

Course Syllabus English Literature and Composition

This class is taught from a Christian worldview and begins with prayer.

Class Information

Class Name: English Literature and Composition

Meets: Wednesdays 3 pm EST (90 minutes)

Duration: Full Year

Class Description

Prerequisites:

A high school literature and composition course.

Class Description:

This course is an excellent preparation for college-bound tenth grade to twelfth grade students to help prepare them for the SAT, ACT, AP Literature courses, and Freshman Composition.

English Literature and Composition focuses on developing well-rounded and deep thinking high school students through a fun and engaging as well as collaborative environment. What students enjoy learning, they remember.

This course is perfect for students who need a comprehensive, college preparatory review of grammar, vocabulary, composition, poetics, and literary analysis skills. Students will experience thirty rigorous vocabulary lessons based on Latin and Greek stems to prepare them for college entrance exams. They will learn the power of words and how to use them well and wisely as they delve into academic writing and learn writing structure, organization of ideas, and advanced MLA formatting for research papers. Students will complete five well-constructed academic research papers.

Poetry is an often-underused method of improving writing skill; however, English Literature and Composition will utilize poetry to learn writing analysis, poetic techniques, and how to apply these techniques to improve students' writing.

Taught from the perspective of a professional author and veteran teacher, the literature component engages students in four classic and exciting novels and teaches them to focus on real life application of theme while also improving reading comprehension by understanding how all the elements of fiction come together to deepen reading awareness and writing ability.

English Literature and Composition is a 90-minute class offered live each week school is in session for 32 weeks.

Teacher Information

Ms. Amy Wallace

Email: amy@amywallace.com

Home Phone: (678) 377.5599

The best way to get in touch with me is through our Canvas class page email. Monday through Friday, I check email throughout the day and will answer as quickly as possible.

It is important not to wait until a few hours before an assignment is due to try to contact me for help.

Required Course Materials

Textbooks are available exclusively from www.rfwp.com. Only the student texts are required; there is no need to purchase the teacher manuals for the Royal Fireworks Press materials.

Royal Fireworks Press materials for this class are available for purchase by following this link for the level five curriculum: <https://www.rfwp.com/pages/michael-clay-thompson/> Please purchase only the level five student texts.

The Magic Lens 1: ISBN 978-0-89824-825-8

The Word Within the Word 1: ISBN 978-0-88092-604-1

Advance Academic Writing 1: ISBN 978-0-89824-494-6

Poetry and Humanity: ISBN 978-0-88092-662-1

4Practice 1: ISBN 978-0-89824-557-8

Class literature selections:

Parents are welcome to purchase any full-length version of our literature selections. The ISBN's listed are for the three Michael Clay Thompson versions, which include the classic story and Thompson's look at poetic techniques, grammar, writing details, and vocabulary.

Three of our literature selections are from the Shadow Trilogy set: <https://www.rfwp.com/series/mct-literature-program#book-shadow-trilogy-set-with-parent-manual>

The version of Metamorphosis I have listed is the best version of the story with supplemental material we will cover in class.

The Murders in the Rue Morgue by Edgar Allen Poe as a Michael Clay Thompson language-illustrated classic: ISBN 78-0-88092-845-8

The Strange Case of Dr. Jekyll and Mr. Hyde by Robert Louis Stevenson as a Michael Clay Thompson language-illustrated classic: ISBN 978-0-88092-846-5

The Hound of the Baskervilles by Arthur Conan Doyle as a Michael Clay Thompson language-illustrated classic: ISBN 78-0-88092-847-2

The Metamorphosis by Franz Kafka: **ISBN-13: 978-0553213690. It is very important that students have this particular copy of The Metamorphosis.**

Your Online Class

Classes will meet live for one weekly, 90-minute online session to include lecture, discussion, assignments, and individual and collaborative activities in real time with the teacher and with classmates. While class attendance is not required, there will be assignments and activities during class that failure to understand could have an impact on the final grade. Class participation and the opportunity to ask questions and interact with classmates is a significant part of ensuring that students get the most out of the virtual learning experience.

Class pages may be accessed anytime and will include summary information and recordings from live sessions for students who miss class or who would simply like to review a session. Students will also find announcements, links, assignments and grades, enrichment content, study helps, and other tools and information on class pages to facilitate class interaction and ease of use.

Attendance Policy

Presence: Students are strongly encouraged to attend live classes but are not required to attend live classes. However, students who do miss a class, for whatever reason, will be responsible for viewing the class recording and completing assignments. Recordings of each class are usually available within 24 hours of the class meeting and may then be accessed 24/7 from the course class pages. Students may also review recorded classes at any time.

Participation: Active participation is essential for maintaining the best learning environment. It is also a fun part of learning. Students are not required to attend classes live, but students who do are expected to engage with the teacher and with each other. Outside of live sessions, students are expected to log on and visit the class pages to see and contribute to new content, activities, or assignments. There, students may review class material, keep up-to-date on announcements and assignments, and verify that there have not been any changes to the class calendar and/or agenda.

Class Conduct

Students should conduct themselves in a worthy and appropriate manner, which includes behaving respectfully and politely to each other and the teacher. In both live and asynchronous class activities, students should strive to stay on task and on topic, to use appropriate language, and to be gracious in speech and conduct toward others. Students should use the same guidelines for civil in-person behavior.

Students should strive for proper grammar and spelling in discussion boards and assignments, but the speedy and spontaneous nature of live class chat demands that these conventions may be loosened to facilitate more relaxed, informal communication.

Students who are unable to adhere to this type of conduct may be separated from the class, removed from the session if it continues to occur during a live class session, and will result in parent notification if the behavior is disrupting the class.

Class Schedule and Topical Agenda

FALL SEMESTER

Week 1

- Introduction and overview of class
- Grammar boot camp level one: parts of speech- noun, pronoun, adjective
- Poetics: Poetry and Humanity overview, chapter one

- Literature: introduction of The Strange Case of Dr. Jekyll and Mr. Hyde
- Complete the practice assessment
- Take the Grammar Pretest
- Grammar reading: Magic Lens pg 4-28
- Poetry reading: Poetry and Humanity page 5
- Vocabulary reading: The Word Within the Word lesson one pages 2-10
- Literature reading: The Strange Case of Dr. Jekyll and Mr. Hyde, pages 3-10 and chapter one

Week 2

- Grammar boot camp level one: parts of speech- verb, adverb
- Poetics: Sound, chapter two
- Vocabulary: The Word Within the Word lesson one
- Literature: chapter one The Strange Case of Dr. Jekyll and Mr. Hyde discussion
- Grammar reading: Magic Lens pg 29-52
- Poetry reading: Poetry and Humanity pages 7-13
- Vocabulary reading: The Word Within the Word lesson two pages 11-19
- Vocabulary Test One
- Literature reading: The Strange Case of Dr. Jekyll and Mr. Hyde, chapter two

Week 3

- Grammar boot camp level one: parts of speech- preposition, conjunction, interjection
- Grammar boot camp: one level analysis
- Poetics: Sound, chapter three- rhymes
- Vocabulary: The Word Within the Word lesson two
- Literature: chapter two The Strange Case of Dr. Jekyll and Mr. Hyde discussion
- Grammar sentence analysis: sentences one and two, level one only
- Grammar reading: Magic Lens pg 53-71
- Level one grammar quiz
- Poetry reading: Poetry and Humanity pages 14-20
- Vocabulary reading: The Word Within the Word lesson three pages 20-28
- Vocabulary Test Two
- Literature reading: The Strange Case of Dr. Jekyll and Mr. Hyde, chapter three

Week 4

- Grammar boot camp level two: parts of a sentence
- Grammar: Two Level Analysis Exercise
- Poetics: Sound, chapter three- advanced rhymes
- Vocabulary: The Word Within the Word lesson three
- Literature: chapter three The Strange Case of Dr. Jekyll and Mr. Hyde discussion
- Grammar sentence analysis: sentences three and four, levels one and two only
- Grammar reading: Magic Lens pg 75-111
- Level two grammar quiz
- Poetry reading: Poetry and Humanity page 22

- Vocabulary reading: The Word Within the Word lesson four pages 29-37
- Vocabulary Test Three
- Literature reading: The Strange Case of Dr. Jekyll and Mr. Hyde, chapter four

Week 5

- Grammar boot camp level three: phrases
- Grammar: Three Level Analysis Exercise
- Poetics: Sound, chapter three- alliteration, assonance, consonance, stopped consonants
- Vocabulary: The Word Within the Word lesson four
- Literature: chapter four The Strange Case of Dr. Jekyll and Mr. Hyde discussion
- Grammar sentence analysis: sentences five and six, levels one, two, and three
- Grammar reading: Magic Lens pg 113-135
- Level three grammar quiz
- Poetry reading: Poetry and Humanity pages 24-32
- Vocabulary reading: The Word Within the Word lesson five pages 38-46
- Vocabulary Test Four
- Literature reading: The Strange Case of Dr. Jekyll and Mr. Hyde, chapters five and six

Week 6

- Grammar boot camp level four: clauses
- Grammar: Four Level Analysis Exercise
- Poetry: a rhyme lab, poem writing assigned
- Vocabulary: The Word Within the Word lesson five
- Literature: chapters five and six The Strange Case of Dr. Jekyll and Mr. Hyde discussion
- Grammar sentence analysis: sentences seven and eight, all four levels
- Grammar reading: Magic Lens pg 143-155
- Level four grammar quiz
- Poetry reading: Poetry and Humanity page 33
- Poetry: rhyme lab poem assigned
- Vocabulary reading: The Word Within the Word lesson six pages 47-55
- Vocabulary Test Five
- Literature reading: The Strange Case of Dr. Jekyll and Mr. Hyde, chapter seven and eight

Week 7

- Grammar: punctuation, grammar errors
- Composition: expectations of academic writing
- Vocabulary: The Word Within the Word lesson six
- Literature: chapter seven and eight The Strange Case of Dr. Jekyll and Mr. Hyde discussion
- Grammar sentence analysis: sentence nine, all four levels
- Grammar reading: Magic Lens pg 166-180
- Composition reading: Advanced Academic Writing 1 pg 5-9
- Vocabulary reading: The Word Within the Word lesson seven pages 56-64

- Vocabulary Test Six
- Literature reading: The Strange Case of Dr. Jekyll and Mr. Hyde, chapter nine

Week 8

- Grammar: 4-level analysis
- Composition: structure- overview and outlining, seven sentence skeleton, essay one topic
- Vocabulary: The Word Within the Word lesson seven
- Literature: chapter nine The Strange Case of Dr. Jekyll and Mr. Hyde discussion
- Grammar: Grammar Analysis Sentence Ten
- Composition: essay one outline assigned
- Composition: Advanced Academic Writing 1, pages 60-73
- Vocabulary reading: The Word Within the Word lesson eight pages 65-73
- Vocabulary Test Seven
- Literature reading: The Strange Case of Dr. Jekyll and Mr. Hyde, chapter ten

Week 9

- Grammar: 4-level analysis
- Composition: structure- thesis, opening, closing
- Vocabulary: The Word Within the Word lesson eight
- Literature: chapter ten The Strange Case of Dr. Jekyll and Mr. Hyde discussion
- Composition reading: Advanced Academic Writing 1 pg 10-11
- Composition: essay one opening paragraph assigned
- Vocabulary reading: The Word Within the Word lesson nine pages 74-82
- Vocabulary Test Eight
- Literature reading: The Strange Case of Dr. Jekyll and Mr. Hyde, pages 153-185

Week 10

- Grammar: 4-level analysis
- Composition: MLA basics, works cited page, closing paragraph
- Vocabulary: The Word Within the Word lesson nine
- Literature: The Strange Case of Dr. Jekyll and Mr. Hyde theme discussion
- Grammar: Grammar Analysis Sentence Twenty
- Composition reading: Advanced Academic Writing 1 pg 12-13 and 18-19
- Composition: essay one closing paragraph assigned
- Vocabulary reading: The Word Within the Word lesson ten pages 83-91
- Vocabulary Test Nine
- Literature reading: Metamorphosis, chapter one

Week 11

- Grammar: 4-level analysis
- Poetics: Meter, chapter four- iamb and trochee, spondee, pyrrhic foot
- Composition: quotations

- Vocabulary: The Word Within the Word lesson ten
- Literature: chapter one Metamorphosis discussion
- Grammar: Grammar Analysis Sentence Thirty
- Poetry reading: Poetry and Humanity pages 34-40
- Composition reading: Advanced Academic Writing 1 pg 14-17
- Composition: essay one assigned, one research source
- Vocabulary reading: The Word Within the Word lesson eleven pages 92-100
- Vocabulary Test Ten
- Literature reading: Metamorphosis, chapter two

Week 12

- Grammar: 4-level analysis
- Poetics: Meter, chapter four- dactyl, anapest, amphibrach, amphimacer
- Composition: punctuation, seven sentence skeleton review, essay two topic
- Vocabulary: The Word Within the Word lesson eleven
- Literature: chapter two Metamorphosis discussion
- Poetry reading: Poetry and Humanity pages 41-55
- Composition reading: Advanced Academic Writing 1 pg 26-39
- Composition: essay two outline assigned
- Vocabulary reading: The Word Within the Word lesson twelve pages 101-109
- Vocabulary Test Eleven
- Literature reading: Metamorphosis, chapter three

Week 13

- Grammar: 4-level analysis
- Poetics: Meter, chapter four- end stopped and enjambed
- Composition: structure review of thesis, opening, and closing
- Vocabulary: The Word Within the Word lesson twelve
- Literature: chapter three Metamorphosis discussion
- Poetry reading: Poetry and Humanity pages 47-55
- Composition: essay two opening paragraph assigned
- Vocabulary reading: The Word Within the Word lesson thirteen pages 110-118
- Vocabulary Test Twelve
- Literature reading: Metamorphosis, Explanatory Notes, pages 59-100

Week 14

- Grammar: 4-level analysis
- Poetics: Meter, chapter four- catalexis and types of meter
- Composition: study sample paper, review essay two topic
- Vocabulary: The Word Within the Word lesson thirteen
- Literature: explanatory notes Metamorphosis and theme discussion
- Poetry reading: Poetry and Humanity pages 56-64
- Composition reading: Advanced Academic Writing 1 pg 20-25
- Composition: essay two assigned

- Vocabulary reading: The Word Within the Word lesson fourteen pages 119-127
- Vocabulary Test Thirteen
- Literature reading: Metamorphosis, Documents and Critical Essays, pages 103-129

Week 15

- Grammar: 4-level analysis
- Poetics: Meter, chapter four- meter lab
- Composition: four level assessment and sample papers
- Vocabulary: The Word Within the Word lesson fourteen
- Literature: Documents about Kafka Metamorphosis and symbolism discussion
- Poetry reading: Poetry and Humanity pages 66-67
- Composition reading: Advanced Academic Writing 1, pages 40-58
- Vocabulary reading: The Word Within the Word lesson fifteen pages 128-136
- Vocabulary Test Fourteen

Week 16

- Grammar: 4-level analysis
- Poetics: Technique Review and Writing Lab
- Vocabulary: The Word Within the Word lesson fifteen
- Vocabulary reading: The Word Within the Word lesson sixteen pages 137-145
- Vocabulary Test Fifteen

SPRING SEMESTER

Week 17

- Grammar: 4-level analysis
- Poetics: Stanza, chapter five- heroic couplet, terza rima, villanelle
- Composition: essay three instruction, MLA multiple sources
- Vocabulary: The Word Within the Word lesson sixteen
- Literature: introduction of The Murders in the Rue Morgue, first detective story
- Poetry reading: Poetry and Humanity pages 68-71
- Composition reading: Advanced Academic Writing 1 pg 74-83
- Composition: essay three research, four sources required
- Vocabulary reading: The Word Within the Word lesson seventeen pages 146-154
- Vocabulary Test Sixteen
- Literature reading: pages 8-86 The Murders in the Rue Morgue

Week 18

- Grammar: 4-level analysis
- Poetics: Stanza, chapter five- ballad
- Composition: essay three details, outline, rough draft
- Vocabulary: The Word Within the Word lesson seventeen
- Literature- discussion of The Murders in the Rue Morgue plot discussion

- Poetry reading: Poetry and Humanity pages 72-79
- Composition reading: Advanced Academic Writing 1 pg 74-83
- Composition: essay three outline assigned
- Vocabulary reading: The Word Within the Word lesson eighteen pages 155-163
- Vocabulary Test Seventeen

Week 19

- Grammar: 4-level analysis
- Poetics: Stanza, chapter five- quintet, limerick, sestet, rime royal
- Composition: essay three topic discussion on the effects of Poe's life on our literature story
- Vocabulary: The Word Within the Word lesson eighteen
- Poetry reading: Poetry and Humanity pages 80-84
- Composition: essay three assigned
- Vocabulary reading: The Word Within the Word lesson nineteen pages 164-172
- Vocabulary Test Eighteen

Week 20

- Grammar: 4-level analysis
- Poetics: Stanza, chapter five- octet, sonnet
- Vocabulary: The Word Within the Word lesson nineteen
- Literature: introduction of The Hound of the Baskervilles
- Grammar: Grammar Analysis Sentence Forty
- Poetry reading: Poetry and Humanity pages 86-92
- Vocabulary reading: The Word Within the Word lesson twenty pages 173-181
- Vocabulary Test Nineteen
- Literature reading: The Hound of the Baskervilles, pages 8-10 and chapter one

Week 21

- Grammar: 4-level analysis
- Poetics: Stanza, chapter five- submerged sonnet, stanza lab discussion
- Composition: essay four instruction, structure, organization, thesis review
- Vocabulary: The Word Within the Word lesson twenty
- Literature: The Hound of the Baskervilles discussion chapter one
- Poetry reading: Poetry and Humanity pages 94-102
- Composition reading: Advanced Academic Writing 1 pg 84-91
- Composition: essay four research, four sources required
- Vocabulary reading: The Word Within the Word lesson twenty-one pages 182-188
- Vocabulary Test Twenty
- Literature reading: The Hound of the Baskervilles, chapter two

Week 22

- Grammar: 4-level analysis
- Poetics: Figures of Speech, chapter six- comparison, simile, metaphor

- Composition: essay four instruction, outline, rough draft
- Vocabulary: The Word Within the Word lesson twenty-one
- Literature: The Hound of the Baskervilles discussion chapter two
- Poetry reading: Poetry and Humanity pages 104-115
- Composition reading: Advanced Academic Writing 1 pg 84-91
- Composition: essay four outline
- Vocabulary reading: The Word Within the Word lesson twenty-two pages 189-195
- Vocabulary Test Twenty-one
- Literature reading: The Hound of the Baskervilles, chapters three and four

Week 23

- Grammar: 4-level analysis
- Poetics: Figures of Speech, chapter six- comparison discussion
- Composition: essay four instruction
- Vocabulary: The Word Within the Word lesson twenty-two
- Literature: The Hound of the Baskervilles discussion chapters three and four
- Poetry reading: Poetry and Humanity page 116
- Composition reading: Advanced Academic Writing 1 pg 84-91
- Composition: essay four assigned
- Vocabulary reading: The Word Within the Word lesson twenty-three pages 196-202
- Vocabulary Test Twenty-two
- Literature reading: The Hound of the Baskervilles, chapters five

Week 24

- Grammar: 4-level analysis
- Poetics: Figures of Speech, chapter six- synecdoche and metonymy
- Vocabulary: The Word Within the Word lesson twenty-three
- Literature: The Hound of the Baskervilles discussion chapters five
- Grammar: Grammar Analysis Sentence Fifty
- Poetry reading: Poetry and Humanity page 117
- Vocabulary reading: The Word Within the Word lesson twenty-four pages 203-209
- Vocabulary Test Twenty-three
- Literature reading: The Hound of the Baskervilles, chapters six and seven

Week 25

- Grammar: 4-level analysis
- Poetics: Figures of Speech, chapter six- personification, apostrophe
- Composition: Editing for wordiness
- Vocabulary: The Word Within the Word lesson twenty-four
- Literature: The Hound of the Baskervilles discussion chapters six and seven
- Poetry reading: Poetry and Humanity pages 118-119
- Poetry: personification poem assigned
- Vocabulary reading: The Word Within the Word lesson twenty-five pages 210-216

- Vocabulary Test Twenty-four
- Literature reading: The Hound of the Baskervilles, chapters eight and nine

Week 26

- Grammar: 4-level analysis
- Poetics: Figures of Speech, chapter six- oxymoron, figure of speech lab
- Composition: essay five instruction
- Vocabulary: The Word Within the Word lesson twenty-five
- Literature: The Hound of the Baskervilles discussion chapters eight and nine
- Poetry reading: Poetry and Humanity pages 120-126
- Poetry: figure of speech poem assigned
- Composition reading: Advanced Academic Writing 1 pg 92-103
- Composition: essay five research, five sources required
- Vocabulary reading: The Word Within the Word lesson twenty-six pages 217-223
- Vocabulary Test Twenty-five
- Literature reading: The Hound of the Baskervilles, chapter ten

Week 27

- Grammar: 4-level analysis
- Poetics: Figures of Speech, chapter six- figure of speech lab
- Composition: essay five instruction, outline, rough draft
- Vocabulary: The Word Within the Word lesson twenty-six
- Literature: The Hound of the Baskervilles discussion chapter ten
- Poetry reading: Poetry and Humanity pages 128-140
- Composition reading: Advanced Academic Writing 1 pg 92-103
- Composition: essay five outline assigned
- Vocabulary reading: The Word Within the Word lesson twenty-seven pages 224-230
- Vocabulary Test Twenty-six
- Literature reading: The Hound of the Baskervilles, chapter eleven

Week 28

- Grammar: 4-level analysis
- Poetics: Poetry Review
- Composition: essay five instruction
- Vocabulary: The Word Within the Word lesson twenty-seven
- Literature: The Hound of the Baskervilles discussion chapter eleven
- Poetry reading: Poetry and Humanity pages 142-144
- Composition reading: Advanced Academic Writing 1 pg 92-103
- Composition: essay five assigned
- Vocabulary reading: The Word Within the Word lesson twenty-eight pages 231-237
- Vocabulary Test Twenty-seven
- Literature reading: The Hound of the Baskervilles, chapter twelve

Week 29

- Grammar: 4-level analysis
- Poetics: Poetry Review
- Vocabulary: The Word Within the Word lesson twenty-eight
- Literature: The Hound of the Baskervilles discussion chapter twelve
- Grammar: Grammar Analysis Sentence Fifty-five
- Poetry reading: Poetry and Humanity pages 142-144
- Poetics Final
- Vocabulary reading: The Word Within the Word lesson twenty-nine pages 238-243
- Vocabulary Test Twenty-eight
- Literature reading: The Hound of the Baskervilles, chapter thirteen

Week 30

- Grammar: 4-level analysis
- Poetics: Things to Talk and Think About- sound and meter
- Vocabulary: The Word Within the Word lesson twenty-nine
- Literature: The Hound of the Baskervilles discussion chapter thirteen
- Grammar: Grammar Analysis Sentence Sixty
- Vocabulary reading: The Word Within the Word lesson thirty pages 244-249
- Vocabulary Test Twenty-nine
- Literature reading: The Hound of the Baskervilles, chapters fourteen and fifteen

Week 31

- Grammar: 4-level analysis
- Poetics: Things to Talk and Think About- stanza and figures of speech
- Vocabulary: The Word Within the Word lesson thirty
- Literature: The Hound of the Baskervilles discussion chapters fourteen and fifteen
- Grammar: Grammar Analysis Sentence Seventy
- Vocabulary Test Thirty

Week 32

- Grammar: 4-level analysis
- Poetics: poetry writing lab
- Vocabulary: Review for final
- Literature: The Hound of the Baskervilles discussion characters and conflict
- A Year in Review
- Vocabulary Final

Grade Scale and Grading Policy

1. Grammar quizzes	20%
2. Vocabulary Tests	30%
3. Writing Assignments	40%
4. Participation: grammar analysis worksheets	10%
	100%

Grading Scale (in percent):

A 100-90

B 89-80

C 79-70

D 69-60

F 59 and Below

Assignment Submission:

All assignments are specified in the class pages and are to be submitted through the course website as a [doc or docx file](#). If files are not doc or docx files, they are not counted as turned in.

Assignments are to be turned in before midnight EST [on the date they are due](#).

Assignments are returned with feedback and grades within 7 days after the due date (unless work is submitted late). Format specifications may vary for each assignment. These are discussed at the time of the assignment and will appear on the weekly page for this class.

Make-up/Late Assignment Policy: Assignments are late if they are submitted after the date they are due.

Late assignments will not be accepted five days after the due date.

For late assignments there will be a deduction of **a letter grade for each day late, up to five days. Work turned in five or more days late will receive a zero in the grade book.** Please take deadlines seriously.

Writing assignments should be completed in advance of any scheduled absences for extracurricular activities or vacations. Parents are required to contact the teacher a week or more before the scheduled absence to discuss extended deadlines or making up a missed quiz. If there is no parent email prior to an absence, there will be no extension on homework deadlines and no makeup on assessments.

The only exceptions to these policies are student illnesses or family emergencies. Parents must contact the teacher in case of illness or family emergencies.

At the end of the course, the lowest grade in each grading category will be dropped.

[Tips for Student Success](#)

Students who **are fully present, work diligently, actively participate (either via live class attendance or watching recordings promptly and attentively), and consistently communicate** will be the most successful.

Communication: Students who are unable to find something, are unable to remember instructions, are having trouble understanding, or are otherwise having difficulty engaging in the class should take every opportunity to communicate with the teacher. It is important to ask questions and keep an open line of communication about all class related activities for the best learning experience.

[Academic Honor and Integrity](#)

Colleges and universities, and indeed every professional and educational environment, take issues of academic honesty very seriously. Research shows that plagiarism, what most people automatically think of when hearing the phrase “academic honesty,” is most often committed when students are pressed for time, care very little about the assignment, or are unaware of what plagiarism is. These issues may be addressed by planning, attitude adjustment, and careful instruction, and these areas of concern may be visited as needed in this class. However, academic honesty is also much more. It is a matter of integrity. Being a student of integrity includes submitting your own work, working in a timely manner, and demonstrating consistent effort and diligence.

- Plagiarism is the act of presenting the ideas and statements of another as if they are one’s own without crediting the original source.
- When students use someone else’s words or ideas, or paraphrase someone else’s ideas, they must credit the source by following the guidelines provided by the teacher.
- Plagiarism can occur with as little as two copied words or an idea that is unique to a research subject.

If I suspect plagiarism has occurred, I will notify the student, parents, and the school’s director. The resulting grade for the plagiarized assignment or assessment will be a zero. If plagiarism occurs again, action will be taken which could include dismissal from the course.

Philippians 4:8

Finally, brethren, whatever is true, whatever is honorable, whatever is right, whatever is pure, whatever is lovely, whatever is of good repute, if there is any excellence and if anything worthy of praise, dwell on these things.

A Few More Tips for Student Success

Give your absolute best to every one of your endeavors. Do your work as if you are working for the Lord. (Ephesians 6:7)

- **Pray. There is nothing more beneficial to your heart and work ethic than to enter into each assignment with prayer and thanksgiving for the gifts and talents God has given you. Work for God’s glory in all you do.**
- **Attend live classes. Instruction from teachers and information shared by fellow students will help you best understand the course content. While you are not required to attend class live, it is in your best interest and the interest of fellow students for you to come prepared to share and grow together. If you do miss a class, for whatever reason, you will be responsible for viewing the class recording and completing assignments. Recordings of each class are usually available within 24 hours of the class meeting and may then be accessed 24/7 from the class pages. Students may also review recorded classes at any time.**
- **Check class pages daily. This will help you manage your daily work and not miss any important information. Our class pages will be the primary communication and instruction tool between live class sessions.**
- **Invest your best effort and sufficient time into each assignment. Please plan to spend 4-5 hours outside of class on coursework. Make the best use of your time through focused, disciplined effort.**

- **Ask questions and communicate effectively. If you have any questions about the course instruction or assignments, please ask! Don't wait until you're having so much trouble you feel overwhelmed.**
- **Enjoy your assignments. Our class will stretch you to try new things, some you may not enjoy as well as others. But if you give your best and try to find at least one thing you enjoy about each assignment, you will find your work more fulfilling and your heart lighter.**

One Final Thought:

Philippians 4:4-9a – “Always be full of joy in the Lord. I say it again—rejoice! Let everyone see that you are considerate in all you do. Remember, the Lord is coming soon.

Don't worry about anything; instead, pray about everything. Tell God what you need, and thank him for all he has done. Then you will experience God's peace, which exceeds anything we can understand. His peace will guard your hearts and minds as you live in Christ Jesus.

And now, dear brothers and sisters, one final thing. Fix your thoughts on what is true, and honorable, and right, and pure, and lovely, and admirable. Think about things that are excellent and worthy of praise. Keep putting into practice all you learned...”