**J.H. Rose High School English Department**

**Welcome to English IV!**

**![MCj04260540000[1]]()Instructor:** Ashley Hutchinson
**Course:** Honors English IV, Code # 102425
**Room:** 320 **Office:** 312 C
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**Class website**: hutchclass.weebly.com
**Phone:** 321-3640

**Class Period**: 3rd period **Planning Period**: 2nd

**Course Description**

 The North Carolina Standard Course of Study for English IV directs this course and provides the main goal: to guide students in developing the communication skills needed for success. Regardless of each individual student’s plans for the future, the ability to read, write, listen, speak and think clearly and effectively is essential. Students should have satisfactory reading comprehension, writing, speaking, and listening skills BEFORE they enroll in the Honors English IV course. The goal of the course is to improve and polish those skills.

English IV is a survey course of British literature explored chronologically from 449 through the twentieth century. The major periods we will cover include the Anglo-Saxon period, the Medieval Period, the Renaissance, the 18th Century, the Romantic Period, the Victorian Period, and perhaps the 20th century. The course focuses on the historical, social, and political aspects of the eras in which the works were written and explores the impact of those aspects on the literature. Students will be involved in close reading and literary analysis of various genres, building and strengthening vocabulary, enhancing written and oral communication skills, exercising creative talents and abilities, and employing critical thinking skills throughout the year.

English IV also houses **North Carolina’s Graduation Project at J.H. Rose**, a requirement for all seniors. All relating assignments and components are integral parts of the English IV course and curriculum, and students will be working on the project throughout the semester. All assignments will contribute to the marking period grades in the class, and the overall Graduation Project grade will count as the final exam. **\*Information about the Graduation Project, including extra copies of forms, is available on the Pitt County Schools website.**

To graduate, you MUST pass this class and successfully complete the Graduation Project. These challenges can be met by doing all assignments, taking notes in class, studying, following all rules and guidelines, seeking outside help as needed, and putting forth your best effort. Do NOT wait until it is too late to try to save yourself! I encourage you to see me any time you need assistance or encouragement. I will do the best I can to respect you, help you, encourage you, and teach you. I am counting on sharing a great semester!

**Grading policy**Pitt County Schools requires that teachers determine grades on the 7-point scale. Therefore, an A is 93-100, a B is 85-92, a C is 77-84, a D is 70-76, and an F is anything below 69. The final grade for each marking period will be calculated as follows:

* ![MCj04136380000[1]]()Tests, compositions, and projects—40 %
* Graduation project major components—20%
* Graduation project minor components/checkpoints—10%
* Quizzes—20%
* Classwork and homework (including participation) – 10%

\*The grading percentages may change based on the number of each type of assignment given during the particular marking period. For instance, during the first marking period, because we are so busy with Graduation Project, we may only have one unit test. To be fair, the unit test percentage may be reduced while other percentages are increased.

Students can expect 2-3 unit tests most marking periods as well as 1-2 writing assignments. Regular reading quizzes will be assigned. In preparation for the final Graduation Project, students will be asked to participate in various exercises, writing assignments, oral presentations, and mini-projects. In all assignments, students are expected to adhere to the guidelines of academic honesty. Any student who cheats on any assignment, engages in plagiarism, forges signatures, or demonstrates dishonesty in any way while completing and submitting assignments will be referred to the appropriate administrator to determine consequences.

 **Late Work and Make-up Policy**
If you are absent, you may make up any work that you missed, as long as you do so within the prescribed time frame. Also, be mindful of the school policy that you may only miss seven days in a course. More than seven absences will result in a failing grade for the course. Once you return to school, you have three school days to turn in the missed work. For example, if you are absent on Tuesday, you will need to turn in make-up work by Friday. Check the class website to see what you missed. It is your responsibility to get any notes that you may have missed. Additionally, you have FIVE school days to make up missed tests. To avoid any problems, you should, upon y our return to school, immediately schedule a day to make up the test after school. All work is expected to be in on time. No late work will be accepted.

**Grade Reporting**

The semester is made up of 3 marking periods. Students receive a progress report halfway through each of the marking periods, regardless of their current average. Progress report dates and report card dates can be found on the attached school calendar. The student’s grade for the course and the final exam grade, which counts as 25% of the semester / class average, will be reported on the final report card. For Honors English IV, the final exam is replaced by the Graduation Project score, calculated by averaging the four major components (the research paper, the physical project, the portfolio, and the senior boards).

**Materials for the course**

\* a notebook to be used for this class only \* loose-leaf paper
\* textbook (provided by teacher) \* writing utensils
\* a 1 ½ - 2 inch binder with your Graduation Project manual

**As the semester progresses, students will also need 3x5 notecards, a flash drive or some method to save Graduation Project items, a method for taking and developing or printing photos, and a display board (if they choose to use one for boards).**

**Rules:**

1. Be respectful of your peers and the Rose faculty.
2. Be responsible for your work and your behavior.
3. Be seated and working when the bell rings and remember that the teacher, not the bell, dismisses the class.
4. Follow all rules in the school handbook, including rules regarding dress code and electronic devices, which will be confiscated if visible in the classroom.
5. Be mindful of your surroundings.
6. Write in pencil or pen. If writing in pen, write in blue or black ink.

**Classroom Management Policy:**

1. Classroom or school violations are recorded on a discipline referral.
2. Parents are called if the infraction is repeated or of a serious nature.
3. When a student receives 3 violations, he or she is sent to the Choice room.
4. Some violations require immediate administrative attention and are handled accordingly.

**Conduct Guidelines**1. Use polite and proper English.
2. Use your “inside voice” as shouting is inappropriate.
3. Grooming in public is always in poor taste.

4. Please use your desk as it was designed; do not sit on the desktop.
5. Running, playing, and roughhousing should be reserved for outdoor activities.
6. Make sure ALL trash gets put into its proper place.
7. DO NOT BRING the following items to the English classroom:
 a. Food or drinks
 b. Hats or other headgear
 c. Electronic devices of any sort
 d. Anything deemed inappropriate by school standards

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**Plans for the semester**

**(Please note that this date sheet is subject to change, and it probably will!)**

* **Week One:** Introduction to Graduation Project; manuals and due dates distributed; student conferences re. project topics; Introduction to the Anglo-Saxon Period
* **Week Two:** Graduation Project initial forms and letter of intent; research for Graduation Project begins; discuss MLA format and note taking for research; “The Wanderer” and “The Seafarer”; *Beowulf*
* **Week Three:** Graduation Project research continues; outline, thesis statement, Works Cited Page, proper citation; *The Anglo-Saxon Chronicle*; *History of the English Church and People*; test on Anglo-Saxon literature
* **Week Four:** Graduation Project research drafts due; Introduce Physical Project requirements; Introduction material for Middle Ages; *The Canterbury Tales Prologue*
* **Week Five:** Graduation Project research drafts due; Three tales from *The Canterbury Tales*; *Sir Gawain and the Green Knight*
* **Week Six:** Graduation Project Physical project component checkpoint; *Le Morte d’ Arthur*; Medieval ballads; test on Medieval literature
* **Week Seven:** Final Graduation Project research paper due; Introduce Renaissance literature; Shakespearean, Petrarchan, Spenserian sonnets
* **Week Eight:** Graduation Project Physical project component checkpoint; Pastoral poetry;
* **Week Nine:** Test on Renaissance poetry; Introduce Shakespearean drama; begin *Macbeth*
* **Week Ten:** Graduation Project Physical Component due; Introduce Graduation Project Portfolio and discuss requirements; continue and complete *Macbeth*; project on *Macbeth* assigned; (if time allows, we may also cover Shakespeare’s *Hamlet*)
* **Week Eleven:** Graduation Project letter to judges and abstracts; Test on *Macbeth*; Introduce 17th and 18th century literature; metaphysical poetry (John Donne); Ben Jonson
* **Week Twelve:** Graduation Project introduction to Senior Boards; *Macbeth* projects due; carpe diem poetry; outside writing assigned; John Milton; journals from plague and great fire
* **Week Thirteen:** Graduation Project final Portfolios due; discuss Boards requirements and preparation; introduce satire; *The Rape of the Lock*; *A Modest Proposal*
* **Week Fourteen:** view *Gulliver’s Travels*; seminar on satire, diction, etc. Test on 17th and 18th Century literature
* **Week Fifteen:** Mock boards (practice in class); Introduce Romantic literature; Robert Blake; William Wordsworth; Samuel Taylor Coleridge
* **Week Sixteen:** Other Romantic poets; Test on Romantic literature; Introduce Victorian Period; selections of Victorian literature
* **Week Seventeen:** Senior Project boards; complete and test on Victorian literature; if time, brief coverage of Twentieth Century literature
* **Week Eighteen:** exam week (no final exam in English IV – Graduation Project score replaces this score)

**Graduation Project Due Dates for Spring 2011**

1/24-1/28 Hold conferences with students re. topics; Phys. Proj. Road Map 1 due

Tues. 2/1 All initial forms, letter of intent due

Tues. 2/8 Notecard check; commitment posters due

Tues. 2/15 Notecard check; thesis and outline due

Tues. 2/22 1st edited draft due

Tues. 3/1 2nd edited draft; interview verification forms due

Tues. 3/8 1st physical project progress report, time logs (5 hrs), photos, journals

**Tues. 3/15** **Research paper due with self-evaluation**

Tues. 3/22 open

Tues. 3/29 2nd physical project progress report, time logs (10 hrs), photos, journals

Tues. 4/5 open

**Tues. 4/12** **Physical project due with self-evaluation;** research papers returned

4/18 – 4/22 Spring Break

Tues. 4/26 Resume due; 1st research paper resubmission; Physical projects returned

Tues. 5/3 Letter to judges, abstracts

**Tues. 5/10** **Portfolios due**, boards info. forms due

Teacher discretion Mock boards

Tues. 5/24 Portfolios due to head judges

**Thur. 5/26** **Senior Project Boards (Students must be in place by 6:15 p.m.)**

**Please note that the dates listed are the *final* dates that work can be submitted before a penalty is applied. Per Pitt County policy, students who fail to turn in assignments by the final due dates will lose 10% per school day from the assignment grade. Failure to turn in any of the four major components of Senior Project will pause the process for the student. In other words, you may not turn in your physical project until your research paper has been completed, yet the due dates, and the penalties for missing them, will still apply.**

**Resubmission scores will be averaged with initial scores in order to get a final grade for any component that is resubmitted.**

**Due dates that are in bold print are school-wide and may not be changed by any teacher.**

**Signature Form**

I have read and I understand the expectations and procedures of this Honors English IV.

**Student Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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

**Parent Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Parent Signature:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Parent E-Mail Address:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

Dear Parent or Guardian:

Your child’s success in Honors English IV is my priority for this class. Please know that I will do everything I can to ensure that each student is learning and maximizing his or her potential. Each student will be treated fairly and equitably, and I hope that you will share with me any suggestions or comments that you may have about this class or your student. I am committed to effective communication with parents and students throughout the course, so please feel free to contact me at any time.

Sincerely,

Ashley Hutchinson

Questions/Comments/Suggestions:

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\*Students, please return this form to Mrs. Hutchinson