

DeLand High School 2017-2018 Course Syllabus Outline

Teacher: D. Finkle

dfinkle@volusia.k12.fl.us

Building 17, room 202

Course Name: Creative Writing 1 and 2

Materials Needed:

Composition notebook

Loose-leaf paper or a spiral notebook

Pens or pencils

Computer/internet if possible

Course Objectives:

Students will...

- Learn the general principles behind all writing, and how they apply to creative non-fiction, fiction, playwriting, sequential art (graphic storytelling), poetry and any other forms students wish to explore.
- Read to models of different genres of creative writing in order to study author's craft
- Write in multiple modes and genres
- Write using different organizational styles appropriate to the genre, topic and audience
- Write using different types of details appropriate to the genre, topic and audience
- Use the writing process to plan, draft, revise, and polish pieces of writing\
- Study Creativity itself: its definitions, processes, uses, including reading pieces by and about creative people and organizations

Major Units/Topics/Themes:

Students will be participating in setting and guiding the course's goals and will be encouraged to work autonomously on projects of their own. The outline below represents a rough version of the course the writers finally decide to pursue.

Quarter 1: Essential Questions – Where do writers get their material? How is creativity defined? What writing techniques must be mastered to write effective short fiction?

This quarter will focus on creativity study, the writing of fiction, and the study of poetry on an ongoing basis. Students will be able to write one Writing Workshop piece of their own choosing.

Quarter 2: Essential Questions – How do authors structure, draft, and revise longer fiction? What Big Picture and Close-up elements need to be considered and included?

This quarter students will plan for and then participate in National Novel Writing month (NaNoWriMo) in November. Students will be able to write one Writing Workshop piece of their own choosing.

Quarter 3: Essential Questions: How do we define poetry? What kinds of poetry follow strict rules, and what kinds are essentially “rule-less”? How do we know when poetry is good or not?

Students will be reading and writing a variety of poems. Students will be able to write one Writing Workshop piece of their own choosing.

Quarter 4: Essential Questions: How does playwriting differ from fiction writing, and what are its requirements? How is storytelling different when confined to a stage set? What different writing and staging techniques can be used within the confines of play writing?

Students will write at least one ten-minute one act play. Students will be able to write one Writing Workshop piece of their own choosing.

Major Projects: Summative assignments will include Writing Workshops of students' own choosing, well as major writing assignments in different genres, as well as written reflections on their writing. Class time and time to work at home will be given for all major assignments. Students will grade their own work and compare it to the teacher's grade, settling on a final grade after a teacher-student conference.

Methods of Assessment:

Diagnostic Assessments: These assignments may or may not go in the gradebook, but they are designed to see what students' current level is at a particular skill or skill set as a reader or writer. They do not count toward the students final average.

Formative Assessments (40% of average): These assignments are practice work for learning and growth of skills and thinking. Many of these will be done in students' composition notebook (Writer's Notebook), though some will be done on loose-leaf paper. Some formatives will be based on textbook assignments; others will be teacher-designed. Formatives will include:

- Journals – Writing to explore ideas and develop thinking
- Writing exercises – Short writing assignments designed to develop specific writing skills such as using different types of details, citing sources, revising for sentence fluency, and organizing ideas.

Summative Assessments (60% of average): These assignments are the “big ticket” items, the assignments where students demonstrate what they have learned to do. These include the Major Projects listed above.

Make-up Work Policy: Parents and students should refer to the school's policy as found in the Student Handbook for acquiring and receiving credit for all make-up work.

Academic Honesty: Plagiarism, according to the American Heritage Student Dictionary, is to “use and pass off as one's own (the ideas or writings of another),” or “to make use of the passages or ideas from (another) as if they were one's own.” If you write something in a paper that doesn't come *out of your own head*, you must give credit to the person who wrote it. Plagiarism is a form of cheating. Cheating is defined as “to deceive by trickery.” Academic honesty and integrity means **not** cheating.

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Students should:

- Record all relevant information about any source they might use in an assignment, including authors, titles, editions, publishers, publication dates, places published, website names, URL's, dates accessed, and persons spoken to (for interviews).
- Clearly either quote directly or paraphrase (put into your own words) any information from a source in the text of the assignment, and cite the source, either in the sentence or in parentheses.
- Include a Works Cited at the end of any assignment that includes sources. A Works Cited page should be in a recognized format (MLA, APA, etc.) as assigned by the teacher. Students may use websites like Citation Machine (<http://citationmachine.net>) to help create their Works Cited.

Class Culture for Learning/Class Rules:

I begin the year by talking to my students about what a great class looks like and what a not-so-great class looks like, and students all know that in a great class...

- the teacher is knowledgeable, helpful, clear, respectful of students, and enthusiastic about the subject
- the students are in class to learn, come prepared, are respectful and helpful to each other, and try their best, even when it isn't their favorite subject

They also all seem to know that being respectful involves...

- not talking over a speaker (the teacher or another student) who is addressing the whole class
- not creating distractions
- trying your best to make the class run better, not worse

You can have a great class if everyone is in it to learn and is trying to make it run well. You can't have a great class based on rules – only an “in control” one. So I try very hard to make my class great. However, if a student does not understand how to help the class, or isn't in class to learn, I have the following rules in place.

Rules:

Get to class on time, and prepared to learn. Get quiet when the bell rings and begin with the assigned work on the front screen.

Be in class mentally and physically, and do not distract other students or the teacher from learning activities. Avoid blurting out, having side-conversations during instruction, having your phone on, or out, except during BYOT activities. Focus on what they class is doing.

Leave class as clean or cleaner than you found it, and try to remember what you learned.

Follow all school rules and policies.

I try very hard to understand when students have problems, to talk to students about why they may be having difficulty in my class, and to solve problems without referrals. But if a student refuses to cooperate with me, I will have to send the student to the office on a discipline referral. I will always make multiple attempts to contact parents first.

There are a number of core courses at DeLand High School that are covered by Class Size Amendment. According to this state mandate, class size may not exceed twenty-five students in these classes. To be in compliance with Class Size Amendment, students who are failing at the interim date may be subject to removal from this course.

Student Commitment to Academic Success

I, _____, pledge to assume my responsibility in the learning process by:

1. Having or developing a positive attitude toward learning.
2. Being present and on time for class.
3. Getting notes from classmates if I am absent.
4. Preparing my assignments and turning them in on time.
5. Participating in class.
6. Being attentive to classroom activity.
7. Studying/reviewing as needed.
8. Seeking assistance, if necessary.
9. Always trying my best on a daily basis.
10. Reading and understanding the syllabus and policies/procedures.

Please sign below indicating that you have received Mr. Finkle’s class information and will review the information in the syllabus. (If you do not have access to a computer, I will be happy to print out a copy for you.) Please e-mail me, dfinkle@volusia.k12.fl.us, if you have questions.

Print Student Name: _____

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Print Parent Name: _____

Parent Signature: _____

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DeLand High School 2015-2016 Course Syllabus Outline

Teacher: D. Finkle
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Building 17, room 202
Course Name: English 1

Textbook(s) Used:
Florida Collections, 9. Houghton, Mifflin, Harcourt. Textbooks will be checked out to you within the two weeks of school.

Other Materials Needed:
Composition notebook
Loose-leaf paper or a spiral notebook
Pens or pencils

Course Objectives:
Students will...

- Learn the general principles behind all writing, and how they apply to both non-fiction, fiction, and poetry, and to both the texts we read and the texts we write.
- Read to know what texts say, what texts do, and what texts mean

- Use different literary lenses to analyze texts from a variety of perspectives
- Write in multiple modes and genres, including narrative, reflective expository/informational, argumentative, and literary analysis
- Write using different organizational styles appropriate to the genre, topic and audience
- Write using different types of details appropriate to the genre, topic and audience
- Use the writing process to plan, draft, revise, and polish pieces of writing
- Develop skills in question, class discussion, public speaking, listening, viewing media, and critical literacy

Major Units/Topics/Themes:

Inquiry Unit for Year: What is the purpose of education? What is the power of education?

Unit themes:

Quarter 1: Theme - The Bonds Between Us/Finding Common Ground: Education as Connection

Essential Questions: How are we all connected? How do writers use details of all sorts? How does fiction work on multiple levels at once? How does education create connections between people as well as separate them? Is education objective, or subjective, or both?

Quarter 2: Theme – The Struggle for Freedom

Essential Questions: How have people expressed their desire for freedom? How are texts used as evidence in writing and discussion? Does education give us more freedom or less? Novel: *To Kill a Mockingbird* by Harper Lee

Quarter 3: Theme – Sweet Sorrow/Educating the Emotions

Essential Questions: How do we experience love and the conflicts surrounding it? How do successful writers compare and contrast in literary analysis? What power do words have over our emotions and decisions? Why do emotions matter in writing, education, and life? Play: *The Tragedy of Romeo and Juliet* by William Shakespeare

Quarter 4: Theme – A Matter of Life and Death/Is education an issue of survival?

Essential Questions: How do humans endure in the face of adversity? How do successful writers develop character in a narrative? In what ways is education a matter of survival? Is education just for college and careers? How do we know what is real? Novel: *Fahrenheit 451* by Ray Bradbury

Major Projects: Summative assignments will include Volusia Literacy Tests, major writing assignments (essays, literary analysis, stories), speeches and presentations. Class time and time to work at home will be given for all major assignments.

Methods of Assessment:

Diagnostic Assessments: These assignments may or may not go in the gradebook, but they are designed to see what students' current level is at a particular skill or skill set as a reader or writer. They do not count toward a student's final average.

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- Journals – Writing to explore ideas and develop thinking
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- Reading notes/annotations – A written log of what students are noticing as they read a particular text
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- 15. Participating in class.
- 16. Being attentive to classroom activity.
- 17. Studying/reviewing as needed.
- 18. Seeking assistance, if necessary.
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Unit themes:

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DeLand High School 2017-2018 Course Syllabus Outline

Teacher: D. Finkle

dfinkle@volusia.k12.fl.us

Building 17, room 202

Course Name: English 1 Pre-IB

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- Write using different types of details appropriate to the genre, topic and audience
- Use the writing process to plan, draft, revise, and polish pieces of writing
- Develop skills in question, class discussion, public speaking, listening, viewing media, and critical literacy
- As part of the Communications Academy, students will be encouraged to create projects and individual writing assignments that utilize the skills of their branch of the academy: video production or journalism.

Major Units/Topics/Themes:

Inquiry Unit for Year: What is the purpose of education? What is the power of education?

Unit themes:

Quarter 1: Theme - The Bonds Between Us/Finding Common Ground: Education as Connection

Essential Questions: How are we all connected? How do writers use details of all sorts? How does fiction work on multiple levels at once? How does education create connections between people as well as separate them? Is education objective, or subjective, or both?

Quarter 2: Theme – Freedom and Education

Essential Questions: How have people expressed their desire for freedom? How are texts used as evidence in writing and discussion? Does education give us more freedom or less? Novel: *To Kill a Mockingbird* by Harper Lee

Quarter 3: Theme – Educating the Emotions

Essential Questions: How do we experience love and the conflicts surrounding it? How do successful writers compare and contrast in literary analysis? What power do words have over our emotions and decisions? Why do emotions matter in writing, education, and life? Play: *The Tragedy of Romeo and Juliet* by William Shakespeare

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Make-up Work Policy: Parents and students should refer to the school's policy as found in the Student Handbook for acquiring and receiving credit for all make-up work. In Pre-IB, I am especially concerned about deadlines for major assignments. If a major assignment is not turned in on time, either in print form or on Office 365, it will be counted as a zero. *If a summative writing assignment is turned in partially done or receives a low grade, the students may revise the piece for a higher grade after scheduling and attending a writing conference with the teacher before or after school.*

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Plagiarism can be anything from copying an entire paper, **to copying even a sentence or part of a sentence**, without giving credit to the original source.

Students should not:

- Copy or copy and paste information from a book, magazine, website, or other source, *including your own previous work* without citing that source to give credit.

- Take a passage from another source and change words, word order, or order of sentences and then submit the information as your own writing.
- Write or speak (in a speech, presentation, or PowerPoint) someone else's words and ideas without giving credit.
- Use their own work from a previous assignment or assignment for another class without getting explicit permission from both teachers.

Students should:

- Record all relevant information about any source they might use in an assignment, including authors, titles, editions, publishers, publication dates, places published, website names, URL's, dates accessed, and persons spoken to (for interviews).
- Clearly either quote directly or paraphrase (put into your own words) any information from a source in the text of the assignment, and cite the source, either in the sentence or in parentheses.
- Include a Works Cited at the end of any assignment that includes sources. A Works Cited page should be in a recognized format (MLA, APA, etc.) as assigned by the teacher. Students may use websites like Citation Machine (<http://citationmachine.net>) to help create their Works Cited.

Class Culture for Learning/Class Rules:

I begin the year by talking to my students about what a great class looks like and what a not-so-great class looks like, and students all know that in a great class...

- the teacher is knowledgeable, helpful, clear, respectful of students, and enthusiastic about the subject
- the students are in class to learn, come prepared, are respectful and helpful to each other, and try their best, even when it isn't their favorite subject

They also all seem to know that being respectful involves...

- not talking over a speaker (the teacher or another student) who is addressing the whole class
- not creating distractions
- trying your best to make the class run better, not worse

You can have a great class if everyone is in it to learn and is trying to make it run well. You can't have a great class based on rules – only an “in control” one. So I try very hard to make my class great. However, if a student does not understand how to help the class, or isn't in class to learn, I have the following rules in place.

Rules:

Get to class on time, and prepared to learn. Get quiet when the bell rings and begin with the assigned work on the front screen.

Be in class mentally and physically, and do not distract other students or the teacher from learning activities. Avoid blurting out, having side-conversations during instruction, having your phone on, or out, except during BYOT activities. Focus on what the class is doing.

Leave class as clean or cleaner than you found it, and try to remember what you learned.

Follow all school rules and policies.

I try very hard to understand when students have problems, to talk to students about why they may be having difficulty in my class, and to solve problems without referrals. But if a student refuses to cooperate with me, I will have to send the student to the office on a discipline referral. I will always make multiple attempts to contact parents first.

Student Commitment to Academic Success

I, _____, pledge to assume my responsibility in the learning process by:

31. Having or developing a positive attitude toward learning.
32. Being present and on time for class.
33. Getting notes from classmates if I am absent.
34. Preparing my assignments and turning them in on time.
35. Participating in class.
36. Being attentive to classroom activity.
37. Studying/reviewing as needed.
38. Seeking assistance, if necessary.
39. Always trying my best on a daily basis.
40. Reading and understanding the syllabus and policies/procedures.

Please sign below indicating that you have received Mr. Finkle’s class information and will review the information in the syllabus. (If you do not have access to a computer, I will be happy to print out a copy for you.) Please e-mail me, dfinkle@volusia.k12.fl.us, if you have questions.

Print Student Name: _____

Student Signature: _____

Print Parent Name: _____

Parent Signature: _____

Parent E-mail: _____