



DELAND HIGH SCHOOL

**ENGLISH IV HONORS/ENGLISH IV THROUGH ESOL
POLICIES & PROCEDURES
COURSE SYLLABUS
2017-2018
MS. ELLEN LOMETTI**

TEXTBOOK USED:

Houghton-Mifflin Harcourt: Florida Collections

OTHER MATERIALS:

Additional Literature

Novels – to be determined

MATERIALS NEEDED FOR CLASS:

- 1 ½ inch, 3-ring binder
- Tab dividers
- Pens (**dark blue/black ink only**)
- Notebook paper

General Class Policies:

- ❖ Your English class will be two semesters rather than one. It is vital that students report to class daily and on time. Attendance and honesty are important. Sometimes incorrect behavior results in in-school suspension or even out of school suspension. Respect for others, their ideas, and their belongings are expected at all times. No profanity, threats, or innuendos of threats will be tolerated. This will result in an automatic discipline referral.
- ❖ Come to class prepared with the necessary materials (textbook, binder, paper, pens – see above – **any other color ink WILL NOT be accepted**). No attempt will be made to read illegible work.
- ❖ Avoid asking for a student pass, unless absolutely necessary, and do not abuse this privilege.
- ❖ **The Deland High School Tardy Policy** will be enforced daily. If students are five minutes late to class, they will not be admitted. Any missed assignments, quizzes, tests, etc., will be expected to be made up.
- ❖ Cheating or plagiarism will not be tolerated and will result in a grade of zero and a referral for academic dishonesty. **This is school policy!**

- ❖ **All cell phones, I PODS and any other electronic devices need to be turned off and away when the bell rings! Phones may not be charged in the classroom. District policy will be enforced.**

- ❖ It is the student's responsibility to make up work that is assigned on the day(s) of absence. This make up work **MUST** be made up within a reasonable period of time – one full calendar day for each day missed.

- ❖ One summative may be made up each nine weeks with teacher permission. The student must complete comprehensive interventions prior to the retake. There is a time limit on when a student may retake a summative. A summative **MAY NOT** be made up at the end of a grading period.

- ❖ There will not be any retakes on missed work assignments during the last week of each term. Formative assignments **MAY NOT** be retaken, and all formative assignments must be completed before a student may request a retake on a summative.

- ❖ **There is no extra credit given on an individual basis. There will not be any extra credit during the last week of each term.**

- ❖ Please make sure your name is on all assignments. All work is labeled in the upper right hand corner with first and last name, date and class period. Work that is turned in without a name will result in loss of credit.

- ❖ **If you are absent on the day any major project is due, your work is still due even in your absence. Ask a friend, parent or sibling to bring your assignment to me in the classroom. DO NOT ATTEMPT to put any work/project in my mailbox or under the door of the classroom – it will not be accepted! If you fail to turn in a major project on the due date, one letter grade will be deducted for each subsequent day it is late.**

- ❖ I encourage you to access and check Gradebook to monitor your child's progress and attendance.

- ❖ Tutoring is done by appointment only.

- ❖ I encourage every student (parents also) to sign up for REMIND 101. This is an educational app that allows me to communicate with students regarding assignments, upcoming due dates, etc.

GRADES

Weighted categories in *Gradebook* are set using the following calculation method:

- * **Diagnostic assessments set at 0% and not counted in the grade calculation.**
- 1. **Formative assessments count 40% of the total grade (homework, writing, quizzes).**
- 2. **Summative assessments count 60% of the total grade (major tests and projects).**

*******PLEASE NOTE:** The end-of-course exam will be comprehensive!

SEMESTER GRADES (2ND AND 4TH GRADING PERIODS) AND THE FINAL GRADE WILL BE BASED UPON NUMERICAL AVERAGES. I MAY OVERRIDE THE COMPUTER AT THE END OF THE SECOND AND FOURTH GRADING PERIODS IF A STUDENT'S OVERALL PERFORMANCE WARRANTS IT. THIS OVERRIDE MAY RESULT IN A LOWER GRADE.

Please feel free to call or e-mail me with any questions.

e-mail: ellomett@volusia.k12.fl.us

Phone number: 822-6909

Parents: I would appreciate if you would provide a working daytime phone number/e-mail address so I may inform you of any social/academic concerns. Thank you so much for your assistance and cooperation. I look forward to working with you and your child this school year.

Respectfully,
Ellen L. Lometti

**DELAND HIGH SCHOOL
COURSE SYLLABUS
2017-2018**

Teacher Name: Ellen L. Lometti
Course Name: English IV through ESOL

Textbook (s) Used: *Florida Collections (Houghton, Mifflin, Harcourt) and digital platform: <http://my.hrw.com>. Novel: to be determined. Play: Shakespeare's Hamlet.*

Course Objectives:

- Students will determine ways that people have opposed injustice throughout history.
- Understand how writers synthesize information from more than one source to create an informative essay.
- Students are exposed to the changes, in recent decades, of the traditional roles of men and women.
- Students will determine how texts are used as evidence in argument writing and discussion.
- Students will answer the following: 1. How and why do people take risks? 2. How have the traditional roles of men and women changed in recent decades? 3. How are texts used as evidence in argument writing and discussion? 4. In what ways have people opposed injustice throughout history? 5. Is it more important to revenge evil acts or end conflict through reconciliation?

Major Collections Units:

Semester 1

Collection 2: Gender Roles

Collection 3: Voices of Protest

Semester 2

Collection 5: Taking Risks

Collection 4: Seeking Justice, Seeking Peace

Major Projects (Required):

Semester 1: Argumentative and Informative essays, Group Discussion and Satire

Semester 2: Present a Speech, Media Activity

Methods of Assessment: Assignments will be graded based upon the Secondary Grading Guidelines set forth in the above policies and procedures. Daily participation and preparation are vital to ensure success. Students will be informed, in a timely manner, of project due dates.

**DELAND HIGH SCHOOL
COURSE SYLLABUS
2017-2018**

Teacher name: Ellen L. Lometti
Course Name: English IV Honors

Textbook (s) Used: *Florida Collections (Houghton, Mifflin, Harcourt)* and digital platform: <http://my.hrw.com>. *Novel studies: to be determined.* Play: Hamlet

Course Objectives:

- Students will determine ways that people have opposed injustice throughout history.
- Understand how writers synthesize information from more than one source to create and informative essay.
- Students will consistently be asked to find evidence from the text.
- Use textual evidence to support writing, research, discussions and presentations.
- Students will answer the following: 1. How have the traditional roles of men and women changed in recent decades? 2. How do writers synthesize information from more than one source to create an informative essay? 3. In what ways have people opposed injustice throughout history? 4. Is it more important to revenge evil acts or end conflict through reconciliation? 5. By what criteria is a person viewed as successful?

Collections Units:

Semester 1:

Collection 2: Gender Roles

Collection 3: Voices of Protest

Semester 2:

Collection 4: Seeking Justice, Seeking Peace

Collection 1: Chasing Success

Required Summatives:

Semester 1: Rhetorical Analysis, Informative Essay, Novel Assessment

Semester 2: Rhetorical Analysis, Argumentative Essay, Speech Presentation, Novel Assessment

Methods of Assessment: Assignments will be graded based upon the Secondary Grading Guidelines set forth in the above policies and procedures. Daily participation and preparation are vital to ensure success. Students will be informed, in a timely manner, of project due dates.

Student Notification of Syllabus/Class Policies

I, _____, have read all the policies for English IV through ESOL/English IV Honors. I realize that I must take responsibility for my learning in order to succeed in this class. This includes remaining in class during class time and requesting any make up work according to the procedure for doing so. I have taken the time to read the syllabus to know what will be covered and expected of me as a student in this class.

Student Name (Please Print)

Student Signature

Class Period

Parent/Guardian Notification of Syllabus/Class Policies

I, _____, have the syllabus and policies & procedures for English IV through ESOL/English IV Honors. I realize that my child must take responsibility in order to succeed in this class. I understand what the content, objectives, and expectations of the class will be for my child.

Parent/Guardian Name (Please Print)

Parent/Guardian Signature

Parent/Guardian Email Address

Parent/Guardian Phone Number

ADVANCED PLACEMENT ENGLISH LITERATURE AND COMPOSITION
2017-2018
COURSE SYLLABUS
POLICIES AND PROCEDURES
Ms. E. Lometti

Course Description:

Advanced Placement English Literature and Composition (AP Lit) is a senior level, one credit English course. The course includes intensive studies of numerous works with literary merit. This course aligns to an introductory college-level literary analysis course. The pieces chosen will represent British and American works and be accompanied by thoughtful discussions and writing assignments. Be prepared to read an extensive number of works by various authors in numerous eras as well as write expository, analytical, and argumentative essays in response to texts and other sources. Through the close reading of selected texts, students will deepen their understanding of the ways writers use language to provide both meaning and pleasure for their readers. As students read, they will consider a work's structure, style, and themes, as well as such smaller-scale elements as the use of figurative language, symbolism, tone, and other literary techniques. Remember, this course is intended to offer the rigor and relevance of a freshman-level literature class and requires reading mature texts. Please govern your academic decisions accordingly.

Required Materials:

- Binder
- Dividers to hold course notes/handouts
- Pens – black or blue only!
- Multiple highlighters and/or Post-It notes for annotating
- Flash drive for typed work
- It is highly encouraged that AP students purchase their own copies of important works in order to annotate properly in and out of class.

Course Objectives/Goals:

- Students will examine literary genres reflecting British and American literature and periods stretching back to Greek drama and study specific works of poetry and prose in depth. Students are expected to read carefully, taking time to understand a work's complexity, absorb its richness of meaning and evaluate how that meaning takes literary form.
- Students will learn how to approach literature by applying *experience* (emotional response), *interpretation* (analysis of compound meanings) and *evaluation* (assessment of quality and achievement as well as a consideration of social and cultural values). Using this multi-tiered approach, students will realize the power of language that permeates literature and express that realization in their written analyses. By becoming better readers, students should become better writers.
- Students will enhance their reading and writing strategies so that they can manage texts that might otherwise be intellectually out of reach through the use of annotation, dialectical journal, seminars – whole group and small group.
- Students will stretch their ability in reaction to literature and improve their capacity to find and explain the value in literature through class discussion and writing exercises. These writing exercises can focus on citing textual evidence, structure, diction, and figurative language.

- Students will increase their vocabulary skills to help cope with unfamiliar and complex language in readings while boosting the sophistication of word choices in their own writings.
- Students will gain a deeper appreciation for the intricacies of literary analysis, i.e., the usage of artistry/quality within a piece, in order to understand the origins and development of works that are considered the foundation of the so-called “canon of literature.”
- Students will reflect in writing on the social and historical values the work reflects and embodies. Attention to both textual detail and historical context provides a foundation for interpretation, whatever critical perspectives are brought to bear on the literary works studied.
- Students will develop methods for effective use of language such as controlling tone and establishing and maintaining voice in writing, while achieving appropriate emphasis through diction and sentence structure.
- Students will improve their organizational skills to increase coherence and effectively state, support and explain their claims in arguments using writing techniques such as repetition, transitions and emphasis.
- Students must demonstrate an ability to produce essays and written compositions that are clear, with revision, in their intention, well organized, and supported by evidence with detail to a variety of sentence structure and academic vocabulary. The instructor will provide feedback on students’ writing assignments before and after revision.
- Students will frequently write and rewrite extended analyses as well as time, in-class responses to previous AP prompts. The instructor will conduct revision sessions with individual students.

Resources:

- *Bedford Introduction to Literature by Michael Meyer*
- *Literature and Composition by Carol Jago, Renee H. Shea, Lawrence Scanlon, Robin Aufses*
- *The Norton Anthology of Poetry by Margaret Ferguson, Mary Jo Salter, Jon Stallworthy, Fifth Edition*

Preliminary list of major works:

Frankenstein, Mary Shelley

Myth of Prometheus

Rime of the Ancient Mariner, Coleridge

The Tragedy of Hamlet, Prince of Denmark

Oedipus Rex

The Scarlet Letter, Hawthorne

Great Expectations, Dickens

As I Lay Dying, Faulkner

Pygmalion, Shaw

The Importance of Being Earnest, Wilde

Excerpts from the Canterbury Tales, Chaucer

The Dead, James Joyce

Poetry, as selected

Short Fiction and Essays, as selected, i.e., A Modest Proposal, The Story of an Hour, A Good Man is Hard to Find, A Rose for Emily, Shooting an Elephant, The Minister’s Black Veil, Barn Burning.

The instructor reserves the right to substitute and/or add titles throughout the course as the need arises and time permits.

Writing Workshop Tasks:

Analytical Essays: Literary analysis comprises about half of the score on the AP exam. Students will begin writing essays early in the course. These essays will undergo multiple rounds of rewrites using peer editing and instructor feedback. These writing projects are produced in the classroom and at home. The instructor will conduct revision sessions with individual students. Commentaries will require full analysis of purpose, meaning, structure, language and strategy to serve as a primary focus of controlled writing and close-reading activities.

Timed essays based on past AP prompts using a holistic AP essay rubric.

Continuous Reading and Text Preparation: Students read initially using general guidelines to highlight literary features such as structure, theme and tone. Students then prepare an overview of the text. Before each text undergoes in-depth study in class, students return to the text, referring to their annotations as they engage in deep analysis. As students read, they are constantly considering topics for writing projects, emphasizing critical analysis of literature through analytical essays. Individual style, rhetorical control and logical argumentation serve as vital components of the writing curriculum. To meet AP requirements, students will write various extended essays which undergo multiple rounds of rewrites using peer editing and instructor feedback. The instructor and students will use a specific AP grading rubric as feedback.

The Writing Journal: Students are expected to compose carefully controlled literary analyses and personal reflections of highly regarded works of literature. The writing journal will allow the students to develop an “inner voice” with responses to readings and writing prompts. This will also include the acquisition of new and unfamiliar vocabulary to use appropriately and effectively in their writings. Students and instructor discuss the journal writings and exchange ideas for further development and revision. Throughout the year students will receive practice focusing on grammar, usage, syntax and mechanics to enhance their command of the English language.

Cooperative Learning Communities (CLC): Students are grouped into CLC’s, which serve as vehicles for group work throughout the year. Students with varying skills are placed together to allow growth and foster cooperation so that members can draw upon each other’s talents and strengths. At the beginning of each quarter, students will be assigned a topic that will be given a timeframe of four weeks to complete. Students will be graded using a rubric to measure knowledge and presentation of their topic.

CLC #1: Literary Periods – students will look at world literature from the classic Greeks to 1970.

Classic Greek, Renaissance, Neo-Classical, Romantic, American Transcendental Movement, Victorian, Realism and Naturalism, Existentialism, Modern, and Post-Modern. Students will explore the social, political and philosophical issues of their assigned period. Member will identify major literary figures and works of the period and identify important attributes of the authors and their works. Each CLC will generate three products: a visual display that symbolizes the period highlights; a typed, fully documented 1,000 word essay focusing on a specific aspect, feature, event or character

of the period; and a five minute PowerPoint presentation featuring text and illustrations that support the content. Each CLC will be graded on content and presentation.

CLC #2: Archetypes – students will be assigned a group of archetypal figures. Students will explore the application of their assigned archetypes in literature through research and readings. Members will identify specific examples of their categories of archetypes in literature and determine their meaning in the context of the particular work. Each CLC will generate three products: a visual display that incorporates symbolic representations of all assigned archetypes and patterns; a fully documented 1,000 word essay that includes explanations and purpose as it applies to text of each archetype; and a five minute PowerPoint presentation that examines and explains the power of archetypes. Each CLC will be graded on content and presentation.

CLC #3: Literary Criticism - students will be assigned a critical theory of literature including **Feminist, Contextual, Marxist, Formalist, Post-Modern**. Each CLC will present a panel discussion during which each member offers one aspect of the critical view of a specific work by supporting his/her argument with a convincing body of textual evidence.

First Quarter – The Basics

1. How to annotate literature properly, focusing on figurative language, cultural/social/historical context, to facilitate understanding or powerful sentences and passages.
2. Essential Literary Terms – provide exercises in identifying the techniques that are key to understanding the tone and meaning of a passage and analyze how they contribute to author’s purpose.
3. Multiple Choice Practice – students will read poetry and prose passages and answer challenging questions as they follow sophisticated syntax and varied diction, make inferences, recognize components of style, and be familiar with literary terminology and upper-level vocabulary. These practices will be in a timed controlled environment. Ongoing throughout the year – “Multiple Choice Mondays.”

Readings: flexibility to substitute and/or add titles throughout the course.

How to Read Literature like a Professor, Thomas C. Foster

Frankenstein, Shelley

Rime of the Ancient Mariner, Coleridge

Skills/Tasks:

Literary Devices/Techniques

Literary Analysis/Discussion

Vocabulary Acquisition/Application

Writing:

Major Works Data Sheet - *Frankenstein*

Timed in-class essays using previous AP prompts

Students will develop a Quotation Bank dealing with specific themes and use this material to develop an interpretive essay based upon a specific theme.

Shelley alludes to several poets of the period in her work. Interpret the verses in *Frankenstein* and analyze tone, theme, symbolism, or other figurative language.

Second Quarter

Readings: flexibility to substitute and/or add titles throughout the course

As I Lay Dying, Faulkner (Major Works Data Sheet)

The Scarlet Letter, Hawthorne (Major Works Data Sheet)

A Rose for Emily, Faulkner
The Story of an Hour, Chopin
A Good Man is Hard to Find, Flannery O’Conner
The Lottery, Jackson

Skills/Tasks:

Literary Analysis/Discussion

Timed Writings – Prose Passages

Timed Writings – Free Responses – students will demonstrate the ability to assess/discuss a work of literature in a particular context. These essays are based on a provocative questions that highlights specific insights applicable to a broad range of literary texts. Students can provide varied personal interpretations and multiple approaches. These will be scored using AP essay rubrics.

Multiple Choice “Mondays”

Vocabulary Development

Writing:

How does family influence a character’s decisions?

How are relationships established and/or destroyed?

Compare and contrast male and female roles in the selected works, paying close attention to the textual analysis of structure, style and social/cultural values.

Major Works Data Sheet – *As I Lay Dying*, *The Scarlet Letter*

Analysis of multiple short stories using graphic organizers

Writings of critical analysis that focus on constructing clear, competent paragraphs using concise topic sentences and textual evidence from various works. Students will submit drafts and also participate in peer evaluations.

Third Quarter

Readings: flexibility to substitute and/or add titles throughout the course

Pygmalion, Shaw (Major Works Data Sheet)

The Importance of Being Earnest, Wilde (Major Works Data Sheet)

“A Modest Proposal,” Swift

Selections from *Gulliver’s Travels*, Swift

Skills:

Literary Devices/Techniques

Literary Analysis/Discussion

Vocabulary Acquisition/Application

Writing:

Timed in-class essays using previous AP prompts

Multiple choice timed practice with AP materials

The students will write their own “Modest Proposal” based on Swift’s essay, drawing upon its textual details to connect it to their own life.

Students will write an out of class paper analyzing the social, cultural, or historical context as it relates to *The Importance of Being Earnest*. Students will be peer-editing this piece for ongoing commentary and revision.

Tragedy:

Hamlet, Shakespeare (Major Works Data Sheet)

Oedipus Rex, Sophocles (Major Works Data Sheet)

Understand how history and literature are ALWAYS interconnected

How do a character’s aspirations shape their reality?

Skills:

Dramatic interpretation

Vocabulary Acquisition/Application

Writing:

Rewrite a pivotal scene from *Hamlet* in order to show how one moment can affect the outcome of a drama. Students may rewrite the scene as a modern day interpretation. Use of varied sentence structure and vocabulary will be instrumental in providing realistic dialogue. Students will perform this scene, addressing character interpretation, motivation, appropriate and expressive line delivery, and comprehension of the presented dialogue. Following these performances, students briefly discuss with the class considerations regarding delivery. The rubric for evaluating these performances addresses character interpretation, appropriate and expressive line delivery, and comprehension of the presented text.

Fourth Quarter

Readings: flexibility to substitute and/or add titles throughout the course

In-depth poetry analysis from such poets as Robert Browning, Percy Shelley, William Blake, Shakespeare, John Donne, William Wordsworth, Tennyson, William Blake, Keats, Marlowe, Robert Herrick, Robert Frost, Langston Hughes, Housman, Sylvia Plath, Emily Dickinson, Margaret Atwood, Walt Whitman, and more from varied time periods.

How do literary and rhetorical devices enhance a poem's message?

In-class reading aloud of poetry.

Skills/Tasks:

Poetic Devices/Techniques

Poetry Analysis (TPCASTT)

Poetic Structure

Writing:

Timed Writing Poetry Analysis Essays – AP Prompts

Writing Critical Analytic Essays:

The students will write an interpretative essay based upon two poems – one published before 1900, and the other after 1900. This interpretation will be presented to the class. The rubric for evaluating these interpretations will address tone, intonation, phrasing and comprehensive devices of the presented text. Following the presentation, students will offer feedback and engage in discussion and analysis of the student's performance and explore the best way to use language to concisely expressive alternative interpretations.

Have students compose a poem based upon a poem being studied. Students will experiment with various rhetorical devices to achieve their desired effect. Students will engage in peer and/or teacher review sessions to discuss and analyze their created poem. Students may present their poem to the class.

Utilizing the various lines of Shakespeare's sonnets, students create their own fourteen line sonnet. Students will then present their "sonnet" to the class. The students will engage in discussion/feedback regarding delivery and originality.

AP Practice Exam

Simulations of the AP English Literature and Composition Exam will be provided in April. It is mandatory that all students enrolled in an AP English course be present for the practice exam. Schedules will be provided for sign up. Teacher observation and student feedback play a vital part in the AP Test Preparation.

Student Expectations:

- Come to class prepared with the necessary materials.

- Since a high correlation exists between attendance, grades, and preparation for the AP exam, students are expected to be in class every day, except in cases of illness or other extraordinary circumstances.
- Papers are to be written neatly in blue or black ink (NOT PENCIL). Do not type papers unless asked to do so. You will be writing your essays on the AP exam by hand, so practice writing them as legibly as possible.
- Late work is not accepted or tolerated.
- If you are absent on the day any major project is due, your work is still due even in your absence. Ask a friend, parent or sibling to bring your assignment to me in the classroom.
- Tutoring is done by appointment only. It is your responsibility to schedule time with me to get extra help.

Grades: These are District Guidelines

- **Diagnostic Assessments set at 0% and not counted in the grade calculation.**
- **Formative Assessments count 40% of the total grade (homework, writing, quizzes)**
- **Summative Assessments count 60% of the total grade (major tests and projects)**
Please note: semester grades and the final grade will be based upon numerical averages. I will override the computer at the end of the second and fourth grading period if a student's overall performance warrants it. This override may result in a lower grade.