

**English/Language Arts IV—Honors**  
**DCPS Course #13090**

**Cambridge-South Dorchester High School**  
**Instructor: Mrs. Heidi Cohoon, M.A.**  
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**Room: D-07B**  
**Period: Varies**  
**Planning Period: Varies**  
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**Course Description**

This twelfth grade course is the last in a series of accelerated courses designed to refine and enhance reading, writing, and critical thinking skills. It addresses the Maryland Core Learning Goals for English and is intended for students who have demonstrated the highest levels of knowledge and skill in previous courses. Honors English IV promotes competencies students need to succeed in careers that demand strong language skills and in the most selective postsecondary institutions. The course includes critical reading and analysis of literature, college level essays, and an analytical research paper presented in MLA format. **Students should possess excellent work ethics, and be prepared to complete extra work outside of the classroom.** A study of literature will be addressed through a chronological/thematic approach using Classic British Literature.

**Goals**

Students will demonstrate the ability to:

- Respond to texts by employing personal responses and critical literary analysis.
- Compose in a variety of modes by developing content, employing specific forms, and selecting language for a specific audience and purpose.
- Control language by applying the conventions of Standard English in writing and speaking.
- Evaluate the content, organization, and language of various texts.

**Course Requirements**

Students must complete the following activities:

- Read novels from an assigned theme and write an essay based on this theme.
- Research a topic and write a research/synthesis paper according to specific guidelines.
- Participate in a variety of writing experiences: persuasive compositions, comparison and contrast compositions, character analyses, informative essays, and personal narratives.
- Present an informative speech based on the research/synthesis paper.
- Complete weekly vocabulary and grammar activities and tests.
- Take a final exam that will count 10% of the final grade.
- Utilize the writing process for each writing assignment, unless otherwise stated.
- Type all final essays according to MLA (Modern Language Association) format.

## Texts/Resources

*Holt McDougal Literature, Grade 12*. Orlando: Houghton Mifflin Harcourt Publishing Company, 2012.

Assorted Classic British Literature Novels

## Required Materials

- Notebook: three-ringed plastic binder
- Loose leaf paper
- Highlighters, pens with dark blue or black ink, pencils, correcting tape
- Post-it notes
- Index cards
- Separate writing portfolio stored in room (provided by teacher)

## Units of Study

<b>Unit Description</b>	<b>Quarter</b>
<b><u>The Epic as the Literary Foundation of a Culture</u></b> Text: Excerpts from <i>Beowulf</i> <b><u>Foundations of the Western Tradition</u></b> Texts: Excerpts from <i>A History of the English Church and People</i> <b><u>The Emerging Identity Part I: Fate and the Tragic Hero</u></b> Text: <i>The Iliad</i>	<b>Q1</b> <b>(September 6- November 8)</b>
<b><u>Satire: Commentary of the Absurd</u></b> Texts: “A Modest Proposal” and <i>Gulliver’s Travels</i> <b><u>Independent Literary Research and Critical Analysis</u></b> <ul style="list-style-type: none"><li>• Introduction to University of Maryland library system and electronic data bases</li><li>• Instruction in location, retrieval, and use of information from various sources as applied to a writer’s thesis</li><li>• Instruction in documentation of primary and secondary source information – MLA format</li><li>• Completion of a research paper</li></ul>	<b>Q2</b> <b>(November 9- January 25)</b>
<b><u>The Emerging Identity Part II: Victorianism and Modern Criticism</u></b> Texts: Selected poetry from the following poets: William Blake, Percy Shelley, Samuel Taylor Coleridge, and others of student choice Selected Short Fiction: “The Rocking Horse Winner,” “Araby,” “The Demon Lover,” “Lamb to the Slaughter,” and others of student choice	<b>Q3</b> <b>(January 26- April 3)</b>
<b><u>Emerging Identity Part III: Modern Encounters with Crisis</u></b> Novels: <i>Frankenstein</i> by Mary Shelley Literature Circles of Choice British Literature Novels, including: <i>1984, Animal Farm, Pride and Prejudice, and Wuthering Heights</i>	<b>Q4</b> <b>(April 4-TBA)</b>

## DCPS Grading Policy

Midyear and final examinations, common assessments, a writing portfolio, quizzes, tests, homework, and class work will contribute to the student’s grade. Grades will be averaged using a 70% summative (tests, projects, essays, and quizzes) and 30% formative (class work and homework) system.

<b>Categories</b>	<b>Percent of Total Term Grade</b>	<b>Examples of Types of Assignments</b>
<i>Summative Assessments</i>	70%	Tests, Projects, Essays, Quizzes (minimum 6 per term)
<i>Formative Assessments</i>	30%	Class work and Homework (minimum 12 per term)

<b>Components of Course Grade Calculations</b>							
	Q1	Q2	Midyear Exam	Q3	Q4	Final Exam	Course Grade
Percentage	45%	45%	10%	45%	45%	10%	
	Semester 1 (S1)			Semester 2 (S2)			
Y1	50%			50%			100%

### A Note on Expectations

<b>What You Can Expect from Me</b>	<b>What I Expect from You</b>
Respect for your unique abilities, talents, and intelligence	Respect me as a caring, knowledgeable, and intelligent adult
Sincere effort to assist you in and out of class as needed	Sincere effort to always do your best on each assignment and assessment
Prompt response to individual requests and email inquiries	Willingness to seek help and clarification as needed
Organized class structures to foster optimal learning	Practice centeredness (focus) and digital responsibility (keep all electronic devices off)

### Guidelines for Success

- You are not to stand in the hall before class. As you enter the classroom, sharpen pencils, sit in your assigned seats, and begin warm-up before the bell rings.
- Attend class every day, and do not be late.
- Raise your hand to be recognized and called upon by the teacher. No talking or getting out of your assigned seat unless Mrs. Cohoon grants you permission.
- Be prepared for class everyday with all required materials.
- Be quiet and respectful during announcements.
- Do not touch things in the classroom that are not yours – let’s be respectful of each other’s belongings.
- No food, drinks, toys, cell phones, iPods, and/or electronic devices are to be brought to class.
- Cheating will not be tolerated. If you find it necessary to cheat, appropriate action will be taken.

- Profanity is not to be used in school. If you choose to speak in this manner, you will be referred to the office.
- If a substitute leaves your name for misbehaving and/or causing a disturbance, appropriate action will be taken.

### Consequences

If for some reason you break one of the above stated guidelines, the following actions will be taken:

- **First offense:** student conference, phone call home, or letter sent home
- **Second offense:** phone call home and 1-hour after-school detention
- **Third offense:** phone call home, 1-hour after-school detention, and office referral
- **Fourth offense:** phone call home, 2-hour after-school detention, parent conference, and office referral

### Homework Policy

**BOTTOM LINE...**it must be completed! Homework is very important; it allows me to see how you are doing and whether or not we need to look at something a little more closely.

### Writing Format

- For all paper assignments, unless otherwise noted, you will need to use this heading: Name, date, and class must be written or typed in the upper LEFT hand corner. A title must be included.
- Paragraphs must be indented.
- All writing assignments must be edited for spelling and other corrections before they are turned into Mrs. Cohoon.
- All writing assignments that are handwritten should be legible and written in dark blue or black ink.

*\*\*As in life, much of our success is affected by our attitudes. Come to class with a good attitude and a willingness to work for success.\*\**

I have read all of the information stated on Mrs. Cohoon's Honors English IV Syllabus. I understand that the guidelines and policies must be followed in order to achieve a positive classroom learning climate that will bring success to my classmates and me. By following *The Viking Way's* philosophy of being respectful, responsible, and ready, I can expect to be successful in this class. Failure to abide by classroom rules will result in the consequences as specified in this document. If I ever need extra help or have questions, it is my responsibility to ask Mrs. Cohoon at appropriate times.

Student Signature\_\_\_\_\_

Parent Signature\_\_\_\_\_