a few occasions throughout the year where you use phones for instructional purposes. On such occasions, I will make it clear that you have permission to use your phone, and I will establish clear procedures for the task at hand.

**Academic Honesty, Artificial Intelligence, and Plagiarism****Columbia County Plagiarism Policy:**

*From the Columbia County Board of Education High School Code of Conduct*

Academic Dishonesty (Code #32) A student shall not commit the offense of academic dishonesty which includes cheating, lying, plagiarism, altering records, or other fraudulent acts on school assignments, exams, records, or statewide assessments; using the computer network for any illegal activity such as copying or downloading copyrighted software or violation of copyright laws which includes using BYOT devices to copy or share copyrighted items or intellectual property.

Plagiarism is a form of cheating and includes a student's use of the writings or work of another person in a manner which represents the writings or work as the student's own instead of the true author; or the unacknowledged use of materials prepared by another agency or person providing academic materials; or the use, by paraphrase or direct quotation, of material without complete acknowledgment of the source.

Lying includes any false or deceiving representation made to a faculty member, administrative official, school safety officer, staff member, hearing officer, or any other adult designated by the school as having a position of authority. Lying will also include concealing or distorting the facts, nature, origin, persons involved, or details, which are the subject of inquiries by a faculty member, administrative official, school safety officer, staff member, or any other adult designated by the school as having a position of authority.

Disposition - Violators will be subject to the following disciplinary actions:

Cheating and other forms of academic dishonesty will be handled at the discretion of the administration and teachers.

Classroom cheating on assessments (projects, tests, quizzes) will result in in-school suspension and a retest of the assignment. If the student holds a position (office) in a club, on an athletic team, or in an organization, he/she must relinquish that position. The student may remain a member of the particular organization.

**Parent / Guardian and Student Acknowledgement:**

Please sign below to indicate that you have read the syllabus for 9th ELA. Please email me with any questions or concerns.

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Parent / Guardian Printed Name

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Parent / Guardian Signature

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Student Printed Name

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Student Signature

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Date