



## English IV

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**Conference Period:** 6<sup>th</sup> period

**Tutoring Opportunities:** T/TH before school, M/W – 3rd lunch

### **Class Materials:**

Loose Leaf Paper • Writing Utensil

Access to Canvas and Office365 tools is available to students through our [Single Sign-on Portal \(SSO\)](#). Students receive their SSO login during enrollment.

### **Course Description:**

In English IV, students will engage in activities that build on their prior knowledge and skills in order to strengthen their reading, writing, and oral language skills. Students will read and write daily. Intense instruction emphasizes an in-depth study of British and world literature. Composition work consists of a variety of forms with informational, argumentation, personal, literary, and business writing. Students read extensively in multiple genres from British literature and world literature, learn literary forms and terms, and interpret the possible influences of the historical context on a literary work. Students plan, draft, and complete a research paper. Students revise and edit their papers for clarity and the correct use of the conventions and mechanics of written English.

### **Course Goals:**

- Determine the meaning of technical or nuanced words using context, structural analyses, and reference materials
- Write well-reasoned essays that maintain a convincing position and sustains focus with a skillful organizing structure, compelling evidence and support, purposeful and precise word choice, and an understanding and control of rhetorical techniques that enhance effectiveness
- Demonstrate an understanding of informational and literary texts by analyzing main idea or argument, summarizing accurately, recognizing organizational patterns, and making inferences about the author's purpose and viewpoint

### **Student Evaluation:**

The grading system for this course is as follows:

- Grade averaged 60% Major 40% Minor
- Major grades – tests (including District Common Assessments, six weeks assessments, projects, final essays, research papers, presentations); minimum three per six weeks
- Minor grades – quizzes, daily assignments, journals; minimum four per six weeks
- Semester exams will count 1/7 of the semester grade
- A letter system (S, N, U) is used to report a student's conduct based on proper/responsive conduct and citizenship

- Per Board Policy EIA (LOCAL), “The District shall permit a student who meets the criteria detailed in the grading guidelines a reasonable opportunity to redo an assignment or retake a test for which the student received a failing grade. This policy applies only to initial identified major grades and does not apply to daily assignments, quizzes, six-week test, and semester final examinations. Upon reteach and retest, the new test, project, etc. recorded will be a high score of 70%.

**Assignments, exams, expectations outside of the classroom:**

Daily Assignments (40% of Class Average) – Daily assignments will be a mixture of class participation, writing assignments, reading reflections, and critical responses. These assignments will either be due in class or posted to the class page on Canvas.

Major Assignments (60% of Class Average – Major assignments will be given three times throughout each six-week period. These assignments will be announced in advance.

Homework Assignments – While homework is not typically assigned, each student is responsible for making up any missed assignments outside of class and virtually.

**Attendance/Tardy Policy/Make-Up Work:**

Regular school attendance is essential for a student to make the most of his or her education—to benefit from teacher led and school activities, to build each day’s learning on the previous day’s, and to grow as an individual. Absences from class may result in serious disruption of a student’s mastery of the instructional materials; therefore, the student and parent should make every effort to avoid unnecessary absences. Two state laws—one dealing with the required presence of school-aged children in school, e.g., compulsory attendance, the other with how a student’s attendance affects the award of a student’s final grade or course credit—are of special interest to students and parents.

**Classroom Expectations:**

- Be respectful
- Participate as an individual and in groups
- Exercise integrity
- Expect excellence from yourself and others

**Preliminary Schedule of Topics, Readings, and Assignments**

Literary Nonfiction, Literary Analysis (Poetry, Short Story excerpts, novels), Analyzing, Synthesizing, and Making Inferences Across Nonfiction Text Sets, Research Based Arguments, Tedtalk

**Academic Integrity:**

Academic integrity values the work of individuals regardless if it is another student’s work, a researcher, or author. The pursuit of learning requires each student to be responsible for his or her academic work. Academic dishonesty is not tolerated in our schools. Academic dishonesty includes cheating, copying the work of another student, plagiarism, and unauthorized communication between students during an examination. The determination that a student has engaged in academic dishonesty shall be based on the judgment of the classroom teacher or other supervising professional employee and considers written materials, observation, or information from students. Students found to have engaged in academic dishonesty shall be subject to disciplinary and/or academic penalties. The teacher and campus administrator shall jointly determine such action.