English IV – World Literature Course Syllabus

Teacher: Mitch Elbert

Teacher Contact Information: mitchell.elbert@dmschools.org

Teacher's Educational Background:
- West Bend-Mallard High School, West Bend, IA
- Northwestern College, Orange City, IA: BA English Education
- Buena Vista University, MA Instructional Leadership
- 20 Years teaching - 10 Years at Hoover High School

Teacher Office Hours:
- Teacher Office Hours are before school (7:25-7:40), after school (2:35-3:10).
- Appointments outside of the listed times are at the discretion of the teacher.
- Students who need access to teachers before 7:25 and during lunch must have a pass from the teacher
- Planning Period: Gold 4

It is the policy of Hoover High School to return parent communication within 24 hours during the work week, post grades in Infinite Campus Every Thursday by 3:00, communicate with parents when grades fall into the D or F range, and post major assignments in Infinite Campus when assigned. To facilitate this, it is the expectation of Hoover High School that families will maintain current contact information (phone, address, e-mail). To update contact information, please call 242-7302. Parents can learn how to access the Infinite Campus Parent Portal in the parent handbook distributed at Registration and available on the Hoover website.

Course Description: The course includes a survey of world literature and preparation for advanced composition and practices. The literature focuses on texts that have contributed to the dominant thoughts of the world’s cultures. Composition focuses mainly on persuasive writing and a research project.

Major Course Objectives: The textbook is an integral part of the class as well as several short novels which are provided. We will begin with the literature of the Anglo Saxons and then move through the Middle Ages, the Renaissance poets and the Romantic and Modern writers. Studies will also include Shakespeare, Shelley, and Huxley. There may be independent and group novel units.

Behavior and Attendance:
- All students are expected to follow the established building and district behavior, attendance and tardy policy outlined in the student handbook.
- Regular attendance and being on time to class is key to success in this classroom.

Classroom Procedures:
Detentions see your planner for specific information regarding the number of tardies and unexcused absences allowed per semester without penalty. The first time you break a class rule you will be warned. The second time you will earn a 15 minute detention which must be served after school or at the beginning or end of lunch
within two days or the time will double. You must arrange this time with me prior to showing up to serve. This is your responsibility – not mine! Two days later it’s a referral. Moral of the story: do what is expected.

**Extra credit** is occasionally offered to the entire class, but is never offered to individual students so don’t waste your time or mine by asking. Completing all assignments to the best of your ability is the only way to ensure a good grade. Extra credit isn’t to “save” a grade, but rather to push you the few extra points you need to attain a higher grade. Extra credit will amount to no more than 3% of the student’s overall semester grade.

**Food**, gum, candy, pop and juice are not allowed in 2025. You may have a water bottle if you choose but you must have it filled before the bell rings. All of your personal items (backpack, purse, jacket, etc. must be under your seat or you will be asked to take them to your locker and you will be tardy. The room is too small and there are too many people for your stuff to be lying around. Be smart.

**Passes** will not be given unless you are bleeding profusely or bones have punctured the skin and then only if you have your planner. I have to arrange time to get a sip of water and run to the restroom in the same passing period that you do.

**Paper format** is MLA (Modern Language Association) style. In the upper left hand corner are four identifying lines – your name, my name, class name, date paper is due. All papers are either done on one side of unlined white paper, skipping lines in dark blue or black ink OR they are typed in 12 point font (Times New Roman or Courier) and are double spaced. Don’t try to make your computer/printer woes my issue.

**Plagiarism** is “to use and pass off as one’s own the ideas or writings of another” and it will not be tolerated. Plagiarized works will receive a grade of zero whether it is a 10-point paper or a 500-point research assignment. Take this seriously. I do. Discuss this with your parent/guardian. Do NOT sign the attached slip until you understand this concept.

**Respect** is something I work to maintain in this room. It is your responsibility as a part of this class to show respect to everyone in this room. I am not implying that you need to be friends with everyone in this room, but I AM indicating that all emotions, opinions and ideas are valid and will be treated as such. This is your classroom, too, and we all have to live together for a while. Let’s make it worth the trip.

**Writing portfolios** will be kept in this class. This is a tremendous way for you to analyze your growth as a writer and to share this growth with your keeper at parent/teacher conferences in the spring. It is YOUR responsibility to keep your portfolio in order. This may include writings from other classes. This is 10% of your semester grade so think ahead and don’t blow it!

**Academic Dishonesty:**
Plagiarism is the practice of taking someone else’s work or ideas and passing them off as one’s own. Students submitting plagiarized work will be assigned to re-do the work or complete an additional and/or alternative assignment for a reduction in grade. Instances of plagiarism become part of a student’s permanent disciplinary record. Students who plagiarize multiple times are subject to disciplinary action under level III or IV of the DMPS Code of conduct for students. Common examples of plagiarism include:

1. Copying and pasting information from the internet into a paper
2. Using someone else’s words without referencing the source or including quotations
3. Using someone else’s ideas without referencing the source
**Grading:**

Grading and Feedback Policies for Hoover English Department

***Students demonstrate achievement in English by being successful in the areas of writing, reading, and testing. Proficiency in writing is demonstrated by a consistent score of 3 or higher on all rubrics formatted on the six plus one traits and grades at or above the 70\(^{th}\) percentile.

Common Grading System

2011-2012 Hoover High School English Department

Common understanding what each grade communicates

A—Student demonstrates mastery of the standards beyond the content area

B—Student demonstrates a high level of understanding within the standards

C—Student demonstrates proficiency within the standards

D—Student demonstrates insufficient evidence for proficiency within the standards

F—Student has not provided evidence for attainment of standards

The Hoover English Department uses the **common grading scale** as follows

A: 90-100

B: 80-89

C: 70-79

D: 60-69

F: 0-59

The Hoover English Department, in common, uses the following categories for **weighting grades**. These weights are designated for core English courses and may be modified for advanced or elective classes; if this is the case, students will be made aware of the changes.

<table>
<thead>
<tr>
<th>Categories</th>
<th>Descriptions</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Major Papers</td>
<td>Final drafts of these papers are those which are selections for each</td>
<td>25%</td>
</tr>
</tbody>
</table>
class’s portfolio (compare/contrast, research, characterization, in-class, etc). This category also includes projects that often require research and development through drafts, and students will receive feedback from the teacher at the prewriting, rough draft, and final draft stages of the process. At least one major paper will be given per term.

<table>
<thead>
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<tr>
<td>Minor Papers</td>
<td>Drafts of these formal papers include in-class writings and other writings which are short term in nature. While these are not necessarily required for the portfolio, they can also be included.</td>
<td>15%</td>
</tr>
<tr>
<td>Daily Work and Quizzes</td>
<td>This weighted category focuses on smaller assessments and daily practice. They can include homework, quizzes, handouts, daily work, and collaborative practices.</td>
<td>20%</td>
</tr>
<tr>
<td>Tests</td>
<td>This category is for tests which cover larger bodies of concepts than quizzes. They can include tests over large sections of a book or a complete book or several texts.</td>
<td>10%</td>
</tr>
<tr>
<td>Reading</td>
<td>These are assignments that show the students’ interactions with the text. They can include journals, note-taking, split-page journaling, or various analyses.</td>
<td>10%</td>
</tr>
<tr>
<td>Portfolio and Reflective Letter</td>
<td>The portfolio is a collection of essays selected by the student that reflect their progress and success with writing. The letter is a reflective piece that asks the students to assess their performances, their strengths and their weaknesses, with the writing process.</td>
<td>10%</td>
</tr>
<tr>
<td>Final Exam</td>
<td>The final exam is a cumulative exam that measures what the students have studied for the semester.</td>
<td>10%</td>
</tr>
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**Make Up Work:** It is the policy of the Hoover English Department to follow the DMPS policy of makeup work, which indicates that students have two days to submit work following excused absences. We interpret this two day policy to mean two class periods which translates into four calendar days on the block schedule. With planned absences (e.g., college visits, school sanctioned absences, etc.) our department strongly encourages students to complete this work before the absence or submit the work via drop off or email.

**Late Work Policy:** The Hoover English Department has different late work policies dependant on which weighted category the assignments fall under.

- *Daily Work and Quizzes and the Reading (formative) categories:* since many of these assignments are given or begun in class, the English Department will accept late work for 70% up to one class period late.
- *Major and Minor Papers (summative):* Typically these papers have gone through a process of prewriting, drafting, and finalizing. The English Department will accept a late paper for 70% of grade for two periods following the due date.
Tests (summative): Tests are at the discretion of the teacher, since these typically are makeup oriented more than late.

Portfolio and Final Exam: Since both of these assignments are end of the semester summative assignments late work cannot be accepted on them.

It is the responsibility of the student to speak with the instructor outside of normal class time to get clarification on the assignment, preferably before the assignments are due.

Re-take Policy: Students wishing to retake tests must consult with the teacher, after which the teacher has the discretion of whether to give (1) a different test based on the same material or (2) an alternative assignment that will translate into test credit. The original score and the new score of these tests will be averaged to compute the new grade. (Correctives)

Extra Credit Policy: Extra credit given to students should amount to no more than 3% of the student’s overall semester grade. Opportunities for extra credit should be given for activities or assignments outside of the regular curriculum and should not be treated as replacement credit (for missed assignments) in the grade book. This can include attendance of the school play, attendance to conferences, attendance of literary readings as well as other assignments given at the discretion of the teacher.

Participation Grades: It is not the policy of the Hoover English Department to give grades for participation. Assignments may be given that reflect participation, but these assignments will be recorded in one of the aforementioned weighted categories.

Common Feedback Policy

2011-2012 Hoover High School English Department

Learning targets and expectations will be communicated to students in a variety of ways. Daily targets will be delivered to students by drawing attention to the objective(s) for the day and having them posted in the room. In addition, when needed, unit and course objectives will be recorded on unit handouts and course syllabi as well as with each semester portfolio. It is the desire of this department to explore standards-based grading when the organization and revisions of the Common Core are available, possibly within the next year.

Corrective feedback will be given in a variety of ways. Teachers will use the Write to Learn methods as well as tactics given by Streibe to monitor student development throughout the course of each unit. This data will be used to give
individual feedback and plan lessons. Concerning formal compositions and projects, students will often engage in a drafting process throughout which students will be given advice for improvement during prewriting and the rough draft stage before a graded draft or final draft of the composition is submitted.

Feedback will be returned to students within the following time frames:

- Daily work, homework, and quizzes will be returned within one week to students.
- Tests, projects, and essays will be returned within two weeks.

Scores for these returned assignments will be entered into Infinite Campus for student and parent access. Students will also receive the original assignment back with teacher comments.

The Hoover English Department recognizes the following “non-curricular” skills as important to the academic and personal development of our students:

- Accountability—Students are expected to be accountable with managing their academic development and turning in their work. We expect students to seek help from the teacher when they are in need and to follow-up on missing or late assignments.
- Planning—Being active in the planning and execution of projects is an important life-skill. We give students ample opportunities to plan and carry out projects at all levels.
- Language Registers—It is the personal goal of this department to have students recognize the different registers of language needed to be successful throughout life. For example, language used around familiar people differs from language use around acquaintances; text-speak is not acceptable discourse for academic assignments; time, place, and audience bears a great burden on what words and language we choose to use.
- Organization—Students need to become academically and personally organized to achieve within school and be competitive in the adult world. We foster this by helping them utilize systems of organization.
- Time Management—Utilizing the time given is a skill that is necessary. Students at each grade level are given in-class writing exercises to practice managing small time frames. Also, students practice managing larger time frames through project development. (See section Corrective Feedback.)