

English III: Course Syllabus

TCTC 2011-2012

Mr. Libeg – B112

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Course Description:

This course focuses on the eleventh grade content standards in Language Arts, using them to promote student literacy and critical thinking. This class focuses on literacy in the traditional sense of reading a variety of traditional texts across genres, while still focusing on new and emerging sources and media. In addition, there is an emphasis on writing in all of its forms, refining voice by producing everything from research papers to poems and short stories, while placing special emphasis on the grammar and usage conventions of these forms.

Supplies:

While we will not be using all of these materials immediately, it is necessary that all students have all materials by the last day of the first week of school.

Three-ring binder with dividers

Writing utensils

Spiral notebook

Flash Drive

Post-it Notes

Highlighters

Classroom Policies:

Students will receive points for all assignments. A rubric outlining point values will be given with each assignment. This ensures that the student will know exactly what is expected of them and how to succeed on each task.

Grades will be assigned according to school policy:

A = 92-100

B = 83-91

C = 74-82

D = 66-73

F = Below 66

Any work turned in late will be subject to loss of points. Make-up work will be allowed based on school policy, one day for each day of excused absence. It is imperative for students to initiate a discussion of missed classes and assignments with the instructor upon returning from any period of absence.

School policy requires that student absences be limited to 18 per year unless excused by medical or court documents. Any student who exceeds 18 days without such verification will be subject to loss of credit in the course. An unexcused absence will result in a zero for any work completed on that day.

Course Goals:

1. To familiarize students with various pieces of American literature and the context in which they were written.
2. To strengthen students' ability to develop organized pieces of writing and to increase their confidence levels as writers.
3. To strengthen students' ability to express themselves orally and verbally and to increase their overall confidence as communicators.
4. Students will know how to perform research and how to present it using their own talents alongside technology. Special attention will be paid to acquiring and utilizing primary source documents.
5. To develop support for opinions and express ideas concisely by refining communication skills.
6. To strengthen and refine reading skills and to foster students' desire to read

Major Projects and Assignments:

Bell Work:

Each day immediately following the bell, students will be asked to complete a small assignment. These will be worth points every day and will be graded every Friday and at the end of the 9 weeks.

Reading / Writing Workshop:

Each nine weeks, students will be allowed to select reading material of their choice to read in class. The class will then use the literary features of the text to review and solidify student understanding of literary techniques and conventions, as well as appropriate grammar and usage.

Junior Research Paper:

A significant portion of the second semester grade will center on the junior research paper. This thoroughly researched and organized term paper will showcase each student's development as a writer and critical thinker, and be centered on a reading of a text of the student's choosing. Additionally, this research paper will prepare the students for the **Senior Project**, a year-long program exploration with an emphasis on research and writing, which is completed during a student's final year at TCTC.

Readings:

Students will read several of the following literary works this year (along with various supplemental readings, including several collections of short stories and poetry):

Of Mice and Men

To Kill a Mockingbird

The Crucible

The Secret Life of Bees

The Things They Carried

The House on Mango Street

*****Treating assigned out of class reading with the utmost seriousness is integral to**

passing this class. Simply put, I have found that the students who consistently complete the readings excel. While this is not a scientific formula by any means, it is my best advice for success in this class.***

While this syllabus is a thorough document, there will naturally need to be changes to the class as new challenges, concerns, and circumstances arise. As such, I need to reserve the right to modify this document at a moment's notice.