

**East Hartford High School**  
**English 4 (Introduction to College Reading and Writing)**  
**Ms. Jepsen**  
**2014-2015**

*“A story is a way to say something that can’t be said any other way, and it takes every word in the story to say what the meaning is.”*

*--Flannery O’Connor*

**General Description**

English 4 (Introduction to College Reading and Writing) is a rigorous, college preparatory course that requires active reading, in-depth analysis of literature, and extensive writing. The reading is challenging and the expectations are high. It is assumed that students have completed English 3.

If students achieve a B or higher average in this class, they will be accepted into Manchester Community College’s Freshmen English 101 without having to take the Accuplacer placement test.

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**Grading Policy**

<b>Category</b>	<b>Percent</b>	<b>Rationale</b>
Formative Assessment	40%	To assess students for content and skill attainment throughout the unit (includes homework, class work, quizzes, tests, drafts, pre and post assessments, etc.).
Summative Assessment	60%	To assess students for unit skill and content mastery (includes larger essays that are finalized at the end of each quarter).

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**Unit 1:**

**Reading:**

*Hamlet* by William Shakespeare

**Summative Assessment:**

1. Find a picture that reveals the theme of Hamlet. Explain. Use evidence from both pieces to explain your thesis.
2. What is Hamlet missing? Find a poem or song that explains what Hamlet is missing. Use evidence from both pieces to explain your thesis.

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**Unit 2:**

**Reading:**

*A Christmas Carol* by Charles Dickens

“My Daily Dives in the Dumpster” by Lars Eighner

**Summative Assessment:**

1. Write a 3-4 page lens and artifact essay for this unit. Use “My Daily Dives in the Dumpster” by Lars Eighner as a lens to examine Charles Dickens’ A Christmas Carol.
  2. Write a research paper on an issue or topic that has come up during the year. Develop a question based on what we have read. What do you want to know more about? How does that knowledge affect your interpretation of the text?
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### **Unit 3:**

#### **Reading:**

*The Handmaid’s Tale* by Margaret Atwood

Sheryl Sandbergs' "Why We Have Too Few Women Leaders"

Grant Wackers' "The Christian Right"

#### **Summative Assessment:**

Use one of the following texts as a lens to analyze The Handmaid's Tale by Margaret Atwood:

Sheryl Sandbergs' "Why We Have Too Few Women Leaders"

Grant Wackers' "The Christian Right"

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### **Unit 4:**

#### **Reading:**

Poetry

*The Dew Breaker* by Edwidge Danticat

“In the Land of Memory” by Amy Wilentz

#### **Summative Assessment:**

Use “In the Land of Memory” by Amy Wilentz or “Landing Under Water I See Roots” by Annie Finch to examine *The Dew Breaker*.

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\*This schedule is subject to change. Please be aware that the reading material for this class is intended for mature readers.

### **Important Course Policies**

- I. Late work will be severely penalized. All Summative Assessments, as well as homework, will be turned in at the beginning of class.
  - A. If students turn in a Summative Assessment at the end of class or the next day, it will be lowered by one grade.
  - B. Late homework will receive a 50% deduction.
  - C. If students are late to class because of printer problems, their work will be considered late.
- II. Students are required to complete all steps of an assignment in order for the assignment to be graded. Students will be required to participate in a writing and revision process for all Summative Assessments.

- III. If a student is caught plagiarizing; she will fail the assignment and probably the quarter. If a student is caught plagiarizing at the college level, she will probably be expelled. Plagiarism is taking someone else's ideas or words and passing them off as your own without any citations. For example, if a student gets an idea from an internet site for an essay she is writing, she needs to cite that website. Even the smallest infraction will result in a failed assignment.
- IV. It is the student's responsibility to get notes, assignments, handouts, etc. from days that she is absent. Any assignment due on the day she is absent is expected to be handed in on her first day back.
- V. Required Materials:
  - A. One composition style journal notebook with no spiral wires
  - B. Folder and notebook OR loose-leaf binder, hole punch, and loose-leaf paper
  - C. Black or blue pens, pencils, highlighters
  - D. Post-it notes
  - E. Computer and printer access
  - F. Electronic storage device (recommended, not required)
- VI. This is a very difficult course, so students are encouraged to speak with the instructor during the Helping Period after school. Please make an appointment during the day to meet after school.
- VII. All Summative Assessments and other essays must be turned in to Turnitin.com and printed unless otherwise noted. Please take the time to sign in to your Turnitin.com account. If you do not have one already, you can create one for this year. Once you have signed in, please join my class with the following information.

E Period:

Class name: Introduction E

Class ID: 8380997

Password: Jepsen

H Period:

Class name: Introduction H

Class ID: 8381017

Password: Jepsen

- VIII. The following rubric will be used for some of the Summative Assessments or essays:

<b>Thesis</b>	<b>Evidence</b>	<b>Organization</b>	<b>Language</b>	<b>Content</b>
<p>The thesis must connect the non-fiction lens to the fictional artifact. The thesis is placed in the very beginning of the essay and is a strong statement that can be argued. The thesis is unique, concise, and interesting.</p>	<p>There must be evidence from both the non-fiction lens and the fictional artifact. The body paragraphs have context sentences, meaningful quotations, and clear explanations. The evidence in the paragraphs clearly supports the thesis. The writer uses quotations or summaries where appropriate.</p>	<p>The essay has a clear thesis, clear topic sentences, clear paragraphs, a thought-provoking introduction, and an interesting conclusion.</p>	<p>The writer uses appropriate language well. There are no spelling or grammar errors.</p>	<p>The writer uses the lens to show a deep understanding of the artifact. The writer shows an extremely interesting, in-depth interpretation of the literary work. The writer raises important questions. The writer creates a new, unique understanding of the literary work</p>
5	5	5	5	5
4	4	4	4 1-4	4
3	3	3	3 5-10	3
2	2	2	2 11+	2