



SILSA Honors English IV Course Syllabus

Haunted by “Ghosts” in British Literature Kevin Norris

Course Overview

The following brief description of major topics and concepts of Honors English III are derived specifically from the [NC Standard Course of Study](#). In this Honors course, I embed [advanced learning indicators](#) (differentiation; acceleration; enrichment; extension; and depth and complexity) using the following techniques and methodology.

RL.11-12.1 **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.11-12.2 **Determine** two or more themes of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

RL.11-12.3 **Analyze** the impact of the author’s choices regarding how to develop and relate elements of a story or drama.
Craft and Structure

RL.11-12.4 **Determine** the meaning of words and phrases as they are used in the text; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly engaging.

RL.11-12.5 **Analyze** how an author’s choices concerning how to construct specific parts of a text contribute to its overall structure and meaning as well as its effect on the reader.

RL.11-12.6 **Analyze** a case in which grasping perspective requires distinguishing what is directly stated in a text from what is really meant.

HONORS

Encourages Independent Investigation

Requires Independent and group responsibility

Encourages Collaboration

Requires Depth and Complexity

Uses a variety of instructional methods (Inquiry and Project based learning)

Essential Questions to Spark Student Inquiry

1. *What lifeworthy, open-ended, and thought-provoking questions will drive students' inquiry and work throughout the course?*
2. *How will the course use aspects of an inquiry model to support student engagement and achievement?*

- What is the relationship between civilization and nature in British literature, especially between the British colonizers and the indigenous cultures that they colonized?
- What is the relationship between reading and writing?
- How do narrative structures, literary devices, and rhetorical strategies contribute to meaning and impact a reader?
- What steps does literary analysis require?
- How do I transfer knowledge of the analysis of literature to research in my own field of interest?

Assessment

Formative

What opportunities will students be given to show the development of their understandings and skills? What are the intermediate products and learning tasks that students will create and engage in?

The link between reading and writing requires connected exercises to diagnose a student's beginning level and accurately chart growth over the course of a semester. We rely on CommonLit readings and formative assessments to set a baseline and summative assessments to indicate levels of progress. These formative assessments will begin with the Pre-assessment on "CommonLit" for reading lexile level and the initial diagnostic on "No Red Ink" for grammar / writing level. As the semester progresses, the formative assessments may change depending upon the student's individual learning targets, but the purpose of the formative assessments will be to create intermediate products that lead up to the final product (according to the state "Portrait of a Scholar" and the District's version of the "Portrait of a Scholar". Although it will not be limited to just this category, one of these formative assessments will be accurate summary of a passage, which then leads to writing a rhetorical précis, which not only identifies main points of a reading, but also examines the devices and techniques used by the writer to create that effect.

Summative

What final, culminating product(s) will students present to demonstrate achievement of learning outcomes?

The link between reading and writing requires connected exercises to diagnose a student's beginning level and accurately chart growth over the course of a semester. We rely on CommonLit readings and formative assessments to set a baseline and summative assessments to indicate levels of progress. The end goal, of course, is for students to be able to read increasingly more complex texts from the canon (and judge their placement in the canon) and write effectively and persuasively. To that end, we might create our own family crest and shield to demonstrate our understanding of our own family history and demonstrate a knowledge of the royal family in Hamlet, as formative assessment, but the summative assessment would take the form of a traditional test or essay. Therefore, when we are completing the course, we will be deriving our grade from traditional methods of measurement of grade achievement in the buildup to the presentation of the researched argument in summaries, responses to peer editing in draft forms, and the final researched argument. Likewise, our work with the platforms of "CommonLit" (reading lexile level) and "No Red Ink" (recognition of and appropriate use of descriptive forms of grammar) will provide evidence of growth in the form of improved performance on the post-assessments for each of these exercises, but the evidence will also appear in the sources cited by the scholar and the use of standard written English to present an argument and address its

counterargument.

Grading

In alignment with [Board of Education Policy 3400 Evaluation of Student Progress](#), describe the grading scale/weight and how the five principles of grading will be integrated (i.e. accurate; reflects proficiency of academic standards; supports a culture of revision; provides timely and actionable feedback; and distinguishes means of learning (habits of scholarship) from the ends (academic success). Clearly describe your policy around homework, retakes, and revisions.

The coursework intends to culminate in a researched argument presented by the student on a topic of their choice. Ideally, the student will choose material within their avocation or intended vocation to ensure they acquire the working vocabulary and methodology in their area of interest. From the first of your tasks (a list of ten words from your (a)vocation), though to the final stage, you will focus first on content (an argument that professionals in your field are having). Then your classmates and I will assist you in building your ethical appeal through the use of appropriate diction, applying standard grammatical and organizational structures, and consistently meeting deadlines. You will find arguments in your field (I will provide you with a sample slideshow presenting the argument that crime clean up crews should have therapy as a part of their contract. Currently, many crime scene clean up crews do not automatically have therapy as a part of their insurance, and this student writer thinks that they should.) Ensuing assignments will ask you to provide a rhetorical precis for one source for your argument to examine the counterargument. The eventual grade will be cumulative, with multipliers provided by Infinite Campus to weight the final product (the researched argument) and the revision process which leads up to the final product more heavily than the formative assessment and practice. The formative assessments which will help us differentiate between habits of scholarship and academic success, while offering the students timely and actionable feedback in the forms of discussion groups, peer editing, and commentary from the instructor. For example, an early summary of an article will only count once, but summaries and peer editing for the final researched assignment may count twice or three times instead of simply counting once. This process will allow the student to chart their individual growth according to their individual learning targets and see that the formative will count for less overall points than the summative assessments. Some examples of formative assessments include response to journal entry prompts, creation of individualized learning targets, and reading quizzes. Conversely, some summative assessments would include Weekly and Unit Tests, midterm exams, and the final researched project. The overall grading scale for the course remains the standard A = 90–100 | B = 80–89 | C = 70–79 | D = 60–69 | F = below 60

Attendance

Per [Board of Education Procedure 3420-P](#): Students who exceed the number of absences to earn course credit must attend attendance recovery within two weeks of their last absence.

Per [Board of Education Procedure 4400-P](#): To receive credit for a course, a student must not have more than five (5) unlawful class absences.

When a student must miss school, a written excuse signed by a parent or guardian must be presented to the student's teacher on the day the student returns after an absence. Absences due to extended illnesses may also require a statement from a health care practitioner.

Additional/Supplemental Information

English Department
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The English Department of SILSA equips students with the communication skills and the critical thinking skills necessary to meet the challenges of our changing world.

Primary Text:

Applebee, Arthur N. and Andrea B. Bermudez, Edts. (2006) *The Language of Literature: British Literature* Boston: McDougal Littell.

Student Responsibilities:

1. SILSA requires students to arrive on time, attend all classes, and stay for the entire class. School policy allows students five absences. In the case of an absence, students are responsible for the material covered in class.
2. Students should bring their laptops to all classes and have assigned readings completed before the class meeting. Dates for most reading assignments are in the tentative reading schedule and in the Tasks and Objectives for the week.
3. The English Department requires students to participate actively in class discussions. Participation counts in the final grade.
4. Students must adhere to academic honesty in their work. In the case of plagiarism or academic dishonesty, students will receive no credit for the assignment and may receive a failing grade for the class.
5. Any student with a documented disability requiring accommodations to complete course requirements should make an appointment with the instructor as soon as possible.

Evaluation and grading:

According to SILSA policy, we will derive the final grade for this class from the first nine weeks (40%), the second nine weeks (40%) and the final exam (20%). The State of North Carolina does not implement the final exam. The class will decide on the method of evaluation for the final exam. Students in Honors English IV explore ways that audience, purpose, and context shape oral communication, written communication, and media and technology. I emphasize communicating for purposes of personal expression, but students also engage in meaningful communication for expressive expository, argumentative, and literary purposes.

In English III, Honors students will

- **Express** reflections and reactions to literature and to personal experience
- **Explain** meaning, describe processes, and answer research questions
- **Evaluate** communication and critique texts
- **Create** and **support** an informed opinion
- **Participate** in conversations about and written analysis of literary genres, elements, and traditions
- **Use** knowledge of language and standard grammar conventions with appropriate audiences.

Plagiarism

SILSA regards the issue of plagiarism very seriously. Plagiarism is after all, a form of cheating, and we do not tolerate cheating.

Plagiarism is “the use of another’s words or ideas as one’s own, whether found in printed or electronic media.”

Appropriate uses of sources include:

- Direct quotation—use of the author’s words verbatim with quotation marks and correct documentation,
- Paraphrase—use of the author’s ideas in one’s own words by changing the sentence structure and using correct documentation,
- Summary—use of the author’s general ideas and correct documentation.

While the teacher is responsible for providing instruction concerning documentation procedures, ultimately, academic honesty is the student’s responsibility. If we do not discover the plagiarism during the writing process, but it appears in the final product, then the same penalties will apply.

Blatant acts of plagiarism, which includes submitting the work of another, either published or unpublished, in full or part, will receive a zero.

We will evaluate and grade student research throughout the writing process. If we discover work that contains plagiarism, we will accept that work. After having a period to conference with the teacher and make any necessary corrections, the student may resubmit the work. We will determine a final grade and the weight for the assignment based on the amount and severity of the plagiarism. **If the final copy of the research or work contains a pattern of plagiarism, we will assign the assessment a score of zero. Your exam will be an oral presentation of research about your (a)vocation.**