

College-Preparatory English IV

09- 10 Course Syllabus

1

Instructor: Mr. Weiss
Room: 235

Course Description: This full year college-preparatory course consists of the study of composition, writing for enjoyment and technical writing. The course also includes the study of a wide variety of literature. Major emphasis is placed on developing communication skills for students after high school including reading, writing, speaking, information literacy, and group communication.

Instruction Philosophy: In 2005, the ACT study concluded that students entering their first year of college and students entering a job training program right out of high school need the same basic literacy skills. This course is designed to develop those skills, so all students will be successful as they begin their lives after high school.

Course Goals:

1. Develop and apply skills and strategies to the reading process
2. Develop and apply skills and strategies to comprehend, analyze and evaluate nonfiction from a variety of cultures and times
3. Develop and apply effective research process skills to gather, analyze and evaluate information
4. Develop and apply skills and strategies to comprehend, analyze and evaluate fiction, poetry and drama from a variety of cultures and times.
5. Develop and apply effective speaking skills and strategies for various audiences and purposes
6. Compose well-developed text using standard English conventions
7. Apply a writing process in composing text
8. Write effectively in various forms and types of writing

Benchmark Objectives:

Mastery of all objectives is required with a minimum of 80%

1st Quarter

- The student will show evidence of the effective use of the writing process (portfolio).
- The student will compose well-developed text using standard English conventions: spelling, mechanics, usage and grammar.(Portfolio and Written Final)
- Given unfamiliar vocabulary in text, students will be able to apply decoding strategies to “problem-solve” the unknown words. (Written Final)
- Given a piece of nonfiction, the student will analyze and evaluate the author’s use of information and logic to express his or her ideas through word choice, detail selection, and/or organizational patterns.(Written Final)
- The student will effectively compose multi-paragraph informative writings that include an effective thesis statement, effective paragraphing, convincing elaboration through specific and relevant details, originality, individual style and voice, and complex ideas in a sustained compelling manner.(Portfolio)
- Given a specific text, the student will be able to identify, analyze and interpret the figurative language used for the purpose of comprehending the meaning of the selection.

2nd Quarter

- Given a piece of literature, the student will analyze and evaluate effect of the author’s style and complex literary techniques. (Written Final).
- The student will effectively compose multi-paragraph persuasive writings that include an effective thesis statement, effective paragraphing, convincing elaboration through specific and relevant details, originality, individual style and voice, and complex ideas in a sustained compelling manner.(Portfolio)
- Given specific timeframe, students will complete a research paper that develops a thesis, contains information from multiple sources and conforms to a style manual, MLA. (Research Paper).

3rd Quarter

- Given a piece of short fiction, the student will choose an appropriate reading strategy and explain how the strategy helps him or her to comprehend the piece of fiction.
- Given a piece of short fiction, the student will apply a post-reading skill to comprehend and interpret text and the world by analyzing and evaluating the relationship between literature and its historical period and culture.
- Given a piece of short fiction, the student will analyze and evaluate the author’s use of figurative language, imagery and/or sound devices.
- Given a piece of short fiction, the student will use details from the text to analyze the author’s development of character, plot, setting, point of view, and development of theme.
- The student will effectively write a multi-paragraph book review that evaluates a piece of literature, uses specific rhetorical devices, and uses relevant evidence to defend a position. (Assessed through portfolio)
- The student will compose well-developed text using a variety of sentence structures, transitions and active voice. (Portfolio and Written Final)

4th Quarter

- Given a piece of poetry, the student will choose an appropriate reading strategy and explain how the strategy helps him or her to comprehend the piece of literature.
- Given a piece of short fiction, the student will apply post-reading skill to comprehend and interpret text and the world by analyzing and evaluating the relationship between literature and its historical period and culture.
- Given a piece of poetry, the student will analyze and evaluate the poet’s use of figurative language, imagery and/or sound devices.
- Given a piece of drama, the student will use details from the text to analyze the author’s development of character, plot, setting, point of view, and development of theme.
- The student will effectively write a multi-paragraph literary that evaluates a piece of literature, uses specific rhetorical devices, and uses relevant evidence to defend a position. (Assessed through portfolio)

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Major Course Assignments and Projects:

Project #1: Writing to learn Activities

Students will write daily to reflect on what has been learned and what still needs to be learned. The purpose of *writing to learn* activities is to help students reflect on what has been learned and what may still be confusing. Writing is a very powerful learning tool and each day students will participate in some type of writing to learn activity (learning log, conversation calendar, exit slips etc...)

Project #2: Active Reading Strategies

To understand what one is reading, the reader sometimes must first realize that he/she doesn't understand. It is then the reader can apply reading strategies to help better comprehend. Many of us do this automatically, and some of us choose not to bother. Effective readers recognize when confusion is taking place and choose an appropriate strategy to aid in comprehension. Students will be expected to show evidence of this process when reading assignments are given.

Project #3: Essay Composition

Emphasis on writing based on personal knowledge and/or experience will be focused on in this course. Students will write a minimum of three advanced types of compositions, one composition type of his/her own choice, and a research paper for a total five compositions. With each composition students will be expected to exhibit proper use of the writing process as well as the development of personal voice and style.

TYPES OF ESSAYS

- Essay #1: Example/illustration
- Essay #2: Casual Analysis
- Essay #3: Comparison/Contrast Essay
- Essay #4: Essay of Definition
- Essay #5: Book Review
- Essay #6: Opinion/research project (FINAL)
- Essay #7: Literary Analysis

Project #4: Grammatical Construction and Sentence Structure Review

Students will begin each class period with a basic review of mechanics, usage, grammar, spelling, and sentence structure using daily grammar practice exercises. Once a week students will be tested on concepts covered each week.

Project #5: Reading Goal

Students will be expected to read the equivalent of fourteen books this year (100 pages equaling a book). Students may use pages read for assigned reading, novels, articles, short stories, etc...Students must keep a reading log in order to get credit for the project.

Project #6: Vocabulary Study

Throughout the year students will study vocabulary within their independent reading as well as vocabulary related the study of composition, grammar, usage, mechanics, structure and style. Students will keep track of vocabulary studied in their learning logs and double entry diaries. A major aspect of this project will be quarterly presentations of key vocabulary words discovered.

Project #7: Study of Writing Style

Students will read a long piece of non-fiction focusing on elements of style for the purpose of incorporating the elements discovered within their own writing.

Project #8: Literary Elements and Terms Review

Students will begin each class period with a basic review of literary elements and terms.

Project #9: Literary Analysis

Students will be expected to show their understanding of literature, literary elements and terms studied through composing literary analyses.

Project #10: Group Presentations

Students will work within small groups to communicate comprehension of literature, develop presentations that show the groups' understanding, evaluation and/or analysis of the literature read. This will take place throughout the year.

Project #11: Public Speaking

Students will be expected to deliver brief speeches four times a year.

Required/Recommended Readings:

See projects # 5 and 7

Tuesdays with Morrie

Oedipus Rex

Quarter grading

Compositions	40%
Daily Work (class participation and discussions, journaling, reading and writing workshops, DGP's, etc...)	15%
Homework/ Presentations (DGP's, active reading strategies, reading assignments, speeches etc...)	15%
Tests/Quizzes	10%
Quarter final	20%

Assessment Plan:

Semester grading	
First Quarter	45%
Second Quarter	45%
Portfolio	5%
Reading Log	5%

Classroom Expectations:

1. Be in your seat and quiet when the bell sounds (if not, then you are tardy); stay there unless given permission to move.
2. Be sure not to move desks.
3. Be attentive.
4. Be quiet when the teacher or another student is speaking or when a performance is taking place.
5. Be sure to raise your hand when you wish to speak.
6. Be honest—your grade will be based on YOUR work, not work copied or completed from or by another student and/or source.
7. Be informed—pay close attention to lectures, assignments directions, and due dates.
8. Be inquisitive!—always ask me to clarify if you do not understand an assignment or explanation.
9. Be sure to ask me or someone in the class about assignments missed due to an absence.
10. Be selective when you use your passport. (Passports will be limited to emergencies)
11. Be sure to place all materials and resources (textbooks, dictionaries, etc...) neatly back on the shelves.
12. Be sure to throw away all trash at the end of the hour. (Don't leave trash on floor, on/in desk.)
13. Be sure to leave when I dismiss you—not when the bell rings.
14. Class time should not be used to do homework from another class, sell candy / fundraising merchandise or groom/beautify yourself. (These behaviors should take place before the tardy bell.)
15. **No food, candy, or drinks allowed in class.**

Supplies and Materials needed:

1. 1 pocket folder (to keep handouts and pieces of writing in)
2. A three subject notebook
3. A blue or black ink pen
4. An ink pen other than blue or black for editing and proofreading
5. 1 Jump drive (or some other type of data saving media)
6. 2 post it note pads (off brand will be fine)
7. **For donation to classroom** (optional)
 - A box of facial tissue (optional)

Homework Policy and Grading Scale: Please refer to the Student Handbook for the Homework Policy. The grading scale is as follows:

A.....100-95	C.....76-73
A-.....94-90	C-.....72-73
B+.....89-87	D+.....69-67
B.....86-83	D.....66-63
C+.....79-77	F.....59-0

Extra Help:

Extra help will be available during the PASS program and before or after school by appointment. I encourage you to seek extra help if you need it.

Time and Place to be reached by Parent:

Planning period: 6th period. 12:47-1:47
School Phone # 431-2616 Ex. 4163
School Email jweiss@centralr3.org

NOTE: This syllabus should be viewed as tentative and may be altered if necessary.

Please sign and return by _____

Parent(s)/Guardian(s) _____

Student _____