English III College Prep

Course Syllabus

2014-2015

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Mrs. McCook

Room 127

Email: kmccook@littletonps.org

Website: kmccook.weebly.com

Office Hours: C Mod & by appointment

***Course Overview***

This course develops students’ reading, writing, thinking, and speaking skills as they interact with literary, expository, and visual texts across a broad range of genres. This course is tailored to develop solid comprehension and communication skills that students might apply in a variety of academic and professional settings. Though specific text selections may vary with the instructor, all course sections will read one or more samples from the following five categories: Shakespearean play; 19th century novel and/or non-fiction; 20th or 21st century novel or grouped short stories; 20th-21st century non-fiction; poetry. Combined with or in addition to these categories, students will read a sample of classical or world literature in translation, of secondary criticism, of film or other visual media that is in dialogue with a verbal text. Core writing work will include or combine the following five assignment types: rhetorical synthesis/summary of text(s); compare/contrast analysis; assignment requiring engagement with both primary and secondary sources; issue-oriented persuasive writing (SAT writing); reflective, personal writing (preparation for college admission essays and informal responses to reading). Writing work may also include imitative/creative writing in a literary genre and/or workplace writing/reporting. Supporting this reading and writing work will be class discussion and oral presentation, vocabulary development work, and coaching/practice in the protocols of revising and editing prose for clarity and concision. Students should anticipate a reading pace averaging 40-60 pages or about three hours per week; they should also anticipate a minimum of 1-2 formal, typed writing assignments per term, and 2 or more in-class writing assignments per term. Some classroom time will be provided for supported drafting/composition of formal papers.

## Units & Essential Questions

*Unit 1: Truth, Story-Telling, and Memory*

*The Things They Carried,* Tim O’Brien

* What is the purpose of storytelling?
* What is truth? What is the difference between fact and fiction—if there is one?
* What physical, mental, and emotional burdens does each of us carry? How do these burdens impact us individually and collectively?
* What are the short-term and long-term effects of war on those involved?

*Unit 2: The American Dream*

*The Great Gatsby,* F. Scott Fitzgerald

* What is the American dream? What does it mean to be successful in America?
* What effect does materialism have on human relationships?

*Unit 3: Family, Society, and Alienation*

*The Metamorphosis*, Franz Kafka

* How is the individual shaped by the family? How is he/she distinct from the family?
* How is it possible to feel alone in the midst of others? What are the conditions of modern life that allow for this effect?
* What is the relationship between the body and the mind or emotions?

*Unit 4: Action and Inaction, Appearance vs. Reality*

*Hamlet*, William Shakespeare

* What is difference between appearance and reality? How can we discern it?
* How do power, ambition, and revenge drive our lives?
* How do the decisions we make or not make affect our lives? What are the effects of indecision?
* How does fate control our lives? Do we have free will?

*Unit 5: Ambition and Fallibility*

*Frankenstein*, Mary Shelley

* What consequences do we face if we do not take responsibility for our actions?
* How does lack of compassion lead to prejudice and stereotyping?
* What are the positive and negative effects of scientific advancement?
* Which has a greater impact on human development—nurture or nature?
* How does fate control our lives? Do we have free will?

*Unit 6: The Self*

Memoir, Personal Writing and College Essays

* How does experience shape the individual?
* What is voice? How can voice be authentically and effectively expressed in writing?
* What is audience and purpose and how do they influence a piece of writing?

We will also read non-fiction essays, news articles, short stories, poems, and films.

## Materials

current class text

blue/black pens

pencils

3-ring binder (see attached “YOUR ENGLISH BINDER” sheet)

loose-leaf paper

independent reading book

## Guidelines

* Work hard.
* Be nice.
* Keep an open mind.

## Procedures

 ***Classroom***

* Entering the Classroom: Please enter quietly, go to your assigned seat and begin the Daily Language Workout (DLW). For the first semester DLW, we will practice SAT questions. For the second semester DLW, we practice sentence combination and/or short writing prompts.
* Class Discussion: Please participate; this is a good way to develop your voice. I want to hear what you have to say. Make all questions and comments relevant to the current discussion. If your question is off-topic, write it down and ask later. Respect others by listening and giving them a chance to speak.
* Technology Use: Please abide by the “PHONES OUT / PHONES AWAY” blue sign posted at the front of the room. When it reads “PHONES AWAY,” please keep all electronic devices (phones, iPads, MP3 players, laptops, etc.) turned off and stored in your backpack during class. After one warning, I will have you put your device on my desk if you are using it and/or it goes off during class. I will write a disciplinary referral and Mrs. Temple will follow up with additional consequences.
* Food & Drink: Eating and drinking is not permitted in class. The only exception is water; you may drink plain water only.
* Tardy Arrivals: Please enter quietly, place your pass on my desk, and begin working.
* Finishing Classwork Early: You may choose to work on unfinished English assignments (not work for other classes), read an independent reading book, review vocabulary words, or start working on that night's English homework.
* Leaving Your Seat: If you need to sharpen your pencil or throw something away, please find an appropriate time to do it that will not disrupt the class. Plan to use the restroom between classes. If you must use the restroom during class, please get my attention quietly and sign out on the sheet by the door. *Do not leave the room without my permission.*
* Early Dismissal: Please let me know at the beginning of class if you will be dismissed early and show me a pass. When the time arrives, quietly raise your hand to get my attention. Pack up your materials and leave quietly at the scheduled time.
* Ending Class: I will dismiss you; the bell will not. Please do not start packing up prior to the bell. Wait until I finish and officially dismiss you with "Have a good day!"

 ***Assignments***

* Format: See the attached MLA Format sheet for heading and other guidelines.
* Homework: Assignments should be typed and printed whenever possible. Hand-written work must be printed legibly and written in complete sentences to earn credit. Major assignments such as essays must be typed and printed or shared with me via Google Docs before class. Assignments not printed or shared before class will be considered missing.
* Late Work: Homework assignments must be submitted the day they are due at the beginning of the period. Late work will lose 10% of the possible points each day it is late. It is your responsibility to complete late work and submit it to me. Once a homework assignment has been returned and/or reviewed in class, you can no longer earn credit.
* Extra Credit: Extra credit will be offered on a very limited basis. You must demonstrate a strong effort to complete the regular assignments before extra credit will be considered.
* Excused Absences: Please check the class website to complete homework assignments and come to class prepared whenever possible. On your first day back to class, find an appropriate time to check with me about missing work. Ultimately, it is your responsibility to catch up on missed work. Make-up work for unexcused absences is not available.
* Academic Integrity: Plagiarism is a serious offense in Western culture. Plagiarism can include but is not limited to: copying or sharing homework; taking words or ideas from online sources (such as Spark Notes); having a tutor, parent, or friend revise your essay; and not citing sources within a paper or PowerPoint presentation. More detailed information will be reviewed in this class and can be found in the Littleton Student Handbook. The first instance of plagiarism will result in a zero on the assignment; future instances will result in further disciplinary action and documentation in your student file.



Following these guidelines and procedures will result in a pleasant and productive learning environment.

Not following these guidelines and procedures will result in 1.) a verbal warning 2.) a discussion with me after class about how to improve the behavior 3.) parental contact 4.) a disciplinary referral and detention.

***Grading Policy***

Assignments and student grades are updated regularly on Aspen. Students and parents are encouraged to monitor students' progress on Aspen throughout the year. The following grade weight categories will be used to determine course grades.



 Participation & Classwork 10%

Homework 20%

Quizzes & Tests 20%

Essays & Writing 30%

Projects & Presentations 20%

Keep this syllabus in your English binder for easy reference. Please feel free to see me or email me at any time with questions and concerns about the class. I am always here to help. I hope you are looking forward to English class this year as much as I am. Let’s have a great year!

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\*\*\*THIS IS A MODEL ONLY. KEEP THIS SHEET ATTACHED TO THE SYLLABUS. ANOTHER COPY WILL BE GIVEN TO YOU TO INCLUDE IN YOUR BINDER.\*\*\*

Your Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Teacher’s Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Course Title:\_\_\_\_\_\_\_\_\_\_\_\_ Period: \_\_\_\_\_

Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**YOUR ENGLISH BINDER**

You must keep your English binder well organized and bring it with you to class every day. A two-inch, three-ring binder is ideal. This binder should be used solely for English, not for other classes. Set up your binder in the following manner:

Page 1: “YOUR ENGLISH BINDER” sheet (this piece of paper)

Page 2: Course syllabus

Page 3: MLA Format sheet

Page 4-? Additional information

After these pages, divide your binder into sections using dividers with tabs. The five sections should be labeled as follows:

Section 1: Grammar

Section 2: Literature

Section 3: Vocabulary

Section 4: Writing

Section 5: Quizzes & Tests

In the back of your binder, you should have a good supply of loose-leaf paper.

Your English binder will be collected and graded periodically. I will announce the first binder check, but not the later ones. So bring your English binder to class every day to ensure yourself a successful year!

**MLA Format**

The rules of the Modern Language Association (MLA) will be applied to all assignments. Students will be responsible for the MLA rules they have been taught up to this point in high school, including the rules listed below. Go to the Online Writing Lab (OWL) at Purdue University for a helpful MLA resource: <https://owl.english.purdue.edu/owl/>

**Paper**: For handwritten work, use white, college-ruled, 8 ½ by 11-inch paper. Do not submit pages obviously torn out of a spiral notebook. For typed work, use plain white 8 ½ by 11-inch paper.

**Fonts**: Use 12-point font. Avoid ornate fonts; use standard fonts such as Times New Roman or Arial. Use *italics* for titles of longer works like books (*To Kill a Mockingbird*), films (*Teenage Mutant Ninja Turtles*), plays (*Hamlet*) and long poems (*The Odyssey*). If you are writing by hand, use an underline instead of italics. Never use both italics and an underline. Use quotation marks for titles of shorter works like articles and essays (“Why We Crave Horror Movies”), short stories (“The Lottery”), and short poems (“A Dream Deferred”). Capitalize the first and last word of a title, plus key words; this is called “title case.”

**Format**: Leave one-inch margins around the entire text of your paper. You may have to adjust the margins manually to do this. Paragraphs should be indented half an inch; longer quotations (more than four typed lines) should be indented an inch from both margins; these are called “bloc quotations.”

**Spacing**: Any typed work should be double-spaced. Do not add extra spaces between paragraphs.

**Stapling:** Do not trap assignments in a binder, folder, or cover sheet. A staple in the upper left-hand corner will suffice. You may use the stapler on the back table, but always staple before class begins.

**Documentation**: Each time quotations are used in your text, you must document them. Sources that have influenced you must also be documented. Quoted passages should follow this format: "Ever since my mother left us that April, I knew they would all leave eventually, one by one" (59).

When quoting more than one source in a paper, include the author's last name before the page number: "Ever since my mother left us that April, I knew they would all leave eventually, one by one" (King 59).

The book’s full title should be listed in a list of works cited at the end of the paper. Do not use “p.” or “pg.” to cite your sources.

**Heading & Title:**



September 3, 2014

Dear parents and guardians,

One of the most important keys to student success in school is a clear understanding of the classroom expectations and grading policy. Today in class, I reviewed the requirements of your child’s English class. Please review the course syllabus I have sent home with your son or daughter and sign below.

If anything is unclear to you, I am more than happy to clarify. The best way to reach me is through email: kmccook@littletonps.org I also invite you to visit our class website throughout the year at **kmccook.weebly.com** where you will find assignments, handouts, resources, and a little bit about me.

**How to Help Your Student With Her/His Work:**

* Read the books your student is reading and discuss them together. Share your thoughts and ask for his/her thoughts.
* Be aware of upcoming due dates and assignments (see the class website). Help your student work in steps and avoid procrastination.
* Encourage your student to attend tutoring if she/he needs help. I am available during C Mod and before and after school by appointment.

**A Special Note on Helping with Essays:**

* Avoid the temptation to rewrite your student’s essay – even one sentence!
* If your student would like your help, read the essay and comment on the quality of the thesis, the clarity of ideas, use of supporting evidence, clarity of explanation, and completeness. Check her/his work against the assignment requirements.
* Identify grammatical errors, but do not fix them.
* Constructive feedback will benefit your student, but rewriting sections of their essay will not help them learn.

Thank you for your support at home. I look forward to working with your child this year.

Best,

Kate McCook

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Student Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***I have reviewed the course syllabus with my student. I understand the course requirements, deadline policies, and grading policies.***

Parent/Guardian Name (please print): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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

Email: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Contact Number: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_