

English IV (12th Grade English)

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Please feel free to contact me at any time regarding your child's progress!

Objective: In this course, students will increase and refine their reading, writing, and oral communication skills. We will focus on developing critical thinking by exploring various literary genres representative of the issues and problems concerning the global community.

Supplies: The following supplies are required EVERY day.

Composition book (hard cover)

3 ring binder (any style, 1½ -2" recommended size)

Blue or black pen, pencils highlighter for taking notes

(Additional supplies needed for projects will be announced several weeks in advance.)

Books: These will be provided to your student as needed. Some texts we will use this semester include:

Holt McDougal *Literature* (British Literature) books from classroom library

Various short stories, articles and poetry

Expectations: All students are expected to read assigned texts, do assigned homework, and come to class prepared for discussion and writing. We do many different activities in class and students are expected to participate every day. Cheating or any form of plagiarism (copying others' work) is always unacceptable, and it will result in a 0 for that assignment. Because this class is a humanities course, students will read and discuss texts that deal with real-life issues and the nature of mankind. Parents should be aware that the literature we read is similar to what the student would encounter in a college English course, and at times, may portray mature themes.

Course Outline: Each unit includes various writing, reading and speaking assignments.

Unit 1: Personal Reflection - This unit consists of two parts, Part 1: Personal and Reflective Poetry and Part 2: Personal and Reflective Essays. The unit begins with a focus on personal reflection through the reading of personal reflection poetry and informational/procedural texts. Students analyze poems for tone, poetical devices, and author's style. Students examine examples of informational texts, draft a narrative poem and craft a college admission essay focusing on correctly structured sentences. The 6+1 Traits of Writing are reviewed, specifically the elements of Organization and Voice.

Unit 2: Literary Interpretation - This unit consists of two parts, Part 1: Engaging Drama and Part 2: Interpreting Drama. Students engage with drama and interpret how the literary and dramatic devices used by the author contribute to theme. Students create a script, showing an analysis of the elements of drama. Students also create an interpretation essay, focusing on the 6+1 Traits of Writing with particular attention to Ideas and Organization and the proper conventions of punctuation.

Unit 3: Historical Importance in Drama - This unit consists of two parts, Part 1: Researching History and Part 2: Interpreting Historical Importance in Drama. Students focus on reading informational/ expository texts that examine the representation of the historical and culture setting within which a work of literature was written. These texts cover analysis of the play read in the prior unit. Students analyze how authors convey the information with particular attention to tone, information presented, purpose, and audience. Students plan and conduct research over the specific time period and craft a research-based analytical essay. Students focus on Sentence Fluency from the 6+1 Traits of Writing by reviewing proper punctuation marks.

Unit 4: Rhetoric and Argumentation - This unit consists of two parts, Part 1: Classic Rhetoric and Part 2: Contemporary Rhetoric. Students focus on reading persuasive writing in the form of speeches and debates and examine the rhetorical strategies and devices used by writers and public speakers. An emphasis is placed on tone, audience, purpose, and the dynamics of public speaking. Students use these texts as examples for writing argumentative papers in the form of speeches or debates. Students give a formal presentation to showcase their knowledge of the elements of public speaking. The 6+1 Traits of Writing focus is Word Choice and Presentation with students focusing on conveying tone.

Unit 5: Short Fiction - This unit has two parts, Part 1: Classic Short Fiction and Part 2: Contemporary Short Fiction, and focuses on reading a variety of classic and contemporary short stories. Students focus on the development of a short story, plot structure, character development, and the differences between the short story and longer works of fiction. Students engage in looking at modern interpretations of the short story to include such texts as graphic novels and other forms of literary multimedia. Students create their own version of a short story and turn this into a multimedia presentation. Students work at improving their Presentation and Conventions skills from the 6+1 Traits of Writing by continuing to watch for correct punctuation and comma usage.

Unit 6: Researching Fiction - This unit consists of two parts, Part 1: The Longer Work of Fiction and Part 2: Researching Fiction. Students read a novel focusing on characterization, figurative language, literary devices, tone, and theme. Students research the biographical, historical, or cultural information surrounding the novel and craft an analytical research essay based on one method of literary criticism (feminist literary approach, historical literary approach, etc.). Students provide detailed source analysis and textual evidence to support their inferences. The 6+1 Traits of Writing focus is Ideas and Organization, as well as an emphasis on proper sentence construction through work with phrases and clauses.

Late Work: Late work is due no later than 5 school days after the due date. The maximum grade for late work is 89, provided that the student turns in the late work within the required time period. The exception to this will be where there is a doctor's note regarding illness that prevents the student from completing the assignment. In such cases, a longer extension

on the due date may be given as the teacher sees fit. The extension may or may not be granted at the instructor's discretion

Grading:

10 % Homework

50% Formative Assessments (Daily classwork, quizzes)

40% Summative Assessments (Major assignments, tests, projects, papers)

Class Rules:

Bring all supplies daily.

Be seated and quiet when the tardy bell rings.

Respect others and their property.

Use time and materials wisely.

Obey student handbook guidelines.

Consequences of Violating Class Rules:

1. Student-teacher conference
2. Parent phone call
3. Parent-student-teacher conference
6. Parent-student-teacher-administrator conference