



Welcome to Multicultural Literature & Composition!

Fall 2011

What is this class about?

Multicultural Literature and Composition is a senior level college-preparatory class that continues to build on the reading and language curriculum established in ninth-eleventh grades. The course focuses on American literature by and about people of diverse ethnic and social backgrounds. Students explore themes of linguistic and cultural diversity by comparing, contrasting, analyzing, and critiquing writing styles and universal themes. The students write expository, analytical, and response essays. Throughout this semester-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. 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.**

Who is my instructor?



Larken McCord
mccordm@fultonschools.org
Room G58

Office Hours:
Monday 3:50-4:20
mornings by appointment

How will I be graded?

The grading scale for this school year will be 90-100: A; 80-89: B; 70-79: C; 69 or below: F.

Grades will be assigned using a total points scale; the following formula gives the estimated value of each type of assessment:

Writing assignments	30 %
Unit tests/projects	30 %
Daily grades/quizzes	20 %
Participation	5 % (firm)
Final Exam	15 % (firm)

Do I get a textbook?

Yep, at least one – maybe two!

<i>Many Voices Literature: Multicultural Reader, Collection Two</i>	\$80.00
<i>Supplementary novels TBA</i>	\$12.00

Do I need anything else?

This is a senior level class. You should know this already. Being successful in school – just like anywhere else – requires that the correct materials be available for use.

1. Blue or black pen AND pencil (you never know!)
2. Three-ring binder with sections OR an effective filing system for notes, classwork, handouts, etc
3. Textbook/assigned reading
4. Your CHS agenda (for recording assignments and for use as a hall pass)

Do I really have to come to class?

In a word, yes. Class is where we introduce material, discuss assignments and get to know each other; you must participate in the classroom in order to maximize your opportunities for success. Also, please be aware of the CHS attendance policy. Students may use a note from a parent/guardian for up to ten excused absences per year. All absences after the first ten must be verified with proper documentation, i.e. a doctor's note. Absences will also factor into exam exemptions. If you cannot be in class, arrangements **MUST** be made immediately upon your return to school (or prior to your absence, if possible) for you to make up any work you might miss. *Students are responsible for determining specifically what was covered during the absence.*

Do I really have to do my own work?

Um, yeah: If you don't, you get a zero on the assignment and an Honor Code referral. Plagiarism is the use of another's words or ideas and the presentation of them as though they are entirely one's own. Acts of plagiarism might include, but are not limited to: using words or ideas from a published source without proper documentation; using the work of another student (e.g. copying another student's homework, composition, or project); using excessive editing suggestions of another student, parent, or paid author. Unless directly stipulated by the teacher, collaboration on written work is not acceptable. Students who provide other students access to their work are in violation of the Honor Code. **(Also, you need to do that work on time: Late work will be penalized ten points per day late, with the exception of most daily assignments which will not be accepted after the due date.)**

What if I need "recovery"?

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.

So what do we do in this class?

There are four units planned for this semester. Remember, of course, that teaching and learning require improvisation; adjustments may be necessary.

	REPRESENTATIVE TEXTS	ASSESSMENTS	STANDARDS
Community: Where is home?	Selected MR Readings: "Black Men and Public Space"; "On the Subway"; "Melting Pot"	1. In-class essay 2. Literary analysis (paper) 3. Seminar	Reading and Literature ELAMLRL1-5 Writing ELA12W1,2,4 Listening/ Speaking/ Viewing ELA12LSV1, 2
Identity: Make yourself at home	Selected MR Readings: "Two Kinds"; "Sure You Can Ask Me a Personal Question"; "The Man to Send Rain Clouds"	1. In-class essay 2. Research paper 3. Storyboarding 4. Seminar/unit test	Reading and Literature ELAMLRL1-5 Writing ELA12W1-4 Listening/ Speaking/ Viewing ELA12LSV1, 2
Media: There's no place like home	Film study Selected MR Readings: "Without Commercials"; "I Want to Be Miss America"; "Coca-Cola and Coca Frio"; "Indians Are a People, Not Mascots"	1.. advertisement analysis (paper) 2. media scrapbook 3. critical analysis 4. seminar/unit test	Reading and Literature ELAMLRL1-5 Writing ELA12W1, 2 Listening/ Speaking/ Viewing ELA12LSV1, 2
Journeys: Leaving home & coming home	<i>Their Eyes Were Watching God</i> "Interpreter of Maladies" Selected MR Readings: "Horns on Your Head"	1. Lit Circle project 2. Seminar/unit test	Reading and Literature ELAMLRL1-5 Writing ELA12W1-4 Listening/ Speaking/ Viewing ELA12LSV1, 2

Wait — you said film study...

The following list shows the titles that may be shown, in part or in whole, during this course. A few of the films have an “R” rating, but have been deemed appropriate for their context in this study. By signing the syllabus form, parents give parental consent for students to view these films in conjunction with our studies. Please email the instructors regarding any specific questions concerning the incorporation of these films into this course. Information about these films and their ratings may be found online at www.kids-in-mind.com or www.imdb.com.

Movies about Identity, Self-Discovery, and Family

The Breakfast Club (1985) R
Forrest Gump (1994) R
Mulan (1998) G
Shrek (2001) PG
The Apartment (1960) NR
The Matrix (1999) R
School of Rock (2003) PG-13
My Big Fat Greek Wedding (2002) PG
The Joy Luck Club (1993) R
Real Women Have Curves (2002)
Crazy/Beautiful (2001) PG-13
Lovely and Amazing (2002) R
Love and Basketball (2000) PG-13
Smoke Signals (1998) PG-13

Movies about Communities in Conflict

Far From Heaven PG-13
Crash (2005) R
Cider House Rules (1999) PG-13
Erin Brockovich (2000) R
One Flew Over the Cuckoo's Nest R
Pleasantville (1998) PG-13
Traffic (2000) R
The Truman Show (1998) PG-13
Do the Right Thing (1989) R
Gran Torino (2008) R
It Could Happen to You (1994) PG
In America (2003) PG-13
I Now Pronounce You Chuck and Larry (2007) PG-13
Philadelphia (1994) PG-13
House of Sand and Fog (2003) R

What are the Georgia Performance Standards for this course?

The Georgia Performance Standards (GPS) for Multicultural Literature and Composition can be found at the Georgia Department of Education webpage, <http://www.georgiastandards.org>.

Bottom line: What does the instructor expect?

Expectations for students	
1.	Be prepared physically. Bring yourself and ALL classroom materials (textbook, paper, pen, journal, outside reading, etc.) to class daily, on time. Tardies will be officially recorded and may affect exemption status in addition to disciplinary action.
2.	Be prepared mentally. Demonstrate respect, enthusiasm, and dedication in the classroom and in all aspects of your academic life.
3.	Be aware that any violations of CHS rules and policies will be met with the appropriate consequence.
Expectations for parents	
1.	Be actively involved in your student's progress in this class.
2.	Be a partner in helping your child meet my expectations for him/her.
3.	Be in touch! Communication between you, your child, and the instructor is essential.
Expectations for the instructor	
1.	Believe in every student and his or her potential for success.
2.	Be available for opportunities for extra help or guidance outside of class time. Please see the cover of this syllabus for availability.
3.	Be fair, respectful, and courteous, modeling the behavior I expect in the classroom.