



Course Syllabus

English III
2017-18

Course Description:

This course explores a variety of literature, grammar, and composition. It expands the concepts of short stories, non-fiction, drama, poetry, and novels, and extensive reading and writing of narrative, persuasive, and expository essays. Students will develop correct and effective uses of written and spoken language, reinforcing skills in reading, writing, speaking, listening, and relating to one another. The students have the opportunity to look at American culture and experiences as presented through literature dating from various time periods as they explore two major themes per semester. The first unit explores “The American Dream” with possible definitions as well as if it is still accessible to us yet today. The second unit examines how different artists use “The Power of Persuasion” in order to convince us what should be. The third unit, “The Marketplace of Ideas,” encourages the careful analysis of language to produce logic, fallacies, and satire. The final unit evaluates the themes of the course by synthesizing them into a personal essay that forms a personal statement on “The Pursuit of Happiness.” This course will also help prepare students for the PARCC and ACT/SAT exam.

Course Units:

Semester 1

Unit 1: The American Dream

- Essays, poetry, speeches, short stories
- Iconic image project that details the nature of the image as iconic for the American Dream
- Embedded Assessment 1: Writing a Definition Essay
- Historical primary source documents, essays, poetry, drama, speeches
- American Dream: Real or Imagined (structured academic controversy)
- Embedded Assessment 2: Synthesizing the American Dream and its Accessibility

Unit 2: The Power of Persuasion

- Sermon, historical primary source documents, essays, drama, fable, speech
- *The Crucible* by Arthur Miller is the focus of this unit
- Timed Writing activities
- Embedded Assessment 1: Creating and Performing a Dramatic Scene
- Historical primary source speeches focusing on rhetoric (semester 2)
- Embedded Assessment 2: Writing and Presenting a Persuasive Speech (semester 2)

Semester 2

Unit 3: The Marketplace of Ideas

- Historical primary source documents, newspapers, editorials, essays, visual literacy in political cartoons
- Embedded Assessment 1: Creating an Op-Ed News Project
- Satire
- Essays, political cartoons, parody, short stories
- Embedded Assessment 2: [adjusted to be an analytical essay of a satire text not studied in class]

Unit 5: An American Journey

- Various points of background in various formats regarding the Harlem Renaissance
- *Their Eyes Were Watching God* by Zora Neale Hurston
- Embedded Assessment 1: [this will be replaced by stations, texts, and media as background to the Harlem Renaissance]
- Visual connections with the film, compare and contrast, theme and symbolism
- Embedded Assessment 2: Writing an Analytical Essay

Required Materials:

Springboard English Language Arts, Grade 11 (NO hard copy; E-book version online ONLY)

The Crucible by Arthur Miller (class set book, also available online)

Their Eyes Were Watching God by Zora Neale Hurston (class set book, also available online)

MacBook (charged)

Pens, Pencils, Highlighters

Post its, Notebook, and Folder – are recommended

Independent Reading Book - May be read when other class work is completed

Grading Policy:

This course uses **weighted grading** with the following categories:

• Tests	<u>Grading Scale</u>
• Quizzes	<u>100-90% A</u>
• Projects	<u>89-80% B</u>
• Classwork	<u>79-70% C</u>
• Homework	<u>69-60% D</u>
	<u>59% > F</u>

Missing work will NOT be given close to the end of IPR and end of semester.

Late work is to be submitted according to the English Department's policy of 1 week of grace after the previous IPR of 4 weeks. Work assigned BEFORE the previous IPR will not be given. This means submitting a semester of work the final week of class is not acceptable.

Learning Standards:

Semester 1 and 2

- Students will use strong and thorough textual evidence to analyze what the text says explicitly and implicitly using non-fiction sources. (RI.11-12.1)
- Students will analyze specific diction through rhetorical and literary devices and their impact on tone and meaning. (RI.11-12.1)
- Students will write effective arguments using claims and counter-claims supported by textual evidence from American Literature primary sources. (W.11-12.9)

Behavior Expectations:

Please refer to DPS61 Handbook and Code of Conduct.

Original Work, Cheating, Plagiarism, and Paraphrasing Policy :

Please refer to DPS61 Handbook and Code of Conduct.

I have read and understand the attached syllabus and course guidelines for English III.

Student Name (print)

Signature

Parent/Guardian Signature