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English IV Course Syllabus

(Revised 08.13.2014)

Subject Area: Language Arts **Course Number:** 1001430**Course Title:** English IV **Credit**: 1.0 Will meet graduation requirements for English

Textbooks and Other Materials: *Elements of Literature, Sixth Course* (1997); *Writer's Choice: Grammar and Composition* (2001); and supplementary materials provided by the instructor. In addition, in the course of the year, students may need to purchase the following paperback books: William Shakespeare, *Macbeth* and *King Lear*; Jane Austin, *Pride and Prejudice*; Joseph Conrad, *Heart of Darkness*; and Aldous Huxley, *Brave New World*. Other readings may be added as the year progresses. Students will need also to obtain other works of literature for independent reading and analysis.

Course Content: In English IV students will survey the historical range of British literature beginning with the Anglo-Saxon literature of the Old English Period through medieval and Elizabethan literature to the seventeenth century (Puritanism and the Restoration). We will then continue to explore the roots of our British literary heritage, from the neoclassicism of the eighteenth century through the Romanticism and Victorianism of the nineteenth century and the diversity of modern and contemporary literature. As we proceed through this survey of British literature, the student will also engage in a review of grammatical principles and employ a systematic writing process in a variety of styles to analyze, interpret, and criticize these works. Students in AP English IV will be expected to produce additional analytical and synthetical essays in response to literature as part of their preparation for the AP English Literature and Composition exam offered toward the end of the school year. Students will also produce two formal research papers in the course of the year.

Grading Policy: Components of the student's grade will be weighted according to the following formulation:

Participation:	10%
Homework and Quizzes	30%
Tests	60%

Some special assignments, such as longer essays, book reports on independent reading, and research papers, will be counted as test grades and, consequently, weighted more heavily than a regular daily homework assignment.

Homework Policy

Each day's assignments should be completed when the student arrives at school in the morning. Students do **not** do their best work when they try hurriedly to complete an assignment between classes. Certainly, it would be rude to try to complete an assignment during another teacher's class. Parents will be notified by phone or email when assignments are repeatedly not complete or late. **Homework which may be done but has not been brought to class on time will be considered late.** If the work is satisfactorily completed and turned in by the next school day, only ten percent (10%) will be deducted from the student's grade for that assignment. An additional 10% will be deducted each subsequent day. Late homework and make up quizzes and tests which are not completed within three days will receive a zero (0%). To make up missed quizzes and tests after school is the student's responsibility. In cases of excused absence, students will be allowed to make up work without penalty per school policy: the student is allowed two days for each day absent to complete work without penalty. To determine what

homework, quizzes, and tests the student has missed is the student's responsibility; the student should consult the homework WEB site, PowerSchool postings, and the teacher.

Basic Assumptions for Language Arts Education:

Reading, writing, speaking, listening and viewing competencies are integrated throughout students' learning experiences.

Benchmarks from the Common Core Curriculum are repeated as needed in course sequences. As students progress from one course to the next, increases should occur in the complexity of materials and tasks and in the students' independence in the application of skills and strategies.

Learning tasks and materials accommodate the individual needs of students.

Technology is available for students to develop competencies in the language arts.

A. Major Concepts/Content. The purpose of this course is to study and practice writing and to study literature. Students will learn to use the modes of discourse and recognize the assumptions underlying various rhetorical strategies. Students will also acquire an understanding of the resources of the language and of the writer's craft. They will develop critical standards for the appreciation of any literary work and increase their sensitivity to literature as shared experience. The content of this class will include, but not be limited to, some elements of the content specified by the Advanced Placement Program as well as the following:

- using the reading process to construct meaning using technical, informative, and imaginative texts
- using writing processes for various purposes with attention to style and format
- using the research process and individual inquiry to locate, analyze, and evaluate information
- using effective listening, speaking, and viewing strategies in informal and formal situations
- understanding the power of language as it impacts readers, writers, listeners, viewers, and speakers
- understanding and analyzing literary texts
- responding critically and aesthetically to literature

B. Special Note. Students earning credit in English IV may not earn duplicate credit in English Skills IV, English Honors IV, or English IV through ESOL. The emphasis will be on the works of British authors; however literature representative of other cultures may be used to support integrated studies and multicultural emphases.

C. Course Requirements. These requirements include the benchmarks from the Sunshine State Standards that are most relevant to this course.

After successfully completing this course, the student will:

1. demonstrate knowledge of connotation, metaphor, irony, syntax, and tone as resources of language.

2. use writing processes effectively to apply effective rhetorical strategies in writing tasks and to apply critical standards independently, orally and in writing, to specific literary works.

3. select and use appropriate speaking, listening, and viewing skills and appropriate language to clarify and interpret meaning in both formal and informal situations

4. demonstrate understanding of the common features of a variety of literary forms and respond aesthetically and critically to these works of literature.

5. demonstrate understanding of the ways that history, culture, and setting influence language.

9. recognize relationships between literary works and the contemporary experience and/or historical contexts.

8. use the research and critical inquiry processes to prepare documents and oral presentations.

Parent and Student Acknowledgement for 2014-15

I acknowledge that I have received and read Mr. Kiesel's "Classroom Expectations and Procedures" and the course syllabus for English IV. As a parent/guardian, I will encourage my International School student to behave appropriately and to achieve academically to the best of his/her ability.

Parent/Guardian Signature:_____ Date: _____

Parent/Guardian's Name Printed: _____

As a student I acknowledge that I have read and will do my best to follow the guidelines described in Mr. Kiesel's "Classroom Expectations and Procedures" and the course syllabus for English IV.

Student Signature: _____ Date: _____

Student's Name Printed: _____