



English IV/Public Speaking—Course Syllabus 2016-2017

Ed Easton

Room 70

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Synergy Web Address for Parents to Track Grades and Attendance: www.vue.district6.org

Course Overview

Students will study selected works of American writers: both contemporary and classic literature. They will bolster their knowledge of literary devices and elements to improve their skills in literary critique and analysis. Students will build upon and utilize their skills in creative, narrative, argument, and expository writing, moving past proficiency to mastery and college/career-ready writing.

Content Covered/Course Learning Targets

Senior English focuses on American literature, and there is a strong focus on writing. We will be reading literature by Americans and about Americans and the American experience.

The following is a partial list of the novels, short story authors, and plays we will be reading.

19th Century American short-story authors: Nathanael Hawthorne, Washington Irving, Mark Twain, Edgar Allan Poe, Ambrose Bierce, Jack London

20th Century American short-story authors: Willa Cather, Shirley Jackson, Richard Connelly, Alice Walker, F. Scott Fitzgerald, John Steinbeck, Susan Glaspell

20th Century American novels: *The Grapes of Wrath* by John Steinbeck and *Their Eyes Were Watching God* by Zora Neale Hurston

20th Century American drama: *The Crucible* by Arthur Miller

Literature and Informational Text: To become college and career ready, students must grapple with works of exceptional craft and whose range extends across genres, cultures, and centuries. Through wide and deep reading of literature and non-fiction of increased sophistication, students compile a reservoir of literary and cultural knowledge, references, and images. They also gain the ability to evaluate intricate arguments, as well as the capacity to surmount the challenges posed by complex texts.

Key Ideas and Details

Students will be able to complete the following tasks at the level of mastery:

- *Make inferences*
- *Determine central ideas and themes*
- *Summarize ideas and key details*
- *Cite textual evidence*

Author's Craft and Structure:

Students will be able to complete the following tasks at the level of mastery:

- *Articulate how author's word choice shapes the meaning or tone*
- *Articulate how text is structured*
- *Analyze the impact of author's point of view*

Integration of Knowledge and Ideas:

Students will be able to:

- *Analyze topic/event from multiple sources and/or various accounts*
- *Evaluate the credibility of sources and content*

Writing: To prepare for college and career, students must routinely practice writing, as well as using technology adeptly to gather sources and present information. They must use sources in a cogent manner and master multiple writing styles.

Students will be able to complete the following tasks at the level of mastery:

- *Write arguments to support claims*
- *Write informative and explanatory texts to share information and ideas*
- *Write narratives, both personal and imaginative*
- *Write research and investigative papers*
- *Incorporate evidence to support analysis, reflection, and research*

Language:

Students will be able to:

- *Demonstrate understanding of the conventions of Standard English usage.*
- *Apply knowledge of vocabulary, including literal and figurative meaning, usage, and context.*

Speaking and Listening: To increase our students' access to electives and prepare them for real-world communication tasks, CAHPS includes an elective credit for Public Speaking during Trimester 2. Students will practice communication and public speaking skills throughout the academic year.

Students will be able to:

- *Prepare and participate in collegial discussions and conversations: come prepared, respond thoughtfully, make connections, justify with evidence, and be open to different perspectives.*
- *Deliver presentations that are clear, concise, logical, organized, and developed with evidence*
- *Utilize digital media to enhance understanding*

Attendance: Class participation is vital to success in English IV. Reading and writing activities are difficult to make up, and are most valuable when done in class with the teacher and other students. Without regular attendance and active learning, acquiring the knowledge and skills necessary for graduation is nearly impossible. Make every effort to attend class.

SSR:

Sustained Silent Reading (SSR) is a vital component in the study of language arts. SSR builds reading skills, promotes a life-long habit of reading for pleasure, builds practice in the analysis of literature, and enables students to experience more literature than can be read by the whole class.

Each trimester, seniors in CAHPS are expected to read at least one book in addition to material read as a class. Students are encouraged to read literature from many different authors and of varying genres.

Twice per week, between twenty and thirty minutes of SSR will be scheduled as part of English IV. SSR is graded, and students may earn up to 10 points per session. Students are expected to bring a book with them and to read silently for the entire time. If a student is absent for an SSR session, the points may be made up by reading at home for 30 minutes and writing a summary of the section read and responding to it in a page of writing.

In addition, from time to time there will be reading responses in class which ask students to use their SSR as a context for answering a question or analyzing an issue.

At the end of the trimester, students will report on the novels they have read in a formal essay or a book share.

Grading:

Performance Tasks: 50%	Writing Assignments, Socratic Seminars
Tests: 40%	Quizzes, Tests, Projects
Targeted Assignments: 10%	Daily Work

Late Work:

Assignments are due at the beginning of the students' class period on the due date. Any **unexcused** late work receives half credit for up to one week late, and up to 1/4 credit after one week past the due date. Students that miss class have the same number of days to make up the assignment as the number of classes they missed.

Student Responsibilities:

1. **Students are expected to Be Safe, Be Respectful, and Be Responsible.**
2. Stay **actively involved** in class, **ask questions, contribute** to discussions
3. **Complete all assignments.** All assignments are designed to help you learn. They are not busy work.
4. **Ask for help and ask questions** of fellow students (when appropriate) and the teacher (when appropriate) when you are confused or don't understand.
5. **Do not distract** self and/or others students from the opportunity to learn.
6. **Follow the guidelines** set by the school and the district student behavior code, a cell phone referral will be issued as per CAHPS discipline policy.
7. Come to class **on time and prepared** with materials.
8. Remember that cell phones and other electronic devices should be OFF & out of sight unless explicitly teacher approved for a given activity & then it must only be used in the manner approved.
9. Students **MUST** avoid academic dishonesty, including **cheating** and **plagiarism**.
10. All policies in the CAHPS student handbook must be followed as written.

Parents: If you need to contact your student for an emergency or other reason during the school day, outside of our lunch period. PLEASE call the school phone number (541) 494-5260 and your student will be contacted. Please do not call or text your student's cell number during class because it causes disruption of the learning environment.

The simplest way to reach me is by e-mail at ed.easton@district6.org or by calling the CAHPS office; I try to answer messages within 24 hours. I am available for parent questions and meetings between 8:00 AM and the beginning of the school day, and during my prep period (1st Period). I am available to work with students before and after school, and during lunch by appointment.

English IV/Public Speaking Syllabus Acknowledgement Form

Note: Please read this syllabus carefully and sign it, have your parents/guardians read it and sign it, and return this portion to me by Friday, September 23, 2016.

I have read and understand the course expectations and policies:

Print Student Name (Please print neatly)

Student Signature

You, your daughter/son, and I are partners in your students' education. You can help him/her succeed by checking with them as often as possible about their progress and looking with them at their assignment completion and/or needs. Please also plan on attending parent/student teacher conferences. Contact me any time with questions or concerns.

Parent/Guardian Signature

Parent/Guardian Email – please print neatly

Best Phone Number(s) to reach you

First preference: _____

Second option (if available): _____

It is often easiest to call during the day, is it okay to call you at work if there is something I would like or need to talk to you about your student? If yes, work number: _____