

ENGLISH 3 Course Syllabus

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Room #: B102

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Course Description: Success in any field from cosmetology to auto service requires a comprehension of the English language and how it can be used in the professional workplace as well as in any additional leisure or professional activities. The purpose of the English 3 class is to provide students with the knowledge and tools to become better readers, writers and critical thinkers so that they will be prepared for further studies in their program area and beyond.

This English course focuses on cooperatively enhancing critical thinking and comprehension through concentrated reading, writing, and oral exercises. Like studies in previous English classes, students will be reading a wide range of materials-including novels, short stories, nonfiction, and poetry as well as preparing a variety of writing types to express thoughtful ideas.

Instructional Philosophy: Students will be given challenging projects and assignments that will require demonstration of skills and logical thought processes. High quality work is expected from ALL students. Classroom activities will include reading, analyzing, researching, writing, speaking, and problem solving. Major projects will be presented to the class as the school year progresses. Students will work in pairs, small groups, and as individuals; and all students are expected to contribute positively to the cooperative learning environment. Assessment methods will include reading and written assignments; oral and written research reports; journal entries; projects; and written exams, tests, and quizzes.

Though novels will be used for many of assignments, supplemental texts will also be utilized throughout the year. Sources such as newspaper and magazine articles, as well as Internet sites will enrich studies and widen knowledge and appreciation of literature and composition.

Course Goals:

1. Read, understand, and communicate in the proper, Standard English.
2. Use the reading process to demonstrate a comprehension of print and electronic text.
3. Use reading applications to explore and utilize informational, technical and persuasive texts.
4. Demonstrate a thorough understanding of the steps involved in the writing process.
5. Produce formal, written documents that address various subject matter and audiences, using correct spelling conventions; proper punctuation and capitalization; and correct grammar.
6. Use research and writing process skills to collect, analyze, and present data as it relates to individual program related issues.
7. Use effective speaking and listening strategies to deliver and comprehend oral presentations.

Course Supplies: *Students should be prepared for class. This includes having the essentials such as paper, pencil or pen, and any other materials deemed necessary by instructor. Repeated failure to bring necessary materials to class will result in disciplinary action.*

- 1 1" 3 ring binder
- College ruled 8" x 10 $\frac{1}{2}$ " filler paper
- Electronic storage device (USB)
- #2 Pencils
- Blue or black ink pens
- Portfolio folder
- Spiral Notebook

Major Units: Each unit contains a variety of requirements and activities. These will be discussed in class, and students will be given ample time to complete necessary work.

1. **Junior Research Project:** Students will be conducting a junior research paper based on the book *Chew on This*. Students will move through the steps of creating a formal research paper in MLA format. Topics and narrowed focal points for the paper will be discussed in class. Students will also be creating a multimedia project collaborating in groups to showcase the book.
2. **Independent Reading Project:** Students will have two opportunities throughout the course of the school year to choose a book of their choice to read and complete an in depth independent reading project. Between the two projects, students are required to choose one fiction and one nonfiction text.
3. **Essays:** Students will be writing a variety of essays (expository, narrative, persuasive, and descriptive) to enhance their written communication in both the workplace and/or college.
4. **How to Presentation:** Students will have the opportunity to showcase something they have learned and mastered in their individual program area. Students will create a presentation in which they will demonstrate and narrate the steps in a process for a lab related skill.
5. **Poetry Project:** Students will read poetry and learn different types of poetry. Students will then have the opportunity to write a poetry book and share their poems with others.
6. **Texts:** The texts below will be read throughout the year. These individual units incorporate a variety of activities, including short excerpts from classic literature, that work to enhance the comprehension of the text and build on students' prior knowledge.
 - a. I Have Lived a Thousand Years by Livia Bitton-Jackson
 - b. Chew on This by Wilson and Eric Schlosser
 - c. Breathing Underwater by Alex Flinn
 - d. Twelve Angry Men by Reginald Rose
 - e. Staying Fat for Sarah Byrnes by Chris Crutcher
 - f. Copper Sun by Sharon Draper

Rules and Expectations:

1. **Profanity and inappropriate behavior will NOT be tolerated.** Profanity is extremely unprofessional in the work environment. TCTC is preparing you for that environment. You will be written up for such infractions.
2. **Respect the rights of others.** This room will have a positive learning environment. Address every person in the room as you would like to be addressed. If you would like to contribute to class discussions, do so in a mannerly fashion. Do not try to dominate discussion time, as this prevents everyone from having a voice. Class discussions are strongly encouraged. However, discussions about your social life are not. Keep discussions relevant to the topics at hand.
3. **Cheating will not be tolerated.** All work submitted in this class should be your own. Remember the definition of **PLAGIARISM**: *The unauthorized use of thought and language of another author, and representing these ideas as one's own work.* With this in mind, if you choose to use Internet sites or sources such as SparkNotes to further your studies, these should be documented in your class discussion and writing.
4. **Be on time and prepared for class.** Come to class prepared and on time everyday, and bring all necessary materials with you. We will work from bell to bell.
5. **Use class time efficiently.** Doing science assignments or studying for program tests will indicate that you are unable to properly manage your time-and will result in a deficiency notice.
6. **Keep this classroom neat and clean.** If you use resources available in the room, put them back in the proper place. Throw your personal trash in the waste basket.

Attendance: You are responsible for your attendance in English. *You must be sure you Sign-In everyday, in the Student Attendance Log.* Students are expected to attend class, on time, every scheduled school day. If you have an excused absence, you are responsible for following up with your instructor to get all missed work and the expected due date. *Any work that is not made up will result in a 0 score in the grade book.*

Daily Assignments & Homework: This type of work will be given regularly. Work is expected to be submitted by the due date. Late work will be accepted at the teacher's discretion and will receive a grade deduction if accepted, unless excused absence is verified. Students that choose not to submit work will receive a 0 score in the grade book for the assignment, and this includes assignments that are late by 5 days or more, including additional unexcused absences.

Projects, Papers, Tests, and Quizzes: Projects, papers, and tests will be given advanced notification of expectations and deadlines. Quizzes will be announced and unannounced. Students absent on the day any of the following are due are expected to complete and submit the task upon their return. Unannounced quizzes can not be made up regardless of excused or unexcused absences.

Grading Policy: Your grade will be based on assigned work and participation during class. Marking period grades and exams are based upon percentages. There is a 50% "floor" for each of the four marking periods. Any student earning below a 50% for a marking period will receive a 50%. There is no "floor" of 50% for the two semester exams, semester, or final grades.

A	=	92-100%	A superior student in every way. Consistently shows subject mastery, and frequently works beyond assignments.
B	=	83-91%	A very good student who may lack consistency in subject mastery, but is still above average in performance and attitude.
C	=	74-82%	An average student in performance and attitude who regularly completes the minimum requirements.
D	=	66-73%	A poorly achieving student who may frequently fail to complete assignments, who neglects homework, and who shows a general attitude of carelessness.
F	=	0-65%	A student who has not met the minimum standards of the course due to excessive absences, carelessness, inattentiveness, or indifference.
I	=	Incomplete	A student who has not completed the necessary work required for course due to absence or other extenuating circumstances. A student receiving an 'I' for a grading quarter will receive an 'F' if work is not completed by teacher directed deadline.

How to be Successful in English 3:

- Attend class daily.
- Be on time and prepared for class.
- Follow directions.
- Review directions and rubrics so that expectations are clear.
- Submit completed assignments on time.
- DO NOT PROCRASTINATE.
- Ask questions if you do not understand.
- Participate in class and groups discussions.
- Discuss issues or concerns with your teacher before they becomes serious problems.

Following these easy guidelines will help ensure that a student performs well. Students are continuously encouraged to seek help when needed.

*This syllabus is subject to change at the teacher's discretion. Also, additional assignments and requirements may arise as the year progresses.