

WHEELER HIGH SCHOOL COURSE EXPECTATIONS

Academic English III 2017-2018 (American Literature)

Marybeth Tavares

tavaresm@northstonington.k12.ct.us

Room 135

I. *Course Overview:*

Academic English III is a course designed to develop students' analytical and critical thinking skills by engaging with various fiction and non-fiction texts. Great emphasis will be placed on cultivating students' voices through writing and speaking, concentrating on oral presentations, class discussion, quote analysis and argumentative essays. All texts read this year will explore the theme of *American Identity*, and the course will focus on exploring the relationships that exist between literature and our contemporary society. Additionally, time will be spent on preparing students for the Senior Project and post-graduate plans. Students will write resumes, college essays, study for the SATs, and develop grammar and vocabulary.

II. *Overall Course Objectives:* These objectives are in accordance with the Common Core State Standards. (<http://www.corestandards.org>)

CCSS.ELA-Literacy.CCRA.R.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

CCSS.ELA-Literacy.CCRA.R.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

CCSS.ELA-Literacy.CCRA.R.3 Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

CCSS.ELA-Literacy.CCRA.R.6 Assess how point of view or purpose shapes the content and style of a text.

CCSS.ELA-Literacy.CCRA.R.8 Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

CCSS.ELA-Literacy.CCRA.R.9 Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

CCSS.ELA-Literacy.CCRA.W.1 Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.

CCSS.ELA-Literacy.CCRA.W.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

CCSS.ELA-Literacy.CCRA.W.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

CCSS.ELA-Literacy.CCRA.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

CCSS.ELA-Literacy.CCRA.SL.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

CCSS.ELA-Literacy.CCRA.SL.4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

CCSS.ELA-Literacy.CCRA.L.6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

III. *Materials Required:*

- Three ring binder or separate English notebook (with folder for handouts)
- Pen/Pencil

Possible Readings: (Readings are listed in the thematic units) (Please note that this is a tentative list and readings may be added and/or deleted throughout the year)

“American Dreams & Nightmares”

What is the American Dream? To What extent is it achievable by all? What values does it reflect?

- *Bronx Masquerade*
- *Death of a Salesman*
- *A Raisin in the Sun*
- *The Great Gatsby*

“This Land is Your Land: The American Identity”

Why have people come to America, and continue to come to America? What is an “American”? How is an American identity created?

- *Enrique’s Journey*
- *American Born Chinese*
- *Poems and stories of the Harlem Renaissance*

“Song of Myself: Individuality, Conformity, and Society”

What is the role of the individual in society? What is good for the community? What are the implications for individuals? Why do people conform? Why do others choose not to conform? What happens as a result of these choices?

- *The Crucible*
- *The Catcher in the Rye*
- *Into the Wild (excerpts)*

IV. *Classroom Expectations:*

You are expected to be honest, considerate, tolerant, and willing learners.

You are expected to come to every class, on time, prepared, and to participate actively and enthusiastically in all class activities, discussions and group work. Participating also means being well prepared for class, listening attentively to one another as well as to me, and behaving

V. *Grading Policy:*

Grading will be completed on a point system. Your final grade will be based off the points you earned out of the total points for the quarter/semester/year. You will know how many points each assignment will be upon receipt.

I will assign and collect homework most days. I will accept late homework and late assignments for partial credit – at my discretion. If there are extreme circumstances that present themselves, please talk to me ASAP! As a warning: I will not chase after you if you fail to hand in your work. As a junior in high school, your grade is YOUR responsibility.

VI. Attendance Policy (BOE Policy #5113) – as stated in handbook:

The learning experiences that take place in the classroom are considered to be meaningful and essential parts of the education process. Absences tend to disrupt the continuity of that process. The time lost from class is irretrievable, particularly in terms of opportunity for interaction and exchange of ideas between students and between students and teachers. Knowing and abiding by the attendance regulations and procedures are student and parent responsibilities. On January 2, 2008, the State Board of Education approved the following definition of attendance for public school districts:

A student is considered to be “in attendance” if present at his/her assigned school, or an activity sponsored by the school (e.g., field Trip), for at least half of the regular school day. A student who is serving an out-of-school suspension or expulsion should always be considered absent.

Students attending the North Stonington Public Schools must remain on school property during the normal school day, unless the building principal authorizes a student to leave school grounds. Exceptions to this rule may be approved by the building principal for those reasons which would justify an excused absence under this policy.

1. There shall be no penalty for an excused absence. Students must bring a note from their parent or guardian to the main office on the day of return to school. For an illness, the student should provide documentation from a doctor. This note must specify the reason(s) for the absence and must conform to the Board of Education Policy # 5113. Excused absences will be listed on the morning bulletin of the day the note is received, and students will be allowed to make up all work missed. Excused absences as defined by the Board of Education are:
 - a. Illness or injury,
 - b. Death in the immediate family,
 - c. Religious obligation,
 - d. Court appearance,
 - e. School sponsored activity,
 - f. College Visitation (prior approval needed from building principal)
 - g. An emergency, or
 - h. Other exceptional circumstances.
2. For every unexcused absence, the student will not be allowed to make up or receive credit for work missed.
3. Students who are absent from school should make every effort to obtain their assignments during their absence. When a student is absent for extended periods of time--more than three days-- parents may obtain assignments from the teachers through the guidance office. Failure to make up assignments may result in a grade of zero for each missing assignment. A student may expect to have one day for each day of absence in order to make up missed work.
4. If a student is absent from school, he/she may not be on school grounds. Extenuating circumstances will be dealt with on a case by case basis by the administration.
5. IF A STUDENT MISSES MORE THEN 15 MINUTES FROM CLASS, OTHER THEN BECAUSE OF A SCHOOL SACTIONED EVENT, THEY WILL BE CONSIDERED ABSENT FROM CLASS.

Limit on Total Number of Absences: No student will receive course credit for a full year course after having been absent from that course for more than 20 class periods (excused or unexcused) the school year for reasons other than school sponsored activities (i.e. field trips). The total number of absences will be pro-rated for less than full year courses and for courses which meet other than five times per week

Notification Procedures: When a student has accumulated one-half (ten (10) full year or five (5) half year) of the maximum allowed number of total absences for a particular course, excluding school functions, the teacher will notify the student, parent/guardian (by mail), administration, and the guidance counselor on a form designated for that purpose.

VII. Academic Integrity Statement

The faculty and administration of Wheeler Middle/High School demand high standards of academic performance and academic honesty. Anything less would jeopardize quality education and allow our students to deny themselves needed skills and knowledge. For this reason students who cheat on their assigned work, reports, research papers, quizzes, tests or examination risk prompt and punitive action by both their teacher and the school. Examples of violations may include, but are not limited to:

- Giving or receiving aid on tests and graded assignments
- Unauthorized talking during tests
- Copying regular homework/exercises
- Unapproved discussion of examinations/assignments contents
- Cheating on peer reviews of student work
- Misuse of technology

Documentation of all sources is important to avoid plagiarism, which is the stealing of another's ideas, words, writing, or academic work, and implying that it is original. Both quoting and paraphrasing information from an outside source, including any technology without crediting that source is a form of plagiarism. Students who are found cheating or plagiarizing will be subject to the following guidelines:

First offense:

- Academic penalty up to and including zero.
- Parent contacted.
- Administration notified (by teachers completing a discipline form).

Subsequent offenses:

- Academic penalty up to and including zero.
- Parent contacted.
- Disciplinary action by administration which may include office detention or suspension

VIII. Teacher Availability for Extra Help (Day and Time):

I am free for extra help throughout the day as well as after school. See me immediately if you have any questions or concerns to set up an appointment.

IX. Wheeler High School Academic Expectations met by this course:

Please complete the information on this page. Then sign and return.

Student Section:

I, _____, have read this class syllabus and promise to adhere to it.

Student Comments:

Student's Signature _____

Student's E-mail _____

Guardian Section:

I, _____, the parent/guardian of _____ have read the class syllabus and understand all classroom policies. I will encourage my child to do the best he/she can this school year.

Parent/Guardian Signature _____

Phone Number _____

Address _____

E-mail _____

Best Time to be reached _____

Comments: