



English 4 Course Syllabus
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Course Description

Your SpringBoard journey culminates in Grade 12 when you study literary theory and move beyond reader response to apply multiple perspectives to complex texts. You will encounter Baldwin's "Stranger in The Village," Orwell's "Shooting an Elephant," Shakespeare's *Othello*, and Wilde's *The Importance of Being Ernest*. Throughout this final level, you will learn and apply the theories of Archetypal, Marxist, Feminist, Historical, Cultural, and Reader Response Criticism to literature in order to better understand the pieces and how biases impact our world. Rigorous reading and writing tasks synthesize your learning throughout this course. Research and film texts go hand in hand in your study of Shakespeare. You will research and analyze the ways in which historical contexts have influenced performances of *Othello* and compare multiple film versions of the drama.

Students will be able to:

- Demonstrate an awareness of the strategies used to communicate for a variety of audiences, contexts, cultures, and perspectives.
- Demonstrate the ability to comprehend and evaluate writing, speaking, and multi-media.
- Research and incorporate evidence of different types, from multiple sources, to support the purpose of their communication.
- Demonstrate the ability to direct their own learning, without significant scaffolding and prompting.

The Everett School District adopted the Springboard English Curriculum that is aligned with the Common Core State Standards (CCSS). Each student will be provided a text. Students will register for the course online through SpringBoard and will have online access to all materials and resources provided by SpringBoard.

Unit Skills and Assessments:

Springboard Unit 1: Perception is Everything

Embedded Assessment 1: Writing a Rhetorical Analysis Essay	Embedded Assessment 2: Writing a Reflective Essay
<ul style="list-style-type: none">• Apply Reader-Response and Cultural Criticism in determining an author's purpose, audience, and message.• Evaluate the effectiveness of an author's organizational and stylistic choices in texts across genres.• Strategically use text evidence to support commentary and critiques of an author's <u>work</u>• Compose texts that use a logical structure, precise language, and effective genre characteristics	<ul style="list-style-type: none">• Develop an expository text to incorporate the thematic concept of "the stranger in the village."• Apply the organizational structure of a reflective essay.• Draft a reflective text with clear controlling ideas and illustrative details.• Make stylistic appropriate choices (e.g., tone, diction, detail, syntax).• Uses a variety of strategies to revise and refine writing to present technically sound texts.

Springboard Unit 2: The Collective Perspective

Embedded Assessment 1: Illuminating <i>Pygmalion</i>	Embedded Assessment 2: Applying a Critical Perspective
<ul style="list-style-type: none">• Write a script that conveys a critical perspective.• Understand the genre conventions of a play script.• Understand and apply key themes and components of critical theories.• Use stages of the writing process.• Use guiding questions associated with a variety of literary criticisms.• Apply a sophisticated understanding of the drama.• Understand and apply elements of plot, characterization, dialogue, and subtext.• Reflect on group process of creating, presenting and making meaning from text.	<ul style="list-style-type: none">• Apply an assigned critical perspective to an unfamiliar text.• Apply close reading strategies to a new text.• Use peer feedback to enhance written products.• Reflect a clear understanding of the connection between summary, thesis, examples, and commentary.• Use appropriate grammar, conventions, and organization.

Springboard Unit 3: Evolving Perspectives

Embedded Assessment 1: Writing a Literary Analysis	Embedded Assessment 2: Staging an Interpretation
<ul style="list-style-type: none">• Apply critical perspectives to drama, nonfiction, and multimodal texts.• Evaluate the use of dramatic elements in a play.• Analyze the ways in which historical and social context have influenced staged performances.• Evaluate and critique multiple interpretations of a Shakespearean tragedy.	<ul style="list-style-type: none">• Read and interpret the selected scene from <i>Othello</i>.• Select and apply a relevant critical perspective.• Collaborate in planning, rehearsing, and presenting the scene.• Create an actor's, director's, or dramaturge's notebook and perform the duties of these roles.• Reflect on process, including acting company's collaboration on scene analysis and interpretation during rehearsals.



Embedded Assessment 1: Examining How an Issue Is Presented in Media Texts	Embedded Assessment 2: Presenting an Argument
<ul style="list-style-type: none">• Apply a critical lens to the meaning and significance of a real world “event.”• Define an interpretive thesis.• Evaluate textual passages for use as evidence in support of an interpretive claim.• Synthesize sources in support of an interpretive argument.• Use organization to enhance the persuasiveness of an argument.	<ul style="list-style-type: none">• Develop a clearly defined thesis as the claim to be argued.• Provide valid reasoning and relevant and sufficient evidence to support the claim.• Include the elements of argumentation in the organization of the essay.• Solicit and incorporate feedback for revision.• Use transitions for coherence.

Attendance and Tardies:

Attendance per Jackson High School policy: please be aware that any absence negatively affects a student’s progress. Absences are not only detrimental to learning because work made up outside of class is not as effective as the actual classroom experience, but many classroom experiences cannot be replicated, such as class discussions and performances. Students are responsible to obtain any lecture notes and work which was missed while absent. If it is an extended absence, a week or so, it would be beneficial for students to conference with the teacher and set some goals for completion of the large quantity of missed learning.

A student is considered tardy if not in his/her seat when the bell rings. If a student is not present for more than half of the class period, the student will be considered absent per Everett School District policy. Multiple tardies will result in an after-school or lunch detention. Failure to show up for detentions will result in an administration referral.

Classroom Behavior:

It is very important to create a classroom climate that promotes a positive learning environment. This climate is accomplished by each student’s strict attention to the Jackson High School handbook as well as my expectations and beliefs.

Respect – Mutual respect is my first and foremost expectation. I respect you as students, and as people, with diverse opinions, learning styles, and backgrounds. I expect the same. Therefore, any negative or disrespectful comments, especially about race, class, sexual orientation, etc., will not be tolerated under any circumstance. A safe and positive learning atmosphere will make this year enjoyable, exciting, and successful.

Attitude –A positive attitude and sense of humor are the keys to success both academically and otherwise. Along with respect, a positive attitude will make the class enjoyable and you successful.

Preparedness – Please do not come to class unprepared. Print out all due assignments ahead of time; you will never be able to print out saved homework or assignments during class. Come to learn every day; be prepared mentally and physically. I do not assign homework for homework’s sake. If you receive a homework assignment, it is because it will be instrumental for your success with the topic at hand.

Communicate – I expect each student to take charge of his/her learning. When questions arise regarding a student’s learning, it is expected I will bring this to the student’s attention, or the student will bring this to my attention, and together we will work to seek resolution/understanding. Parent/teacher communication will occur after this if necessary.

Email – Emailing is a powerful tool for this class since many assignments will be turned in this way. I also will answer emails as soon as possible, usually the same day.

Phone – I will respond to a phone call or voicemail message in a timely manner, but please know it may not be within 24 hours, due to other classroom and building needs and/or requirements.

Jackson Handbook Rules – Jackson High School rules as detailed in the student handbook regarding dress code, harassment, bullying, absences etc. will be enforced.

Cell Phone Use

EPS Policy High School Students:

- During class time: Cell phones/PED (this includes AirPods!) must be turned off and stored away to keep the focus on learning.
- Between classes and during lunch: Students can use their cell phones/PED but are encouraged to disconnect and engage with peers.
- If you or your parent need to communicate with one another during class time urgently: Students can request to use their cell phone in the office for urgent communication with parents/guardians. Parents/guardians should call the school office to communicate with their student on an urgent matter.
- Disciplinary action: If a cell phone/PED is out or used during class, it will be confiscated and returned at the end of the day. Repeated violations may lead to further consequences.
- 1st time: Verbal Warning, 2nd time (in same period): In pencil pouch on desk until end of class, 3rd time (in same period): Sent to office and parent contacted

Assessments:

Assignments will be posted in the classroom on a daily basis. I will also be updating assignment information on Canvas, which is a tool students can access here, on the Everett School District Website: <https://www.everettsd.org/domain/2152>. Parents: please note that you will need your student's password in order to access their Canvas profile, and the assignment information I post on it. I will upload due dates, assignment details and prompts, rubrics, readings, and other relevant files on this platform. Canvas is increasingly utilized by colleges in Washington state, and is a convenient place to consolidate information. If you, or your student, have issues accessing this site, please let me know. My personal goal this year is to better set students up with necessary technological skills for the 21st century.

- Rubrics will be used for the grading of most major projects; rubrics will be given to the class along with the assignment. Grades are calculated on a point system and are weighted accordingly:
 - **80% Summative Assessments**
 - **20% Formative Assessments**
- Assignments will be graded and grades will be posted within 7 school days after the due date with the understanding that major projects/papers may require additional time to ensure quality feedback.

Artificial Intelligence Policy:

We will embrace the responsible use of AI as a learning tool while maintaining academic integrity. For each assignment, I will clearly specify the allowed level of AI usage, ranging from no AI use to full AI collaboration.

When AI is used, you must always cite this assistance, provide links to AI interactions, and include your original work. You are expected to follow these guidelines and be prepared to discuss and evaluate AI contributions. This policy will help you learn digital, proper citation practices, and critical thinking while you develop essential writing and analytical skills. Remember, the goal is for everyone to learn and grow in their abilities.

Academic Integrity

- It is important to maintain the integrity of individual student work.
- “Group” or “collaborative” work will be specifically stated in the assignment directions.

- Safeguards are in place to protect that work, including adherence to the JHS Student Handbook and section 504-25-310 of the State of Washington Administrative Code
 - "...Cheating includes, but is not limited to, communicating improperly with others, especially other students, during tests or the preparation of assignments for classes..."
 - "A student is guilty of complicity in academic dishonesty if he or she intentionally or knowingly helps or attempts to help another or not."

Late and Revision Policy

- Formative Assignments:
 - Students can submit up to one revision for each formative assignment, within one week of receiving feedback from the teacher. After that date, the assignment will be closed on Canvas
 - Late formative assignments will only be accepted one calendar week beyond the original due date
 - I reserve the right to make any assignment on paper, if use of AI outside of policy guidelines is suspected
- Summative Assignments:
 - For timed writes, students will be given one make-up opportunity before or after school, within a week of receiving feedback on that assignment. The highest score will be taken.
 - Discussion/Presentation based summatives can not be revised. Late assignments require a plan to be made with the teacher before the assigned due date.
 - I reserve the right to make any assignment on paper, if misuse of AI policy is suspected

Plagiarism:

I am diligent about maintaining the integrity of individual student work. Individuals work hard completing assignments and projects. To protect that work, I seriously adhere to the JHS Student Handbook and section 504-25-310 of the State of Washington Administrative Code, "Cheating includes, but is not limited to, communicating improperly with others, especially other students, during tests or the preparation of assignments for classes...." When group work is allowed, it will be specifically stated in the assignment directions. Additionally, very few students are aware of the concept of complicity. Please review the JHS student handbook: "A student is guilty of complicity in academic dishonesty if he or she intentionally or knowingly helps or attempts to help another or others to commit an act of academic dishonesty of any of the types defined above...."

****Any portion of this syllabus is subject to change by the teachers based on the needs of the course and class.**