

# NINTH GRADE LITERATURE AND COMPOSITION

## CENTENNIAL HIGH SCHOOL

### 2010-2011

#### Contact Information

**Instructor:** Mrs. Cathy Rumfelt, Room G-59

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**Office Hours:** Tuesdays, 3:45-4:30 and Thursdays, 7:45-8:30

**Web:** <http://chsrumfelt.org>

#### Required Materials:

In order for students to achieve the greatest success in this course, they must come to class prepared. Students must bring the following materials to class **EVERY DAY**:

- A 2 inch 3-ring binder with 5 dividers labeled as follows:
  - Syllabus and Admin. (ADMIN)
  - Daily Grammar Practice (DGP)
  - Literary Notes/ Handouts (NOTES)
  - Reading Logs/ QuickWrites (QW)
  - Returned Work (WORK)
- Paper, pen, and textbook daily
- Agenda

#### Course Description:

In 2004 the Georgia Department of Education adopted new Georgia Performance Standards for grades 9-12. Consistent with state curriculum, the Fulton County Schools English language arts curriculum implementation aligns with state standards.

The content standards for this course are clustered by strands: **Reading and Literature, Reading Across the Curriculum, Conventions, Writing, and Listening/Speaking/Viewing.**

Ninth Grade Literature and Composition will continue to build on the reading and language curriculum established in middle school. Throughout this year-long course, students will have opportunities to develop and expand their knowledge of literature and language and demonstrate their mastery level of new learning through performance tasks and assessments. At the completion of this course, students will take the Ninth Grade End-of-Course Test required by state law.

#### Reading and Literature

Focusing on a study of literary genres, students develop an understanding of the way the form of a work of literature affects the meaning of that work. Students will read, interpret, and analyze informational material such as memoirs, biographies, and autobiographies. They will also analyze themes and structure in fiction, including short stories, novels, drama and contemporary and canonical poems. Through extensive reading, students will acquire new vocabulary specific to the study of literature and apply that knowledge in their writing.

#### Reading Across the Curriculum

To encourage students to become life-long readers, the curriculum includes standards that address both academic and personal habits of reading. Students will read approximately one million words per year from a variety of subject disciplines including language arts. In the English language arts classroom, students will learn the vocabulary of literature, writing, and listening, speaking, and viewing.

#### Writing

Technical writing is the focus for ninth grade; however, students will continue to produce narrative, informational, and persuasive writings. Students will practice timed writings and continue to use the stages of the writing process to develop compositions and writings that demonstrate an understanding of tone, point of view, style, organization, author's purpose, and audience. Students will continue to use research and technology to support reading and writing.

#### Conventions

Students will increase their knowledge of the conventions of language in reading, writing, and speaking. They will demonstrate their control of the rules of English, focusing on clauses, punctuation, and sentence construction, and usage. They will also apply their knowledge of the conventions of format when producing technical writing, workplace writing, and research based papers.

#### Listening/Speaking/Viewing

Students will continue to develop their critical listening skills. Through presentations and interactions with the teacher and other students, they will apply effective speaking techniques in small and large group settings. The viewing standards will enable students to develop media literacy skills through the careful examination of contemporary texts including television, radio, film productions, and electronic media.

#### Textbooks:

Prentice Hall Gold Level: *Literature: Timeless Voices, Timeless Themes* (\$65.00)

Prentice Hall Gold Level: *Writing and Grammar* (\$26.00)

*Animal Farm*, George Orwell (\$12.00)  
*Fahrenheit 451*, Ray Bradbury (\$12.00)  
*The Old Man and the Sea*, Ernest Hemingway (\$12.00)

**Recommended Supplementary Texts:**

The CHS English department encourages the use of the following texts that will supplement our study:

*Modern Language Association (MLA) Handbook*  
*The Elements of Style: 4<sup>th</sup> Edition*, William Strunk and E.B. White

**Assessment:** Each student will be assessed on the quality of accomplishing the standards for the course. Grades will be determined on a point system. The distribution of these scores is as follows:

Approximate Point Values:

Tests	25%
Compositions/Speeches	30%
Homework/reading logs	15%
Daily Work (in-class writing, quizzes, class participation etc...)	15%
Final Exam	15%

**Fulton County Grading Policy**

90-100	A
80-89	B
70-79	C
69 & below	F

**Recovery Policy:**

- Opportunities designed to allow students to recover from a low or failing cumulative grade will be allowed when all work required to date has been completed and the student has demonstrated a legitimate effort to meet all course requirements including attendance.
- Students should contact the teacher concerning recovery opportunities. Teachers are expected to establish a reasonable time period for recovery work to be completed during the semester. All recovery work must be directly related to course objectives and must be completed ten school days prior to the end of the semester.
- Teachers will determine when and how students with extenuating circumstances may improve their grades.

**CHS English Department Plagiarism Statement:**

Plagiarism is the use of another's words or ideas and the presentation of them as though they are entirely ones own. Acts of plagiarism might include, but are not limited to 1.) using words or ideas from a published source without proper documentation; 2.) using the work of another student (e.g. copying another student's homework, composition, or project); 3.) using excessive editing suggestions of another student, parent, or paid author. Plagiarism on any project or paper at Centennial High School will result in a zero for the assignment and an honor code violation. Unless directly stipulated by the teacher, collaboration on written work is not acceptable. Students who willingly provide other students with access to their work are in violation of the Honor Code.

**A Note about "Excessive Editing":** What is helping, but is NOT excessive editing? The answer is: questioning and cueing. For example: "Is this word strong enough? Interesting enough? Specific enough?" "Can you think of another word that word fit better?" "Does this sentence seem awkward?" "What exactly do you mean?" "I don't understand what you are trying to say here; can you say it more clearly?" "This sentence has a powerful verb; can you find one as powerful for that other sentence?" These kinds of questions and statements allow the students to think and write independently. Students should be allowed to achieve their own voices and to develop their own writing skills.

Students learn to write well by doing just that, writing. Struggling independently through the writing process produces growth (as well as a certain amount of agony), and eventually the student's own voice. When well-meaning parents, siblings, tutors, or others contribute their ideas, words, phrases, revisions, etc. to students' writing, student writers miss the opportunity to achieve literary self-reliance.

**Plagiarism on any project or paper will result in a zero for the assignment and an Honor Code Violation.**

Unless strictly stipulated by the teacher, collaboration on written work is not acceptable. Students who willingly provide other students with access to their work are in violation of the Honor Code.

**Make-up Work:**

If a student is absent from school, either excused or unexcused, it is always his or her responsibility to make up the work missed. Students have access to makeup work on the class website at all times. The website includes lesson plans and handouts; however, they do not replace class instruction. It is the student's responsibility to check the website and ask another student what was missed. The student will have the number of days to make up the assignment that he or she missed (i.e. if the student is out for two days, he or she should have completed all the work two days after returning). All work should be made up to avoid receiving a zero for the assignment. An "excused absence" slip must be produced to make up work for full credit. If the absence is unexcused, the grade on the assignment will be penalized by ten percent.

**Late Work:**

No late homework will be accepted. For major assignments, ten percent will be deducted each day after the due date. After five days, the work will earn a 50. No late assignments will be accepted after major school holidays. Students must turn in all assignments prior to field trips in order to receive full credit for assignment. There will be no late work accepted after the unit is complete. **The research paper will not be accepted late.**

**Expectations:**

1. All school policies and rules printed in the Centennial High School Agenda will be enforced in the classroom.
2. At all times, students and teachers will treat each other with mutual respect.
3. Arrive to class on time. **(1<sup>st</sup> violation =warning, 2<sup>nd</sup> violation = detention + call home, 3<sup>rd</sup> violation = detention +office referral).**
4. All materials must be brought daily – Notebook paper, reading log, writing utensils, and Prentice Hall Literature book and Grammar book.
5. Absolutely no food and **only water** to drink allowed in class.
6. Passes to leave class will be written only for emergencies. Your hall pass is in your agenda. Bring it with you daily.

Any violation of class rules (including tardiness) will result in the following consequences:

1st Offense: Warning / 2nd Offense: Detention / Parental Contact 3rd Offense: Detention/ 4th Offense: Office Referral

**Failure to comply with any of the preceding guidelines may also result in calls home, private detention, or, as a last resort, referral to the appropriate administrator.**

## Units of Study

Units are organized by theme which is addressed through the overarching Essential Question (EQ) and daily Skill Based Questions (SBQs). Each unit will include a composition and a test. Additionally, students will be responsible for a bi-weekly vocabulary quizzes and daily grammar practices.

\*\*\*Please note that the syllabus may be amended and altered as time and class needs demand. Changes will be made at the discretion of the instructor.

<p><b>Ongoing standards through all units: (through weekly vocabulary, grammar practice, and writing assignments, ABR, etc)</b></p> <p>ELA9RL5:</p> <ul style="list-style-type: none"> <li>A. uses knowledge of Greek and Latin prefixes, suffixes, and roots</li> <li>B. uses general dictionaries, specialized dictionaries, thesauruses, or related references</li> </ul> <p>ELA9RC1:</p> <ul style="list-style-type: none"> <li>A. student reads 25 grade level books from a variety of genres and disciplines</li> </ul> <p>ELA9RC3:</p> <ul style="list-style-type: none"> <li>A. student demonstrates an understanding of contextual vocabulary</li> <li>B. uses content vocabulary in speaking and writing</li> <li>C. explores understanding of new words found in subject area texts</li> </ul> <p>ELA9W2:</p> <ul style="list-style-type: none"> <li>A. student uses appropriate vocabulary, tone, and style</li> <li>B. student uses varied levels of language</li> </ul>	<p>ELA9W4:</p> <ul style="list-style-type: none"> <li>A. student plans and drafts independently</li> <li>B. student revises writing to improve the logic and coherence</li> <li>C. student revises writing for specific audiences and purposes</li> <li>D. student revises writing to sharpen the precision of word choice</li> <li>E. student edits writing to improve word choice, grammar, and punctuation</li> </ul> <p>ELA9C1:</p> <ul style="list-style-type: none"> <li>A. student demonstrates an understanding of proper English usage, sentence and paragraph structure, diction, and syntax</li> </ul> <p>ELA9C2:</p> <ul style="list-style-type: none"> <li>A. student produces writing that conforms to appropriate manuscript requirements</li> <li>B. student produces legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization</li> </ul> <p>ELA9LSV1:</p> <ul style="list-style-type: none"> <li>A. student responds to adult initiated topics</li> <li>B. student volunteers contributions and responds when directly solicited by teacher</li> </ul>
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**❖ Nonfiction and Memoir: Essential Question: (EQ) What can we learn about ourselves by studying the lives of others?**

**GPS STANDARDS: ELA9RL1, ELA9RL3, ELA9RL4, ELA9RL5, ELA9RC1, ELA9RC2, ELA9RC3, ELA9RC4, ELA9W1, ELA9W2, ELA9W3, ELA9W4, ELA9C1, ELA9C2, ELA9LSV1, ELA9LSV2**

**SKILL BASED QUESTIONS: (SBQ's)**

Reading / Viewing	Literary Analysis	Writing / Presenting
<ul style="list-style-type: none"> <li><input type="checkbox"/> Have you discovered what strategies you use to read proficiently?</li> <li><input type="checkbox"/> Can you evaluate the main structure and features of different types of writing?</li> <li><input type="checkbox"/> Can you recognize the difference between memoir, biography, autobiography, and news article?</li> <li><input type="checkbox"/> Can you see how a text</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Can you identify elements which help to create meaning in different types of non-fiction?</li> <li><input type="checkbox"/> Do you understand how an author might shift his language, word choice, and other elements depending on his audience?</li> <li><input type="checkbox"/> Can you use objective criteria to evaluate and explain critical opinions of a text?</li> <li><input type="checkbox"/> Can you analyze what audience</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Do you use basic structural elements, such as claim, data, and warrant?</li> <li><input type="checkbox"/> Can you alter your own voice when writing for different audiences?</li> <li><input type="checkbox"/> When revising, do you look for controlling ideas, clarity, and logic?</li> <li><input type="checkbox"/> Can you write appropriately in different genres?</li> <li><input type="checkbox"/> Do you use correct spelling, punctuation and capitalization in your writing?</li> <li><input type="checkbox"/> When you revise, do you check for sentence variety, use of phrases and clauses, and parallel structure?</li> </ul>

represents the human struggle, and how it is influenced by its historical and cultural perspective?	an author was addressing, as well as the purpose of a text, by the use of literary elements like style, diction, figurative language?	<input type="checkbox"/> Can you convey important information and details in both formal and informal presentations which support a clear position?
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*Literary Selections:*

- “BBC; Childhood Obesity”
- “Man in the Water” (article and video)
- “JFK speech at Rice College”
- “‘Cows on Parade’ find sweet home in Chicago”
- “Veteran Returns, Becomes Symbol”
- “The Wrong Orbit”
- from “A White House Diary”

- “Rosa Parks: My Story”
- Various news articles

*Compositions:*

- CDW paragraphs
- Memoir
- Biography
- Travel Brochure

**❖ Nonfiction and Media: Essential Question (EQ) What purpose does persuasion have in society?**

**GPS STANDARDS: ELA9RL1, ELA9RL3, ELA9RL4, ELA9RL5, ELA9RC1, ELA9RC2, ELA9RC3, ELA9RC4, ELA9W1, ELA9W2, ELA9W3, ELA9W4, ELA9C1, ELA9C2, ELA9LSV1, ELA9LSV2**

**SKILL BASED QUESTIONS: (SBQ's)**

Reading / Viewing	Literary Analysis	Writing / Presenting
<input type="checkbox"/> Have you discovered what strategies you use to view media proficiently? <input type="checkbox"/> Can you evaluate the main structure and features of different types of advertisements? <input type="checkbox"/> Can you find the meaning of words using effective methods of discovery? <input type="checkbox"/> Can you identify how advertising uses camera angles, and language to influence the audience? <input type="checkbox"/> Can you see how persuasive techniques try to associate with the audience?	<input type="checkbox"/> Can you identify elements which help to create meaning in different types of media? <input type="checkbox"/> Do you understand how an author might shift his language, word choice, and other elements depending on his audience? <input type="checkbox"/> Can you use objective criteria to evaluate and explain critical opinions of a film/ print ad? <input type="checkbox"/> Can you analyze what audience an author was addressing, as well as the purpose of a text, by the use of literary elements like lighting, , figurative language? <input type="checkbox"/> Can you discuss ways stated and implied meanings are conveyed in text and non-print media? <input type="checkbox"/> Can you find appropriate support/resources to achieve a specific purpose like persuasion, informing, and explaining?	<input type="checkbox"/> Do you use basic structural elements, such as claim, data, and warrant? <input type="checkbox"/> Can you use technology to publish? <input type="checkbox"/> Can you articulate what your purpose is and who your audience is for an assignment? <input type="checkbox"/> Can you write a three-pronged thesis statement? <input type="checkbox"/> Can you provide quality support for a position with anecdotes, descriptions, statistics, and examples? <input type="checkbox"/> Can you write an essay with an engaging introduction, developed body with relevant ideas, and a conclusion with a call to action? <input type="checkbox"/> Can you create an outline? <input type="checkbox"/> When revising, can you rearrange or revise in order to achieve your desired tone, and to enhance your meaning? <input type="checkbox"/> Can you analyze logical fallacies like bandwagon, testimonials, generalities, and circular reasoning? <input type="checkbox"/> Can you write an effective persuasive essay using the CDW formula? <input type="checkbox"/> Can you effectively communicate an idea using techniques like speech, dramatic presentation, photojournalism display, and include supporting material like visual aids and multimedia presentations?

*Literary Selections:*

- Various persuasive texts
- Rockwell: New Television Antennae
- Advertisements from the Duke University: John W Hartman Center

<http://library.duke.edu/digitalcollections/adaccess/>

*Compositions:*

- Persuasive Essay

**❖ The Short Story: Essential Question (EQ) Why is conflict a motivating factor in human behavior?**

**GPS STANDARDS: ELA9RL1, ELA9RL3, ELA9RL5, ELA9RC1, ELA9RC2, ELA9RC3, ELA9RC4, ELA9W1, ELA9W2, ELA9W4, ELA9C1, ELA9C2, ELA9LSV1**

**SKILL BASED QUESTIONS (SBQs):**

Reading/Viewing	Literary Analysis	Writing/Presenting												
<input type="checkbox"/> Do you understand what a proficient reader does to be successful? <input type="checkbox"/> Can you see how a text represents the human struggle, and how it is influenced by its historical and cultural perspective? <input type="checkbox"/> Can you evaluate and interpret a text so you can understand implied main ideas and draw conclusions? <input type="checkbox"/> Can you connect the texts we are reading to experiences from life? <input type="checkbox"/> Can you identify how a text is important to you, the community,	<input type="checkbox"/> Do you understand how the structure and elements of fiction affect the meaning in a short story or novel? <input type="checkbox"/> Can you identify themes that go beyond the culture or time period of an author? <input type="checkbox"/> Can you evaluate how an author's historical period and culture affect the meaning of a piece? <input type="checkbox"/> Are you able to identify a character's internal and external motivations? <input type="checkbox"/> Are you aware of the affect shifting genres has on a texts connections, themes, and	<input type="checkbox"/> Can you work alone or in a group to develop ideas appropriate for a specific writing task? <input type="checkbox"/> Can you write a thesis statement which includes a controlling idea? <input type="checkbox"/> Can you choose a style that is appropriate for a specific audience and task? <input type="checkbox"/> Can you write appropriately in different genres using appropriate principles? <input type="checkbox"/> Can you use figurative language appropriately to create imagery in the reader's mind? <input type="checkbox"/> When revising, do you delete, add, or modify information to meet the needs of the audience?												
		<table border="1"> <tr> <th colspan="3">ELEMENTS</th> </tr> <tr> <td>Diction</td> <td>Foreshadowing</td> <td>Mood</td> </tr> <tr> <td>Point of view</td> <td>Theme</td> <td>Tone</td> </tr> <tr> <td>irony</td> <td>Setting</td> <td>Character - development</td> </tr> </table>	ELEMENTS			Diction	Foreshadowing	Mood	Point of view	Theme	Tone	irony	Setting	Character - development
ELEMENTS														
Diction	Foreshadowing	Mood												
Point of view	Theme	Tone												
irony	Setting	Character - development												

and the world?	characters?	
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*Literary Selections:*

- “The Cask of Amontillado”
- “The Most Dangerous Game”
- “The Interlopers”
- “The Scarlet Ibis”

- “The Secret Life of Walter Mitty”
- “The Necklace”

*Compositions:*

- CDW paragraph and plot diagram
- Short Story using elements listed above

**❖ The Novel: Essential Question: (EQ): What truths would be lost if there were no fiction?**

**GPS STANDARDS: ELA9RL1, ELA9RL2, ELA9RL3, ELA9RC1, ELA9RC2, ELA9RC3, ELA9RC4, ELA9W1, ELA9W2, ELA9W3, ELA9W4, ELA9C1, ELA9C2, ELA9LSV1, ELA9LSV2**

**SKILL BASED QUESTIONS (SBQs):**

Reading / Viewing	Literary Analysis	Writing / Presenting
<input type="checkbox"/> Can you identify appropriate reading strategies to use with texts of varying lengths? <input type="checkbox"/> Can you evaluate the main structures and features of different types of writing? <input type="checkbox"/> Can you evaluate and interpret a text to understand implied main ideas and draw conclusions?	<input type="checkbox"/> Can you explain how fiction informs our view of reality? <input type="checkbox"/> Can you evaluate how an author’s historical period and culture affect the meaning of a piece? <input type="checkbox"/> Can you identify themes that go beyond the culture or time period of an author? <input type="checkbox"/> Are you able to identify a character’s internal and external motivations? <input type="checkbox"/> Can you see how literary elements create theme?	<input type="checkbox"/> Can you distinguish between formal and informal writing conventions? <input type="checkbox"/> Can you alter your own voice when writing for different audiences? <input type="checkbox"/> Can you identify sufficient textual support and include that support in the essay? <input type="checkbox"/> Can you cite appropriate sources when necessary? <input type="checkbox"/> When revising, do you have a controlling idea and logical traditions?

*Literary Selection:*

- Fahrenheit 451

*Compositions:*

- Multi-Genre paper (group/ individual)
- Annotation
- CDW paragraphs

**❖ Poetry: What makes a poem a poem?**

**GPS STANDARDS: ELA9RL1, ELA9RL3, ELA9RL5, ELA9RC1, ELA9RC2, ELA9RC3, ELA9RC4, ELA9W4, ELA9C1, ELA9C2, ELA9LSV1, ELA9LSV2**

**SKILL BASED QUESTIONS (SBQs):**

Reading/Viewing	Literary Analysis	Writing/Presenting
<input type="checkbox"/> Can you use appropriate strategies when reading poetry? <input type="checkbox"/> While reading poetry, can you identify different literary elements?	<input type="checkbox"/> Can you explain how structure contributes to poetry? <input type="checkbox"/> Can you analyze different styles of poetry affect the reader? <input type="checkbox"/> Can you describe the ways a poet creates value by using sound devices, imagery, and figurative language?	<input type="checkbox"/> Can you read a poem aloud with appropriate pacing and emphasis? <input type="checkbox"/> Can you use verbal communication and visual elements to address an audience? <input type="checkbox"/> Can you create poetry that mimics a poet’s style? <input type="checkbox"/> Can you create an original poem with your own voice?

*Literary Selections:*

- “Hey Joe” Jimi Hendrix
- “Ballad of Birmingham”
- Various poems from [www.myfavoritepoem.org](http://www.myfavoritepoem.org)
- “Identity” Julio Noboa Polanco
- “Dog’s Death” John Updike
- “I like to see it lap the miles” Emily Dickinson
- “Lamb/ Tyger” William Blake
- “The Raven”
- “Sonnet 30”

- “Sonnet 18”
- Poetry Unzipped
- Excerpt from “the Congo” by Vachel Lindsay
- Excerpts from the *Odyssey*

*Composition:*

- CDW Paragraph
- Poetry Explication
- Original poem

❖ **Drama: Essential Question (EQ): What causes people to do things to extremes?**

**GPS STANDARDS: ELA9RL1, ELA9RL2, ELA9RC1, ELA9RC2, ELA9RC3, ELA9RC4, ELA9W1, ELA9W2, ELA9W3, ELA9W4, ELA9C1, ELA9C2, ELA9LSV1, ELA9LSV2**

**SKILL BASED QUESTIONS (SBQs):**

Reading/Viewing	Literary Analysis	Writing/Presenting
<input type="checkbox"/> Can you use appropriate strategies when reading drama? <input type="checkbox"/> When reading drama, can you use dialogue to gather information about characters? <input type="checkbox"/> Can you use appropriate strategies when reading Shakespearean/Elizabethan language? <input type="checkbox"/> Can you use dialogue and stage directions to visualize setting and action?	<input type="checkbox"/> Can you identify the main conflict and its causes? <input type="checkbox"/> Can you identify how the structure of the drama contributes to plot development? <input type="checkbox"/> Can you identify universal themes in drama? <input type="checkbox"/> Are you able to identify character's internal and external motivations?	<input type="checkbox"/> Can you read a drama aloud with appropriate pacing and emphasis? <input type="checkbox"/> Can you write informally about literature drawing from text and previous knowledge? <input type="checkbox"/> When revising, do you check for sentence variety, appropriate usage of phrases and clauses, and parallel structure?

*Literary Selections:*

- Various art and related literature
- *The Tragedy of Romeo and Juliet*

*Composition:*

- CDW paragraphs
- Authentic text analysis

❖ **Research: Essential Question (EQ): The Inquiry Process: What meaning can be made from inquiry? \*\***

**GPS STANDARDS: ELA9W1, ELA9W2, ELA9W3, ELA9W4, ELA9C1, ELA9C2, ELA9LSV1, ELA9LSV2**

**SKILL BASED QUESTIONS (SBQs):**

Reading	Writing / Presenting	Inquiry / Research
<p><b>Process:</b></p> <input type="checkbox"/> Have you expanded your reading habits by critically examining various sources? <p><b>Application:</b></p> <input type="checkbox"/> Can you find appropriate and adequate texts to support to achieve the goal of explaining a process to an audience?	<p><b>Process:</b></p> <input type="checkbox"/> Do you include appropriate support when necessary in your writing? <input type="checkbox"/> Can you write a thesis statement which contains one controlling idea? <input type="checkbox"/> Can you provide quality support for the thesis with anecdotes, descriptions, statistics, and specific examples? <p><b>Application:</b></p> <input type="checkbox"/> Can you write a research-based technical text?	<p><b>Inquiry:</b></p> <input type="checkbox"/> Can you generate questions for an expository topic? <input type="checkbox"/> Can you create a plan to find necessary information? <input type="checkbox"/> Can you alter your plan while in the research process? <p><b>Process:</b></p> <input type="checkbox"/> Can you identify appropriate sources for persuasive investigation? <input type="checkbox"/> Can you evaluate whether a source is appropriate or not? <input type="checkbox"/> Do you know the difference in subjective and objective points of view, and can you determine the value of each? <p><b>Presentation:</b></p> <input type="checkbox"/> Can you select an appropriate means to convey the information for your topic? <input type="checkbox"/> Can you use multiple presentation tools to present your information to the appropriate audience? <input type="checkbox"/> Do you integrate quotations and citations into written and oral communications without interrupting the flow of ideas? <input type="checkbox"/> Do you use proper MLA formatting?

\* The composition for this unit is worth TWO paper grades. Students will complete a research-based paper.

Parents and Students,

I am looking forward to a great year. My expectation is that each student will come into my classroom prepared to learn and contribute. With the students' help, I plan to create an open environment for teaching and learning. I will be available during office hours for the students and parents to confer with me regarding the class, and I can be reached at any time at the following email address: [rumfelc@fultonschools.org](mailto:rumfelc@fultonschools.org). **Email is the best way to contact me;** please make an appointment if you would like to meet during my office hours.

I am excited about working with each student and parent to make this class a successful learning experience for all. Please complete the attached sheet and return to me to verify that you have read and understood the information in this syllabus.

Thank you,

Cathy Rumfelt