



# BARNEGAT TOWNSHIP SCHOOL DISTRICT

## Barnegat High School English 4 College Prep - Syllabus

---

### Course Information

English 4 College Prep  
Full Year  
Class Location: Room C-105

### Teacher Information

Name(s): Brendan Keffner, Amanda Sharo  
Phone: 609-660-7510  
Email: [akeffner@barnegatschools.com](mailto:akeffner@barnegatschools.com),  
[asharo@barnegatschools.com](mailto:asharo@barnegatschools.com)  
Teacher Website:  
[https://www.barnegatschools.com/Domain/1738 - Keffner](https://www.barnegatschools.com/Domain/1738-Keffner)  
[https://www.barnegatschools.com/Domain/1764- Sharo](https://www.barnegatschools.com/Domain/1764-Sharo)

### Course Description:

This course is designed to help improve your communication skills through reading, writing, and speaking articulately and accurately. The course uses British literature as a vehicle to analyze and explore significant literary themes as they have been applied across time periods and genres. We will study approximately one theme per Marking Period. Various writing styles will be covered. They include narrative, persuasive, critical analysis, and research. Significant texts, short stories, poems, and short non-fiction will all be utilized in each unit.

### Course Competencies/ Learning Objectives:

Students who successfully complete English 4 College Prep will be competent in the following areas:

- Reading Literature
  - RL.11-12.1. Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
  - RL.11-12.2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
- Reading Informational Text
  - RI.11-12.3. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
- Writing
  - W.11-12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
  - W.11-12.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
  - W.11-12.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
  - W.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
  - W.11-12.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.
  - W.11-12.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

- Speaking and Listening
  - SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
  - SL.11-12.3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
  - SL.11-12.4 Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.

**Course Texts / Online Resources:**

- *The British Tradition* textbook
- District-approved texts
- Print materials
- Google Suite
- Chromebooks
- BHS Media Center

\*We utilize Google Classroom for reminders, course adjustments, schedule changes, etc. The Google Classroom Passwords are:

- \*2A - 4enwsbq
- \*3A - 4ja4rf3
- \*1B - l76ruz5
- \*2B - l3myil7

**Required Materials:**

- Notebook
- Required Text
- Pen or Pencil
- Any relevant handouts
- Charged laptop computer

**Attendance Policy:**

Regular and prompt class attendance is an essential part of the educational experience. The Barnegat Township School District expects students to be responsible and exercise good judgment regarding attendance and absences. Students accept full responsibility for ensuring that they complete any/all work missed due to absences.

**Course Topic Outline:**

Please find a list of the units for this course:

<b>Content Area: English Language Arts</b>	
<b>Course Title: English 4 College Prep</b>	<b>Grade Level: 12</b>
Unit 1: <i>Beowulf</i> , and the Fundamental Skills	45 Days
Unit 2: Hamlet: Sad and Emo, or Cold and Methodical? (Independent Reading)	45 Days
Unit 3: Join the Club: <i>1984</i> as a Classic Dystopia	45 Days

Unit 4: This is the End: Wrapping up the Year	45 Days
---	---------


**Student Grades:**

The grading system for this course is based on the category weights listed in each department’s policy. For this course, those weights are listed below. Each marking period, students will have a minimum of three (3) Major Assessments and seven (7) Minor Assessments (explained below). Class Participation is assessed using the district rubric.

<b>Major Assessments</b>	-	50% of marking period grade
<b>Minor Assessments</b>	-	30% of marking period grade
<b>Course Participation</b>	-	20% of marking period grade

Please note: the above areas are used as the basis for 80% of your grade for the course; the midterm and/or final exam will constitute the remaining 20% of your grade.

**Course Participation Rubric**

	Academic Social Skills	Readiness to Learn / Study Skills	Class Discussions	Classwork	21st Century College and Career Readiness
<b>Meeting Expectations</b>	<p><b>20 points</b> Student consistently demonstrates high levels of age-appropriate academic social skills by showing initiative and independence in all of the components below:</p> <ul style="list-style-type: none"> <li>Self-advocacy</li> <li>Persistence "grit"</li> <li>Identifying one’s own needs and communicates needs to others</li> </ul> <p>Student’s classroom behavior is focused, on-task, and serves as a role model for others; the student does not require support from teacher, parents or others.</p>	<p><b>20 points</b> Student</p> <ul style="list-style-type: none"> <li>consistently arrives prepared for class and ready to learn;</li> <li>demonstrates high levels of organization, motivation, and ownership of his/her learning.</li> </ul> <p>Student consistently produces notes and other materials that demonstrate: effort to learn &amp; identification of the curriculum’s main ideas and important</p>	<p><b>20 points</b> Student</p> <p>*Consistently completes the assigned discussion questions and rarely misses a question, if at all.</p> <p>*Crafts responses which consistently reflect high levels of care and pride in work.</p> <p>*Replies and interacts with peers in a meaningful manner.</p>	<p><b>20 points</b> Student</p> <ul style="list-style-type: none"> <li>consistently completes assigned classwork tasks;</li> <li>voluntarily and actively participates in classroom activities on a consistent basis;</li> <li>consistently remains focused and on task;</li> <li>contributes to class discussions in a meaningful way, by actively listening, asking questions, or sustaining discussion;</li> <li>consistently demonstrates leadership in collaborative activities.</li> </ul>	<p><b>20 points</b> Student consistently demonstrates competency in the following NJSLS Career Ready Practices.</p> <p>CRP1. CRP2. CRP4. CRP5. CRP6. CRP7. CRP8. CRP9. CRP11. CRP12.</p> <p>*A full description of these items is listed at the bottom of the rubric.</p>

		supporting details.			
<b>Approaching Expectations</b>	<p><b>15 Points</b> Student usually demonstrates age-appropriate academic social skills such as persistence or self-advocacy, but may require teacher prompting or direction.</p> <p>Student’s classroom behavior is generally focused and on-task, but sometimes requires redirection or support from teacher, parents, or others.</p>	<p><b>15 Points</b> Student usually arrives prepared for class and/or demonstrates developing levels of organization, motivation, ownership of learning.</p> <p>Student frequently produces notes and materials that demonstrate effort to learn and identification of main ideas, but may also require prompting and direction.</p>	<p><b>15 Points</b> Student *Frequently completes the assigned discussion questions, but may have missed a few.</p> <p>*Crafts responses which sometimes reflect high levels of care and pride in work, but not always.</p> <p>*Replies and interacts with peers.</p>	<p><b>15 Points</b> Student</p> <ul style="list-style-type: none"> <li>usually completes assigned classwork tasks and generally produces his/her best work;</li> <li>frequently participates in classroom activities but sometimes requires direction and prompting;</li> <li>during class discussions, usually contributes by actively listening, responding, and/or asking questions.</li> </ul>	<p><b>15 Points</b> Student frequently demonstrates competency in the following NJSLs Career Ready Practices, but may need direction and support.</p> <p>CRP1. CRP2. CRP4. CRP5. CRP6. CRP7. CRP8. CRP9. CRP11. CRP12.</p>
<b>Not Meeting Expectations</b>	<p><b>10 Points</b> Student occasionally demonstrates age-appropriate academic social skills such as persistence or self-advocacy, and/or often requires teacher prompting or direction.</p> <p>Student’s classroom behavior is generally unfocused and off-task, and frequently requires redirection or support from the teacher, parents, or others.</p>	<p><b>10 Points</b> Student rarely arrives prepared for class and/or demonstrates limited levels of organization, motivation, ownership of learning.</p> <p>Student seldomly produces notes and materials that demonstrate effort to learn and identification of main ideas, and often requires prompting and direction.</p>	<p><b>10 Points</b> Student *Rarely completes the assigned discussion questions.</p> <p>*Crafts responses which do not reflect care and pride in work.</p> <p>*Provides little to no response and interactions with peers.</p>	<p><b>10 Points</b> Student</p> <ul style="list-style-type: none"> <li>seldomly completes assigned classwork tasks and generally does not produce his/her best work;</li> <li>usually does not participate in classroom activities and often requires teacher direction and prompting;</li> <li>during class discussions, usually does not contribute by actively listening, responding, and/or asking questions.</li> </ul>	<p><b>10 Points</b> Student rarely demonstrates competency in the following NJSLs Career Ready Practices, and needs direction and support.</p> <p>CRP1. CRP2. CRP4. CRP5. CRP6. CRP7. CRP8. CRP9. CRP11. CRP12.</p>

**\*New Jersey Student Learning Standards for 21st Century Life & Careers / Career Ready Practices**

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP2. Apply appropriate academic and technical skills.
- CRP4. Communicate clearly and effectively and with reason.
- CRP5. Consider the environmental, social and economic impacts of decisions.
- CRP6. Demonstrate creativity and innovation.
- CRP7. Employ valid and reliable research strategies.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP9. Model integrity, ethical leadership and effective management.
- CRP11. Use technology to enhance productivity.
- CRP12. Work productively in teams while using cultural global competence.

- Examples of Major Assessments include items that are summative in nature, such as: tests, projects, research papers, prose-constructed response timed writings, formal presentations, reports, Socratic seminars, or any other type of assessment used to capture evidence of learning at the culmination of a unit of study.
- Examples of Minor Assessments include items that are formative in nature, such as: quizzes, reading comprehension checks, exit tickets, small-scale research activities, in class worksheets, or any other type of assessment that is diagnostic in nature and used to guide instruction and provide ongoing feedback to students.
- Note: grades for individual assignments are entered into Genesis for the marking period in which the assignment is assigned and collected, and not a subsequent marking period.
- Extra Credit will only be available for assignments that have been approved ahead of time by the teacher and department supervisor.
- In this course, it is expected that students will submit only their best work, and teachers reserve the right not to accept work that is substantially below what a student is capable of producing.

**Plagiarism, Cheating, and Academic Integrity:**

The Barnegat Township School District places a strong emphasis on students' integrity, and the district will not tolerate instances of academic dishonesty. Plagiarism is the practice of copying words, sentences, images, or ideas for use in written or oral assessments without giving proper credit to the source. Cheating is defined as the giving or receiving of illegal help on anything that has been determined by the teacher to be an individual effort. Both are considered serious offenses and are subject to consequences described in the Student Handbook and Board Policy #5701.

**Honor Code**

The purpose of this Honor Code is to communicate the meaning and importance of academic integrity to all members of the school community and to articulate and support the interest of the community in maintaining the highest standards of conduct in student learning. Barnegat High School embodies a spirit of mutual trust and intellectual honesty that is central to the very nature of learning, and represents the highest possible expression of shared values among the members of the school community. The core values underlying and reflected in the Honor Code are:

*Academic honesty* is demonstrated by students when the ideas and the writing of others are properly cited; students submit their own work for tests and assignments without unauthorized assistance; students do not provide unauthorized assistance to others; and students report their research or accomplishments accurately.

*Respect* for others and the learning process to demonstrate academic honesty.  
Trust in others to act with academic honesty as a positive community-building force in the school,

*Responsibility* is recognized by all to demonstrate their best effort to prepare and complete academic tasks.

*Fairness and equity* are demonstrated so that every student can experience an academic environment that is free from the injustices caused by any form of intellectual dishonesty.

*Integrity* of all members of the school community as demonstrated by a commitment to academic honesty and support of our quest for authentic learning.

This Honor Code summarizes the Honor Policy, which defines the expected standards of conduct in academic affairs. The student body and faculty at Barnegat High School will not tolerate any violation of the Honor Code. Any violation of the Honor Code will result in Administrative Consequences and be detrimental to student grade.

**Student Expectations**

1. **All school rules and policies apply to this class.**
2. **The teacher and students will work together for a respectful, safe classroom.**
3. **Regarding Google Classroom, please check it every day. All assignments will be posted there. Some supplementary questions will be posted as well. You must participate in all of the posted discussions.**
4. **If you need extra help, have an exceptional circumstance, or just want to have someone walk you through something slower, or talk to you more about something in class, just email us, and we'll figure out a way to do it that works for you.**
5. **Bring chromebook to class CHARGED and with your charger.**
6. **Students will come to class on time, prepared, and ready to learn.**
7. **Students will complete all assignments by all deadlines. Make-up work is only accepted after an excused absence. It is your responsibility to see me for your work before or after school.**
8. **Students will actively participate in class discussions and other activities in order to enhance their learning experiences.**
9. **Cell phones, iPods, or any other personal electronic devices are prohibited in class unless directed.**

**Extra Help and Support:**

- Just send an email, or chat after class really quickly, and we'll figure out a way to get you the help you need in a way that works for you.

As your teachers, we are committed to your success. If you need help, please ask!

---

I have read and understand the syllabus for English 4 College Prep.

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Print Name

\_\_\_\_\_  
Parent/Guardian Signature

\_\_\_\_\_  
Print Name