

English 3

2018-19 COURSE SYLLABUS

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GENERAL COURSE DESCRIPTION

English 3 is a study of American Literature designed [1] to help students become skilled readers of prose written in a variety of rhetorical contexts and [2] to help students become skilled writers of expository, analytical, and argumentative essays.

The course is organized around the major periods in American literary history and examines the themes that emerged from each specific historical, social, and cultural milieu. Included with the readings from the primary texts and associated writing assignments, the class will use writing prompts to prepare for the EAP, ACT and CAASPP. Students will evaluate anonymous student essay models as well as peer evaluate in-class writings. The teacher will provide individual written feedback on student essays based on rubrics given prior to the assignments. Students will read a variety of novels and complete a variety of projects with a focus on technology and the Common Core Standards.

SPECIFIC COURSE GOALS

Students will:

- engage with complex prose from many historical periods.
- analyze the way writers consider the interaction between purpose, audience, and subject when shaping effective prose.
- analyze the way writers use language conventions, rhetorical devices, and literary techniques to produce effective prose.
- evaluate the legitimacy and purpose of researched materials as they seek to synthesize ideas across a wide variety of sources.
- write multi-paragraph essays on a variety of subjects, allowing the interaction between purpose, audience, and subject to shape their writing.
- write the synthesis, analytical, and argumentative essay assignments that form the basis of academic discourse.
- write the personal and reflective assignments that bolster the ability to write in any context.
- learn to synthesize material from primary sources, secondary sources, and personal experience into their own compositions and cite sources using MLA conventions.
- sharpen the way they explore ideas through discussion and the way they organize thinking with prewriting tools.
- embrace an effective writing process that proceeds through several drafts, with revision aided by teacher and peers.
- develop mastery of grammar and mechanics, improving their control of sentence structure and gaining stylistic maturity in their writing.
- trace etymologies, infer context, and analyze connotations in order to acquire and use sophisticated vocabulary in writing and speaking.

THIS YEAR'S READINGS

Students will read *The Great Gatsby* and focus on [1] F. Scott Fitzgerald's style, [2] Fitzgerald's attitude toward the decadence of the 1920s, and [3] Fitzgerald's thoughts on the pursuit of the American Dream.

Students will read one or two plays this year: *The Crucible* and *A Raisin in the Sun*. Students will focus on listening and speaking skills as well as literary elements and historical context and significance.

Students will read *Their Eyes Were Watching God* by Zora Neale Hurston. Students will focus on [1] how Hurston's use of tone and imagery reflects her attitude toward race and identity, and [2] how historical context reflects post-slavery America in 1915-1935.

Students will read *The Secret Life of Bees* by Sue Monk Kidd. Students will focus on [1] themes (guilt, prejudice and racism, relationships between parents and children and forgiveness), [2] symbolism, [3] use of figurative language and historical context as it relates to relevant themes in the novel as well as the author's purpose and tone, and [4] allusion.

THIS YEAR'S WRITINGS

Students will write frequent and various reflective, analytical, and argumentative short responses to prompts throughout the year.

Students will write a synthesis essay in which they will use provided sources to support an argument they make.

Students will write a persuasive speech and literary analysis essays for novel units.

Students will write a research-based synthesis paper investigating a controversial topic, researching opposing views and forming their own argument using gathered sources to support their own points. Students must use visual analysis, formal outlining, and MLA format.

GRADING GUIDELINES

A+	100%	B+	89% - 87%	C+	79% - 77%	D+	69% - 67%
A	99% - 94%	B	86% - 84%	C	76% - 74%	D	66% - 64%
A-	93% - 90%	B-	83% - 80%	C-	73% - 70%	D-	63% - 60%

Gradebook Category	Weighting
Assessments	60%
SpringBoard/Novel Unit Work	20%
Notebook	10%
Collaborative Analysis & Participation	10%

EXTRA SUPPORT

I am available most days after school for any student who feels they need or would like additional help outside of regular class time. I can also provide an Advisory Pass for students who would like to receive help during Advisory on Focused Falcon Thursdays. Advisory passes and after school appointments must be pre-arranged. The best way to contact me in order to request an Advisory Pass or an after school appointment is through school email (emeryh@luhsd.net).

MATERIALS NEEDED

Every day, students will need to bring assorted writing utensils (pens, pencils, and highlighters).

Students will also need a single-subject spiral notebook or composition book. This will be used for daily warm-ups and quick writes and students will need to bring this with them every day.

All reading materials will be provided through the textbook room or class copies.

Some helpful (but not required) materials are: sticky notes, a planner, a binder or folder system to organize class notes, materials, and returned work.

CLASS POLICIES

Students may not turn in late work. If excused absent, students must check the Absent Binder to see what was missed. Students have one day per day absent to turn in absent work.

Students may not turn in late essays. If one is absent, one must digitally submit essay through turnitin.com by the due date. Any essay turned in late will receive a ten percent deduction from the grade earned for every day late.

Students will have opportunities to revise many assignments in order to correct mistakes and earn a higher score. Assignments eligible for revision need to have a score of 70% or lower. Students may NOT revise assignments that [1] were incomplete when initially submitted and [2] are district or summative assessments. Assignment revisions are due within **one week** from the date that the graded assignment was returned. If the revised assignment earns a **higher** score than the original submission, the original score and the revised score will be averaged. If the revised assignment earns a **lower** score, the original score will be replaced with the lower score. Be sure to focus on learning from your mistakes when revising assignments, and don't be afraid to ask for help!

Students must know that all tests will be announced, but that quizzes may not be announced. All tests/quizzes must be made up in class on the day the student returns to class. In extenuating circumstances, please make after school arrangements accordingly.

Progress reports will be emailed home periodically. Students with excessive missing assignments or an overall grade lower than 70% will be expected to return the progress report signed by a parent or guardian, acknowledging the missing assignments and/or current gradebook status.

• • • • • • • • **ACADEMIC DISHONESTY** • • • • • • • •

Plagiarism: students who turn in work that is not originated by the student themselves will receive the following consequences: zero on the assignment, parent notification, and a referral. Plagiarism is using phrases, sentences, ideas, etc. that are not the student's own without properly documenting that information. **Rewording** another student's work or information from a written source is plagiarism. It is always a better decision to get extra help and time from your teacher than to turn in plagiarized work!

Students who plagiarize will **NOT** be allowed opportunities to revise, resubmit, or make up the plagiarized assignment. No exceptions.

• • • • • • • • **SIGNATURE OF ACKNOWLEDGEMENT** • • • • • • • •

After reading the course information, please fill out the form below and return to Ms. Emery:

I have read and understand all of the above information and agree to uphold and abide by Ms. Emery's classroom expectations and policies.

Student Signature: _____

Student Printed Name: _____

Student email address: _____

Date: _____ Class Period: _____

Parent/Guardian Signature: _____

Parent Guardian Printed Name: _____

Parent/Guardian Email address: _____

Is there any additional information that you feel Ms. Emery needs in order to best support you in the classroom? Please make any applicable notes below. Thank you! I am looking forward to a fantastic year!