

DESCRIPTION

This course provides a wide range of reading in world literature organized around literary genres and themes. Writing stresses developmental skills with emphasis on clear and correct sentence structure, sentence variety, and mechanics. Writing includes narrative, descriptive, expository, and persuasive paragraphs and essays as well as short research papers which are a major component of the final grade of each semester. Grammar, vocabulary, and “power testing strategies” are reviewed in order to establish mastery.

THE WRITING PROCESS**THE MEASURE OF LITERACY IS WRITING.**

Reading and writing are each a side of the same coin. During the last several years in American education, there has occurred a renewed enthusiasm for mature writing and the multiple components that enable this learned skill. Within English 23.15, Mrs. Marsden serves as editor in chief. All writers benefit from multiple reader-editors; parents and guardians are encouraged to assume this task.

Edited papers will have corrected drafts stapled on top of previous drafts.

EDITED PAPERS SHOULD NOT BE DESTROYED. PAPERS SUBMITTED WITHOUT PREVIOUS DRAFTS ARE REDUCED TO A GRADE NO GREATER THAN 70%. Thus, students come to understand and value the editorial process.

All documents acquired from Internet sources must demonstrate that the student has analyzed the information in incorporating it into an assigned writing. MLA standards of citation must be followed.

OBJECTIVES

Students will:

- read and analyze short stories, poetry, plays, and novels;
- practice deductive and inductive reasoning;
- distinguish between substantive opinions and affective opinions;
- refine paragraph and essay organizational patterns;
- improve in communicating skills in oral, written, and non-verbal modes;
- increase in word knowledge;
- improve in contextual analyses of written language to determine word meaning;
- improve in the application of the rules of grammar and punctuation;
- adhere to the spelling standards of English;

efficiently utilize the **ACCELERATED READER PROGRAM***
to improve independent reading and demonstrate an appreciation
of literature for which BONUS credit may be earned.

* Trademark

GRADES

Grades are determined through an increasing point count system. Both accountability and quality of work affect a student's point count. Many students record both the points attached to a task and their performances on the task; consequently, they always know their grades.

Example: vocabulary homework	25 points
vocabulary quiz	40 “
Lit., quiz	65 “

Student's points = 103
Points available = 130
(103/130=79), student's grade = 79

HOMEWORK

Any tasks not done within the instructional setting come under the heading of “outside work” or homework. The amount of time spent on homework is directly related to learning capabilities and skills development which includes organizational capabilities, presently referred to as “executive functioning.” The academic climate provided within each family is unique to that household. As long as a student's performance remains satisfactory to all those engaged in the educational process, we can assume that ideal conditions prevail. However, the reverse may also be true; conferencing and accommodations may be necessary. As indicated under **GRADES**, accountability regarding homework impacts point accumulation.

BEHAVIORAL EXPECTATIONS

This is a college preparatory English course; thus, the enterprise of the classroom has a defined purpose. Those things that advance our progress are applauded; those things that impede our progress are misplaced. The **St. Pius X Catholic High School Home/School Handbook & Directory 2008-2009 is our standard and guide.** Instructional time will be devoted to a review of **the handbook** as it may pertain to the climate of the classroom.

COMMUNICATIONS

Discussions about students and their work are privileged conversations. Parents are encouraged to come to school to talk about and share their concerns whenever they see a need. Parents are the student’s primary advocates; it is imperative that concerns be shared as soon as they emerge.

MATERIALS

Literature: Timeless Voices, Timeless Themes, Platinum
The Theban Plays

Grammar: GRAMMAR for Writing, Level Orange
Daily Grammar Practice

Vocabulary: Vocabulary Workshop, Level E

General supplies: 3 ring hardback, one subject binder with section; color coded for English
plastic covers or sleeves
pencils and **only black or blue pens**

MANAGEMENT PATTERN

Mondays or the first day of the school week are used “to set” the calendar for the week. School calendars are by nature fluid and done in pencil. Adjustments are a fact of life. No one knows tomorrow. Calendars prepared in class are the primary reference. Web calendars are monthly projections highly subjected to modifications.

SIGNATURES: **PARENT/GUARDIAN** _____

STUDENT, PLEASE PRINT _____