

COLLEGE PREPARATORY ENGLISH III

Course Syllabus

Course Description: CP English III is a full year course that is designed as an extension of CP English II and further develops the knowledge and skills needed to communicate successfully. Students will work toward mastery of skills in writing, reading, information literacy, and listening/speaking. Students will continue to explore a variety of literature, including technical reading and writing.

Instructional Philosophy: Students will be assigned projects based largely upon reading material. Projects will be challenging and thought-provoking requiring reasoning, logic, research, writing, speaking, listening, and organization. Students will be expected to work independently and in teams to achieve the goals and objectives of various assignments. Lecture will be used on occasion, but class discussion, independent work, and working in teams will all be integral to the classroom experience. Journal writing will also be incorporated in our study of writing, reading, and grammar/language/vocabulary 3-5 days per week. Finally, we will be doing grammar/usage work during daily “bell ringers”.

Students will *always* be required to demonstrate what they know in this class. Sometimes it will be through traditional means such as tests, papers, questions, etc. Students will also demonstrate learning through other means such as projects, presentations, research, and answering open and closed constructed response questions. In this class it will be demanded of each student to do *quality* work, reflective of a strong understanding of the material and how to apply it to the world in which we live, as well as to their own lives.

Course Goals:

1. Speak for a variety of purposes
2. Use clear, concise, and correct English in writing and speaking
3. Interpret and evaluate fiction and non-fiction works, including poetry
4. Listen with different intents and purposes
5. Employ the use of technology and mass media for a desired goal

Benchmarks By Quarter:

First Quarter

1. Write effectively through the use of analogies.
2. Develop and apply skills and strategies to comprehend, analyze, and evaluate fiction, non-fiction, and poetry from a variety of perspectives and time periods in American history.
3. Apply a writing process in composing text.
4. Compose well-developed text using standard English conventions.
5. Evaluate complex literary devices and develop vocabulary.
6. Develop and apply post-reading skills and strategies to comprehend and interpret text.
7. Develop and apply pre-reading skills and strategies to predict and set a purpose for reading.

Second Quarter

1. Develop and apply post-reading skills and strategies in order to reflect and paraphrase.
2. Comprehend and interpret text by analyzing the relationship between literature and its historical period.
3. Evaluate connections between a text's ideas and the literary movement that inspired it.
4. Analyze the use of figurative language in a non-fiction text.
5. Develop and apply skills and strategies to comprehend, analyze, and evaluate fiction, non-fiction, and poetry from a variety of perspectives and time periods in American history.
6. Compose well-developed text using standard English conventions.
7. Evaluate complex literary devices and develop vocabulary.
8. Apply a writing process in composing text.
9. Develop and apply post-reading skills and strategies to comprehend and interpret text.
10. Develop and apply pre-reading skills and strategies to predict and set a purpose for reading.

Third Quarter

1. Evaluate connections between information and relationships in various non-fiction works.
2. Analyze and evaluate the author's use of characters, plot, conflict, and imagery in non-fiction text.
3. Develop and apply skills and strategies to comprehend, analyze, and evaluate fiction, non-fiction, and poetry from a variety of perspectives and time periods in American history.
4. Apply a writing process in composing text.
5. Compose well-developed text using standard English conventions.
6. Evaluate complex literary devices and develop vocabulary.
7. Develop and apply post-reading skills and strategies to comprehend and interpret text.
8. Develop and apply pre-reading skills and strategies to predict and set a purpose for reading.

Fourth Quarter

1. Complete a research project that contains information from multiple sources and conforms to MLA format.
2. Comprehend, analyze, and evaluate fiction and poetry for symbolism, imagery, and sound devices.
3. Develop and apply effective research process skills to gather, analyze, and evaluate information.
4. Develop and apply skills and strategies to comprehend, analyze, and evaluate fiction, non-fiction, and poetry from a variety of perspectives and time periods in American history.
5. Apply a writing process in composing text.
6. Compose well-developed text using standard English conventions.
7. Evaluate complex literary devices and develop vocabulary.
8. Develop and apply post-reading skills and strategies to comprehend and interpret text.
9. Develop and apply pre-reading skills and strategies to predict and set a purpose for reading.

Major Course Assignments and Projects: Students will complete numerous assignments and projects throughout the year on a variety of topics. Students will complete various papers and essays and will write in a variety of ways throughout the entire year. Students will also complete a numeracy project and several research projects, culminating in a research paper in the fourth quarter.

An overview of a few projects follows:

1. Various Papers/Essays

Throughout the year, students will write various creative, technical, and academic essays and papers. Some examples are: persuasive essay, comparison, comparison/contrast, historical narrative, personal essay, and an essay of opposing ideas.

2. **Research Paper**

As a requirement of Advanced CP English III, students will write a eight to ten page research paper. This paper will require students to research a topic through electronic media, books, magazines, reference materials, interviews, etc. From their research, students will put together a paper that demonstrates their understanding of topic, how to locate, use, and incorporate research material into their writing, and how to properly cite sources.

3. **Illustrating Images**

After reading *Sinners in the Hands of an Angry God* students will be grouped in pairs and have the task of illustrating a pre-determined passage containing strong imagery. Through sketches, graphics, and other means, each group will use their its illustration to represent the sermon as a whole, thus providing a visual representation of Jonathan Edwards' famous sermon.

4. **The Crisis Project**

Students will read an excerpt from *The Crisis, No. 1* by Thomas Paine. Then, after a study of point of view, students will be focused on a passage that closely mirrors our current conflict in Iraq and the greater "War on Terror". Students will then be asked to write from the perspective of an Iraqi or that of an American in an attempt to make sense of our current global conflicts, how they relate to our past and this piece of literature in particular, and the importance of understanding the perspective of others (point of view).

Required Reading: Outside of the readings we complete in class, each student will be required to read a minimum of 12 books on his/her own (1,200 min. pages). Reading Workshop will consist of a student choosing a book (pending instructor approval) and reading it independently during designated class time, school-wide SSR, and during free time. For each book, students will complete a reading log as they read and the log will be placed in the students' portfolio. Two times per quarter (total of 8 per year), students will be required to complete a written assignment over one of the books they have read independently.

Course Assessment Plan (approximate):

<i>Daily Assignments</i>	20%
<i>Reading Workshop</i>	15%
<i>Projects</i>	15%
<i>Writing Assignments (papers included)</i>	20%
<i>Presentations</i>	10%
<i>Tests/Quizzes</i>	10%
<i>Quarter Final</i>	20%

Classroom Expectations:

1. Be *in the classroom* when the bell rings.
2. Follow all directions in a timely fashion.
3. Have all necessary materials every day.
4. Raise your hand and be recognized before speaking.
5. Do not leave class before I dismiss you.
6. No cell phones...period! If I *see* a cell phone in my room for any reason, it will be confiscated until the end of the day. If a student is using a cell phone or if one goes off in class, an office referral will result.
7. **Be respectful of everyone in class at all times!!!**

There will be consequences for breaking these rules. I do not believe that any of these are too restrictive to allow each student to express himself/herself in an appropriate manner, and the rules listed are in place to keep order and to facilitate the highest possible degree of learning in the best possible environment. While there are a limited number of rules, the ones listed are extremely important and *will* be observed in this classroom.

Supplies and Materials Needed: One folder, a steno notepad for a journal, a regular notebook for work not completed in the journal, a highlighter, sticky notes, and a *flash drive

***You do not need a flash drive exclusively for this class, but it is highly recommended. If you already have one, you may use it for this class. However, you will need something to save classroom material on, and flash drives are easily the best option and they have enough space to hold work for all of your classes. These can be bought in the CHS library for \$10. Students will be keeping a portfolio, so having something to save all of your material on is a necessity.**

Homework Policy and Grading Scale: Please refer to the Student Handbook in your planner for the homework policy (pp.18-20) and the district grading scale (p.25).

Extra Help : If you ever need additional help on class projects, assignments, reading material, concepts studied in class, or any other issue I will be available after school during PASS on Tuesdays. Once football season is over (late October), I will be available on Mondays, Tuesdays, and Thursdays. I will also be available any time assistance is needed, before or after school, for any student who wants to make an appointment with me. I strongly encourage you to ask for help any time that you need it.

Time and Place To Be Reached By Parents: I can be reached through the office at 431-2616 Ext. 4154. I can also be reached by email at [gnoble@centralr3.org](mailto:g noble@centralr3.org). My planning time is 6th hour (12:57-1:47).

How To Get Assignments When Absent: Students can always check with a reliable classmate to get any assignments missed due to an absence. However, students/parents can also log onto the internet and visit www.centralr3.org. Once there, simply choose “Campuses” from the menu on the left side of the page and then click on “Central High School”. Next click on “Central High School” and choose “Departments and Staff” from the list on the left side, and then find my name under the Language Arts subject area. This will take you directly to my schoolnotes page which will have daily and weekly assignments and activities in my classroom.

If you do not understand the assignment given, please feel free to email me or call the school to get clarification.