

**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 studied 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 113, 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; improved drafts are stapled on top of edited drafts.** Thus, students come to value the editorial process and protect their grade; losing edited papers may affect grades.

**OBJECTIVES**

Students will:

- read and analyze short stories, poetry, novels, and plays;
- practice deductive and inductive reasoning;
- distinguish between substantive opinions and affective opinions;
- refine paragraph and essay organizational patterns;
- improve in communicative 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 patterns of English;
- efficiently utilize the ACCELERATED READER PROGRAM\* to improve reading skills and demonstrate an appreciation of literature. This program may provide bonus points.

\* 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 tasks; consequently, they always know their grades.

Example:	List 1 vocabulary homework	25 points
	List 1 quiz	28 pts.
	<u>LITERATURE</u>	
	quick quiz	45 pts.

Student’s points = 81

Points available = 98

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(81/94=86) = 86, student's grade

## **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. 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 and, likewise, the ACCELERATED READER\* impact 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 reference and guide. Instructional time will be devoted to a review of **the handbook** as it may pertain to the climate of a 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 child's primary advocates; thus, it is imperative that concerns be shared as soon as they emerge. Conferencing face-to-face serves the needs of students in a superior manner unmatched by other modes of communication.

## **MATERIALS**

**Literature:** Elements of Literature, Fourth Course

**Grammar:** **DAILY GRAMMAR PRACTICE**

**Holt Handbook**

GRAMMAR for Writing, Level Orange

**Vocabulary:** Vocabulary Workshop, Sadlier- Oxford

**Literature:** ALL QUIET ON THE WESTERN FRONT

Taming of the Shrew **parallel text**

General supplies: 3 ring hardback, one subject binder with section dividers  
plastic covers or sleeves  
pencils and **only black or blue pens**

**N.B. A checkpoint will be established at which time academic credit will be given for Meeting the Organizational Standard.**

## **MANAGEMENT PATTERN**

Mondays or the first day of the school week are used "to set" the calendar for the week. Calendars are by nature fluid and done in pencil. Adjustments are facts of life. No one knows tomorrow.

## **BEATITUDES OF LANGUAGE LEARNING:**

- I. Blessed are they who are gentle for they bring calmness to a room.
- II. Blessed are they who show respect for they shall be admired.

- III. Blessed are they who are accountable for they will enjoy restful sleep.
- IV. Blessed are they who are mindful of their appearance for they are pleasing to the eyes of others.
- V. Blessed are they who learn to ponder for they will be called thinkers.
- VI. Blessed are they who study the “**Language Arts**” for they shall effectively communicate with others.

**THIS PAGE IS TO BE RETURNED ON OR BEFORE THE ESTABLISHED DATE, 25 POINTS**

**SIGNATURES:    PARENT/GUARDIAN \_\_\_\_\_**

**STUDENT \_\_\_\_\_**

REVISED AUGUST 2008

GOD BLESS YOU AND KEEP YOU SAFE.