

ENGLISH IV (H) Course Syllabus

Madison Academic Magnet High School

INSTRUCTOR INFORMATION

Dr. Molly Coffman

e-mail: mlcoffman@jmcss.org

Class website: <http://drcoffman.weebly.com>

Remind: Please join the class Remind, by texting the message @drceng4 to 81010.

School's website: <http://www.jmcss.org/madison>

Planning time: 12:40-2:15 (4th block)

[State ELA Standards](#) (click on link)

Ms. Libby Nichols, Intern

Email: ecnichols@jmcss.org

MATERIALS

1. Binder (for notes, graded papers, handouts, etc.)
2. Looseleaf paper, pens, pencils, highlighters, etc.

*While learning using virtual methods, students will need the equivalent of the above materials: a way to organize and keep up with class materials and documents, internet and device (iPad, tablet, laptop) for accessing the course, submitting materials, etc.

TEXTS/CURRICULUM

We will read a variety of texts in different genres throughout the semester. Some we will read as a class, and some you will read on your own. I will select some titles, and you will select others. Our goal is always to be reading and responding thoughtfully to what we've read. The overall course includes an overview of the development of English literature—with a primary focus on British literature—beginning with the Anglo-Saxon period. Many of the selections will be found in the literature book (Holt, Rhinehart, and Winston's *Elements of Literature, Sixth Course*. Additionally, longer works we plan to read include Shakespeare's *Hamlet* and Mary Shelley's *Frankenstein*.

WRITING

Regular writing assignments will be given in many formats--creative and analytical writing, fiction, nonfiction, poetry, responses, reflective letters, etc. Students will be guided through the writing process, will participate in writing response groups, experiment with voice and style and improve grammar skills through writing mini-lessons, reflect on the writing process, and share writing with the class. We will write essays in response to complex texts; the mode may be narrative, expository, or argumentative. Throughout the semester we will examine rubrics and models for each of these modes and will compose, revise, and edit writing to be prepared for the exam, college, and beyond. Writing will adhere to MLA formatting guidelines, and all students will complete a scholarly research paper.

WEEKLY SYLLABUS / ASSIGNMENTS

Take a moment to visit the class website (drcoffman.weebly.com) and note the various tabs. Each week, I will post a syllabus with assignments to the Assignments/Weekly Syllabus tab to help students with planning & tracking assignments. Additionally, many handouts, PPTs, links, and other helpful resources can be found on the Handouts/Files tab of the class website. While I will review assignments and other materials frequently, you should be responsible for accessing the class website to see what you should be working on each day.

After checking the English IV > Assignments/Weekly Syllabus page on the class website, you will access and submit assignments through Microsoft Teams. (To access Teams, log on to your Office365 account using your school credentials.) Once in Teams, enter our class, and then click on the Assignments tab to find assignments. After clicking on the Assignment, you will find directions and, if necessary, attached materials/resources. Sometimes you will type directly into an attached document. Sometimes you will need to create and upload a document of your own. Once you are finished with an assignment, it is very important to click the blue “TURN IN” button. Not clicking the “turn in” button would be like doing an assignment for an in-person class but leaving it in your binder rather than turning it in to be graded. To avoid losing points for late work, you want to be sure to turn in assignments by the due date. Once assignments are graded, they will be returned in Teams and you will be able to access feedback (both in the feedback box and within the document itself); the grade for the assignment will be in PowerSchool.

The student will need to practice good time management skills. We will be working on various assignments at one time. For example, the student may have a daily reading assignment, a novel, a poetry project, and/or a writing assignment in progress at any given time. The student will need to keep track of when assignments are due and will need to schedule time for working on these assignments accordingly. The student should expect to have some form of English homework every night.

CLASS PARTICIPATION/VIRTUAL MEETINGS

You are expected to participate in class discussions and/or small group activities. Your understanding of the assigned texts is critical to your progress in the class. You are expected to take notes on the texts and discussions. Most importantly, have something prepared to discuss or a question to present to the class regarding the readings. Lively discussion is one of the most enjoyable aspects of reading and writing about literature!

Of course, much of our class discussion will occur using a virtual platform (e.g., Zoom, Microsoft Teams). The Zoom link will be the same each time we meet and can be found in Teams. Once in the class, on the left side of the screen, you will find a “channel” called Zoom Meeting. If you click on this channel you will find the link for your class’ Zoom meetings. When you click on the Zoom link, you will first enter a waiting room; after I have had a chance to mark you “present,” I will admit you to the Zoom meeting. You should use your first and last name to identify yourself rather than a nickname, number, or other label. Please note that these virtual meetings may be recorded.

Using a virtual platform for class may present unique challenges, such as unmuting yourself to ask a question or to make a comment or observation. Below are some guidelines/tips that may help you to participate more actively in the virtual classroom:

- Keep your camera on. Students are expected to keep their cameras on and to be visible (not just a ceiling fan or top of the head) throughout the class in order to be counted as present.
- Dress appropriately. While you do not have to wear uniforms during Zoom sessions, you are expected to be fully clothed in attire that will not be a distraction to the class. Something about being dressed for school helps class time to be more productive.
- Manage your environment. If possible, find a quiet workspace away from distractions to participate in our meetings. Try to sit at a table or desk where you have workspace, rather than lounging in a bed or on the couch.
- Prepare. Have all documents needed for class open on your computer before the meeting begins. Close any unrelated tabs.
- Minimize distractions. In addition to trying to find a quiet workspace, and closing unrelated tabs on your device, remaining in Speaker View rather than Gallery View can reduce distractions and help you focus on the speaker or content being shared.
- Improve visuals. Sit in a well-lit area with the light in front of you to prevent shadows.
- Improve audio. Use ear buds or headphones with a mic if your computer mic does not work well.
- Be respectful. Avoid talking over others. Your microphone will be set to mute when you enter the Zoom, but be mindful of muting and unmuting yourself for discussion.
- Chat wisely. You can utilize the chat feature to ask questions or make comments that are relevant to the discussion for the whole class; however, avoid cluttering the chat with extraneous “chit chat.”

COMMUNICATION

Outside of class meetings, the class website and our Teams page are good places to find information. If you have reviewed information on the class website and in Teams and still have questions, the best way to contact me is through email (using your school email address) or through the Remind app listed at the top of this syllabus. I will try to answer promptly; however, I may not respond immediately.

GRADING

While feedback will be provided within documents submitted in Microsoft Teams, the best place to check your grades is in PowerSchool. Please access your PowerSchool account regularly and address concerns respectfully. I do my best to post grades quickly and accurately; however, if you have a concern about a grade, ask me about it! Grades in PowerSchool are categorized as follows:

Nine weeks' grade categories/percentages

Homework = 10%
Daily Work = 30%
Tests = 60%

Please note, that the above category names are set by the district and can be misleading. Small assignments generally go in the “Homework” category and are graded on a scale of 0–10. The “Daily Work” category generally includes larger assignments that may take multiple days to complete (such as presentations or short essays) as well as quizzes. The “Test” category includes not only actual tests but also larger assignments, such as unit essays or projects that take more than a week to complete. Assignments in the “Daily Work” and “Test” categories are graded on a scale of 0–100.

Final Grade:

First nine weeks’ grade = 40%

Second nine weeks’ grade = 40%

Final Exam grade = 20%*

*This percentage is determined by the state and could change if directed.