**HONORS ENGLISH IV SYLLABUS**

Survey of European Literature

Mrs. Paige Hamblin; Fall 2015

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**Welcome to European Literature.** European literature is a large part of the reason I majored in English and is one of my absolute favorite courses to teach. I have planned this course for students who are preparing for the rigorous demands of your impending post-secondary education, and thus this course is intentionally challenging. Be prepared to work and I will prepare you to succeed in your life after high school.

**Required Materials**: One 3-ringed binder with SIX tabs (labeled Grammar/TER, Literary Terms, Literature, Writing, Vocabulary, and Research/Misc.), notebook paper, pencils, pens (black, red, blue, or green), highlighters.

**Course Description**

The Common Core Standards for English Language Arts aim to produce students who:

1. **Demonstrate Independence** (becoming self-directed learners who effectively seek resources to succeed)
2. **Build Strong Content Knowledge** (establishing a base of knowledge across a wide range of subject matter)
3. **Adapt to Varying Demands of Audience, Task, Purpose, and Discipline** (adapting communication and response for the appropriate medium)
4. **Comprehend and Critique** (becoming open-minded and discerning readers and listeners)
5. **Value Evidence** (citing specific evidence for any interpretation or argument)
6. **Use Technology Strategically and Capably** (employing technology thoughtfully to enhance their viewpoints)
7. **Understand Other Perspectives and Cultures** (appreciating the interconnectedness of the twenty-first century classroom and workplace, and appreciating different worldviews)[[1]](#footnote-1)

Thus, the purpose of this course will be to prepare you for the language demands of life outside this classroom. Through the various pieces we read and the many communicative tasks we prepare, we will focus on becoming independent, knowledgeable, evaluative, and flexible learners.

**Course Philosophy**

Our classroom is a communal learning space; we will function as a community of learners through shared dialogue. There is a strong collaboration component to this course—where if you are committed to the work as well as to listening and learning from one another, this class will ultimately become one in which we are all teachers and students. Individual opinions matter and are valued in this course. We will be tackling some advanced literature and therefore our classroom needs to be a safe place to approach new texts so we can recognize how American literature lives on through our individual conceptions of the world around us.

**Course Overview**

**Course Texts:** *Perrine’s Literature, The Canterbury Tales, Othello, 1984, A Doll’s House*

\*\*Whenever there is reading I will expect you to take notes. To encourage this, I will allow you to use *hand-written* notes on any quiz I give (and you should expect a quiz if I assign reading homework).

**Grading:**

Classwork/Homework/Warmups: 20% Quizzes/Participation 20%

Essays/Projects 30% Tests 30%

**Grading Scale:**

100 - 93 = A 92 – 85 = B 84 – 77 = C 70 – 76 = D Below 70 = F

**Grammar**

No one likes the word grammar, but correct usage of the English language is a marketable skill, and one which you should strive to achieve. We’ll be starting out with the building blocks of our language (parts of speech) and once we cover those we’ll transition into phrases and clauses, all while using our Theme Error Rules packet to work on common usage errors. We will quiz and text on grammar regularly. This knowledge will help you make better impressions speaking and writing for the rest of your life, and will help you improve your SAT score.

**Writing**

Writing and expressing yourself eloquently is critical to your future success in this difficult job market. I will teach you how to write more effectively and efficiently as well as help you hone your citation skills with MLA (Modern Language Association’s) parenthetical citation. You will practice both time-restricted and full process writing, with a focus on the literary response essay. If you work hard, this semester will help you write better essays in all your classes as well as advance your SAT Writing score.

**Individual Help:** If you ever need help, do not hesitate to ask. If you have a question, there’s an excellent chance one of your peers does as well. If you need extra help outside of class I will be available by appointment before/after school.

**Classroom Expectations**

1. **BE PREPARED:** You should be in your seat and **prepared** *when the bell rings* to be on time for class (preparedness include having your work, notebook, writing implements, and book(s) with you).
2. **BE RESPECTFUL**: Respect conversations, discussions, and individual remarks. Allow others to speak without being interrupted. Listen and respond with an open, positive attitude and be open to diverse opinions. Respect others’ personal space, property, and dignity.
3. **BE RESPONSIBLE**: Take responsibility for yourself, your words, and your actions—even your unsavory ones. If you make a mistake, be brave enough to admit it and move on.
4. **BE HONORABLE**: Your honor is something you cannot regain easily once lost. Plagiarism and cheating are two of the most serious academic violations. For the school-wide policy, please refer to the *UCHS* *Parent/Student Handbook*. Inside this classroom, you will lose my respect if you choose to willfully represent another’s hard work as your own.

**Classroom Procedures**

1. Late work is not acceptable in an honors course; however, I am willing to work with students under extenuating circumstances. If you have an illness or a family emergency, please communicate with me as soon as possible to arrange a reasonable make-up time for missed work. Students are permitted to drop **one** non-test assignment at the end of each nine weeks, even if it was unexcused late work.
2. “On-time” means: either a hard-copy is printed out **before** you enter my classroom, or you have drop-boxed the assignment on Edmodo/email **before** you enter my classroom. I do check time-stamps.
3. Although you will frequently be instructed to use your laptop in class, student computers may only be active with my permission. If you prefer to take electronic notes, that is your choice, but I will confiscate your computer for the class period if you are using it inappropriately.
4. Cell phones may only be out with articulated permission. If used inappropriately, cell phones will be confiscated.
5. Check my school website or edmodo account for any important documents you need for class, if you lose a copy of something, you can typically print one out for yourself.
6. Expect to be called upon for your opinion in class and be ready to offer a thoughtful response.
7. IF YOU NEED ANYTHING, **ASK**. Ignorance is not and never will be an excuse.

**Final Note:** You will find the pacing and workload in this class significantly more demanding than your previous English courses. Work hard, work hard, work hard; effort always pays off! You must bring materials needed to learn: books, paper, pens etc. Remember that the classroom is for learning: not just from books and school resources, but from each other …do not forget that your contributions complete the learning experience in this classroom. When you enter the classroom prepared, you show respect for yourself and your peers.

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

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

**Teacher Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

1. Common core state standards for English language arts. (2010). In *Common Core Standards*. Retrieved from http://www.corestandards.org/assets/CCSSI\_ELA%20Standards.pdf [↑](#footnote-ref-1)