**CROCKETT COUNTY HIGH SCHOOL**

**SYLLABUS**

**ENGLISH IV BILLY ALLISON**

**CHRIS HALIBURTON**

[billy.allison@crockettschools.net](mailto:billy.allison@crockettschools.net)

**COURSE DESCRIPTION:** English is one of the primary components of academic study at the secondary level. The study of language and literature as taught by the English department of Crockett County High School is designed to prepare each student for success in higher education or in the workplace. The program is composed of units in writing, reading, grammar, composition, and vocabulary.

**SUPPLIES:**

a three-ring binder (I suggest 1 1/2 inch)

lined loose-leaf paper (wide or college ruled)

a pen using blue or black ink

50 3x5 index cards

Highlighter

**CLASSROOM POLICIES:**

1. It is the student’s responsibility to be aware of and to follow all rules and policies as written in the Student Handbook. Any problems in classroom behavior will be dealt with according to the guidelines set forth in the handbook. Certain rules are very important in my class:
2. Be on time. I will assign a tardy when students are late for class.
3. Come prepared with appropriate materials for the day’s lesson.
4. **Do not bring food or drink into the classroom.**
5. **Do not get your telephone out.**
6. Dress appropriately.
7. Participate in class discussion, but do not engage in disruptive behavior.
8. Be thoughtful of others.
9. **Work hard and be nice.**
10. **If you move it, put it back where it was.**
11. **If you drop it, pick it up.**
12. Tests and quizzes missed because of an **excused** absence must be made up within a week of the work’s due date.

Study Guides are not supplied before tests. The notes, classwork, and any discussion

in class should be kept and will serve as study material. If a student has a question

about the material to be tested, he or she should ask the teacher for clarification.

12. Integrity is expected in all academic work.

**CCHS OFFICIAL GRADING SCALE**

93-100 = A

85-92 =B

75-84 = C

70-74 =D

0-69 = F

**GRADING CATEGORIES**

25% DAILY CLASSWORK AND QUIZZES

50% TEST GRADES

25% EXAM GRADE

**MAJOR UNITS**

**1ST QUARTER**

**Preparation for post-secondary writing**

Students will focus on:

* command of conventions of standard English
* understanding language functions
* appropriate vocabulary
* clear, coherent writing
* planning, revising, editing, and rewriting work for publication

Students will examine:

“Eveline”

**Argumentation**

Students will focus on:

* developing precise claims
* supporting and defending interpretations, analyses, reflections, and research with evidence found in literature and/or informational texts
* using advanced searches effectively
* creating both written and oral studies of issues in history and contemporary society

Students will examine”

* Queen Elizabeth’s Speech to the soldiers at Tilbury, 1566
* Eleanor Roosevelt on Human Rights
* “The Accidental Spectator’s Guide to Improving Sports”
* “The Case Against High School Sports”

**2ND QUARTER**

**Classical Heroes**

Students will focus on:

* writing narrative fiction or literary non-fiction to convey experiences and/or events using well-defined details and well-structured event sequences

Students will examine:

* ***Beowulf***
* ***Gawain and the Green Knight***
* ***Mythology: the Tales of Gods and Goddesses***
* excerpts ***Graceling***

**Modern Heroes**

Students will focus on:

* **Producing clear, coherent writing in which the development, organization, and style that are appropriate to task, purpose, and audience.**
* **Comparing and contrasting the heroes of modern day to the classic heroes of the past**

The student will examine:

* **“Ulysses”**
* **“Dulce Et Decorum Est**
* **,“Rear Guard**
* **”“To an Athlete Dying Young,”**
* ***Ellen Foster***

**Appearance vs. Reality**

Students will focus on:

* direct statement vs implication
* producing clear, coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience

The student will examine:

* **“Ozymandias”**
* **“Musee des Beau Arts”**
* **“Landscape with the Fall of Icarus”**
* **“Tweens: Ten Going on Sixteen”**
* **“The Queen Bee and her Court”**
* **“Bombs Bursting in Air”**
* **”The Jewels,”**

**TESTING DATES**

**These dates are approximate; there will be work collected and graded almost every day, but the dates below reflect test or major compositon grades.**

**English IV**

**August 11 Mechanics of grammar**

**August 30 Commas**

**September 13 All marks punctuation**

**September 26-27 Power point presentations**

**October 21 Annotated bibliography**

**October 26 Resume**

**November 9,10 Analysis of hero’s journey**

**November 18 Original hero story**

**December 7 Anthem project/analysis**

**December 13 Modern Heroes**

**December 15-16 Exams**

**PARENT RESOURCES:**

[**http://crocketthigh.ccschools.net/**](http://crocketthigh.ccschools.net/)

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**I have read over the syllabus and I have noted that classroom behavior and student responsibility are significant factors in determining the final grade. I have also read and understand the class policies. I also understand that I can contact the teacher at** [**billy.allison@crockettschools.net**](mailto:billy.allison@crockettschools.net) **or call 731-696-4525 to set up a meeting with the teacher.**

**Student name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Student signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Parent name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Parent signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**CROCKETT COUNTY HIGH SCHOOL**

**SYLLABUS**

**Advanced English IV BILLY ALLISON**

**Dual Enrollment English Composition 1010 and 1020**

[billy.allison@crockettschools.net](mailto:billy.allison@crockettschools.net)

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3. Come prepared with appropriate materials for the day’s lesson.
4. **Do not bring food or drink into the classroom.**
5. **Do not get your telephone out. I will collect cell phones and turn them in to the office.**
6. Dress appropriately. Dress code demerits will be given.
7. Participate in class discussion, but do not engage in disruptive behavior.
8. Be thoughtful of others.
9. **Work hard and be nice.**
10. **If you move it, put it back where it was.**
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* “Eveline”

**Argumentation**

Students will focus on:

* developing precise claims
* supporting and defending interpretations, analyses, reflections, and research with evidence found in literature and/or informational texts
* using advanced searches effectively
* creating both written and oral studies of issues in history and contemporary society

Students will examine:

* The Rhetorical Triangle
* Queen Elizabeth I’s Speech to the soldiers at Tilbury, 1566
* Eleanor Roosevelt on Human Rights
* argumentative speech of the student’s choice
* “Embryonic Stem Cell Research”

**2ND QUARTER**

**Classical Heroes**

Students will focus on:

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* ***Beowulf***:
* ***Sir Gawain and the Green Knight***
* ***Mythology: the Tales of Gods and Goddesses***
* excerpt ***Graceling***
* ***The Odyssey***

**Modern Heroes**

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* “Rear Gu**“Dulce Et Decorum Est”**
* **“Rear Guard**”
* ***The Count of Monte Cristo***
* ***Anthem***

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* **“Tweens: Ten Going on Sixteen,”**
* **“The Queen Bee and her Court,”**
* **“Bombs Bursting in Air,”**
* **”The Jewels,**
* **” *Frankenstein***

**TESTING DATES**

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**August 23 composition analyzing effects of fear/guilt in “Eveline”**

**August 29 composition analyzing speech as arguement**

**August 20-21 Power point presentation of speech analysis**

**September 20 annotated bibliography**

**September 28 test research terms and MLA**

**October 11 research paper due**

**October 17 Count of Monte Cristo**

**October 19 test Count of Monte Cristo**

**October 27 composition/ descriptive narrative**

**November 11 Anthem test**

**November 14 Anthem project**

**November 29 expository composition**

**December 12 ghost stories**

**December 15-16 exams**

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