



## Course Syllabus

Franklin High School		2020-2021
<b>DIRECTIONS:</b> For each course, complete the syllabus and share with your evaluating/supervising administrator <b>as a pdf</b> ("File-download-PDF document") <b>by 9/28/20</b> . Syllabi will be posted on the FHS website under your name for the public to view.		
<b>Course Overview</b>		
<b>NOTE:</b> For core classes, all elements of this section (except for name and contact information) are the same.		
Course Title: Hip Hop Literature		
Instructor Name: Desmond Spann	Contact Info: dspann@pps.net	
Grade Level(s): 12		
Credit Type: English	# of credits per semester: .5	
Prerequisites (if applicable): English 5-6		
<p>General Course Description:</p> <p>Hip Hop Lit is a demanding course developed for students to engage with American literature through the lens of Hip Hop culture. ‘Knowledge of self and community’ is a Hip Hop element that will be explored in a variety of writing modes including argumentative essays explored through music reviews, raps, poetry and narratives. Writing pieces will be taken through the writing process and presented publicly with style. Regular in depth reading will analyze lyrics and informational texts to develop critical thinking skills on themes prevalent in Hip Hop including gender, race and social justice. Students will be validated for their own expertise on Hip Hop music and culture and will share their knowledge through individual and group projects. Come get down with Hip Hop Lit!</p>		
<p><u>Prioritized National/State Standards:</u></p> <p><b>Identity 3:</b> I know that all my group identities and the intersection of those identities create unique aspects of who I am and that this is true for other people too.</p> <p><b>Diversity 7:</b> I have the language and knowledge to accurately and respectfully describe how people (including myself ) are both similar to and different from each other and others in their identity groups.</p> <p><b>Justice 15:</b> I can identify figures, groups, events and a variety of strategies and philosophies relevant to the history of social justice around the world.</p> <p><b>Action 18:</b> I have the courage to speak up to people when their words, actions or views are biased and hurtful, and I will communicate with respect even when we disagree.</p> <p><b>W.12.1 Argumentative</b> Introduce claims and create an argument Develop claims and counterclaims Use word choice and syntax to establish a line reasoning</p>		



**SL.12.1**

Respond to diverse perspectives; synthesize comments, claims, and evidence; resolve contradictions.

**RL.12.2**

Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

<b>Course Details</b>
<i>Learning Expectations</i>
Materials/Texts: Variety of lyrics across the genre of Hip Hop music Readings from: Can't Stop Won't Stop by Jeff Chang Man's Search for Meaning by Viktor Frankl Negotiating the Non-negotiable by Daniel Shapiro Book of Rhymes by Adam Bradley The Gospel of Hip Hop by KRS-One The Breakbeat Poets
Course Content and Schedule: 1st Quarter: Essay Writing, Literary Analysis, and Poetry Writing Themes- Purpose, People, Perspective 2nd Quarter: Project Based Learning Themes- Motivation, Relationships, Social Justice
Differentiation/accessibility strategies and supports (TAG, ELL, SpEd, other): Individualized Instruction and feedback with adjustments to increase or decrease the rigor of assignments based on student demonstrated ability.
Safety issues and requirements (if applicable):
Classroom norms and expectations: Each class create guiding principles that consist of: A mission statement. 3 Key Character Traits. 3 Critical Actions.  <a href="#">Hip Hop Lit Guiding Principles</a>  These are in addition to Franklin STRONG community norms.
<i>Evidence of Course Completion</i>
<b>Grading and Feedback</b> Whether intentional or unintentional, traditional grading practices prevent learning, raise students' stress levels, and contribute to racially biased outcomes.

To center the students' experience and develop equitable, anti-racist grading practices, I have divided my grading policy into two categories: **work completion rate and narrative feedback.**

### **Work Completion Rate (Student Effort)**

The letter grade represents a student's work completion rate. **Completing and submitting in-class reflections, participating in class discussions and the class discussion board, and completing major projects is how students can document their effort in class and increase their work completion rate.**

*The Grading Scale (subject to change)*

- A = work completion rate above 75%
- B = work completion rate above 60%
- C = work completion rate above 50%
- **Work completion rate below 50% may be consider a No Pass/F letter grade**

*For their letter grade, students need to:*

- Write more than the minimum word count for essays and reflections
- Submit work with minimum quality for teacher feedback on English Language Arts skills.
- Make attempts to incorporate teacher and peer feedback into their work

### **Narrative Feedback**

Quality assessment, **feedback on students' knowledge and skills relating to English Language Arts, will be given through narrative feedback.** In the narrative feedback, I will share my professional opinion on the students' academic strengths and share areas of growth that students can use to continue their learning.

*Narrative Feedback Process*

- Written narrative feedback will be given to students formally at least once every three weeks.
- I will describe three areas of strength and three areas for improvement relating to analysis, writing, critical thinking, and collaboration skills.
- I will post the written narrative feedback on canvas and send emails.

**With this grading policy,** I hope it lowers the amount of fear and anxiety students experience around grades. I hope it encourages students to take academic risks that are necessary to grow knowledge and develop skills. I hope it builds the habit of hard work, because learning doesn't begin until students give their best effort.

Career Related Learning Experience (CRLEs) and Essential Skills:

### **Communication with Parent/Guardian**

What methods are used to communicate curriculum, successes, concerns, etc.?

Email, Announcements on Canvas, Direct messaging with Remind, Phone calls (when in the building)

<b>Personal Statement and other needed info</b>

