English 3

2019-20 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 Things They Carried* by Tim O'Brien. Students will focus on [1] allusion, [2] symbolism, and [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.

· · · · · · · · 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%
Collaborative Analysis & Participation	20%