



English IV

Henderson Syllabus

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Tutorials: First 30 minutes of lunch on Tuesday (Except second Tuesday of month) and After School on Mondays

Course Description: Students in English IV study the author's craft of literary and informational genres, compare genres, and use textual analysis to improve their own writing. Students integrate reading, writing, speaking, and listening skills to produce a variety of compositions. Students will use technology to aid in revising, editing, and publishing their work.

Materials:

Folder
Spiral
Blue or Black Pen
Pencil
Highlighter

Expectations:

- Students will arrive to class prepared, in dress code, with ID around neck, laptop charged, and phone silent/off and away.
- Students will stay on task and put forth their best efforts in their work.
- Students will encourage others to participate
- Students will be respectful of the time, the teacher, and themselves.

Grading Policy:

Major Grades: 70%
Minor Grades: 30%

Failed major assignments can be corrected or retaken for a 75. Corrections and retakes must be completed within a week of the original grade posting on gradespeed. Speak with me so that I may let you know which plan of action you must take. Minor assignments like quizzes and daily work **cannot** be retaken or corrected for credit.

Cell Phone Policy:

Cell phones should not be in use during class time unless it is for an educational purpose outlined by the teacher. If you are aware of an emergency situation in which you'll need to be contacted during the school day, have the caller contact the front office. They will pass the message along to you. **Under no circumstances should you charge a phone using a laptop. Students found using their phone will experience the consequences below:**

Offense 1: Warning with signed contract

Offense 2: Warning with signed contract/ Phone left with teacher until the end of the day

Offense 3: Referral

Tutoring:

If you feel you need help, please do not hesitate to come to tutorials. It's okay to not know, but it's not okay to not try. I want to be able to help you do your absolute best.

Communication:

My email is open 24/7. However, this does not mean that I will respond right away. Allow at least 24 hours for a response. I DO NOT check email over the weekend. Do NOT wait until the last minute to ask a question through email. When emailing me, please use your school email. In the subject of your email, include your first and last name, class period, and a brief mention of the topic. For example: "John Doe 4th Period- Literary Criticism Essay."

Cheating/Plagiarism:

By cheating, you are doing a disservice to yourself and giving up opportunities to learn. Cheating/plagiarism will not be tolerated. If you choose to cheat or plagiarize, you will receive a '0' on the assignment, a 'U' in conduct, a call home, and a report to your dean. Further information about Westside's cheating/plagiarism policy can be found in the Westside Honor Code.

Classwork/Homework:

Work done in class is expected at the end of the period or on the date and time specified. Students may attend tutorials for extra assistance or to complete work that was not completed in class.

Late work:

- ❖ Minor and major assignments **will** be accepted after the due date and will incur a **10 point deduction per day. For late assignments, you cannot receive more than an 80.**

Absent Work:

If you are absent the day an assignment is due, the assignment is due the day you return. If you are absent the day an assignment is given, you will have one week to complete the assignment after you return. This will give you time to catch up with all of your teachers. Long term absences will be handled on an individual basis.

Units as provided by HISD

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| Unit 1: The Past | This unit explores the theme of the past by asking, “How are people affected by history and their surroundings?” Students read poetry, literary nonfiction, and novel excerpts. Students use literary nonfiction texts as models to begin drafting their college essays and apply their understanding of poetic elements to craft poems. |
| Unit 2: Inspiration | This unit explores the concept of inspiration and poses the question, “How does my environment foster my creativity?” Through the reading of a variety of classic and contemporary short stories, students will consider how inspiration is fostered. Students will create their own version of a short story and turn this into a multimedia presentation. |
| Unit 3: Criticism | In this unit, students consider the value of critique as they ask themselves, “Why is it important to critically analyze the information I receive?” Students read novels in book clubs and utilize discourse as they focus on characterization, figurative language, literary devices, tone, and theme. Students craft analytical research essays based on one method of literary criticism. |
| Unit 4: Discernment | In this unit, students consider the idea of discernment as they ask themselves, “How do my experiences shape my judgment?” Students engage with drama and interpret how the literary and dramatic devices used by the author contribute to theme. Referencing the techniques in their reading, students create a script. After reading informational texts regarding the construction of drama, students create an interpretative essay, focusing on developing ideas and utilizing appropriate organization and conventions of punctuation |
| Unit 5: Foresight | In this unit, students reflect on the concept of foresight as they ask themselves, “How can I consider what has happened and what is happening around me to understand what is coming?” Through the process of inquiry, students explore current issues through the reading of informational and argumentative texts. In addition |
| Unit 6: The Future | In this unit, students consider the question “How has the information I’ve received prepared me for the future?” Students read persuasive speeches and debates and examine the rhetorical strategies and devices used by writers and public speakers. Students use these texts as examples of argumentation and persuasion as they engage in debates and write cover letters and resumes. Students give formal presentations to showcase their knowledge of the elements of public speaking. |

