



2022-2023 COURSE SYLLABUS
MULTICULTURAL/LENS LITERATURE AND COMPOSITION

Teacher: **Ms. C. Kelley**

Phone Number: 404.802.3001

Room Number: **E-209**

Email: **ckelley@atlanta.k12.ga.us**

Semester: **Fall 2022**

Tutorial Days: **Monday**

Textbook: **N/A**

Tutorial Hours: **3:35-4:00 PM**

Website: **http://ckelley1.weebly.com**

Tutorial Location: **E-209**

Course Description:

Multi-Lens Literature offers insight into American experiences from different perspectives. Students will study common themes in American literature that link all of us as a nation. Students will gain knowledge of American society through works from writers of different gender, ethnic, racial, and religious backgrounds, fostering an understanding of humankind, thereby developing empathy for others.

This course will help to broaden and deepen the understanding of the concept of being “American,” while sharpening reading and writing skills. Students will read and write both fiction and nonfiction.

Prerequisite: 9th Grade Literature, 10th Grade Literature, American Literature

Course Content Standards:

<https://www.georgiastandards.org/Georgia-Standards/Pages/ELA-9-12.aspx>

Course Outline:

Week 1:	Women in America: Empowering Female Voices
Week 2:	Women in America: Empowering Female Voices
Week 3:	Women in America: Empowering Female Voices
Week 4:	Elevating Black Voices in Literature

Week 5:	Elevating Black Voices in Literature
Week 6:	Elevating Black Voices in Literature
Week 7:	Gentrification, Crime, and Poverty in Atlanta
Week 8:	Gentrification, Crime, and Poverty in Atlanta
Week 9:	Gentrification, Crime, and Poverty in Atlanta
Week 10:	Exploring Fantasy and Horror with Latinx Literature
Week 11:	Exploring Fantasy and Horror with Latinx Literature
Week 12:	Exploring Fantasy and Horror with Latinx Literature
Week 13:	Accepting Identity and Uncovering Stereotypes in Asian Literature
Week 14:	Accepting Identity and Uncovering Stereotypes in Asian Literature
Week 15:	Accepting Identity and Uncovering Stereotypes in Asian Literature
Week 16:	Contemporary Native American Literature
Week 17:	Contemporary Native American Literature
Week 18:	Contemporary Native American Literature

Evaluation and Grading:

Course Components	Weights	Grading Scale	
Summative: Essays, Tests, Projects, and Performances	40%	100-90	A
Formative: Classwork and Participation, Homework, Quizzes	60%	89-80	B
		79-70	C
		69-0	F
		Not Evaluated	NE
TOTAL	100%		

Campus Portal for Parents and Guardians: Visit - <https://ic.apsk12.org/portal> to view class schedules, attendance records and grades. To activate your account, visit the school to receive your login (activation key).

Schoology is a K-12 educational learning management system and an all-in-one platform for teaching, learning, assessing, and reporting grades and data. The goal for an LMS is to allow a school to have a central piece of technology to be the platform for communicating with students, teachers, families, and administration. Students access Schoology through MyBackpack.

Required Materials:

Laptop, notebook, College-ruled loose-leaf paper, pens (standard blue or black), highlighters, and post-its (optional)

School-wide Behavioral Expectations: Be present; be respectful; be responsible; be on task; be peaceful, productive problem solvers.

Classroom Expectations:

I UNDERSTAND:

1. As I enter the classroom, I am to get out my notebook and pen. I am to complete my sponge/warm-up activity without waiting until I am instructed to do so.
2. If I am tardy to class, I will enter the room SILENTLY, so as not to disrupt the work in progress. If I have a written note from an administrator, another teacher, or the attendance office, I will place it on the teacher's desk, go to my seat QUIETLY, get out my materials and WAIT for the teacher's instructions. If I am tardy and DO NOT have an excuse, I will QUIETLY go to my desk and follow the above procedure.
3. Unless there is an emergency, I will only discuss personal matters, make-up tests, etc. with the teacher before or after class.
4. Once class starts, I am to concentrate on that day's lesson, forget about other individuals in the classroom (unless group activities are taking place) and attempt to accomplish as much as I can in class each day and keep work confidential unless, it is a group assignment.
5. If there is ever a need for an immediate conference, I understand that the conference is to be conducted in the hall, not in the classroom.

LATE ASSIGNMENTS: (late assignments or unexcused absences): It is important that students are responsible and meet established due dates for assignments. A late assignment is defined as work submitted after the teacher collected the assignment. All missing/not turned in assignments will be recorded in IC with an "M-Missing" designation.

Students with late assignments or unexcused absences must submit missed work within two weeks of the end of the grading periods. The deadlines for missing assignments are as follows:

- Midterm is September 30th. Deadline September 23rd (for assignments due August 1st-Sept. 23rd). Assignments submitted late from August 1st through October 7th will be assessed a 20% late penalty.
- End of Semester is December 15th. Deadline is December 2nd (for assignments due September 19th-December 2nd). Assignments submitted late from December 5th will be assessed a 20% late penalty and must be submitted by December 14th.
- Midterm is March 17th. Deadline is March 3rd (for assignments due January 3rd-March 3rd). Assignments submitted late from January 3rd through March 17th will be assessed a 20% late penalty.
- End of Semester is May 26th. Deadline is May 12th (for assignments due February 27th through May 12th). Assignments submitted late from May 15th will be assessed a 20% late penalty and must be submitted by May 24th.

Late assignments will be assessed a 20% penalty.

School-wide Expectations:

MASTERY LEARNING: With mastery learning, a unit of material is taught, and student understanding is evaluated before students are able to move on to the next unit. Students who have not shown mastery for a particular unit will receive feedback and support in reaching mastery. They may be given practice exercises, study guides, group work or complementary resources to help them improve and achieve mastery. Students who demonstrate mastery of the content for a particular unit are given enrichment exercises like special projects, tasks or academic games to further or broaden their knowledge of the material.

For additional help, Tutor ATL info: <https://tutoratl.org>

PROGRESS REPORTS: Parents and guardians are informed when students are making unsatisfactory progress in classes. Poor performance will be reported to parents and guardians as soon as problems are evident. Progress reports with plans for remediation will be provided for all students making unsatisfactory progress, and parent-guardians conferences must be scheduled. Unsatisfactory grades should never come as a surprise to parents, guardians, or students. Also, see Board Policy Administrative Regulation IHA-R(1) under "Students in danger of not meeting academic expectations" for further information. Teachers will:

- Contact parents/guardians early in the semester if academic, attendance, or behavioral difficulties are apparent.

- Notify the counselor, Student Support Team (SST)/Response to Intervention (RTI) Chair, and/or an assistant principal of serious problems that are affecting classroom performance.
- Set up parent conferences, as necessary.

ATHLETIC ELIGIBILITY: Students wanting to participate in athletic programs governed by the GHSA and extracurricular activities must meet eligibility requirements to participate. The Athletic Director (and the Extracurricular Activities sponsors) will collaborate with teachers to monitor and to identify students in danger of failing courses. A master list of students participating in extracurricular activities and athletics under the auspices of the GHSA will be available to all staff.

Our Vision: A high-performing school where educators inspire, families engage, and students love to learn.

Our Mission: Every student will graduate college and career ready with a dedication to community involvement and service.

Midtown Graduate Profile (5 Cs): Creative, collaborative, critical thinker, communicative, and a good citizen.

For Mental Health Crisis you may call the Georgia Crisis & Access Line at 1-800-715-4225.

Resources:

<https://suicidepreventionlifeline.org/>

<https://namiga.org/georgia-crisis-and-access-line/>

<https://www.crisistextline.org>

See Something Say Something Anonymous Line: 1-844-5-SAYNOW

School Counseling Site for Resources/Documents:

<https://www.atlantapublicschools.us/Page/46013>



Receipt of Syllabus

Course Name: Multicultural Literature/Lens and Composition

Teacher Name: Ms. C. Kelley

Class Period _____

Student Signature

Parent/Guardian Signature

Date

Date