



# Course Syllabus

**English IV**  
2017-18

## **Course Description:**

This course introduces the use of multiple literary theories as filters through which to interpret texts. Throughout the year, you will learn about and apply Reader Response Criticism, Cultural Criticism, Archetypal Criticism, Marxist Criticism, Feminist Criticism, and Historical Criticism. Analyzing texts through these lenses will develop your awareness of a writer's perspective and the skills to evaluate text for potential biases.

## **Course Units:**

### **Semester 1**

**Unit 1, 1<sup>st</sup> semester: Perception is Everything** in which we are introduced to various types of critical thinking theories to help us see outside the box of our own assumptions.

Embedded Assessment 1: Creating an Argumentative Photo Essay  
Embedded Assessment 2: Writing a Reflective Essay

**Unit 2, 1<sup>st</sup> semester: The Collective Perspective** in which we examine 3 specific types of critical thinking theories to help us analyze various social and written texts.

Embedded Assessment 1: Illuminating Pygmalion  
Embedded Assessment 2: Applying a Critical Perspective  
College Research Report  
Personal Statements

### **Semester 2**

**Unit 1, 1<sup>st</sup> semester: Perception is Everything** in which we are introduced to various types of critical thinking theories to help us see outside the box of our own assumptions.

Embedded Assessment 1: Creating an Argumentative Photo Essay  
Embedded Assessment 2: Writing a Reflective Essay

**Unit 2, 1<sup>st</sup> semester: The Collective Perspective** in which we examine 3 specific types of critical thinking theories to help us analyze various social and written texts.

Embedded Assessment 1: Illuminating Pygmalion  
Embedded Assessment 2: Applying a Critical Perspective  
College Research Report  
Personal Statements

## **Required Materials:**

- *Springboard English Language Arts Grade 12* (e-book online only)
- *Othello* (class set for use as well as online access on various websites)
- Independent outside reading novel
- MacBook
- Pens, Pencils, Highlighters, Notebook, and Folder

## **Grading Policy:**

This course uses **weighted grading** with the following categories:

• Tests	<u>Grading Scale</u>
• Quizzes	<u>100-90%      A</u>
• Projects	<u>89-80%      B</u>
• Classwork	<u>79-70%      C</u>
• Homework	<u>69-60%      D</u>
	<u>59% &gt;      F</u>

Missing work will NOT be given close to the end of IPR and end of semester.

Late work is to be submitted according to the English Department's policy of 1 week of grace after the previous IPR of 4 weeks. Work assigned BEFORE the previous IPR will not be given. This means submitting a semester of work the final week of class is not acceptable.

## **Learning Standards:**

### **Semester 1 and 2**

- Students will determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text. (RL.11-12.4)
- Students will cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. (RL.11-12.1)
- Students will define and identify various forms of figurative language, distinguish between literal and figurative language, and recognize the difference between denotation and connotation to analyze how an author's choice of specific words evokes meaning and tone. (RL.11-12.4)
- Students will write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. (W.11-12.1)

## **Behavior Expectations:**

Please refer to DPS61 Handbook and Code of Conduct.

## **Original Work, Cheating, Plagiarism, and Paraphrasing Policy:**

Please refer to DPS61 Handbook and Code of Conduct.

**I have read and understand the attached syllabus and course guidelines for English IV.**

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Student Name (print)

Signature

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Parent/Guardian Signature