



English IV Course Explanation and Expectations

North Zulch High School - Fall Semester 2025

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Room: 615

Conference: 9th period – or appointment
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Course Overview

Welcome to English IV – or more importantly, Senior English. Many seniors begin the year with a severe case of senioritis. Keep the goal of walking across the stage next May in mind!

First and foremost, my role in this class is as a facilitator, helping you prepare for life after high school. Many of you will leave NZ High School and go straight into the workforce; others will pursue higher education at a college or technical school. Regardless of your current post-high school plans, you will need communications skills to help you be successful after graduation. We will work on those skills together. It is important that you work hard in this area so that you have a full communication toolbox to take with you.

Topics and Progression for the Year

You will find this English class structured somewhat differently than previous English classes. We will have specific themes and genres that we will examine. Additionally, we will spend some time evaluating non-written works. Our themes for this year will include:

- Dreams and decisions
 - Post-High School Plans
 - Research
- Music as poetry
 - Analysis and historical relevance
- Power depicted through literature
 - Novel study and writing
- Filmography and literature
 - Comparing and contrasting literary arts with visual arts

Classroom Expectations

I have very high expectations for my students and work hard to ensure that all students are successful. But ultimately, you are responsible for your performance in my class.

1. Be responsible and have work and materials every day.
2. Be respectful of classmates, visitors, and me at all times.
3. Be ready to learn and participate.
4. Complete all work in a timely fashion.
5. Follow all NZISD rules listed in the Code of Conduct in the Student Handbook.
6. Food and drink (with the exception of water in a see-through container) are not allowed.

Required Materials

- 3 colors of highlighters
- Pens/Pencils
- Colored pencils
- Your NZ issued computer and charger, *plug in* earphones– NO earbuds.

Technology Use

We will go as paperless as possible this year, so **it is important that your school-provided chromebook or laptop be charged and ready to go each day.** Technology use is restricted to class activities ONLY in order to prevent additional distractions in the classroom. State law prohibits cell phone use.

Grades, Extra Credit, & Late Work Policy Grades

Homework and daily grades account for 60% of your grade; projects, essays, and tests account for 40% of your grade. Students will have a minimum of 10 daily grades (discussion, classwork, homework) and 3 major assignments (projects, essays, tests) each grading period.

Due dates for assignments will be provided at the time they are assigned. Students should complete work in a timely manner. Students will receive the required time to make up assignments for which they are absent.

Late work will be assessed the following penalties:

- 1 day late – 90% of the value of the graded assignment
- 2 days late – 80% of the value of the graded assignment
- 3 days late – 70% of the value of the graded assignment
- No late work will be accepted after 3 days and will result in a 0.

Extra credit is not an option as it creates more work for students and the teacher. Complete assigned work, and there will be no reason to request extra grading options.

Communication Expectations

Students, my primary mode of communication will be email and google classroom. As seniors, you should be in the habit of checking your email regularly.

Parents and guardians, I will use email and Parent Square to contact you should that be necessary.

Individual help

Seek help from me if you find you are struggling. **I want you to succeed and will help you do so.** I am available before or after school as long as you schedule time with me in advance. Please do not schedule a time and then not show up.

Semester at a Glance

- Review and practice foundational comprehension and close reading strategies, including using annotations and notes to make predictions, generate questions, make connections, identify key ideas based on text evidence, summarize and paraphrase, etc. to understand an author's message.
- Focus on understanding the author's background, author's purpose, intended audience, and context before attempting to understand text meaning in self-selected texts.
- Understand a text on a deeper level by creating and sharing personal connections derived from annotations and evaluating ideas in other texts.
- Practice fundamentals of research by reading and analyzing a variety of sources to gather and synthesize reliable, credible information in order to learn about a topic

I hope you are looking forward to your senior year!