

CHESTER COUNTY HIGH SCHOOL

ENGLISH III SYLLABUS

INSTRUCTOR INFORMATION:

Carol Ann Williams

Room W19

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*Contacting the instructor: The best way to contact the instructor is via email.

Planning: 4th period

COURSE DESCRIPTION

English III is a course designed to develop students' abilities to think, organize, and express their ideas clearly and effectively. English III students will read, independently and as a group, the various genres of literature—novels, short stories, poems, essays—as well as important documents from the history of the United States. Also, we will study a variety of writing and explore methods of argument and persuasion. The nature of this course is to challenge and to push students to stretch beyond what they already know and can do in order to prepare them for college level courses their senior year.

CLASS EXPECTATIONS AND PROCEDURES:

SPECIFIC CLASSROOM PROCEDURES:

**Please note that classroom policies and procedures are subject to change AT ANY TIME as the year progresses if deemed necessary by the instructor or administration.*

I. GENERAL CLASSROOM BEHAVIOR

- a. Be prepared. Please have all materials listed on your syllabus every day for class. Check the board for instructions when you arrive.
- b. Please be in your seat with all necessary materials when the bell rings.
- c. Be respectful, responsible, and resourceful. Treat others with respect, complete all your work, and seek to find answers for yourself before you ask another student or me.

2. BEGINNING OF THE DAY AND CLASS PERIOD

- a. Attendance will be taken at the beginning of the period; therefore it is imperative that you be in your seat at the sound of the bell. All school policies regarding attendance will be followed.
- b. Students who have been absent should check with another student before speaking with me because other students should have notes. Any handouts will be passed out by the teacher.
- c. Students who are tardy must report to the quad for an admit slip. Once inside the classroom students should quickly and quietly gather all materials and be seated. The teacher will instruct another student to assist with any work missed.
- d. Homework is due ON THE DUE DATE! You may NOT receive a zero for any homework assignment. There is also a NO EXCUSE policy. If you do not turn in your homework on the due date, then it must be turned in the next day for 80% of the original points possible. This procedure will continue (with a graduating percentage of points being eliminated) until the assignment is completed. Parents and administrators will be contacted if the student fails to turn in an assignment.

3. TRANSITIONS AND INTERRUPTIONS

- a. A student may ONLY leave the room in the case of an emergency.

- b.** After receiving permission to leave the room, the student must take a pass, sign out, and quickly take care of his/her needs. Upon returning, the student should sign in, return the hall pass, and quickly find his/her seat and resume work. Students will be allowed three passes per trimester.
- c.** Disaster drills will be conducted in an orderly fashion. Students will stay together as a class. Once outside, I will take roll. We will all be accountable for each other.
- d.** If we have split lunch, we will deal with each and every situation that could arise (tests, special guests, etc.) as they occur. When you re-enter the classroom after lunch, treat this time the same as when you enter the classroom at the beginning of the block and resume your work.

4. USE OF MATERIALS AND EQUIPMENT

- a.** I will pass out handouts and other materials as needed. Occasionally I will ask another student to assist me. Please do not volunteer by loudly trying to get my attention. When another student or I hand you something, please respond by saying, "Thank you."
- b.** I will give instructions on how to turn different materials in to me. DO NOT get out of your seat and attempt to put them away the minute you finish with them. Refer to section 1 of this document. I will instruct you when to leave your seat and where I would like things placed.
- c.** Books that are not issued are to be stored in an orderly fashion on the shelves. DO NOT leave them on OR under the desks. It is up to all of us to keep the classroom in order.

5. GROUP WORK

- a.** When we move in and out of groups, our transition time should be no more than 10 seconds. We will strive for 7 seconds. There should be no extra talking, moving of book bags, etc. We are on a mission!
- b.** When we complete group tasks, I will assign group member positions and give you specific instructions for each group role. Occasionally, I will allow the group members to determine their roles. All students will be held accountable for their tasks.
- c.** Typically, one person will be the spokesperson for the group when we share information with the class. The rest of the group should remain quiet and attentive.
- d.** Communicating needs with the teacher is covered in Section 1.

6. SEATWORK AND TEACHER-LED ACTIVITIES

- a.** All students must pay attention when anyone is leading the class. No one may put his/her head down! If ONE person puts his/her head down, the entire class will stand. We are a team. We will not leave anyone behind.
- b.** All students should be fully-focused on the speaker. No other activities are allowed. Students will show active participate by looking at the speaking, nodding or agreeing when appropriate, and occasionally applauding.
- c.** Talking is NOT allowed unless it is directed and encouraged by the teacher. Please talk about personal business during class changes.
- d.** When you are out of your seat because I have directed you to another area, keep your hands to yourself, remain focused on the task at hand, and remain quiet.

7. CELL PHONE POLICY

- a.** District Policy: Chester County Schools will allow cell phones/electronic devices to be used for instructional purposes, between classes, and during lunch periods. They must remain silenced and may not be used during class unless permitted by the teacher for instructional purposes. In addition, students are not permitted to make or receive calls using their device at anytime during the school day without direct, stated permission. Also, students are not authorized to use headphones with their cell phones/electronic devices at any time unless given direct, stated permission.
- b.** In this classroom, phones need to remain put away and out of sight unless the teacher directly states that phones will be used for instruction. This will reduce confusion. Headphones/earbuds may be used ONLY

when the teacher directly gives permission. They, too, must be kept put away and out of sight unless otherwise instructed.

MATERIALS NEEDED FOR CLASS:

1. Three Ring Binder OR Spiral Notebook dedicated only to this class
2. Suggested: post-it notes, highlighters, and any other tool that helps you organize your materials and/or study
3. Your school email address. If you have forgotten it, please find it ASAP.

CORE TEXT:

Elements of Literature: Fifth Course (Holt)

ADDITIONAL RESOURCES:

Everything's an Argument with Readings (Lundsford, Ruskiewicz and Walters)

The Language of Composition: Reading, Writing and Rhetoric (Shea, Scanlon, and Aufses)

50 Essays: A Portable Anthology (Cohen- 3rd Edition)

The Norton Sampler: Short Essays for Composition (Cooley- 8th Edition)

Various novels, memoirs, editorials, and film documentaries

Photoessays on Time's website: <http://www.time.com/time/photoessays>

COURSE POLICIES AND GRADING:

Grading policies are clearly defined in the Chester County Schools Student Handbook. The state grading scale will be followed. Trimester grades will be calculated by the teacher using a percentage system:

- Daily Work and Homework 40%
- Unit Tests and Projects 35%
- Quizzes and Notebook Checks 25%

PLAGIARISM/ ACADEMIC DISHONESTY POLICY:

Plagiarism and academic dishonesty are serious offenses. As defined by *Merriam and Webster*, plagiarism is "to use the words or ideas of another person as if they were your own words or ideas, to steal and pass off (the ideas or words of another) as one's own, to use (another's production) without crediting the source, to commit literary theft, or to present as new and original an idea or product derived from an existing source." Any assignment where plagiarism can be proven by the instructor or another student will result in the assignment score of a ZERO. On the first offense, students will be allowed to redo the assignment for 50% of the original points. After a second or subsequent offense, the student may NOT make-up the assignment, and the original grade of zero will stand. Academic Dishonesty includes using the work of other students to complete assignments and/or "cheating" on an exam. The policy for academic dishonesty will be the same as that of plagiarism.

COURSE STANDARDS

A complete list of course standards for the State of Tennessee can be found here:

https://www.tn.gov/assets/entities/sbe/attachments/4-15-16_V_B_English_Language_Arts_Standards_Attachment.pdf

ENGLISH III COURSE OUTLINE

UNIT	TITLE	DURATION	STANDARDS ADDRESSED	ANCHOR TEXTS	ASSESSMENT
1	Telling Your Story	2 weeks	W.TTP.3, W.PDW.4, W.PDW.5, W.PDW.6, W.RW.10, L.CSE.1, L.CSE.2, RI.KID.2, RI.KID.3, RI.CS.6	<ul style="list-style-type: none"> • “All There Is” by Beverley Eckert • “Intensive Care” by a student • Various other mentor texts • Writer’s notebook/journal entries 	Personal narrative essay
2	Understanding Our Roots: The Puritans’ Story	6 weeks	RI.KID.1*, RI.KID. 2*, RI.KID.3, RI.CS. 4*, RI.CS. 5*, RI.CS. 6*, RI.IKI.7, RI.IKI. 8*, RI.IKI. 9*, SL.CC.1, L.VAU. 5*	<ul style="list-style-type: none"> • “Sinners in the Hands of an Angry God” • Speech to the Virginia Convention • Declaration of Independence • The Crucible • Accompanying informational texts 	Informative essay based on <i>The Crucible</i> and accompanying texts
3	The Power of Individuality: The Romantics’ Story	3 weeks	RL.KID.1*, RL.KID.2*, RL.KID.3*, RL.CS.4*, RL.CS.5*, RL.IKI.9*, RI.KID.1*, RI.KID.2*, RI.KID.3*, RI.CS.4*, RI.CS.5*, RI.CS.6*	<ul style="list-style-type: none"> • From <i>Self Reliance</i> and from <i>Nature</i> by Emerson & from <i>Walden</i> by Thoreau • “The Fall of the House of Usher” by Edgar Allan Poe • Poetry from Longfellow, Hawthorne, Whitman, and Dickinson 	Quizzes and informal writing
4	Grappling with Reality: The Realists’ Story	3 weeks	RL.KID.1*, RL.KID.2*, RL.KID.3*, RL.CS.4*, RL.CS.5*, RL.CS.6*, RLIKI.9*, RIKID.1*, RI.KID.2*, RI.KID.3*, RI.CS.4*, RI.CS.5*, RI.CS.6*, RI.IKI.8*, RI.IKI.9*	<ul style="list-style-type: none"> • “The Gettysburg Address” and “The Emancipation Proclamation” by Abraham Lincoln • From <i>Narrative of the Life of Frederick Douglas</i> by Frederick Douglas 	Quizzes and informal writing

5	Fighting for Equality: The Civil Rights Story	6 weeks	RL.KID.1*, RL.KID.2*, RL.KID.3*, RL.CS.4*, RL IKI.7, RI.KID.1*	<ul style="list-style-type: none"> • <i>A Raisin in the Sun</i> • From “Letter from Birmingham Jail” by Martin Luther King, Jr • Poetry by Langston Hughes • “How it Feels to Be Colored Me” by Zora Neale Hearston • Various related informative articles 	Argumentative essay based on texts read in this unit
6	ACT English	6 weeks	All ACT English standards	<ul style="list-style-type: none"> • <i>Passages on ACT practice tests</i> 	Practice ACT exams ACT
7	Telling a Meaningful Story	8 weeks	W.TTP.1*, W.TTP.2*, W.RBPK.7*, W.RBPK.8, W.RBPK.9, L.CSE.1*, L.CSE.2*	<ul style="list-style-type: none"> • <i>MLA Handbook</i> • <i>Mentor texts</i> 	Research paper Multi-genre research project