

English 4
Course Syllabus
Mrs. DeToro
2011-2012

Instructional Philosophy:

The ability to read and write is essential in everyone's life. In English 4, students will recognize the importance of these skills and practice them through traditional English assignments as well as "real world" projects that will connect the lessons from the classroom to everyday life. Of course, in order for these skills to be developed, students must participate in lessons during and outside of class. To ensure this, strict guidelines along with deadlines will be given for all assignments. Appropriate and quality work is expected. Students will have opportunities to fix and learn from unsatisfactory work if an effort was put forth. Students who do not turn work in on time will not receive credit. Writing, reading, critical thinking, research, presentations, projects and discussions will be routine in class. Individual work will be required and cooperative groups will also assist students in learning. Students will be assessed by notebooks, essay exams, tests, quizzes, papers, presentations, homework and projects.

In addition to the English skills learned in this class, students will be prepared for life after high school through the development of appropriate social skills with adults and peers. Students will also have responsibilities for this class that, if not met, will result in consequences much like life in the "real world".

I will give my best effort to teach each student and facilitate knowledge and skills to them in an effective way. However, students must in turn work hard to do well in class. Ability is nothing without effort.

Class Rules:

Being high school seniors, I expect maturity from my students and that they follow these rules:

1. Respect yourself, peers, teachers, staff and property.
2. Come to class on time, prepared and ready to participate and learn.
3. Remain on task, in your seat, and focused at all times; do not pack up your things before you are told to do so.
4. Complete all assignments appropriately and on time.
5. Show a positive attitude towards class and its activities.
6. No food.
7. No cell phones.
8. Behavior is age appropriate and non-disruptive to learning.

Pet Peeves:

In addition to class rules, there are some pet peeves of mine that should be avoided.

1. Be mannerly please. Say 'hi' when you come into class. Say 'please' and 'thank you' even when I give you an assignment that you don't like.
2. No excuses. Either do the work or don't, but know the consequences of your decision.
3. No inappropriate discussions. This is a small room, and I hear most of what you say. You shouldn't be talking unless I have asked you to. I don't want to hear your weekend, weeknight, etc. plans if they are not appropriate for school.
4. No attitude, eye rolling, pouting, huffing, etc. This is behavior that is just unnecessary.
5. No cell phones. I am not talking or text messaging others while I am teaching you. Don't be rude to me while I am teaching. Talk all you want after school.
6. Tardiness. Class is short, and the minutes we have are used and important. People who are excessively late, even with a pass, miss out on a lot of what I have taught or instructed.
7. Restroom use. Emergencies only. I really mean this. Go before classes. It is too hard to have a revolving door of restroom visitors during class.
8. Don't come to me at the end of the grading period to see what you can make up. This is pointless for you because we have already completed everything. Do the work the first time.

Homework: You will be given homework. It is a meaningful and essential part of my curriculum. Homework is due at the beginning of the period as you walk in the classroom. You can turn in late work one day after the original due date for half credit. After this, you accept the zero and move on. I expect you to use your planner to document due dates and plan accordingly to complete assignments on time. Homework is a learning opportunity. It is your choice to take advantage of it or not. Obviously, not doing so will impede your grade significantly.

Course Description: The purpose of this course is to equip students with the reading, writing, and social skills necessary to be successful after high school. While everyone will not attend college, everyone will be taught the skills necessary to succeed in a higher education setting. Students will evaluate who they want to be as adults through the themes we read about in class.

Assignment Assessment Description:

‘A’ work is an excellent assignment with very few errors that meets and goes beyond all of the requirements. It is evident to all that great time and effort was spent to show understanding of a skill or lesson.

‘B’ work is a great assignment with a few errors that show some lack of effort. A few requirements of the assignment are not fully met; however it is evident that you understand a skill or lesson.

‘C’ work is an average assignment. Errors are significant and show a mediocre level of effort. Several requirements of the assignment are not met and you do not show complete evidence of understanding a skill or lesson.

‘D’ work is a poor assignment. It has many errors that show a great lack of effort. Most elements of the assignment are not met and you show minimal evidence of understanding a skill or lesson.

‘F’ work is incomplete with chronic errors or not attempted at all. There is no evidence of understanding a skill or lesson.

Grading Scale: 92-100(A), 83-91(B), 74-82(C), 66-73(D), 0-65(F)

-Students are allowed to resubmit unsatisfactory work during the first semester, but it must be done on their own.

-Bonus assignments that are extensions of concepts we are learning will be offered throughout the year.

-There are many opportunities for success in this class. It really takes more effort to fail than it does to simply do the work and pass.

Course Goals:

1. Develop an appreciation for reading and writing.
2. Improve literary skills by encouraging reading and writing both inside and outside of the classroom.
3. Show an understanding of literature and other media forms through discussions, assessments, and writing.
4. Develop research skills by using the library and the internet to learn about a topic and write about it in length.
5. Create a career passport.
6. Gain speaking, reading and writing skills needed to be successful in the workplace or higher education.
7. Develop a Senior Project.

Expected College Skills:

1. Grammar
2. Information gathering - note taking and research. (Identify a source, distinguish quality and reliability of information, connect source info to support an argument, be disciplined regardless of topic.)
3. Analytical thinking – categorize information thematically, go beyond facts from reading and lecture, differentiate between summary and description, interpretation and analysis, move between general and specific ideas when analyzing, think comparatively.
4. Time management, geographical context, public discourse.

Ohio 12th Grade Language Arts Academic Content Standards (attached)

Required Materials: Students will need a three-ring binder to stay organized, loose leaf paper, pens, pencils and a pack of highlighters. A USB storage device is also requested so that students can save assignments that are completed on computers. Also, students have a \$17 English fee to be used to purchase two texts for class that the students may then keep. This money is paid to the treasurer and is due by the end of the year.

I understand that there is a lot on this syllabus. Above all, I want to have a successful, meaningful and enjoyable year with you. Being aware of the information I have listed here will help us do this. I am always available for questions or extra help, so please do not hesitate to ask. I look forward to working and learning with you.