

## **PEP Core C Composition and American Literature Course Orientation**

Let's take a journey through the amazing genres of American Literature! It is my goal to help you be successful this year in Comp. and Lit. I think each one of you will find this course to be exciting, challenging, and a positive experience in your lives. This course will help you improve your communication and comprehension skills specifically in the areas of reading and writing. This syllabus is designed to set forth academic and behavioral expectations and standards for this class. As a reminder, keep this syllabus in the front of your notebook for this class for the remainder of the year. I look forward to a great year with you. If we work together, I believe that we can make great strides this year. I look forward to many opportunities to learn new things alongside you!

You can do this! If you are diligent, God will give you the grace to do it!

Tutor: Mrs. Ashley Workman

Email: [ashleyMworkman@gmail.com](mailto:ashleyMworkman@gmail.com)

Phone: 904-494-8459 (email preferred)

Website: [www.workmanpep.weebly.com](http://www.workmanpep.weebly.com)

I am available for conferences; just contact me we can set up a time that works for both of us.

Course Texts:

*Bob Jones American Literature, The Scarlet Letter, Uncle Tom's Cabin, To Kill a Mockingbird*

### **Course Content**

Students will learn and practice a variety of reading strategies that help you analyze and respond to challenging texts. We will examine style and world views that appear in the texts that we read. You will also have opportunities to engage in the writing process and write effectively for a myriad of purposes. The units focus on American literature in conjunction with American history. What we are learning in Comp. and Lit. this year will be that much more valuable because of its interdisciplinary nature. This class begins with an investigation of early American writers flowing through and culminating with *To Kill A Mockingbird*.

## **Class Goals**

To learn how to closely read a text.

To grow in our skills of analyzing literature.

To learn more about the styles that other writers use in order to enjoy their writing more and become better writers ourselves

To learn to read literary texts from a Christian worldview.

To learn to integrate what we read and write into other things that we are learning, in and out of classes.

To learn to become more proficient writers through regular practice and study of writing techniques.

## **Classroom Expectations**

Arrive to class on time.

Come to class prepared: have materials out and ready when class begins.

Follow directions the first time.

Raise your hand and wait silently to be called upon.

Stay on task in class.

Remain in your seat at all times unless given permission to get up.

Actively listen and actively participate in class discussions and activities.

Ask questions if you do not understand something.

Respect yourself and others.

Consequences: I will contact site administrator after repeated disruptions. (Matt. 18:15-17)

For cell phones: If it is visible, even in a pocket, it will be given to the site administrator.

## **Supplies**

Students must enter the classroom fully prepared with the text we are discussing each week, a notebook for the course, and the below supplies. Each week the specific needed supplies (books, novels etc) for that week are listed on the Weekly Assignment Sheet you will download from my website. Always be sure to consult this to be sure you are fully prepared for class.

- 3 ring binder
- Highlighters
- Pen in blue, black or purple (the fun colors are what I grade with)\*
- Dictionary
- Notebook paper on which to take notes\*
- Sticky Notes

- Daily planner—Students will be expected to plan completion of their assignments carefully. The best idea is to begin working on each assignment the day after the assignment is given while the instructions are still fresh in their minds. Plan on 1-2 hours a day for homework, for a total of around 6-7 per week.
- **Student must have access to a reliable computer and printer as well as have access to the Internet for research purposes. These will not be excused reasons for not having assigned work.**

\*If students forget the essentials for my class, they may purchase pencils or paper from Mrs. Workman's Class Store.

### **Parent/Tutor Teamwork**

We are very privileged at PEP to have a unique parent/tutor relationship. It is imperative that parents and tutors work together for the benefits of our awesome PEppers. To do so, there must be a very clear, very open line of communication between both parts of this team. The vast majority of this communication will be done through email. So, it is vital that parents are checking their email frequently, so students are not missing any important information. Also, on the flip side, if there is ever anything that is unclear or if you need any assistance at all, don't hesitate to contact me. I'm here to help!! :)

### **Assignments**

All assignments will be uploaded to my website and can be downloaded and printed from there. I only post one week at a time, and I post the upcoming week's assignments the end of the previous week. Due dates are clearly marked on the Weekly Assignment Sheets. My website is [www.WorkmanPEP.weebly.com](http://www.WorkmanPEP.weebly.com)

### **Grades**

Grades will be derived from four categories: Essays, Homework Assignments, along with Quizzes/Test/In Class Writing and Participation. **Quarter grades will be finalized within 2 weeks after the quarter ends.** I will also maintain grades on [www.newsisis.pep1.org/](http://www.newsisis.pep1.org/). Parents should access the online grade book often (at least weekly) to monitor their student's progress. Parents should expect communication with Mrs. Workman should any concerns with student performance arise. I usually get my grading done on Fridays and Saturdays, so it may take a few days to a week to post grades.

### **Grading Criteria and Formatting**

Assignments will be graded according to: creativity, following instructions, and applying what has been learned in previous assignments. ALL papers should be typed in Times New Roman, 12 pt font, double-spaced and **saved to the student's computer.**

## Late Work

Typically-and I'll venture to use the oxymoron-almost always, coursework will be handed in at the very beginning of class. If an assignment is turned in anytime after I've collected it, that assignment is then officially late. An assignment will be docked 20% automatically if it is late, and will not be accepted after 2 weeks. I realize problems occur, **so if a student cannot complete his/her assignment, please notify me by email, before the day the assignment is due.** Because the principles of writing build upon each other, it is easy to get behind and it can be detrimental to the writing process if an assignment is missed. Students will be required to sign the "My Oh My I'm Missing Work" log if they do not turn in a required assignment. This will help students to learn integrity and accountability, and overall, self-government.

Essays/compositions/research paper – 40%

Homework Assignments – 35%

Quizzes/Tests/In class writing – 15%

Classroom participation – 10%

### **Essays (40%)**

We will cover many types of writing, with the emphasis on literary analysis. The goal for our writing component is to build upon student's skill base and to expand writing skills through techniques presented in class and through our writing text. This will be accomplished in several ways. Students will submit their essay for instructor evaluation (graded essay). The revision process will include "rough" draft, and a "final" draft. I will not accept a final draft without the rough draft attached to it. All essays will need to be submitted electronically in addition to the "hard" copy handed in to me. Instructions for how to do so to come in a separate email at a later date. Important note: In order for students to do well in writing literary analysis, they MUST read thoroughly the assigned material, as well as annotate the text and take thorough notes in class.

**Please note: "rough draft" is just a common term for the first draft of an essay; a completed draft to be turned in should never be *rough*. Anything thing you turn in should have already been edited by a parent using the provided checklist, run through Grammarly, and revised by the student. Each essay that is turned in should be the "best yet" version of that essay. Final draft simply means the last version (draft) of that particular essay that will be graded by the tutor. Rough drafts must ALWAYS be turned in with the final draft of an essay, or the essay will not be accepted.**

Essays will be evaluated upon **content** (thesis statement, support of thesis, accomplished intended purpose of essay) and **format** (presentation of essay including correct margins, font, header, punctuation, spelling, and grammar). Incorporating techniques presented in class is also considered a format requirement.

### **Homework Assignments (35%)**

Students will complete weekly graded homework assignments which will serve as a springboard for our class discussion. The responses to the homework assignments must be answered with **complete sentences** fully answering the question. Each assignment should represent the student's **best** work. Excellence is expected.

Assigned work will be submitted within the class period on the day of class. See the Late Work section above for details about work submitted after the due date. Remember, class work done at home counts for 35% of the student's grade and prepares them for class discussion. If parents contact me about extenuating circumstances or about illness, I will give full credit based on an agreed deadline for completion. Without parental notification I cannot give full credit for any late papers or homework assignments.

Assignments must be typed with student name, date, and assignment title in the upper left hand corner. Essays with multiple pages must have a header with the student's last name and page number in the upper right hand corner. Multiple pages need to be stapled together. If they are not stapled, or are missing the student's name, points will be deducted.

**Parents are a vital source of grammar and punctuation instruction.** If this isn't your strong suit as a parent, there are several sources you can use to help guide your student in these areas of language arts; <http://grammarly.com/> or *The Grammar HELP! Student Handbook* are some examples. We also now offer a Grammar Lab class at PEP. During class, we will be focusing on essay structure and styles of writing more than punctuation and grammar. For this, we will be using *Writers Inc.*

### **Quizzes/Projects/In Class Writing (15%)**

Quizzes covering weekly reading assignments, and vocabulary quizzes are part of evaluating a student's understanding of their reading and information presented in class. Any possible take home tests covering a unit of study will be sent to the parent by the instructor. This will guard our limited instruction time and serve to provide experience in test taking skills. We will also have 2 in-class writings during the school year.

### **Participation (10%)**

Class discussion will strengthen the students' ability to critically think about literature. Therefore, it is vital to the class that each student participates in our discussion. In order to receive full credit for participation students must contribute meaningful information during class discussions. Points for tardiness, disrespect, coming to class unprepared and not bringing texts to class will be deducted from this category.

**Reading Assignments**

**Please be sure to have the exact books using the correct ISBN #** according to the PEP book list for ease with in-class discussion. It gets tricky if we have books with differing page numbers, chapter numbers, etc. Students must have hard copies to bring to class, and may not use an E-Reader as we will be annotating the text while we read.

**Absences**

If a student must be absent from class, the parent is expected to notify the PEP leadership and instructors at PEP. Parents should make arrangements for students to make up any class work, in class writing or administered quizzes. If the make up work is not completed within one week of student’s absence, they will receive a zero on the assignment – unless other arrangements for special circumstances have been made with your family.

We're going to have a great year, and I'm thrilled to be a part of this exciting journey we are about to embark on together! Feel free to contact me anytime with questions or concerns. I am on your team and here to help!! ☺

Sincerely,

Mrs. Ashley Workman

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Please sign. The signed portion will be handed in for a grade, and then print and place this syllabus in the front of your notebook.

I have read this document and agree to its terms.

\_\_\_\_\_ Printed Student Name

\_\_\_\_\_ Signature of Student

\_\_\_\_\_ Signature of Parent

