

LEE COUNTY SCHOOL DISTRICT
in conjunction with
FLORIDA SOUTHWESTERN STATE COLLEGE
COMMON COURSE SYLLABUS

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SCHOOL YEAR: 2014-2015

I. ENGLISH IV, FLORIDA COLLEGE PREP

English IV: CP aligns closely with the expectations of Florida Southwestern State College's entry-level Composition 101 class, focusing on inquiry-based reading and critical essay writing designed to develop precision in paragraph and whole-essay construction, methods of presentation and comprehensive, analytical reading skills development. The course includes practice and application in critical reading and analysis of literary and informational texts. Essential skills in research and documentation using MLA format, including critical analysis essay composition, editing and revising an essay using word-processing, peer review and self-evaluation, as well as accessing valid and reliable information from internet sites, databases and journal warehouses forms the summation of course expectations.

II. GENERAL COURSE INFORMATION:

- The mechanics of paragraphs and essay language relative to the requirements for the College Level Academic Skills Program.
- The development of a central thesis or claim, meaningful support and counterclaim rebuttals, all related to critical concepts and formed into a complete Critical Analysis Essay (as defined by Florida Southwestern State College).
- The close and analytical reading of a variety of texts, including informational and literary texts.
- The introduction of electronic research resources, techniques and MLA style of documentation.

III. ATTENDANCE POLICY/MISSING ASSIGNMENTS:

The absence policy will be the Lee County School District requirements to receive credit for a class.

IV. CLASSROOM RULES:

- 1) Stay in your seat to wait for the bell at the end of class.
- 2) One voice at a time: When the teacher or another student speaks, **LISTEN**.
- 3) No eating, no drinking in class—except water.
- 4) Cell phones are off and out of sight.
- 5) Be respectful and keep a positive attitude.

V. GRADING POLICY:

Bell Ringers/Exit Slips – 10-20 points	Essays – 50-100 points	Spelling errors = 1 point off (all work)
Classwork – 20 points	Tests – 50-100 points	
Quizzes – 10-50 points	Homework – 10-20 points	

Extra credit: There is no extra credit in this class; however, most written assignments can be rewritten and resubmitted with the original work attached for a second grading.

Points are deducted from your work for 1) spelling errors; 2) grammatical errors; 3) incomplete assignment; 4) not following directions. A rubric is used for grading essays.

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VI. TEXTBOOKS/SUPPLIES:

Texts: *Elements of Literature* and *Elements of Language* (sixth course)

You will need either a separate section or notebook for English class. Have loose leaf paper handy for written assignments that will be collected each class. Bring a pen/pencil, handouts and text to each class. Paper clips, rubber bands, erasers, rulers, white-out, tape, etc. are the student's responsibility. Note: The teacher will **NOT** provide supplies.

VII. CLASS PROCEDURES:

- 1) **Absence:** If you have an unexcused absence, you are expected to make up the work you missed within one week or a "Z" (zero) will remain in the gradebook for "missing." An excused absence will receive an "X" grade and the option to make up the work within one week. See the handout, "Missing Assignments." For questions about missing assignments, see Ms. Day after school, during her prep period (8), or email at gilliand@leeschools.net. **DO NOT ASK FOR YOUR MISSING ASSIGNMENTS DURING CLASS.** Tests and quizzes can be made up after school or during the teacher's prep. period.
- 2) **Assigned seating:** You are expected to be seated in your assigned seat every class. Attendance is based on assigned seating. Changing your seat without approval is not permitted. Please consult with the teacher if you require a seat change. Be aware that seat changes are made for medical or behavioral reasons only and must be approved by the teacher. The teacher reserves the right to change your seat.
- 3) **Assignments/Class Agenda:** For every class the agenda and date will be posted on the whiteboard. You are expected to read the board.
- 4) **Band-Aids, tissues, hand sanitizer, aspirins, pens, pencils, paper:** You must come with your own supply, so please do not ask for them.
- 5) **Bathroom pass:** Only 3 per quarter (record is kept in a log). After the first 10 minutes and before the last 10 minutes of the period. Use common courtesy: Do *not* interrupt our lesson. Raise your hand using the "peace" sign to discreetly indicate you need a bathroom pass. **Do not call out.** You may also ask for a pass when entering at the beginning of the period, but cannot go until 10 minutes have passed. Preferably, you should finish the bell ringer before leaving for the bathroom.
- 6) **Bell ringer:** The first assignment each class. Worth 10-20 points. Bell ringers are expected to be completed and handed in within 10-15 minutes at the beginning of class.
- 7) **Classroom materials:** Do not remove classroom materials from the room. Dictionaries are available for use during class and must stay in the classroom.
- 8) **Coming to attention:** It is expected that when the teacher speaks, you will listen. In order to gain class attention, the teacher will use a hand signal. You are expected to have your eyes on the teacher and stop talking.
- 9) **Discussions/Debates/Games:** You are expected to follow the one-voice-at-a-time rule and use good manners.
- 10) **Entering the classroom:** Be seated immediately, stop talking, and take out necessary materials. Check the whiteboard or screen for the bell ringer and start working.
- 11) **Exchanging papers:** If you are grading or working on another student's paper, please write your name on the other student's paper.
- 12) **Exit Slip:** The last assignment, but not necessarily every class.
- 13) **Finishing work early:** During testing: Take out a book and read. During group or independent work: Raise your hand to alert the teacher. No talking or disruption of others who are still working.
- 14) **Grade discussions** are after school, during prep period (8), or through email, but **NEVER** during class.
- 15) **Group Work:** You are expected to perform your assigned role and stay on task. Assignments for groups = group grade. All members of the group need to write their names on the group's submitted work. When the group finishes its work, you are expected to let the teacher know by raising your hands.
- 16) **Handouts:** Handouts will **not** be replaced, so please do not lose them.

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- 17) Head down during class: Putting your head down on the desk for any reason is not acceptable. Would you do that at work? However, if you are not feeling well, raise your hand using the “peace” sign to discreetly indicate you need a pass to see the nurse. Otherwise, you are expected to be alert and working.
- 18) Heading: All work should have this heading: full name, date, period, assignment.
- 19) Leaving the room: Ask at the beginning of the period. You will not be permitted to leave the room during testing. You are responsible for all missed work while out of the room. Leaving the room is at the teacher’s discretion. If you have an emergency during class and need to leave the room, raise your hand using the “peace” sign to discreetly indicate you need a pass.
- 20) Moving about the room: You are expected to work at your assigned seat. Wandering around the room will not be tolerated. You are expected to ask the teacher before you handle items in the classroom, such as the blinds, remote, files, phone, etc.
- 21) Note taking: Cornell notes format will be used school wide.
- 22) PA announcements: You are expected to stop and listen during announcements.
- 23) Passing in papers: Pass to the left for side pick-up.
- 24) Personal grooming: Braiding or brushing hair, make-up application, spraying perfume, applying skin cream on areas other than the hands, etc. should be done in the bathroom, *not* the classroom.
- 25) Placement of supplies: Keep your desks clear, except for your working materials. **No purses on the desk.**
- 26) Plagiarism/cheating/copying another student’s work = zero and no second chances.
- 27) Reading Quiz: Follows every assigned reading.
- 28) Returning student work: The teacher tries to return your graded work in a timely manner, but be aware that there are six other classes requiring grading as well. Generally, expect a 3-4 day turn-around and a week for essays. Papers will be handed back at the beginning of class. If you are absent, your paper will be handed back to you upon your return. Check *Gradebook*.
- 29) Side conversations: Avoid side conversations. Instead, share your thoughts with the class one voice at a time. Talking to neighbors instead of sharing with the class is noisy, disruptive and unproductive.
- 30) Speaking in class/answering questions: You don’t have to raise your hand to speak, but it is expected that you will use good manners. Calling out is permitted; however, you are expected to use the proper protocol, for example: don’t yell at someone; don’t yell across the room; don’t interrupt another speaker; don’t interrupt the teacher; don’t heckle the teacher (make purposely rude remarks just to interrupt).
- 31) Teacher’s desk: Do not remove materials from the teacher’s desk. One student at a time is permitted to speak to the teacher at the desk. The desk area is a private area and it is expected that you will honor that. Students should not enter the teacher’s desk area unless invited.
- 32) Tests/Quizzes: Will be announced in advance on the board in the class agenda. Row seating only. The teacher will collect each paper. If you finish early, hand in your paper to the teacher and quietly read until the class is done. No passes during testing. Absolutely **no** talking during a test/quiz, even if you are done.
- 33) Vocabulary/Roots Quiz: Will be announced. The vocabulary that is assigned weekly is in the “Schedule” section of the syllabus, which will be projected at the beginning of each week (Mon. or Tues.) for you to copy. You will receive a handout of the roots.

If you choose not to follow rules or procedures, here are the consequences: 1st) warning; 2nd) lunch detention; 3rd) call home; 4th) written referral; 5th) parent conference.

Good classes receive rewards. Here are a few suggestions: 1) special movie day; 2) extra points; 3) extra time; 4) lawn day; 5) class trip; 6) music while you work. If you have a suggestion, let me know.

VIII. SCHEDULE:

Week	Reading	Writing	Punc./Gram.	Vocab./Roots
1-2	Main Idea in Traditional Literature, Classical Themes Tragedy: <i>Oedipus the King</i> <i>Macbeth</i>	- EDITING ESSAYS - Paragraph - topic sentence - Essay - thesis statement - Sentence combining to create compound sentences - Simple Sentences - Compound sentences - Finding the subject and verb of a sentence - Sentence fragments - Run-on Sentences	- Semicolons	<i>Oedipus the King</i> 1A & 1B
3	Main Idea in Traditional Literature, Classical Themes Tragedy: <i>Oedipus the King</i> <i>Macbeth</i>	- REVISING SUPPORT - Paragraph – topic sentence - Essay - thesis statement - Sentence combining to create compound sentences - Simple Sentences - Compound sentences - Finding the subject and verb of a sentence - Sentence fragments - Run-on Sentences	- Semicolons	2A & 2B
4	Supporting Details, Comparing Modern Literature to Classical Literature Tragedy: <i>Oedipus the King</i> <i>Macbeth</i>	REFINING VOICE and LANGUAGE - Paragraph unity - Paragraph development - Paragraph coherence and transitions - Sentence combining to create complex sentences - Illogical shifts - Misplaced and dangling modifiers - Complex sentences	- Commas	<i>Macbeth</i> 3A & 3B
5 - 6	Supporting Details, Politics and Literature of the Ages Tragedy: <i>Oedipus the King</i> <i>Macbeth</i>	REFINING VOICE, MODELING REKNOWNED AUTHORS - Paragraph unity - Paragraph development - Paragraph coherence and transitions - Sentence combining to create complex sentences - Illogical shifts - Misplaced and dangling modifiers - Complex sentences	- Commas	4A & 4B
7 - 8	Implied Main Ideas, Symbolism and	COMPLEX LANGUAGE, DICTION and SYNTAX, BEAUTY	- Apostrophes	5A & 5B

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Week	Reading	Writing	Punc./Gram.	Vocab./Roots
	Figurative Language Tragedy: <i>Oedipus the King</i> <i>Macbeth</i>	of LANGUAGE - Commonly confused words		
9	Implied Main Ideas, Comparing Modern Literature to Traditional Literature Tragedy: <i>Oedipus the King</i> <i>Macbeth</i>	QUARTER REVIEW	QUARTER REVIEW	QUARTER REVIEW
2 nd Qtr.				
10 - 11	Complex Relationships between Characters, Plot and Theme sonnet, carpe diem poets	REFINING LANGUAGE Essay: VARYING TEXT STRUCTURE for a PURPOSE, APPEALS to AUDIENCE Write a paragraph with chronological organization; write the same paragraph with spatial organization; write the same paragraph with logical organization	-Verb tense -Adjective/adverb errors -Subject/verb agreement	prodigious/6A & 6B diminutive imperil dispel dormant objective protract retentive retain blunder
12	Complex Relationships between Ideas, Purpose and Audience	REFINING LANGUAGE Essay: RESPONSE LETTERS Submit a revised, edited and finalized letter of appeal to the authors of "Censoring the Word." Letter should be formatted properly, contain language and style or argument, and seek to change the audience's perception.	-Verb tense -Adjective/adverb errors -Subject/verb agreement	equivocate/7A & 7B fortuitous impeccable liaison predisposed propensity reprehensible sham solace solicitous
13 - 14	Complex Relationships among Characters, Interpreting Difficult Language	WRITING COMPLEX LANGUAGE Essay: WRITING to a PURPOSE Write two illustrative paragraphs: write the same paragraph as a compare/contrast paragraph, write the same as a cause/effect paragraph; write the same as a classification paragraph.	-Punctuating quotations -Pronoun/antecedent agreement	lucrative/8A & 8B avarice opulence sumptuous audacity dauntless fortitude indomitable plucky rash (adj.)
15 - 16	Multiple Interpretations of Characters and Events in Literature	DICTION, SYNTAX, WORD CHOICE Critical Analysis Essay: Analyze _____, _____ or _____	-Punctuating quotations -Pronoun/	attrition/9A & 9B circumvent cohesive grievous

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Week	Reading	Writing	Punc./Gram.	Vocab./Roots
		_____ from <i>The Grapes of Wrath</i> for what they want, how they plan to get it, and how they justify their actions to themselves and others. Draw a meaningful, and critical conclusion about your character of choice.	antecedent agreement	inundate oblivious reticent robust sanction vociferous
17	Author's Purpose, Writer's Perspective	PARALLEL STRUCTURE, WORDINESS and CLARITY of VOICE	-Parallel structure	bolster/10A & 10B depreciate indiscriminate inquisitive nebulous relegate replete sedentary tenet terse
18 - 19	Complex Inferences, Critical Evaluation, Validity and Reliability of Texts	EVALUATING RESEARCH MATERIALS for VALIDITY and RELIABILITY	-Parallel structure	clandestine/11A & 11B enigma latent stealthy overt reconcile relent dissent irreconcilable accede
20	Midterm Review			
3 rd Qtr.				
21	Analyzing author's purpose and tone	ELEMENTS of CRITICAL ANALYSIS Research/Written Assessment: Research 3 controversial topics that currently exist, using valid internet sites such as procon.org. Summarize both sides of each topic OBJECTIVELY, maintaining a tone that is fair, even and neutral.	-MLA style	autonomy/12A & 12B bureaucratic mandate ostracize raucous recourse reiterate tantamount tenacious utopia
22	Analyzing author's purpose and tone	SATIRE, TONE and VOICE through WORD CHOICE and SENTENCE STRUCTURE	-MLA style	retentive/13A & 13B contingency egocentric exonerate incongruous indigenous liability prolific reinstate superfluous

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Week	Reading	Writing	Punc./Gram.	Vocab./Roots
23	Analyzing author's purpose and tone (irony)		-MLA Style	paraphrase/14A & 14B citation attribution anthology et al. block format Works Cited URL italicize summary
24	Argument/Elements of Persuasion	Argumentative Essays/CLAIMS and COUNTERCLAIMS Argumentative Essay/Research Written Assessment: Select a controversial topic from a valid and reliable website like procon.org. This topic should be different than others you have written about before. Write an essay of at least 500 words that supports one side of an argument and also thoroughly acknowledges and refutes at least one counterclaim to the argument. Your essay should include an appealing introduction, logical reasoning, evidence from a valid source and a strong conclusion.	-MLA Style	contingency/15A & 15B egocentric exonerate incongruous indigenous liability prolific reinstate superfluous voracious
25	Argument, Allegory and Didactic Literature	ELEMENTS of ARGUMENTATION, LOGICAL FALLACIES Argumentative Paragraphs Argumentative Essays	-MLA Style	cache/16A & 16B commend despotism disputatious edifice initiate timorous multitudinous dubious calamity
26	Argument, Interpreting Complex Texts, Theme & Moral "The Rime of the Ancient Mariner" (Coleridge) "The Waste Land" (Eliot)	CRITICAL ANALYSIS/ ARGUMENTATIVE WRITING for LITERATURE Argumentative Essays Critical Analysis/Response to Literature Writing Assessment: Answer the question: Do you think "Rime" tells us something significant about human conduct? You may defend	-MLA Style	commodious/17A & 17B gamut infinitesimal inordinate iota picayune pittance puny citadel

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Week	Reading	Writing	Punc./Gram.	Vocab./Roots
		either side, but your claim must contain specific support from the text, logical conclusions, and thorough defense of any possible counterclaims. (College Rubric)		debilitate
27	Fact/Opinion, Strong v. Weak Argument	REVISIONS of Critical Analysis Essays Peer and Conference Revision of "Rime" Critical Analysis Essay/Writer's Workshop. Students should be paired with individuals who wrote towards the opposite perspective to analyze and evaluate strength of counterclaims and defense.	-MLA Style	advocate/18A & 18B antipathy emancipate idiosyncrasy imminent impede inclusive jurisdiction precarious preposterous
28	Comparing Literature/ Drawing Comparison Between Literature with the same author	CRITICAL ANALYSIS of LITERATURE Critical Analysis of Literature/Written Assessment: Taking into account ALL of the literature written about and by John Keats, sum up Keat's life in 5-10 words. The fewer words the better. Your essay should include an attention-grabbing introduction, and thoroughly explain why the words you have chosen completely represent Keats. Your essay MUST cite details, facts and information from at least three of the writings in the textbook.	-MLA Style	decadent decrepit dilapidated enervate incapacitate infirmity bulwark citadel cogent dynamic
29 - 30	Bias, Irony and Literary Elements (simile and metaphor)	FINAL CRITICAL ANALYSIS of LASTING QUESTIONS and ENDURING PROBLEMS Critical Analysis Essay of Controversial Topics/Written Assessment: Research and analyze both sides of a controversial topic. Choose a side and write a 1000-word critical analysis essay using at least 4 different sources to defend your position and refute any counterclaims. Your essay should contain at least four properly documented in-text citations in MLA format, as well as a bibliography page.	-MLA Style	formidable forte impregnable invigorate robust tenacious vehement vigor default heedless

Week	Reading	Writing	Punc./Gram.	Vocab./Roots
		(College Rubric)		
4 th Qtr.				
31	Research Reading	REVISION/PEER CONFERENCING; Essay Expansion and Elaboration Critical Analysis Essay under Revision: After peer conferencing, add 3-5 more resources to your critical analysis, based on peer feedback. The new resources should be valid and reliable, and at least one must be used to support a counterclaim, that you should then refute. (College Rubric)	-MLA Style	
32	Tone, Mood and Author's Style	FINAL EDITS, PUBLICATION Final Edit and Publication of Critical Analysis Essay	-MLA Style	
33	Validating Arguments by Renowned Authors	FINAL CRITICAL ANALYSIS of LITERATURE Critical Analysis of Literature Written Assessment, including Revision, Editing and Publication. (College Rubric)	-MLA Style	
34		CONVERTING WRITTEN REPORTS to PRESENTATIONS Presentation of Written Assessment: Using a multimedia format, such as prezi.com or a PowerPoint converted to a Windows Movie file, share your critical analysis of the topic and side you've defended. The presentation should include some background of the issue, a clear claim statement, logically organized support and fair and even presentation of counterclaims, followed by a logical and thoughtful rebuttal.		
35	Theme, Relationships among Theme, Characters and Plot Writing "The Destructors"	TECHNICAL WRITING (of a Creative nature) Prepare a case file on the crime scene in "The Destructors." Include witness statements derived from the dialogue and speech of the characters, police sketches based on the author's		

Week	Reading	Writing	Punc./Gram.	Vocab./Roots
		descriptions, interviews, and anything else that would assist your case in court.		
36	Critical Analysis	PORTFOLIO WRITING, PUBLICATION of MULTIPLE WRITINGS Portfolio of Student Writing. Include 2-3 Critical Analysis Essays and 1-2 Creative Writing Samples. Organized with a Table of Contents, a descriptive Foreword and Acknowledgements, as well as summary abstract at the end.		