**Course Syllabus**

# **R. Williams**

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**2022- 2023, Period (s): \_\_\_\_\_\_**

**Office Hours:** Will be established for an hour after school as the year progresses.

**Overview:**

The SENIOR English Literature and Composition course focuses on reading, analyzing, and writing about imaginative literature (fiction, poetry, drama) from various periods. Students engage in close reading and critical analysis of imaginative literature to deepen their understanding of the ways writers use language to provide both meaning and pleasure. As they read, students consider a work’s structure, style, and themes, as well as its use of figurative language, imagery, and symbolism. Writing assignments include expository, analytical, and argumentative essays that require students to analyze and interpret literary works.

**Course Objectives:**

SENIOR English Literature and Composition is a conclusive and can be considered an introductory college-level literary analysis course. Students cultivate their understanding of literature through reading and analyzing texts as they explore concepts like character, setting, structure, perspective, figurative language, and literary analysis in the context of literary works.

**Attendance Policy:**

Attendance is mandatory; therefore, students must be ready to learn and participate daily. Sometimes the first assignment given for a class period is not allowed to be made up because of the nature of the assignment. As well, some other assignments demand student participation and make up is not viable.

1. However, if a student has no choice, but to be absent, he/she must see me prior to leaving or within two days of his/her return to school (not to class). After 48 hours, a grade of **Z** will remain in the gradebook.
2. Students can acquire missed assignments by contacting a classmate, seeing me during office hours, or checking the class website. Failure to use his/her resources is asking for a failing grade in this course.
* **The bell does not dismiss this class, I do.** Students must make certain that their areas are clean and orderly, and then they need to wait until I say they can leave before they do so. **NOTE:** Tardy notes to other teachers will not be given. Students should know and take care of their responsibilities before leaving my class I permitted.

**Required:**

\_\_ A college dictionary \_\_ Note Cards

\_\_ Binder w/ Dividers \_\_ Jump Drive

**(For Complete list see English IV Handbook)**

Course Requirements:

1. Writing assignments must total 6000+ words. Each student shall be required to write compositions of varying lengths and as many elements of compositions as the instructor deems advisable, some of which will be written in class.
2. All papers prepared out of class shall conform to the instructor’s requirements that concern typing and format.
3. The student will keep a binder of the written work in good order and up to date. This binder will be used for a grade.
4. Each student must participate in oral presentations/debates: individual and groups.
5. Students will be expected to keep up with class readings and assigned writings to further critical thought.
6. Students may use content to participate in various post high school/college-entry examinations such as SAT, ACT, PERT, etc..

**Syllabus Legend/Key:**

N – Novel (Major Reading)

D – Drama/Play (Major Reading)

S.S.—Short Story

P – Poetry

E – Essay (Academic Writing)

P, F, FT – (Parables, Fables, Fairy Tales)

**Unit Plan**

**Unit 1: LITERATURE as a CONVERSATION: The Active Reader**

**Unit Overview:**

Introduction to the course: Overview of Self & Syllabus, Handbooks, Class Website, and classroom.

Book distribution. Introduction to College/Writing to LITERATURE. Return of Diagnostics and Peer Review of Diagnostics.

Overview of \*BOOKNOTES \*Annotations, \*Archetypes, \*Think Alouds Conversations, \*Analysis Process, \* LIT Jargon & Vocabulary, \*Pops Quizzes.

**Readings:**

n/a

**Additionals:**

Facebook Forums Explained.

Video Rhetoric requirements detailed.

**Activities:**

\*Diagnostic Exam. \*Printing Up Packets. \*Exam One Assigned \*Notes and Dictation \*BOOKNOTES \* Quizzes (TONE Vocab/Popular Allusions) \*Art Analyses (Viewing Images). \*Online Rhetoric/Video Rhetoric \* My Study Schedule \*Independent Readings \*Class Openers \*Reader Responses/Quote Analyses \*SAT/ACT Preparatory Exercises \*20 Sentences \*Class Discussions \*Quizzes \*Hot Seat \*Portfolio Review \*Presentations \*Projects \*Music/Film Analyses

**ENGLISH IV Composition Focus:**

 **1. [Craft & Structure/[Integration of Knowledge & Ideas]. 2. [Range of Reading and Level of Text Complexity]. 3. [Craft & Structure] [LAFS.1112.RL.1.3]. 4. utilize brainstorming, predictions, and generate original ideas. 5. [Conventions of Standard English/Knowledge of Language]. 6. [Key Ideas & Details] [LAFS.1112.RI.1.2]. 7. [Research to Build and Present Knowledge/Comprehension and Collaboration]. 8. [Integration of Knowledge & Ideas/range of writing] [LAFS.1112.RI.3.8/3.9]. 9. [Craft & Structure] [LAFS.1112.RL.1.3]. 10. [Text types &Purposes]. 11. [Integration of Knowledge & Ideas].**

**Unit 2: WHAT TO DO: Understanding LITERARY ELEMENTS – The Big Picture**

**Unit Overview:**

Review. SENIOR English LITERATURE Final Projects. Overview of LITERARY ELEMENTS: Plot, Characters, Setting, Points of View, Theme, Figurative Language, Style, and Structure.

**Readings:**

**\_\_ Everyman (D)**

**\_\_ Mary Shelley’s Frankenstein (N)**

\_\_ Ann Stratford’s “The Wife’s Lament” (translated) (P)

\_\_ Ralph Waldo Emerson’s “What is Success?”(P)

\_\_ Geoffrey Chaucer’s “The Canterbury Tales PROLOGUE”(P)

\_\_ “I Know an Old Lady” (P)

\_\_ R.W.’s “60 Minutes” (S.S.)

\_\_ William Henley’s “Invictus” (P)

\_\_ William Thackeray’s “A Tragic Story” (P)

Beowulf (translated by Burton Raffel) (P)

**Additionals:**

Facebook Forums Explained.

Video Rhetoric requirements detailed.

\_\_\_ Music/Music Videos/Film: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Activities:**

\* **Exams One & Two Assigned** \*Notes and Dictation \*BOOKNOTES \* Quizzes (TONE Vocab/Popular Allusions) \*Art Analyses (Viewing Images). \*Online Rhetoric/Video Rhetoric \* My Study Schedule \*Independent Readings \*Class Openers \*Reader Responses/Quote Analyses \*SAT/ACT Preparatory Exercises \*20 Sentences \*Class Discussions \*Quizzes \*Hot Seat \*Portfolio Review \*Presentations \*Projects \*Music/Film Analyses

**ENGLISH IV Composition Focus:**

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**Unit 3: WHO WE ARE: [Home, Family, Identity, and Culture]**

**Unit Overview:**

Citing Sources & the minor Research Paper. Synthesizing. Identifying themes, Satire

**Readings:**

**\_\_ William Shakespeare’s Macbeth (D)**

**\_\_** Galway Kinnell’s “After Making Love We Hear Footsteps” (P)

\_\_ Rachel Dorvil’s “A Raven Among Doves” (P)

\_\_ Elizabeth I’s “On Monsieur’s Departure” (P)

\_\_ A.K. Ramanujan’s “Self Portrait” (P)

\_\_ Paul Lawrence Dunbar’s “We Wear the Mask” (P)

\_\_ Mark Strand’s “Space” (S.S.)

\_\_ Samuel Johnson’s “On Idleness” (E)

\_\_ Margaret Cavendish’s “Female Orations” (E)

\_\_ Aesop’s “The Stage at the Pool” (P, F, FT)

\_\_ James Kinney’s “The Cold Within” (P)

\_\_ Michelle Quintana’s “Masquerade” (P)

\_\_ Gary Soto’s “Mexicans Begin Jogging” (P)

\_\_ Langston Hughes’ “Mother To Son” (P)

\_\_ Langston Hughes’ “Harlem (A Dream Deffered)” (P)

\_\_ Langston Hughes’ “Mama & The Rent Man” (P)

\_\_ Marge Piercy’s “Barbie Doll” (P)

\_\_ Michael Duarte’s “Safe” (P)

\_\_ Michael Duarte’s “Senior Year” (P)

\_\_ A.E. Housman’s “When I was One and Twenty” (P)

\_\_ A.E. Housman’s “To An Athlete Dying Young” (P)

\_\_ Lucile Clifton’s “Homage to My Hips” (P)

\_\_ Ezra Pound’s “A girl” (P)

\_\_ Margery Kempe’s “Book of Margery Kempe” (E)

\_\_ Magaret Cavendish’s “Female Orations” (E)

**Additionals:**

Facebook Forums Explained.

Video Rhetoric requirements detailed.

\_\_\_ Music/Music Videos/Film: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Activities:**

\* **Exams Three & Four Assigned** \*Notes and Dictation \*BOOKNOTES \* Quizzes (TONE Vocab/Popular Allusions) \*Art Analyses (Viewing Images). \*Online Rhetoric/Video Rhetoric \* My Study Schedule \*Independent Readings \*Class Openers \*Reader Responses/Quote Analyses \*SAT/ACT Preparatory Exercises \*20 Sentences \*Class Discussions \*Quizzes \*Hot Seat \*Portfolio Review \*Presentations \*Projects \*Music/Film Analyses

**ENGLISH IV Composition Focus:**

 1. [Craft & Structure/[Integration of Knowledge & Ideas]. 2. [Range of Reading and Level of Text Complexity]. 3. [Craft & Structure] [LAFS.1112.RL.1.3]. 4. utilize brainstorming, predictions, and generate original ideas. 5. [Conventions of Standard English/Knowledge of Language]. 6. [Key Ideas & Details] [LAFS.1112.RI.1.2]. 7. [Research to Build and Present Knowledge/Comprehension and Collaboration]. 8. [Integration of Knowledge & Ideas/range of writing] [LAFS.1112.RI.3.8/3.9]. 9. [Craft & Structure] [LAFS.1112.RL.1.3]. 10. [Text types &Purposes]. 11. [Integration of Knowledge & Ideas].

**Unit 4: HOW WE ARE: [Love & Relationships]**

**Unit Overview:**

Review. SENIOR English Final Projects. Overview of LITERARY ELEMENTS: Plot, Characters, Setting, Points of View, Theme, Figurative Language, Style, and Structure.

**Readings:**

\_\_ Melani Rodriguez’s “A Mother’s Little Boy” (P)

\_\_ John Keat’s “When I Have Fears” (P)

\_\_ Felicia Hemans’ “The Graves of a Household” (P)

\_\_ Letitia Landon’s “Secrets” (P)

\_\_ Letitia Landon’s “Experience Too Late” (P)

\_\_ Ivan Alberti’s “Phoenix’s Love” (P)

\_\_ Ivan Alberti’s “One Touch” (P)

\_\_ (Luke, Chap.15: 11 – 32) “The Prodigal Son”(P, F. F/T)

 \_\_ Keeajah Breen’s “He” (P)

\_\_ William Blake’s “The Sick Rose” (Songs of Experience) (P)

\_\_ William Blake’s “The Fly”(Songs of Experience) (P)

\_\_ William Blake’s “The Little Boy Lost” (Songs of Innocence) (P)

\_\_ William Blake’s “The Little Boy Found” (Songs of Innocence) (P)

\_\_ Galway Kinnell’s “After Making Love We Hear Footsteps” (P)

\_\_ Robert Browning’s “My Last Duchess” (P)

\_\_ Robert Browning’s “Porphyria’s Lover” (P)

\_\_ Christopher Marlowe’s “The Passionate Shepherd to His Love” (P)

\_\_ Sir Walter Raleigh’s “The Nymph’s Reply to the Shepherd” (P)

\_\_ William Wordsworth’s “I Wandered Lonely as a Cloud” (P)

\_\_ William Wordsworth’s “Strange Fits of Passion” (P)

\_\_ William Wordsworth’s “My Heart Leaps Up” (P)

\_\_ Edmund Spenser’s “Sonnet 30” (P)

\_\_ Francesco Petrarch’s “Sonnet 169” (P)

\_\_ William Shakespeare’s “Sonnet 130” (P)

\_\_ Elizabeth Barret Browning’s “Sonnet 43” (P)

\_\_“Night: Mistress of Shadows” (P)

\_\_ Lord Chesterfield’s “from Letters To His Son – Parts I&II” (E)

\_\_ Lady Montagu’s “from Letters to Her Daughter” (E)

\_\_ Edgar P. Jones’ “The First Day” (S.S.)

**Additionals:**

Facebook Forums Explained.

Video Rhetoric requirements detailed.

\_\_\_ Music/Music Videos/Film: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Activities:**

\* **Exams Five & Six** Assigned \*Notes and Dictation \*BOOKNOTES \* Quizzes (TONE Vocab/Popular Allusions) \*Art Analyses (Viewing Images). \*Online Rhetoric/Video Rhetoric \* My Study Schedule \*Independent Readings \*Class Openers \*Reader Responses/Quote Analyses \*SAT/ACT Preparatory Exercises \*20 Sentences \*Class Discussions \*Quizzes \*Hot Seat \*Portfolio Review \*Presentations \*Projects \*Music/Film Analyses

**ENGLISH IV Composition Focus**:

 1. [Craft & Structure/[Integration of Knowledge & Ideas]. 2. [Range of Reading and Level of Text Complexity]. 3. [Craft & Structure] [LAFS.1112.RL.1.3]. 4. utilize brainstorming, predictions, and generate original ideas. 5. [Conventions of Standard English/Knowledge of Language]. 6. [Key Ideas & Details] [LAFS.1112.RI.1.2]. 7. [Research to Build and Present Knowledge/Comprehension and Collaboration]. 8. [Integration of Knowledge & Ideas/range of writing] [LAFS.1112.RI.3.8/3.9]. 9. [Craft & Structure] [LAFS.1112.RL.1.3]. 10. [Text types &Purposes]. 11. [Integration of Knowledge & Ideas].

**Unit 5: WHERE WE ARE: [Conformity, Rebellion, Tradition, and Progress]**

**Unit Overview:**

Major Research Paper and Presentations. Citing Sources & the minor Research Paper: Synthesizing. Identifying themes, analysis.

**Readings:**

**\_\_ A William Shakespeare Play: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**\_\_ Jonathon Swift’s “A Modest Proposal” (E)

\_\_ John Updike’s “A&P” (S.S.)

\_\_\_ William Shakespeare’s “All the World’s A Stage” (P)

\_\_ “Ecclesiastes, Chap. 3” (P)

\_\_ Sonia Sanchez’s “A Letter to Dr. Martin Luther King, Jr” (P)

\_\_ Christian Arias’ “Hallways” (P)

\_\_ Seamus Haney’s “Digging” (P)

\_\_ W.H. Auden’s “The Unknown Citizen” (P)

\_\_ Dylan Thomas’ “Do Not Go Gentle into That Good Night” (P)

\_\_ Sterling Brown’s “Strong Men” (P)

\_\_ John Milton’s “How Soon Hath Time” (P)

\_\_ John Milton’s “When I Consider How My Light is Spent” (P)

\_\_ Aesop’s “The Ass & His Purchaser” (P, F, FT)

\_\_ R.W.’s “The Corner of 16th and 47th” (S.S.)

\_\_ Edwin Arlington Robinson’s “Richard Cory” (P)

\_\_ Plato’s “The Allegory of the Cave” from the Republic (E)

\_\_ Selections by Niccolo Machiavelli (E)

\_\_ Selections by Sir Francis Bacon (E)

\_\_ Samuel Johnson’s “The Idler” (E)

\_\_ Alain Locke’s “The New Negro” (E)

\_\_ Jospeh Addison’s “from The Spectator” (E)

**Additionals:**

Facebook Forums Explained.

Video Rhetoric requirements detailed.

\_\_\_ Music/Music Videos/Film: **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Activities:**

\*Major Research Paper \***Exams Seven & Eight** Assigned \*AP Exam Prep.\*Notes and Dictation \*I am a Rhetorician – Journals \* APG’s (Lecture Notes) \*The “Ism’s” \*Angle of Vision (Viewing Images). \*Online Rhetoric/Video Rhetoric **\*** My Study Schedule \*LAWS \*Class Openers \*Reader Responses \*20 Sentences \*Socratic Seminar Minis \*Quizzes \*Hot Seat \*Portfolio Review \*Presentations \*Projects

**ENGLISH IV Composition Focus:**

 1. [Craft & Structure/[Integration of Knowledge & Ideas]. 2. [Range of Reading and Level of Text Complexity]. 3. [Craft & Structure] [LAFS.1112.RL.1.3]. 4. utilize brainstorming, predictions, and generate original ideas. 5. [Conventions of Standard English/Knowledge of Language]. 6. [Key Ideas & Details] [LAFS.1112.RI.1.2]. 7. [Research to Build and Present Knowledge/Comprehension and Collaboration]. 8. [Integration of Knowledge & Ideas/range of writing] [LAFS.1112.RI.3.8/3.9]. 9. [Craft & Structure] [LAFS.1112.RL.1.3]. 10. [Text types &Purposes]. 11. [Integration of Knowledge & Ideas].

**Unit 6: WHAT WE ARE: [Conflict, War, and Peace]**

**Unit Overview:**

Review. AP English LITERATURE Final Projects. Overview of LITERARY ELEMENTS: Plot, Characters, Setting, Points of View, Them, Figurative Language, Style, and Structure.

**Readings:**

\_\_ Edwin Brock’s “5 Ways To Kill A Man” (P)

\_\_ Margaret Atwood’s “The Moment” (P)

\_\_ James Zoller’s “Soccer Match” (P)

\_\_ Lord Alfred Tennyson’s “Crossing the Bar” (P)

\_\_ Thomas Hardy’s “Ah, Are You Digging on My Grave?” (P)

\_\_ Thomas Hardy’s “The Man He Killed” (P)

\_\_ Stephen Spender’s “What I Expected” (P)

\_\_ Rupert Brook’s “The Soldier” (P)

\_\_ Harold Pinter’s “That’s All” (D)

\_\_ Felix Rios/James Pineda’s “Life After Jackson” (D)

\_\_ Robert Frost’s “The Road Not Taken” (P)

\_\_ Robert Frost’s “Stopping By Woods on a Snowy Evening” (P)

\_\_ Siegfried Sassoon’s “Dreamers” (P)

\_\_ Stevie Smith’s “Not Waving But Drowning” (P)

\_\_ Aesop’s “The Fox & The Grapes” (P, F, FT)

\_\_ Adrienne Rich’s “Rape” (P)

\_\_ Wole Soyinka’s “Telephone Conversation” (P)

**Additionals:**

Facebook Forums Explained.

Video Rhetoric requirements detailed. \_\_\_ Music/Music Videos/Film:

**Activities:**

\*Major Research Paper \*Exams Seven & Eight Assigned \*AP Exam Prep.\*Notes and Dictation \*I am a Rhetorician – Journals \* APG’s (Lecture Notes) \*The “Ism’s” \*Angle of Vision (Viewing Images). \*Online Rhetoric/Video Rhetoric \* My Study Schedule \*LAWS \*Class Openers \*Reader Responses \*20 Sentences \*Socratic Seminar Minis \*Quizzes \*Hot Seat \*Portfolio Review \*Presentations \*Projects

**ENGLISH IV Composition Focus:**

 1. [Craft & Structure/[Integration of Knowledge & Ideas]. 2. [Range of Reading and Level of Text Complexity]. 3. [Craft & Structure] [LAFS.1112.RL.1.3]. 4. utilize brainstorming, predictions, and generate original ideas. 5. [Conventions of Standard English/Knowledge of Language]. 6. [Key Ideas & Details] [LAFS.1112.RI.1.2]. 7. [Research to Build and Present Knowledge/Comprehension and Collaboration]. 8. [Integration of Knowledge & Ideas/range of writing] [LAFS.1112.RI.3.8/3.9]. 9. [Craft & Structure] [LAFS.1112.RL.1.3]. 10. [Text types &Purposes]. 11. [Integration of Knowledge & Ideas].

 Course Grading:Scale:

**Independent/Group Project(s) 25% 100-90% = A**

 **Exams and Quizzes 20% 89-80% = B**

 **Essays and Papers 20% 79-70% = C**

 **Home Learning 15% 69-60% = D**

**Openers/Grammar 10% 59- 0% = F**

**Attendance, Tardiness, & Participation 10%**

 **100%**

**PAPERS:**

Students are required to write a minimum of 6,000 words for this course. Students must be in class when essays are written. Out-of-class essays must be typed; typed papers are due at the beginning of class. If submitted one day late, the essay will receive a lower grade; if submitted more than one day late, the essay will not receive a passing grade. In-class essays are due by the end of class. Students must do all written assignments to pass the course. Any make-up essay must be done prior to the next essay that the instructor assigns.

**Revisions [Critical Essays Revisited: C.E.R.s]: All in-class papers need to typed up, returned for a grade, and placed in Portfolio.** The pre-writing, rough draft and final draft will be clipped together and handed in on the due date. There will be no exceptions for late papers.

All late work will receive a lowered letter grade.

**For Your Information:**

Students may use Make Up/Revision Days to redo papers they may have done poorly in earlier in the semester.

All essays are to be five or more paragraphs, 3-4 or more pages, 500-1000 or more words, typed, and double-spaced, using 12-point, Times New Roman, Calibri, or Tahoma fonts only, following the standard heading (upper left-hand corner) that is supplied:

 **[Your name]**

 **[Date]**

 **[Course Title]**

 **[Assignment/Type of Writing]**

All assignments/essays that are written in class are to be written on standard 8 ½ x 11 looseleaf paper, and will be collected.

All assignments/essays are to be submitted on the due-dates, regardless of absence. Late papers will not be accepted.

**The Portfolio [Binder Check]**: At the end of the semester, a portfolio of your work will be due ( ), which will include five revised essays, the original five essays, and an essay reflecting on your writing and learning; this is your portfolio.

**PORTFOLIO STANDARDS**:

Binders need to be kept neatly and in order. The dividers needed are as follows:

(see SENIOR English Handbook)

**HOME STUDY ASSESSMENTS**

These are assignments given and are expected to be completed outside of the classroom. These are expected within the time allotted.

**Research Papers and Presentation**:

You will have 3 major research papers; only one requires an oral presentation.

Plagiarism will not be tolerated and will result in a failing grade for the course.

**Presentations:** These are a part of the curriculum and students must be professionally dressed when making these. Because time is limited, if students cannot present on their allotted times and dates, there may not be another opportunity to make up the presentation; therefore, student’s grade will be negatively affected in this class.

**Varied Writing Assignments:**

Students will be given reading passages, grammar, news items, or art with attached questions. These usually start the class daily, if students are late or absent, make ups may not be possible.

**Note: Students are to bring texts and course syllabus to class each day.**

**DISCUSSIONS AND CLASS NOTES:**

The class has notes per section of the text/course. If you are absent, it is your responsibility to acquire the notes, as exams and quizzes will be given. It is your responsibility to understand the notes given. Govern yourselves accordingly.

**TECHNOLOGY/INTERNET:**

Students will need access to ***Facebook.com*** and the *class website*, because this class frequently supports Internet conversations and viewing of Ted Talks and Youtube Videos. Failure to use these will result in a failing grade for the grading period, and possibly the course.

**VIDEO RHETORIC ASSIGNMENTS:**

Students are expected to go online to the class’s chosen platform and respond to the **FEATURED STUDENT WRITER**. Your professor assesses your response and you receive a grade accordingly.

**SENIOR STUDY DAYS:**

Students may be given the opportunity to gamble for a chance to have academic days for ***Study Days***, so they can catch up on assignments, study for exams, read, etc. These days **may** begin in October.

**FINAL WRITING PROJECT OR FINALS**:

Even though you will have a Final Writing Project for this class, you will also have a final. Information will be forthcoming, but they both are vital to the final grades for this course. They make up the final grade for your 4th grading period.

**HOUSEKEEPING:**

* Cell phones are not permitted in class, unless being utilized for class assignments. You may step outside to make or respond to any necessary calls.
* The eating of fruit or other items that do not produce crumbs or a mess is permitted as long as you clean up after yourself. This is subject to change, if students cannot comply.
* As the semester progresses, the syllabus may change; advance notice will be given.