



Course Syllabus

Course Information

Credit Hour: 1 (required)
Marking Period: Full Year Course
Class Location: Rm. 3218
Virtual Class Time: See HUB.
HUB Link: Depending on class time

Teacher Information

Name: Rosanette Luther
Phone: 832-407-7486
Office Days: Monday, Wednesday, Friday and by appointment
Office Hours: M 3:25 to 4:10, W&F 2:40 to 4:10, and by appointment
E-Mail: Rosanette.Luther@houstonisd.org

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

In these days of remote learning, students should be aware that daily contact with the teacher is tied to attendance. Students who do not complete the daily assignment will also be counted absent for the day. Therefore, students must make every effort to sign on to the HUB and complete daily assignments. Longer assignments will be accepted according to the teacher’s assigned due date and his or her requirements. 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.

If the student is absent, he or she is required to make up the missed learning. During these days of remote instruction, students will be able to find recorded assignments on-line and must view and complete the assignment as soon as able. Students must inform the teacher as soon as possible of any technological or other delay as soon as it is discovered and must notify the appropriate person for assistance as needed, and as mentioned above. In-person attendance, when it begins, will be required as usual.

Class Requirements

This year is beginning in a most unusual way; however, students must make a point to attend to the assignments through synchronous classes (online with the teacher) or asynchronous lessons (recorded lessons available online). Of course, when classes resume in person, regular, in-person attendance will be expected for student success.

Students should make a point to be prepared for learning. This means students must have the tools necessary for learning, such as their computer, hot spot or other internet connection, writing implements and paper, if required, and reading materials required. Students must take responsibility for supplying these items for classes but must also be responsible for notifying the appropriate person for help when any of these items are missing. Students are encouraged to ask for help from a parent or guardian, teacher, counselor, or other school assistant, such as the information technologist or nurse. Failure to do so will result in wasted class time, slower learning and possible disciplinary action.

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.

Unit/ Topic	Essential Question	Course Activities	Assessments/ Assignments	Time-frame
Introduction	What do I know and what do I need to know in order to analyze and evaluate media and communicate effectively in oral and written formats?	Participate in welcoming activities and complete diagnostic assignments	Diagnostic assessments	September
I. Literary Non-Fiction, Poetry, College Essay	How are people affected by history and their surroundings?	Read, interpret, analyze, and summarize short pieces of fiction, nonfiction, and poetry	Written and oral responses, tests, and projects	Sept. to Oct. 16
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	Written and oral responses, essays, tests, projects, and/or a webquest	Oct. 19 to Dec. 4

III. Novel analysis, frame (context) analysis research essay	Why is it important to critically analyze the information I receive?	Read, interpret, analyze, and summarize short pieces of fiction, nonfiction, and poetry	Written and oral responses, tests, and projects	Dec. 7 to Jan. 28
IV. Drama, dramatic analysis, script writing, interpretive essay	How do my experiences shape my judgement?	Read, interpret, and analyze, a drama	Written and oral responses, tests, projects, research paper and/or presentations	Feb. 1 to Mar. 12
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	Written and oral responses, tests, and projects	Mar. 22 to April 30
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	Written and oral responses, tests, and projects and/or presentations	May 3 to June 11

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.

Except during designated group work, students are expected to complete homework, class work and tests independently. If the student uses someone else's work or copies someone else's words—even a phrase—in an essay or assignment or talks during a NO TALKING assignment, such as a quiz or test, the student will receive a ZERO, and the students' parents and possibly an administrator will be notified of what has occurred. Cheating is morally unacceptable and will not be tolerated, but more importantly, cheating does not prepare students to become independent.

12th Grade English IV – Syllabus 2020-2021 Acknowledgement

Please read, sign (virtually), date and upload this page to the student's HUB page. This page will also be available in the assignments. It will be the first assignment of the new class.

We have received and reviewed the English IV Course Syllabus. We understand what is expected of us as listed in the syllabus.

Student Signature

Date

Parent Signature

Date