

12th Grade English Syllabus

Rickards High School

ENGLISH IV

College Prep Communicative Skills Basics

Instructor: William Gilmore

Email: gilmorew@leonschools.net

Room: 23-102



Student Communication via Teams or Remind only

Not via school email. School emails are for parental use.

Office Hours 6:10 AM – 7AM by Appointment

Use Remind App to set up your appointment time.

Dear Students and Parents/Guardians,

Welcome to the college Prep Communicative Skills Program. The first part of the semester will focus on the college application process. We will complete personal statements, apply to college, sharpen communicative skills, essay development, research development, library usage, critical thinking, and learn about financial aid. After students have applied to college, the class will be a writing course which aims to prepare students for college writing. It will run concurrently with a version of the College Summit Program. The idea is to increase college enrollment with students benefiting from familiarity with content, rigor, and nuances associated with making it to college. This course will serve as an introduction to college composition. As such, we will write, extensively, have small group and whole class discussions. We will read, respond, and discuss each other's compositions, help to revise and work through the writing processes as we work toward our final ePortfolio.

The College Summit will help you plan your senior year of high school and prepare for life after high school. No matter what you plan to do after High School, attend a college, work, military, etc. - you need to plan how to get there. Students will be expected to be on time and prepared for each class. Students who are unprepared will receive a reduction in their class participation grade for each day they are unprepared or have an unexcused absence. In the rare case of an absence, students are responsible for any missed lectures, assignments, quizzes, tests, or projects.

Composing in Electronic Environments:

Technology and its use are mandatory. Students who have been issued a laptop/charger cord must bring them to each class session. Students who have personal laptop are encouraged to bring theirs. Writing in the 21st Century involves the use of digital technologies for several purposes, from drafting to peer reviewing to editing. By the end of this course students should be able to use electronic environments for drafting, reviewing, and revising texts; Locate, evaluate, organize, and use research material collected from electronic sources including scholarly library databases; other official databases and informal electronic networks and internet sources; understand and exploit the differences in the rhetorical strategies. Cellular phones will not be used as a substitute.

In Class Meetings

No temperature checks will be conducted prior to entering the classroom. For other guidelines associated with practicing distance learning or social distancing please refer to your LCS handbook. Use your Remind app on Canvas to communicate with me if needed. No other platform for communication may be used.

Room 102 Rules –

1. No sharing of personal or public items. Absolutely no exception
2. Remain in your assigned seat always.
3. Prior to entering the classroom- **ALL ELECTRONIC DEVICES** are to be turned off and placed in the designated holding station by your seat number.
4. Bookbags/belongings are to be placed underneath your assigned seat
5. Not adhering to the dress code can and may affect classroom privileges.
6. Prepare for graduation in advance – do not jeopardize it with poor behavior choices or practices.
7. Consider this as your warning.

Digital Academy Learners (Just in case)

- 1) Video camera must be on. (Need to see you)
- 2) Must be dressed.
- 3) No lying down in bed (find a quiet place)
- 4) No pajamas, Head Scarfs, Wraps, or Bonnets. (Hats are okay)
- 5) No recording (the session will be available for review one hour after the meeting).

Paperless turn-ins only

Due to these uncertain times, all assignments will be digitally turned in whether hand-written or electronically based. Scan your written work to a digital format. Instructions for how to scan hand-written response papers will be made available on Canvas and are posted around the classroom.

Dress Code

The LCS Dress Code policies will be strictly enforced. Not adhering to the dress code can and may affect classroom privileges. Dress for success. Each career path has a certain dress code to adhere to. Dress for the professional career you hope to have in your future.

Attendance Policy

Brick and Mortar students, see your Student Handbook for this reference. Phone calls addressing this issue will be conducted through the MS Teams app located in your LCS Class link app page.

(Just in case) Digital Academy students will login to their class sessions online at the day and time posted on the student schedule.

Materials Needed

Desktop or Laptop WIFI / Internet Black/Blue pens Scanner App College Rule Notebook (Spiral)
College Rule Loose-leaf paper USB Thumb Drive (suggested)

Grade Calculation

Assignments	Percentage	Grade Book Color
ePortfolio/Assessments/Essays/Research	50%	(Green)
Journal (Reflections)/Participation	10%	(Yellow)
Reading	15%	(Black)
Writing Process	15%	(Blue)
College Application Readiness Activity	10%	(Red)
ACT or SAT taken before December (Verification required)	1 Letter Grade up on current 9 Week's Grade (Extra Credit)	

Note: In class assignments are due 10 minutes prior to the bell unless given instruction otherwise by your instructor. If classwork assignments are extended to be submitted via Canvas or Teams or Common Lit, the assignment must be submitted by 10 pm on the date it is due. If the student has an Individual Education Plan (IEP), 504 Plan, or ELL Plan with extended time accommodations, the student may have until 11:00 pm the date the assignment is due. All assignments are aligned with the Florida or B.E.S.T State Standards and are supported by benchmarks that the students will provide per assignment. Include Standards and the standard description for all assignments. Not doing so will lower your grade.

Ex.- https://www.fldoe.org/core/fileparse.php/12087/urlt/G11-12_LanguageArts_Florida_Standards.pdf

LAFS.1112.RL.1.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matter uncertain.
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Or Ex. <https://www.fldoe.org/core/fileparse.php/18736/urlt/ELASStandards.PDF>

ELA.K12.EE.4.1	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.
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6-12 Foundational Reading Intervention Standards "Once you learn to read, you will be forever free." – Frederick Douglass Foundational reading standards are included for secondary students who have a reading deficiency and need targeted instruction. These standards will apply to elective intensive reading and intensive language arts course codes, not core ELA courses. The goal is for targeted skill instruction, outlined by the standards, to make proficient readers of all of Florida's students, no matter their grade level.




Syllabus Change Policy (Read carefully)

With advance notice, I reserve the right to make changes to this syllabus and the course calendar as necessary to accommodate the way the course takes shape. These alterations will only benefit students and will be updated via Canvas, in class meetings, and Remind notices to ensure students' awareness to changes.

This class will tolerate neither disruptive language nor disruptive behavior. Disruptive language spoken or written includes, but is not limited to, violent, belligerent or insulting remarks of any sort. This includes the use of cell phones or any other form of electronic communication during class session (email, web-browsing); whispering or talking when another member of this class speaking or engaged in relevant conversation (remember I am a member of this class as well). Remember you will be sending me a response via email that indicates that you have read and understand this policy.

Note: The levels of consequences are outlined in your LCS Student Handbook. Please take some time to familiarize yourself with the policies and procedures.

Quick Reference Guide. Why ask when you can read?

App Cheat Sheet	Remind 	ClassLink 	Microsoft Teams 
What is it?	Remind is used to communicate with parents through one-on-one messaging or whole-class announcements.	ClassLink is used to access student online apps and resources.	Teams is our virtual classroom platform. Students can chat with their teachers during their office hours, access classroom assignments, and more.
Phone/Tablet Instructions	<ol style="list-style-type: none"> 1. Download from app store. 2. Create your own login. 3. Connect with each of your child's teachers using their unique class code. 4. Begin receiving class announcements and/or messaging your child's teachers one-on-one. 	<ol style="list-style-type: none"> 1. Download from app store. 2. Select "Sign in with ADFS" 3. Login using your child's email (student@jamesrickards.net) and their lunch pin number. 4. Select the resource you are trying to access. 	<ol style="list-style-type: none"> 1. Download from app store. 2. Login using your child's email (student@jamesrickards.net) and lunch pin. <p>Students will be able to access "Teams" for each of their teachers.</p>
Computer Instructions	<ol style="list-style-type: none"> 1. Go to www.remind.com 2. Login or sign up. 3. Connect with each of your child's teachers using their unique class code. 4. Begin receiving class announcements and/or messaging your child's teachers one-on-one. 	<ol style="list-style-type: none"> 1. Go to www.learnchpdx.net 2. Click the blue cloud labeled "ClassLink" in the top right corner. 3. Select "Login with Username and Password" 4. Login using your child's email (student@jamesrickards.net) and their lunch pin number. 5. Select the resource you are trying to access. 	<ol style="list-style-type: none"> 1. Login to ClassLink 2. Select the "Learn at Home - Teams" icon 3. Login using your child's email (student@jamesrickards.net) and lunch pin. <p>Students will be able to access "Teams" for each of their teachers.</p>

First Day Essential Questions: "Do you want to graduate from James S. Rickards High School?" "Do you plan on graduating on time?" "After your high school graduation what will you do with your life?"

*Learn your school's history and Alma Mata (verbatim)

We raise our voice to sing the praise

of James S. Rickards High.

The friends and happy memories

will live as years go by.

To you who helped us build our dreams

And set our standards high,

May you be ever glorious,

James S. Rickards High.

-Written by Dorothy Canfield Fisher

Module 1: The College Application Process – Students will learn all necessary steps of writing their personal statements and doing multiple drafts. We will write and rewrite the personal statements until it is perfect for submitting to colleges. We will also learn about creating a postsecondary plan, creating academic goals, creating a college list of in-State and out-of-State to apply to attend, and the college application process in

addition to general studies associated with college rigor. Developing a Plan B will also be addressed throughout the quarters.

- Unit Essential Question: "What are the essential components of the college application?" "What is an effective personal statement?"
- Content covered (All necessary steps of writing their personal statements and multiple drafts with an emphasis on grammar usage, structure, and style). **MLA style** documentation introduced and utilized for the duration until replaced by another documentation style.
- Unit final assessment/ePortfolio piece: (Student collection of personal statements/research paper)
- Skill Focus: Florida Standards – Types and Purposes

Module 2: Next, The Research Essay-Students will begin this unit learning how to formulate an opinion on controversial topics. We will then conduct a Socratic Seminar to discuss a controversial topic before a student begins their essay. Following the Socratic seminar students will learn the format of a reaction essays, and they will compose multiple drafts and peer edit. **APA style** documentation introduced and utilized for the duration until replaced by another documentation style. The college application process will entail: Financial Aid Offers, Informing Colleges of Your Decision, Learning and study skills, and budgeting.

Module 3: Students will have a research packet which will consist of a proposal, a formulated thesis, an outline, notes, and multiple drafts of the research essay. Topics are predetermined by the instructor and are not subject to change. Students must select from choices given. For the College Readiness Program, we will address MLA, APA, and Chicago Style documentations that may be asked of the student based on the college or university selected and applied to by the student. At this point students will be introduced to alternatives.

-Skill Focus: Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

Module 4: The Analysis Essay -Students will learn how to write an analysis essay. Students will learn how to closely read and annotate texts, the format of analysis essays, and they will compose multiple drafts and peer edits. Chicago style documentation introduced and utilized for the duration until replaced by another documentation style. For the College Readiness Program, we will address: Job applications and researching, the Student Aid Report, Rights and Responsibilities, Decision Making.

- Unit Essential Question: "What do we need to know and be able to do to write a well-crafted analysis essay?" How can close reading and analysis help us find a deeper meaning in text?
- Content covered: The format of an analysis essay, what types of questions, to ask when analyzing text, how to organize notes in preparation for writing, how to write the introduction, body, and conclusion of an analysis essay.
- Unit final assessment/ePortfolio piece: Students will be provided online materials which will consist of annotations of the text, a formulated thesis, an outline, notes, and multiple drafts of the analysis essay.
- Skill Focus: Florida Standards/B.E.S.T: Write informative/explanatory texts to determine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

Module 5: (The Resume, Cover Letter, and Interview)

- Unit Essential Question: "What does an effective resume look like?" "What information is included on cover letter?" "What is the appropriate way to conduct oneself at an interview?"
- Content covered: What is a resume, what is a cover letter, and what behaviors are appropriate at a job interview.
- Unit final assessment/ePortfolio piece: (Student Resume and Cover letter/Chicago Style research paper)
- Skill Focus: Florida Standards: Listening, Viewing, and Speaking and Produce clear and coherent writing in which the development, organization, and style are appropriate to tasks, purpose, and audience.

Classroom Terminology

Classroom terms or jargon to familiarize yourself with that will help with teacher to student communication throughout the school year.

Term or Phrase	Dictionary Definition	Teacher Definition
Etiquette	the customary code of polite behavior in society or among members of a particular profession or group	Follow the rules; better yourself. Read then do.
Stand down	relax after being ready or alert.	Stop. Let it go. Remain calm.
Prompt	being on time	Turn in assignments/arrive early
Decorum	behavior in keeping with good taste and propriety.	Watch your conduct around me.
Sir	used as a polite or respectful way of addressing a man, especially one in a position of authority.	Just address me as sir. But learn how to properly spell my name.
Consequence	a result or effect of an action or condition.	Think twice please.
Permission	authorization granted to do something; formal consent:	Ask first. Always.
Read	look at and comprehend the meaning of (written or printed matter) by mentally interpreting the characters or symbols of which it is composed.	Seriously please "Read"... the written word is for life.
Really?	in actual fact, as opposed to what is said or imagined to be true or possible.	Don't start any – will not be any
Rich? or Right?	A decision or choice between the two choices.	I am going let you be right so I can remain earning income.

See Canvas for due date. This is an assignment. Grade value To be determined.

-----Sign. Scan. Submit to Canvas -----

I have read this syllabus receipt.

Date: _____ (MM/DD/YEAR) Time _____ (am/pm)

Class Period _____ Grade level _____

Student Name _____ (Print)

Student Signature _____ (Cursive)

Parent or Guardian _____ (Print)

Student Signature _____ (Cursive)

Relationship to student _____

Best way to contact you? _____ Best time to contact you? _____

Email address? _____

Cell Ph _____ Work Ph _____ Home _____

Have questions? (Type here)

1. The first group is the "Young Turks" who are the most radical and are the most active in the movement. They are the ones who are the most active in the movement and are the ones who are the most active in the movement.