Instructor: Ms. Brooke Ayres

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Office Hours: Before or after school by appointment

**Course Description**

English 4 is a survey style course, meaning it is an introduction to various genres of literature. This course covers multiple literary topics and themes using poetry, novels, short stories and nonfiction. Additionally, writing is a major component to success in ELA, so you will write several essays throughout the school year.

**Course Objectives**

* Analyze and interpret samples of purpose for writing, identifying and explaining an author's use of rhetorical strategies.
* Write for a variety of audiences and purposes.
* Analyze images and other multimodal texts for rhetorical features.
* Use effective rhetorical strategies and techniques when composing Be aware that it usually takes multiple drafts to complete a successful text.
* Understand the social and collaborative aspects of the writing process.
* Learn to critique their own as well as others’.
* Control such surface features as syntax, grammar, punctuation, and spelling.
* Conduct college-level research using a variety of sources, both online and print
* Discern bias in multiple media sources.
* Maintain and revise diction in sentences to enhance the discussion of a topic.
* Critique nonfiction works for purpose, evidence, and effectiveness
* Construct arguments supported by evidence and analysis.
* Analyze how the use of parallelism or subjugation in sentence structure impacts meaning and rhetorical function.
* Demonstrate understanding of the conventions of citing primary and secondary sources.
* Annotate text for tone, audience, rhetorical device and appeal, and style

**Units and Texts**

**Overview**

Students will analyze passages from the primary texts as well as speeches, articles, treatises, philosophies, and other nonfiction writings. Additionally, students will analyze poetry from a range of literary periods. Some students or parents may find the texts controversial from a specific cultural viewpoint, “…including depictions of nationalities, religions, ethnicities, dialects, gender, or class” (CED 117). According to the College Board, “AP students are not expected or asked to subscribe to any one specific set of cultural or political values but are expected to have the maturity to analyze perspectives different from their own and to question the meaning, purpose or effect of such content within the literary work as a whole” (CED 117). Readings or discussions in class concerning controversial topics are sensitively handled and restricted to appropriate academic discussions. Parents are encouraged to contact me with any concerns.

**Unit One: What is Reality?**

**In Class Readings: The Works of Ray Bradbury**

* *There Will Come Soft Rains*
* *The Dark and Starry Eyes of Ray Bradbury (Nonfiction)*
* *The Veldt*
* *The Sound of Thunder*

**Major Essay Topic**

During this unit, we have discussed how our choices impact the future and shape reality. For your unit assessment, you will explore this butterfly effect in storytelling. You must choose from the list of five stories provided. Alternate stories MUST be approved by me. After reading the story, choose one moment from the story and change it. You will then analyze how that change impacts the rest of the narrative, including the ending. You must cite evidence in support of your analysis. 

**Unit Two: Uncovering Truth**

**In Class Readings**

* Hamlet by William Shakespeare
* *Story of an Hour* by Kate Chopin
* *Cask of Amontillado* by Edgar Allan Poe

**Major Essay Topic**

Your final paper will be an argumentative essay. In Hamlet, our “hero” decides to avenge his father’s murder on his own. For this paper, you will argue whether you believe one has the right to take the law into their hands. Your essay must have an introduction with clearly stated thesis or claim. While this is an opinion-based essay, you must have at least three pieces of supporting evidence from credible and relevant sources.

**Unit Three: Philosophy**

**In Class Readings**

* Man’s Search for Meaning by Victor Frankl
* Readings from the following philosophies (more be added at a later date)
  + Metaphysical Libertarianism
  + Machiavellianism
  + Cynicism
  + Stoicism
  + Existentialism
  + Nihilism
  + Absurdism

**Major Essay Topic**

Your unit project is either an essay or poem explaining your personal philosophy. Your project must present your views, thoughts, and feelings on some aspect of life i.e. life, religion, politics, money, etc. This is a personal writing assignment; there is no “wrong” answer. You may reference any of the schools of philosophy discussed in class, one you researched on your own, or create a whole new philosophy!

Essay Option: Minimum of three (3) paragraphs. Clearly defined philosophy, with support. As this is a personal essay, you may use “I”.

Poem Option: Minimum of three (3) stanzas and/or fifteen (15) lines. Figurative language is used appropriately. The theme is clear..

**Unit Four: Research Techniques and Writing**

Students will learn to craft and revise strong, clear, focused, original, and coherent arguments rooted in exceptional rhetorical skills and a deep understanding of style and the other core aspects of a successful persuasive piece.

**Major Essay**

For your final paper, you will write a three (3) page research paper on a conspiracy theory or mystery from history. Your essay must have an introduction with a clearly stated thesis or claim. As this is a research paper, you must have an abstract as well as a complete, annotated bibliography with at least three credible and relevant sources. You will submit your bibliography to me prior to submitting your essay.

**Course Policies**

**Course Participation**

To get the most out of this course, you will need to be an active participant and learner. The content of this course will be accelerated to address all the course goals and objectives. Being prepared and engaging in the coursework is essential.

**Attendance and Grading**

Failure to attend class **WILL** negatively impact your grade. Class discussions (such as Socratic Seminars) are heavily incorporated into your grade and require your attendance for credit. Missing these days will drop your grade significantly as you will be unable to make up the assignment. **HOWEVER**, there are **SOME** legitimate extenuating circumstances that necessitate extensions and/or exemptions. These will be evaluated by me on a case-by-case basis, and are not guaranteed, so please talk to me as soon as possible. Sidenote: Extracurricular activities and job responsibilities **DO NOT** warrant extensions/exemptions.

**Submitting Work**

Coursework must be submitted electronically via TEAMS or in writing. Assignments will not be graded on completion, but rather on the level of mastery reflected. Grades received on all assignments are reflections of student’s comprehension and mastery.

**Late Work Submission**

All assignments must be completed and submitted by the designated due date (two weeks from the date work is assigned). You will have one extra week to turn in assignments after the designated due date for 50% credit. Late work will not be accepted nor graded after the assignment closes (three weeks from date work is assigned). Please be sure to observe ALL the assignment details provided in TEAMS.

**Plagiarism**

We all know AI exists; however, AI is just a resource. It does not replace individual thought or inspire new ideas. Do your own work. Submitting work that is not yours will result in a zero as well as a mark of academic dishonesty on your academic record. I would rather work that is imperfect, but reflects who you are and your own thoughts, than perfect work with no soul.

**Grade Composition**

Major Essays 40%

Socratic Seminars / In Class Assignments 30%

Quizzes 30%