Rickards High School

ENGLISH III/HONORS

College Prep Communicative Skills Basics I

Instructor: William Gilmore

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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.

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Dear Students and Parents/Guardians,

Welcome to the College Prep Communicative Skills Program I. The first part of the semester will focus on the intangibles to the college application process. We will complete personal statements, perfect penmanship, sharpen communicative skills, heighten grammatical skills, vocabulary enrichment, essay development, research development, library usage, critical thinking, and increase literary expertise. After students have applied to college, the class will be a writing course 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 read and write, extensively, to have small group and large group virtual discussions. We will read, respond, and discuss one another's compositions, help to revise and work through the writing processes as we work toward our final ePortfolio. Plan for their futures, today.

The College Summit will help juniors plan your senior year of high school and prepare for life after high school. No matter what you plan to do after High School whether it is to attend College, join the work force or military, etc. - you need to plan how to get there. We will not wait until the last minute to have a plan for your bright future. Be on time and prepared for each class session. Students 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. Remember that your number one priority is to meet all of your requirements and successfully complete this course with highest mark obtainable. Confidence will come with experience and familiarity.

Composing in Electronic Environments:

Technology and its use are mandatory. Whether issued or personal, laptops are a daily necessity and brought to each class session. 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.

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.

All students are expected to have access to a computer every day during class. Everyone will need a computer to participate in class, and all assignments, projects, and assessments completed and submitted electronically using Canvas.

Brick and Mortar

- **Masks "properly" worn at all times**/ The LCS Dress Code policies strictly enforced.
- Earn your grades by your effort/ No plagiarism (See handbook for consequences)
- Turn in all assignments on time.
- Paperless turn-ins only (Instructions posted –Yellow iPhone & Orange Android Phones)
- Black or Blue ink used for hand-written assignments
- Conduct yourselves accordingly at all times. No disruptions.
- Sit where assigned.
- Participate with lectures/instruction
- Join their class period's Remind only for communication with instructor.

Virtual Learners (Just in case)

- 1) Video camera must be on. (Need to see you)
- 2) Must be dressed according to LCS Dress Code Policy
- 3) No pajamas, Head Scarfs, Wraps, Hoodie head cover, or Bonnets. (Hats are okay)
- 4) No lying down in bed or disruptions allowed (find a quiet place)
- 5) Mute Audio until given permission to unmute.
- 6) No recording (the session will be available for review one hour after the meeting).
- 7) Communicate via Remind (until further notice).
- 8) Adhere to online decorum as outlined.

    More rules may be added if the need arise.

All students (virtual and on campus, referred to as, "brick and mortal" students) will participate in class via **Zoom meetings**. Each class has a separate meeting code which will be published (and remain the same at least

all semester) on Canvas and Remind (our class management system). Remind messages go to your <u>school email account</u>.

Paperless turn-ins only

Due to these uncertain times, all assignments digitally turned in whether hand-written or electronically based. Instructions for how to scan hand-written response papers made available on Canvas.

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.

Digital Academy students will login to their class sessions online at the day and time posted on the student schedule. If instructor delayed, please wait for their arrival. Get started assignments

Each class will use Remind to communicate with the instructor. Students must sign up for their Remind class session only. Be sure to update your Remind contact information if your number or email address should happen to change during the school year.

Consequences for Minor Offences

First Time: Verbal Warning.   Second Time: Formal Conference/ Parent Contact

Third Time: Removal from the Live Lesson   Fourth Time: Administrative Referral

No one-to-one behavioral conferences held without an administrator or administrative representative.

Materials Needed

Desktop or Laptop   WIFI / Internet   Black/Blue pens   Scanner App   College Rule Notebook (Spiral)

USB Thumb Drive

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) ACT concordance Scores of 19 or higher or SATs	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.

Or Ex. https://www.fldoe.org/core/fileparse.php/18736/urlt/ELAStandards.PDF

ELA.K12.EE.4.1	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

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

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 updated via Canvas, in class meetings, and Remind notices to ensure students' awareness to changes.

Civility

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 or (if on the Digital Academy platform) not muting your devices when another member of our class is speaking or engaged in relevant conversation (remember I am a member of this class as well). Please acknowledge that you have read and understood this syllabus on Canvas. No assignment scored until your acknowledgment is complete.

Note: The levels of consequences 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 Remind. School. Com.	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	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.	1. Download from app store 2. Select "Sign in with ADFS" 3. Login using your child's email and their lunch pin number. 4. Select the resource you are trying to access.	1. Download from app store 2. Login using your child's email and lunch pin Students will be able to access "teams" for each of their teachers
Computer Instructions	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.	1. Go to www.leonschools.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 and their lunch pin number. 5. Select the resource you are trying to access.	1. Login to ClassLink 2. Select the "Learn at Home – Teams" icon 3. Login using your child's email and lunch pin. Students will be able to access "teams" for each of their teachers

Plagiarism (See MLA handout). Students who plagiarize will receive the exact consequences outlined under our LCS policy.

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 and establish school pride

*Appreciate reading as an essential life skill.

*Become grammatically sound in your listening, viewing, and speaking.

*Dress for the job you hope to have – image and self-respect permeates every aspect of one's life.

*Education affords us an opportunity to better ourselves. Build your credentials accordingly.

*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 Dorthey Canfield Fisher

Module 1: Rhetorical knowledge:

Rhetorical knowledge is the ability to analyze contexts and audiences and then to act on that analysis in comprehending and creating texts. Rhetorical knowledge is the basis of composing. Writers develop rhetorical knowledge by negotiating purpose, audience, context, and conventions as they compose a variety of texts for different situations.

- Unit Essential Question: "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: Critical Thinking, Reading, and Writing:

Critical thinking is the ability to analyze, synthesize, interpret, and evaluate ideas, information, situations, and texts. When writers think critically about the materials they use—whether print texts, photographs, data sets, videos, or other materials—they separate assertion from evidence, evaluate sources and evidence, recognize and evaluate underlying assumptions, read across texts for connections and patterns, identify and evaluate chains of reasoning, and compose appropriately qualified and developed claims and generalizations.

Module 3: Knowledge of Conventions:

Conventions are the formal rules and informal guidelines that define genres, and in so doing, shape readers' and writers' perceptions of correctness or appropriateness. Most obviously, conventions govern such things as mechanics, usage, spelling, and citation practices. However, they also influence content, style, organization, graphics, and document design.

-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: Processes:

Writers use multiple strategies, or composing processes, to conceptualize, develop, and finalize projects. Composing processes are seldom linear: a writer may research a topic before drafting, then conduct additional research while revising or after consulting a colleague. Composing processes are also flexible: successful writers can adapt their composing processes to different contexts and occasions.

- 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 provided online materials consist of annotations of the text, a formulated thesis, an outline, notes, and multiple drafts of the analysis essay.
- Skill Focus: Florida Standards: 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 a 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/MLA 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.

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

I have read this syllabus receipt.

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

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)

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