

English IV

Cosby High School

Syllabus

Part 1: Course Information

Instructor Information

Instructor: Lynna Holt

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ParentSquare App Directions

PARENTSQUARE

Parents and Students,

ParentSquare is the new app that our school will be using to communicate with you at the school, in the classroom, and individually. Please make sure to download the ParentSquare app on your phone and accept the invite once you have received one. This could be through your school email and or text. Students can access ParentSquare on their chromebooks without using their phones in class.

NOTE: Parents, teachers have the ability to message you individually about your student on this app without you receiving messages that they send their class as a group. So, please make sure to sign up. I know that I will be using this app to communicate specifically with my students' parents.

Google Classroom Code

To be provided in class.

Course Description

English IV is a year-long senior English course built around four genre-based units, each pairing a central literary text or thematic reading unit with a corresponding mode of writing. Students move from the allegorical transformation narrative of Kafka's *The Metamorphosis*, through a thematic fiction unit on transitions and change, into the epic poem *Beowulf*, and finish the year with a thematic argumentative unit exploring difficult, contested ideas. Each unit builds toward a major writing or speaking product — informative, oral presentation, narrative, and argumentative — so that by the end of the year students have practiced the full range of writing and speaking tasks expected of them in post-secondary education or the workforce.

Prerequisite

- Must have successfully completed English I, English II, and English III.

Course Requirements

- 3 Ring Binder
- Notebook Paper
- Pencil
- Highlighters
- Blue/Black Ink Pen

- Colored Pencils (optional)

Course Structure

The course is organized into four units across the year, each anchored by a central text or thematic reading unit and building toward one major writing or speaking product. Course structure is based on a mix of whole-class reading and discussion, close reading and annotation, vocabulary and grammar instruction embedded in each unit, drafting and revision workshops, and a culminating writing or speaking assessment for each unit.

Online Resources

- Purdue OWL online writing lab (learning tool for any and all types of writing)
- ACT website (official ACT preparation materials)
- SparkNotes (supplemental text support)
- Google Classroom (used for handouts, readings, and announcements)

Part 2: Student Learning Outcomes

OBJECTIVES FOR ENGLISH IV

- Analyze and interpret complex literary texts across genres, including allegorical fiction, epic poetry, and thematic reading units, identifying theme, symbolism, and authorial choices.
- Write clear, well-organized informative, narrative, and argumentative essays that develop a central idea or claim with relevant textual evidence.
- Plan, draft, and deliver an oral presentation using an organized structure, appropriate evidence, and effective delivery techniques.
- Build reading stamina and interpretive skill with challenging, canonical texts, including translated and epic literature.
- Strengthen grammar, usage, and vocabulary skills in the context of authentic reading and writing tasks.
- Prepare foundational literacy, writing, and communication skills for post-secondary education or the workforce.
- Meet the TN ELA Language Standards for Grades 11–12, including command of grammar and usage conventions, capitalization/punctuation/spelling, knowledge of language across contexts, and vocabulary acquisition and use.

You will meet the objectives listed above through a combination of the following activities in this course:

- Attend class on a regular basis.
- Complete all reading, classwork/homework, and unit assessments.
- Participate in class regularly, in all class discussions, in pair and group work, and independent work.

Part 3: Unit Works/Pacing Guide

Semester 1

Unit 1: What's Next? (Informational)

- Novel: *The Metamorphosis* (Franz Kafka) Comparative Reading and Writing texts: *We Choose to Go to the Moon* (John F. Kennedy), *Community College vs. Technical School, Overcoming Imposter Syndrome* (Dena Simmons), *Plessy vs. Ferguson* (Court Case), *Are the New 'Golden Age' TV Shows the New Novels?*

(Authors Adam Kirsch and Mohsin Hamid), *How Much of an Indian Was I?* (Elissa Washuta), *The Love Song of J. Alfred Prufrock*, (T.S. Eliot), *The Yellow Wallpaper* (Charlotte Perkins Gilman), *The New Dress* (Virginia Woolf), *A Cup of Tea* (Katherine Mansfield)

- Culminating Writing: Informative Essay
- Focus: allegory, transformation, identity, alienation, close reading of fiction

Unit 2: Times of Transition (Fiction)

- Thematic Unit: short fiction and supplemental texts on change, transition, and coming-of-age which include: *The Mysterious Anxiety of Them and Us* (Ben Okri), *Love After Love* (Derek Walcott), *The Museum* (Leila Aboulela), *A Temporary Matter* (Jhumpa Lahiri), *Tryst with Destiny* (Jawaharlal Nehru), *A Small Place* (Jamaica Kincaid), *Ghosts* (Chimamanda Ngozi Adichie), *ARK* (Ehud Lavski and Yael Nathan), *Blindspot: Hidden Biases of Good People* (Mahzarin R. Banaji and Anthony G. Greenwald), *News Literacy in the Misinformation Age* (News Literacy Project), *Honesty of Social Media* (Point/Counterpoint Essay), *Dawn Revisited* (Rita Dove), *Commencement Address at the New School* (Zadie Smith)
- Culminating Assessment: Oral Presentation
- Focus: narrative elements, thematic analysis, organized spoken delivery

MID-TERM

Semester 2

Unit 3: Uncovering Truth (Poetry)

- Novel: *Beowulf* (translated epic poem), *Shakespeare: The World as a Stage* (Bill Bryson), *Beowulf (a graphic novel)* (Gareth Hind), *Pardoner's Prologue from Canterbury Tales* (Geoffrey Chaucer), *The Postmaster* (Rabindranath Tagore), *Hamlet* (excerpt) (William Shakespeare),
- Culminating Writing: Narrative Essay
- Focus: epic poetry, heroism and truth, poetic structure and language

Unit 4: Against The Wind (Argumentative)

- Thematic Unit: readings on contested, difficult ideas which include: *Gulliver's Travels* (excerpts) (Jonathan Swift), *Liberty Tree* (Thomas Paine), *To His Excellency, General Washington* (Phillis Wheatley), *Preamble to the Constitution and the Bill of Rights* (Gouverneur Morris, James Madison, et al.), *United States vs. The Amistad* (U.S. Supreme Court), *After Being Convicted of Voting in the 1872 Presidential Election* (Susan B. Anthony), *Hawaii's Story by Hawaii's Queen* (Queen Liliuokalani), *The Federalist Papers: No. 10* (James Madison), *Self-Made Men* (Frederick Douglass), *I Am Prepared To Die* (Nelson Mandela), *Leadership During Crisis* (Point/Counterpoint), *A Warrior's Daughter* (Zitkálá-Šá)
- Culminating Writing: Argumentative Essay
- Focus: claim and counterclaim, evidence-based argument, research and citation

Part 4: Grading Policy

Graded Course Activities

Basis for grading for each semester:

Points	Description
100	Classwork/HW
100	Quizzes
100	Unit Tests
100	Projects
100	Compositions
100	English Notebook

TN Ready EOC counts 15% of the final grade.

Viewing Grades in ASPEN (optional)

Points you receive for graded activities will be posted to the ASPEN Grade Book. Click on the My Grades link on the left navigation to view your points.

Your teacher will update the online grades weekly. You will see a visual indication of new grades posted on your ASPEN home page under the link to this course

Letter Grade Assignment

Final grades assigned for this course will be based on the total points earned and are assigned as follows:

- Classwork/Homework and Quizzes: will count once in the grading system
- Unit Tests, Projects, and Compositions: will count twice in the grading system

GRADING SCALE

Letter Grade	Percentage	Performance
A	90-100%	Excellent Work, Quality of the work is above expectation, Shows above average understanding of the subject matter learned
B	80-89%	Very Good Work, Quality of the work met expectations, Shows an understanding of the subject matter learned
C	70-79%	Average Work, Quality of the work is average, Shows some understanding of the subject matter learned
D	60-69%	Poor Work, Quality of the work is below average, Shows lack of understanding of the subject matter learned
F	0-59%	Failing Work, Quality of the work is poor, Shows no understanding of the subject matter learned or did not attempt the assignment at all

Part 5: Course Policies

Course policies are subject to change. It is the student's responsibility to check for corrections or updates to the syllabus. Any changes will be posted in the classroom.

Attend Class

- Students are expected to attend class on regular basis.
- Be on time, on task, and prepared to learn everyday.
- 3 tardies to class equals 1 day absent.
- Don't be late or skip class because I will check to see where you were.
- If you're not in school, it is your responsibility to acquire your makeup work.

Build Rapport

If you find that you have any trouble keeping up with assignments or other aspects of the course, make sure you let Mrs. Holt know as early as possible. As you will find, building rapport and effective relationships are key to becoming a successful student. Make sure that you are proactive in informing Mrs. Holt when difficulties arise during the semester so that a solution can be found. This is being responsible for your own learning.

Complete Assignments

Assignments must be submitted by the given deadline or special permission must be requested from the instructor before the due date. Extensions will not be given beyond the next assignment except under extreme circumstances.

Arrange to come promptly and take missed tests and quizzes. If you do not complete missed work, quizzes, or tests in 3 days, then that missed work will go down as a zero in the grade book.

NOTE: If you're not in school, it is your responsibility to acquire your makeup work.

Academic Dishonesty Policy

Academic dishonesty includes such things as cheating, inventing false information or citations, plagiarism and helping someone else commit an act of academic dishonesty, for example, the copying of homework/classwork when instructed to complete the work on the student's own. It usually involves an attempt by a student to show possession of a level of knowledge or skill that he/she does not possess.

Plagiarism

According to Harbrace Handbook, 15th edition:

Plagiarism is defined as "presenting someone else's ideas, research, or opinions as your own without proper documentation, even if it has been rephrased."

This includes, but not limited to:

- Copying verbatim all or part of another's written work.
- Using phrases, figures, or illustrations without citing the source.
- Paraphrasing ideas, conclusions, or research without citing the source.
- Using all or part of a literary plot, poem, or film without attributing the work to its creator.

Consequences of Plagiarism

Plagiarism is a form of stealing and academic fraud. Students who are found guilty of plagiarism have the option of either redoing the assignment, within a specified time period and accept a letter drop OR taking a zero on the assignment. Parents are to be involved in making the decision.

Use of Artificial Intelligence (AI)

Technology is ever-changing and has a tremendous impact on our global society, local community, and classrooms. Artificial intelligence (AI), including generative forms of AI, is becoming more a part of our everyday lives. It is our responsibility to educate and train students to utilize AI in an ethical and educational way. Therefore, each student will need to be aware of the limitations and guidelines of its usage:

Teachers may allow students to use approved AI programs for instructional purposes. Access to specific websites will be granted on an as needed basis, while taking all reasonable precautions to ensure the security of private student data when utilizing AI programs

If a teacher should incorporate the use of AI in the classroom, students will be instructed on the responsible use standards which include but not limited to the following:

- Effective use of generative AI;
- When it is appropriate to use AI in assignments;
- How to determine whether AI responses are accurate
- Users assume responsibility for incorporating AI content responsibly; and the difference between cheating and seeking support.
- The use of AI could be subject to the Academic Dishonesty Policy.

Students must acknowledge the use of AI in any capacity related to their school work: text, image, multimedia, etc.

Dual Enrollment classes may have additional restrictions and limitations regarding the use of Artificial Intelligence based on the college AI policy in place for that institution.

Religion in the Classroom

The Board affirms that it is essential that the teaching about religion-and not of a religion –be conducted in a factual, objective, and respectful manner in accordance with the following guidelines:

- Religious themes may be a part of the curriculum for school-sponsored activities and programs provided it is essential to the learning experience in the various fields of study and is presented objectively;
 - The inclusion of religion shall be for educational purposes only;
 - The emphasis on religious themes should be only as extensive as necessary for a balanced and comprehensive study of the curriculum. Such studies shall never be used to proselytize, establish, foster, or demean any particular religion, religious tenets, or beliefs; and
 - Student-initiated expressions to questions or assignments which reflect their beliefs or non-beliefs about a religious theme shall be accommodated.
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Parents and Guardians,

I want to thank you for sharing your children with me for the school year. To be honest, I learn from them, just as much as they learn from me and it makes my job so rewarding.

If there is any content you would like to review with me and/or do not want your student to read, there will be an alternative reading/assignment provided to the student.

If I can do anything for you and/or your child, please don't hesitate to let me know.

Lynna Holt

English Teacher

Cosby High School

Student/Parent Agreement

"We have read and understand the English IV course syllabus and all of its components."

Please sign and return.

Student Name (Print) _____ Date _____

Parent or Guardian Signature _____ Date _____