A picture containing text, clipart

Description automatically generated

English 4 Syllabus

2023-2024

# Instructor Information

|  |  |  |
| --- | --- | --- |
| Instructor | Email | Room Number |
| Mr. Bueno | cbueno@coheaedu.com | Room 111 |

# General Information

## Class Description

**Disclaimer:** This class will require a lot of reading, writing, and hard work, so learn to love it! Push yourself out of your comfort zone because it’s the only way to learn and grow. If you don’t have the discipline to struggle through a long, complicated text, sit through several multiple choice, and writing tests, and actively participate in class discussions, then this is not the class for you. I believe this class is accessible to everyone, and anyone who has the **determination** and **work ethic** to try their best will succeed, but it will not be easy.

English 4 is a course offered to 12th grade students that focuses on reading and interpreting literature across a variety of movements and genres. In this class, students will closely study the art of reading and writing about great literature and how it impacts their own experience. Throughout the course, students will be assessed on their ability to effectively communicate ideas about what they read through discussion, presentations, debates, and essays. Students will be given multiple choice exams periodically to assess learning gains. They will learn a variety of literary devices and discuss their effect and contextual meaning in a text. This course will explore poetry, short stories, and longer prose works in detail, through annotations, class discussion, and lecture. This class will enable students to write strong essays using analysis, synthesis, and evaluation. The class will emphasize sophisticated analytical writing and speaking skills. All English 12 standards will be addressed, arming students with skills necessary for success in college and the workplace.

The main objective of this class is that students will become critical thinkers and develop a lifelong love for literature. Through reading and writing, students get a chance to explore worlds and ideas outside of their own, enabling them to develop empathy for other genders, ethnicities, generations, nationalities, religions, and cultures. Literature is interested in understanding humanity and the societies we create. Students are given multiple opportunities to discover and confront issues and questions that exercise their minds and intellects.

This class requires higher level thinking. It requires reflecting on different points of view and proposing an interesting, original, and meaningful interpretation of a given text. This class will have plenty of practice on how to provide a strong defensible thesis statement and how to support it using evidence, and how to communicate effectively with proper grammar and punctuation.

## Expectations and Goals

Students who complete this course successfully will be able to:

* Read and understand literature from different literary periods and genres.
* Respond to historically or culturally significant works of literature.
* Learn new academic vocabulary and apply it in their speech and written work.
* Use context clues to figure out meaning of unfamiliar words.
* Develop interesting, original, and meaningful interpretations of a text.
* Write a college level essay using MLA Format.
* Write coherent and focused compositions that convey a well-defined perspective and tightly reasoned argument.
* Identify literary devices in a text and discuss their meaning and effect on the reader.
* Learn the basic parts of speech: Nouns, Verbs, Adjectives, etc.
* Use appropriate spelling, grammar, and punctuation in writing.
* Form complex ideas and communicate them in a debate
* Make and deliver engaging PowerPoint presentations.
* Write formatted screenplays.
* Combine the rhetorical strategies of narration, exposition, persuasion, and description to produce compositions.
* Demonstrate a command of standard English, organization, and drafting strategies.
* Read and interpret poetry and discuss poetic techniques, structures, and devices such as: meter, rhyme scheme, alliteration, etc.
* Write within a timed setting.
* Produce a strong, defensible argument with supporting evidence.

## Course Objectives

* Students will learn important test taking strategies such as finding evidence from the text to confirm answer choices, using process of elimination, skipping difficult questions and leaving them for last, and managing their time when doing assessments.
* Students will demonstrate knowledge of significant cultural, political, and historical terms.
* Students will analyze the author’s implicit/explicit philosophical assumptions and beliefs.
* Students will determine the themes of a text and support an interpretation with textual evidence.
* Students will analyze written communication in terms of tone, diction, detail, organization, and syntax.
* Students will write reflective compositions.
* Students will practice editing, drafting, and revising to improve sentence variety and style.
* Students will also practice for the SAT/ACT.

## Classroom Rules

* Listen attentively when teacher is speaking. **DO NOT TALK OVER ME.**
* Students **must** sit in assigned seats at **all times.**
* No rude or inappropriate comments towards the teacher or other students.
* Raise your hand and wait to be called on before speaking.
* **ALL CELLPHONES** must be turned in before entering the classroom, no exceptions.
* Do not distract others.
* No cursing or foul language.
* No walking around the class without permission.
* No throwing objects of any kind.
* No wrestling or horseplay.
* Be a team player.
* Take responsibility for your actions.
* Be courteous.
* Bullying or putting others down will not be tolerated.
* Help others who are struggling.
* Be consistent.
* No cheating on tests, quizzes, essays, or any classwork of any kind.
* Always put name, date, period and assignment title on all assignments.
* Assignments without the proper heading will be thrown away and will receive a Z.
* ALL ASSIGNMENTS MUST BE SUBMITTED THROUGH GOOGLE CLASSROOM.

## Behavior Policy

Every student is responsible for maintaining a clean, safe, and organized learning environment. Failure to comply with the class rules will result in the following consequences:

1st offense = warning

2nd offense = warning

3rd offense = detention/call home

4th offense = referral and parent/teacher conference

5th offense = possible removal from class

## Plagiarism

Plagiarism is using someone’s words or ideas by quoting or paraphrasing without giving proper credit. Plagiarizing in college can get you expelled. Students caught plagiarizing in my class will be given a warning for a first offense, call home for second offense, and will fail the grading period for a third offense. ALL ESSAYS **must** be turned in through Turnitin.com, no exceptions. Papers that have more than 15% similarity to outside sources will receive an automatic F.

## Required Texts, Materials, or Equipment

# Course Materials

## Required Materials

* Class Composition Notebook
* Class Folder
* Pen/pencil
* Google Classroom Access
* HMH Access
* Laptop/tablet (students will not be able to access assignment from their phones.)

## Required Text

* Paper Towns – John Green
* All the Light We Cannot See – Anthony Doerr
* Glass Castle – Jeannette Walls
* HMH Book

## Daily Work/Homework

This class will require a significant amount of reading, writing, and higher-level thinking. Students will take Multiple Choice Question exams a few times per month. These exams may be either paper or computer based. Students will also be expected to write in class and out of class essays at least once every two weeks. Students will do **MOST** of the text readings at home. The only in class reading students will do are 2nd and 3rd close readings when completing classwork. Consistent failure to do the assigned reading, and homework may result in a failure of the course, parent teacher conferences, and possible removal from the class.

The academic rigor of the course is intended to create a strong work ethic in students to prepare them for the challenges and demands they may face when entering college and eventually the workplace.

## Attendance

Attendance will be taken daily at the beginning of class, and students are expected to show up each day on time, prepared, and ready to work. Students **CAN NOT** leave class 15 minutes before or after the bell. **DO NOT** ask to use the restroom/get a snack after you step in to class as the answer will always be no. Students with more than 10 tardies or more than 5 unexcused absences will have an immediate parent/teacher conference and will have disciplinary action that may result in failing of the grading period/ failing of the class/ or removal from the class. Students who consistently leave class early without a valid excuse will be marked absent. Students who are not paying attention, not on task, talking or disrupting class, completing homework for a different class, using their cellphones, or listening to music will be given an F for the day and a parent teacher conference will be arranged. Consistent disruptive behavior will lead to being removed from the course.

Students can only leave the room **ONCE** per class, no exceptions. Students have 5-10 minutes to use the restroom. Students who take longer than 10 minutes at a time will be marked absent for the day, and their restroom privileges will be revoked.

Students **CAN NOT** leave to any other class for any reason unless it’s an absolute emergency. **DO NOT** even ask. **DO NOT** ask to see a counselor without an appointment as they don’t accept student walk ins, if they need to see you, they will call you or send me a message.

If you come in after the bell rings, you will **need a pass,** no exceptions.

## Class Participation

Class participation in this class is crucial to be successful. Students will be asked to:

* Contribute to class discussions.
* Take notes during lectures.
* Do all assigned homework and readings.
* Read passages aloud.
* Share their writing and opinions aloud.
* Provide feedback on others’ work.
* Discuss their own strengths and weaknesses.
* Give presentations as part of a group and individually.
* At times work quietly and independently.
* Share opinions, and points of view respectfully.

All interactions in class will be civil, respectful, and supportive of an inclusive learning environment for all students. Shouting, cursing, bullying, or antagonizing others in any way will not be tolerated. The best learning environment in the classroom is one in which all members feel respected while being productively challenged. This class will foster an inclusive atmosphere, in which all participants can contribute, explore, and challenge their own ideas as well as those of others. Every participant has an active responsibility to foster a climate of intellectual stimulation, openness, and respect for diverse perspectives, questions, personal backgrounds, abilities, and experiences.

## Late Work

All assignments **MUST** be complete and submitted on time to be graded. In case of emergencies, students may submit an assignment up to 3 days late with a valid excuse. The highest grade a late assignment may receive is a C. Assignments that are incomplete or submitted after the 3-day grace period **WILL NOT** be graded. There will be no make-up assignments to supplement missed work. All assignments will be posted on Google Classroom with any relevant instructions, videos, handouts, reading materials necessary to complete the work, and due dates and times. **ALL** work must be completed, even if the student is absent for that day, and must be made up within the following 3 days. If a student is absent and misses a test or assignment, they will receive an X until the assignment is made up. If the test or assignment is not made up within 3 days, they will be given a Z.

## Course Grading

**A** – Work is highly effective, interesting, and well written. Insights are articulate, accurate, deep, and thought provoking. The A student thinks critically and generates new and meaningful ideas. Essays show a sophisticated writing style, command of grammar, and strong development of argument. A work is thorough and complete.

**B** – Work is less effective and less interesting. Insights may be limited or less insightful. Command of grammar and sophistication in writing may be inconsistent and ideas might not be fleshed out or backed up with enough evidence or analysis. All work is complete.

**C** – Work is complete, but most ideas are obvious or superficial. Critical thinking is basic. Essays attempt to prove ideas that most readers already understand, and present ideas in a simplistic manner. Essay might be repetitive; thesis might restate the prompt without putting forth a unique point of view and writing style might be formulaic and stale.

**D** – Work is incomplete. Student did not write enough or provide enough details or evidence. Thesis might be weak or unrelated to prompt. Work might receive no credit at all depending on how much work is missing. This work will be returned and will require revisions and completion to receive credit.

**F** – Work was never submitted. Work was plagiarized or did not attribute sufficient credit where necessary. Work was copied. Work did not respond to the prompt. Work was submitted after deadline.

## A Note on Grading

Parents, students, and teachers are all working towards a common goal of getting the student to make significant learning gains in the classroom. Grades reflect a student’s progress in the course, and it’s important that grades are updated frequently for parents and students to know their standing in the class.

Having said that, PLEASE be patient when it comes to having assignments graded. Sometimes parents and students fail to understand that grading takes a significant amount of time and concentration, is done on our free time outside of the classroom and is not the only task teachers are expected to complete outside the classroom. Besides teaching and grading, teachers must read and annotate class readings, make PowerPoint presentations, handouts and assignments, multiple choice tests, print copies for readings and handouts, and lesson plan. Teachers also have to take classes needed for certification, which require reading, writing essays, working on projects, etc.

## Grade Breakdown

Grade ValuesGrading Categories

A = 4 Major Assessments/Tests: 30%

B = 3 Mini-Assessments/Quizzes: 25%

C = 2 Class Learning: 20%

D = 1 Home Learning: 5%

F = 0 Projects/Cooperative Presentation/Essays: 20%

## Grading/Assessments:

Students will be graded on a point system using the following assessments:

● Daily reading and homework assignments

● Unit tests and quizzes

● Close reading exercises

● Regular vocabulary quizzes

● Timed writings

● Essays with multiple drafts, scoring essays

● Reading logs required for each novel

● Literature Circles – Discussion logs

● Participation in class discussions

## Additional Assignments

Creative assignments such as PowerPoint presentations, script writing assignments, fiction/narrative writing assignments, debates, class discussions and other classwork will be given throughout the year sporadically to make the classes fun and engaging, and to help students make real world connections between what they read and their own lives. Students will keep daily class journals, and will get a chance to write, share, and workshop original short stories, poems, essays, and scripts.

**Parent, Student, and Teacher Agreement**

Please return this last page of the parent, student, teacher contract back to the teacher for a grade.

I, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ have read the class syllabus carefully and agree to follow all rules and policies. I, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, parent of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ have read the class syllabus and discussed it with my child and agree to follow all rule and policies. I understand that failure to comply with the class rules may result in disciplinary action such as failing the grading period, failing the course, or expulsion from the course.

Student Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Student Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Parent Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Parent Phone Number: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Parent Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Parent Email: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_