

# ENGLISH III HONORS COURSE SYLLABUS 2019-2020

## INSTRUCTOR:

**Laurian Williams**

Classroom Number: W2

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## COURSE DESCRIPTION:

English III Honors 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 write in narrative, informative, and argumentative modes, focusing on evidence from text. The nature of this course is to engage students in authentic reading and writing and to challenge and to push students to stretch beyond what they already know and can do in order to prepare them for post-secondary goals.

## COURSE OBJECTIVES:

All English courses in the state of Tennessee are required to use the Tennessee State Standards. You may access the standards on the link provided [here](#).

## POLICIES AND EXPECTATIONS

### ACADEMIC INTEGRITY:

All students are expected to do their own work with no exceptions. When students consult sources of information for assignments, students must cite sources using MLA format to avoid plagiarism. Any and all information that comes from an outside source, whether in part or in whole, paraphrased or quoted, or from print, web, or interview, must be attributed to that source. Work that is done by an individual other than the student or work that is plagiarized or copied from another source will result in the grade of zero.

### TARDY POLICY:

Excessive tardiness interferes with productivity in the classroom and will not be accepted. When the bell rings to signal the beginning of class, the door locks, and this class will begin. At that time, all students are expected to be in their seats and working on the great start assignment. Students who are tardy to class must have a tardy slip from appropriate school personnel in order to enter the classroom. See student handbook for more information on the CCHS tardy policy.

### CLASS PARTICIPATION:

All students will be required to be active participants in this class. This includes, but is not limited to, the following:

- participating in class discussions and activities,
- completing all assignments *in a timely fashion*, including homework, journal entries, projects, essays, quizzes, and exams, and
- maintaining regular, punctual attendance.

## ELECTRONIC DEVICES:

**Devices should not distract you or others from learning and completing work in the classroom.** CCBOE [cell phone policy](#) states that devices will be confiscated during school if they become a distraction. In this classroom, the following will be considered distractions:

- Any sounds from notifications or calls, including buzzing,
- Phone calls (either received or dialed),
- Any use of phones that keep you or your fellow students from hearing, seeing, or participating in the lesson.

## FOOD/DRINK/GUM:

Students may bring drinks with lids to class. No food will be allowed unless permission has been given for such items. Gum is permitted as long as it is used responsibly.

## LEAVING THE CLASSROOM:

Because students have time between each class and a lunch to handle all personal needs, students are expected to remain in the classroom from bell to bell. Students will, however, be allotted three hall passes per trimester. Unused hall passes may be turned in for bonus points on a test at the end of each trimester.

## CLASSROOM DISCIPLINE POLICY:

This classroom will not be governed by rules. Instead, it will operate on the basis of two key concepts: ***respect and responsibility***. Students are expected to demonstrate both qualities at all times, in addition to the CCHS guiding principles (RESPECT, TRUST, HONOR). Failure to do so will be handled appropriately.

## MAKE-UP WORK:

All students are expected to be proactive in obtaining and completing missing work when they have been absent for any reason. Extra copies of print materials will be on the table in the front of the classroom. ***Students are responsible for obtaining and submitting all make-up work in a timely manner.***

## RETAKE POLICY:

If a student is not happy with a grade s/he received on a test, s/he may request a retake of the test. Students are responsible for scheduling a retake time outside of class. If a student would like to improve his/her grade on an essay, s/he may see the teacher outside of class time for assistance in correcting the essay. The amount of points awarded for corrected work will depend on quality of corrections as well as teacher discretion.

## GRADING:

The approved grading scale for Chester County High School will be used in this course. Percentages will be calculated using the following system:

- Tests, Major Projects, and Processed Writing: 50%
- Quizzes and Timed Writing: 30%
- Daily Work and Homework: 20%

# 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"> <li>• <a href="#">“All There Is”</a> by Beverley Eckert</li> <li>• <a href="#">“Intensive Care”</a> by a student</li> <li>• Various other mentor texts</li> <li>• Writer’s notebook/journal entries</li> </ul>	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"> <li>• <a href="#">“Sinners in the Hands of an Angry God”</a></li> <li>• <a href="#">Speech to the Virginia Convention</a></li> <li>• <a href="#">Declaration of Independence</a></li> <li>• <a href="#">The Crucible</a></li> <li>• Accompanying informational texts</li> </ul>	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"> <li>• From <i>Self Reliance</i> and from <i>Nature</i> by Emerson &amp; from <i>Walden</i> by Thoreau</li> <li>• <a href="#">“The Fall of the House of Usher”</a> by Edgar Allan Poe</li> <li>• Poetry from Longfellow, Hawthorne, Whitman, and Dickinson</li> </ul>	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"> <li>• <a href="#">“The Gettysburg Address”</a> and <a href="#">“The Emancipation Proclamation”</a> by Abraham Lincoln</li> <li>• From <i>Narrative of the Life of Frederick Douglas</i> by Frederick Douglas</li> </ul>	Quizzes and informal writing

UNIT	TITLE	DURATION	STANDARDS ADDRESSED	ANCHOR TEXTS	ASSESSMENT
5	<b>Fighting for Equality: The Civil Rights Story</b>	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"> <li>• <a href="#"><i>A Raisin in the Sun</i></a></li> <li>• From “Letter from Birmingham Jail” by Martin Luther King, Jr</li> <li>• Poetry by Langston Hughes</li> <li>• “How it Feels to Be Colored Me” by Zora Neale Hearston</li> <li>• Various related informative articles</li> </ul>	Argumentative essay based on texts read in this unit
6	<b>ACT English</b>	6 weeks	All ACT English standards	<ul style="list-style-type: none"> <li>• <i>Passages on ACT practice tests</i></li> </ul>	Practice ACT exams ACT
7	<b>Telling a Meaningful Story</b>	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"> <li>• <i>MLA Handbook</i></li> <li>• <i>Mentor texts</i></li> </ul>	Research paper Multi-genre research project

Additionally, Honors English students are expected to read independent novels outside of class. The titles and due dates for those novels are to be determined.