



Course Information

Credit Hour: 1 (required)

Marking Period: Full Year Course

Class Location: Rm. 2113

Teacher Information

Name: Clifton Morris III

Phone: 713-688-1361 x 015246

Office Days:

Office Hours: Mondays 11:00 AM to 11:45 AM,

Tuesday/Thursday 3:45 – 4:10 PM

Wednesday/Friday 10:50 AM – 11:50 AM

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Waltrip Mission

Waltrip High School fosters a safe and challenging learning environment, preparing students for post-secondary education and a competitive global workforce through rigorous core academic instruction, comprehensive social-emotional supports, an array of quality fine arts programs and comprehensive career and technology education.

Course Description

The English IV curriculum is a rich, integrated study of literature, with an emphasis on composition and analysis. Students will continue to increase and refine their communication and literacy skills. Students will practice all forms of writing frequently, drawing from both literature and personal experience. Students will learn to place emphasis on clarity, correct usage, mechanics and spelling, careful diction and effective expression. Students will read extensively in fiction and non-fiction and will make interpretations through the influences of history, politics and society on the authors.

Learning Objectives

Students who successfully complete English IV will be competent in the following areas:

- Students will be able to participate collaboratively, work toward goals by offering purposeful ideas and judgements, ask relevant questions, tolerate a range of positions and ambiguity in decision-making and evaluate the work based on agreed-upon criteria.
- Students will be able to develop questions for research, create and revise a research plan, locate and synthesize information from various sources, quote and cite sources appropriately and publish their research in oral, written or visual formats, as appropriate and assigned.
- Students will read, discuss, and analyze teacher-assigned and student-chosen books, articles, essays, poems, etc.; these pieces will serve as models for the students' own writing.
- Students will be able to evaluate how historical, social and economic conditions affect the author's point of view and how they influence plot, characterization and theme.
- Students will write and speak using Standard American English conventions of syntax and grammar.
- Students will be able to use new vocabulary words correctly, using context clues, knowledge of root words, and word origins as well as reference sources to decode and understand new words.

Student Evaluation

The grading system for the English Department at Waltrip High School is as follows:

Daily Grade & Participation	20%
Classwork & Homework	50%
Tests/ Projects/ Quizzes	30%

The above areas will be used as the basis for 90% of your grade per semester (30% per six weeks' grading period). The midterm and/or final exam will constitute the remaining 10% of your grade per semester.

Attendance

Students should be aware that attendance is tied to achievement. Students who do not attend class regularly will miss valuable instruction time and may not achieve the success they wish. I will make every effort to accommodate students who miss lessons, but the final responsibility is up to you. Assignments for English IV will be distributed both in class and online in CANVAS. Therefore, students must make every effort to communicate with me when they are out to make sure they have a clear understanding of the work that is needed. Late work will be accepted, but students should remember that assignments that are not turned in on time may receive a failing grade which will be recorded until the completed assignment is turned in and graded.

Class Requirements

Students should make a point to be prepared for learning. This means students must have the tools necessary for learning, such as their computer, writing utensils, paper, and if required, reading materials. Students are responsible for supplying these items. As we have discussed there are three non-negotiables 1) must have student id to enter class, 2) no earbuds/headphones while class engagement is going on, and 3) no hoodies to be worn in class. Class expectations have been shared with you and agreed upon.

Methodology

A combination of lecture, class discussion, presentations, videos, cooperative learning, and problem-based learning will be used in this course. Grades will be determined by the satisfactory and timely completion of assignments. The grade for each assignment will be based on the rubric or other criteria for each assignment. Below is an overview of the year's topics and assignments for this course. The teacher has discretion to make changes as needed.

Academic Dishonesty

It is important for students to do their own work. We will be looking at many outside readings, and students will be using the internet for many assignments. While it is very easy for students to find a well-written analysis, comment, or essay online, if the student copies those words, the student does not benefit from the thought put into the creation of those words. Students must practice forming their own thoughts and communicating them. Using someone else's words, except when properly cited, are unacceptable. Parent and students, please discuss this issue and let me know if you have any concerns. We will always try to make allowances, offer tutorials, and make adjustments to assignments for any student who is having trouble. Plagiarism is not the answer.

Welcome

It is a pleasure and an honor to have the opportunity to teach you. As we wrap up your last year in high school, I hope that you gain important knowledge and leave with lasting memories. There will be plenty of great days, so-so days, and days of anticipation. My desire is that you leave with more knowledge than what you came with.

2021-2022 Plan for English 4- Subject to Change

Unit/ Topic	Essential Question	Course Activities	Independent Reading (IR)	Assessments/ Assignments	Time-frame
I. Literary Non-Fiction, College Essay	How are people affected by history and their surroundings?	Read, interpret, analyze, and summarize short pieces of fiction, nonfiction; write a college essay.	Students are expected to independently select and read one book per 6 weeks' grading period.	Diagnostic assessments College Essay	1 st 6 weeks 8/23 to 10/1`
II. Classical & Contemporary Short Stories, Multi-Media Presentation	How does my environment foster my creativity?	Read, interpret, analyze, and summarize short pieces of fiction, a novella, nonfiction, and/or poetry	Students are expected to independently select and read one book per 6 weeks' grading period.	Analysis of stories & independent reading Multi-media presentation	2 nd 6 weeks 10/5 to 11/12
III. Novel analysis, frame (context) analysis research essay	Why is it important to critically analyze the information I receive?	Read a novel in class (separate from IR book); discuss and write using critical frame analysis	Students are expected to independently select and read one book per 6 weeks' grading period.	Analytic research paper based on in-class novel; analysis of IR	3 rd 6 weeks 11/15 to 1/14
IV. Drama, dramatic analysis, script writing, interpretive essay	How do my experiences shape my judgement?	Read, interpret, and analyze <u>Hamlet</u>	Students are expected to independently select and read one book per 6 weeks' grading period.	Students read and discuss Hamlet; Analytic research paper on the play; students write a one-act play & an analysis of IR	4 th 6 weeks\ 1/19 to 2/25
V. Informational, Argumentative Text	How can I consider what has happened and what is happening around me to understand what is coming?	Synthesize researched material from topics in current events	Students are expected to independently select and read one book per 6 weeks' grading period.	A major research paper (6-8 typed pages in MLA format); a multi-modal presentation of the research; analysis of IR	5 th 6 weeks 2/28 to 4/22
VI. Speech, debate, cover letter, resume	How has the information I've received prepared me for the future?	Study and practice the use of rhetorical strategies for persuasion	Students are expected to independently select and read one book per 6 weeks' grading period.	Students engage in at least one oral debate; write cover letter and create resume.	6 th 6 weeks 4/25 to 6/7

12th Grade English IV – Syllabus 2022-23 Acknowledgement

Please acknowledge that you and your student have read and understand the syllabus.

We understand what is expected of us as listed in the syllabus.

Student Signature

Date

Parent Signature

Date