 **CHAPIN HIGH SCHOOL**

http://www.lexrich5.org/ChapinHS.cfm

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| **Course**: English 3 Honors ALA | **Length of Course**: Year Long | **South Carolina**  **Uniform Grading Scale**  A= 90-100  B= 80-89  C= 70-79  D= 60-69  F= Below 60 |
| **Instructor**: Mr. Patrick Funk | **Number of Credits**: 1 |
| **E-mail**: pfunk@lexrich5.org  **Web site:**  http://funkclasschs.weebly.com/ | **Type**: Honors |
| **Voice Mail**: ext. 5515 |  |

**Course Description:**

English III Honors ALA is a rigorous course that involves an intensive study of literature and rhetoric focusing specifically on the analysis of both. This is an honors level class that requires students to exhibit excellent study habits, self-discipline, commitment to challenging assignments, creativity, leadership ability, self-motivation, independent thought, and an acceptance of responsibility for one’s own learning. I fully expect students to engage in a variety of challenging ideas, to think critically, to debate each other respectfully, to keep up with all readings and assignments, to contribute to the classroom community, and to move towards becoming a truly “educated person.” Specific attention will be given to preparing students to have successful experiences in AP Language and Literature as well as college level English courses they’ll likely encounter in the future.

This course will also focus on development of leadership skills. Students will be given opportunities and assignments to help define what makes an effective leader. In conjunction, we’ll open discussions on what the personal, ethical, and moral responsibilities of leaders are, or should be. As part of this process students will work in groups on an Impact Experience project which will take them into their communities to help find solutions to tangible problems in the Chapin area. This year, we will be partnering with the Chick-Fil-A leader academy to help accomplish these goals. More information on this will be disseminated as it becomes available.

Each student is a unique individual with special talents and gifts who learns best in different ways. Thus, besides some traditional tests and pop quizzes, the educational experience in English III Honors ALA will be diverse and creative. Students will be able to share their unique talents, interests, and ideas through individual and group projects, debates, and creative writing. All experiences in the classroom should assist students in developing creativity and critical thinking skills, and all of these assignments will challenge you to move beyond reciting a set of facts towards a more comprehensive understanding of the world in which we live.

**Link to SC ELA Standards:**

http://ed.sc.gov/instruction/standards-learning/english-language-arts/support-documents-and-resources/ela-standards-by-grade-level/

**Instructional Goals:**

\* To become expert readers of literature capable of analyzing text above the level of basic plot

\*To identify patterns and archetypes shared across Western Literature

\* To produce written, in depth literary analysis confidently and on a wide range of literary topics

\* To expand vocabulary, with an emphasis on preparing for the PSAT/SAT, PLAN/ACT, and AP exams

\*To analyze nonfiction for rhetorical technique

\*To produce persuasive nonfiction documents displaying a thorough understanding of the art of persuasion

\*To study an array of nonfiction (including seminal U.S. documents) with a focus on identifying Author’s purpose and technique

\* To read and analyze a variety of genres

\* To improve oral and written communication skills

\* To grow in your analytical thinking

\* To become a more productive citizen

**Textbook/ Resources:**

Beers, Kylene et. al. *Collections: Grade 11*. Orlando, FL: Houghton-Mifflin Harcourt, 2015.

Print.

Various other reading materials (novels, articles, stories etc.) will be provided to the students throughout the year.

### **Scope and Sequence:** Course of Study

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| --- | --- |
| **First Semester** | |
| **First Nine Weeks**  *Literary Analysis* | **Second Nine Weeks**  *Rhetorical Analysis* |
| * Summer reading, basic rules of writing review, genre review, literary devices review * Analysis of various literary themes, motifs, and symbols including (but not limited to): quests, irony, and communion * Analytical essay on Lit Circle Novel * Leadership: Leadership Kickoff, “The Big Thank You,” Visions and Values | * **Introduction to Rhetoric** The 5 parts of rhetoric: Invention, Arrangement, Style, Memory, and Delivery **Rhetorical Appeals** Ethos, Pathos and Logos **Group Speech Project** * Leadership: Servant Leadership, Teamwork, Do Good December |
| * **Short Fiction likely to be covered:** “Young Goodman Brown” by Nathaniel Hawthorne “The Swimmer” by John Cheever “Waiting for Godot” by Samuel Beckett “Cathedral” by Raymond Carver | * **Various contemporary and historical speeches** * **Various contemporary and historical examples of propaganda/advertising** |
| * **Literature Circle novel** This book will be selected from a list and read outside of class. Students will have assessments on their novels related to the literary techniques focused on during class time throughout the nine weeks. | * **Literature Circle Speeches** Students will be given access to a number of speeches by an influential leader. These speeches will be discussed on literature circle due dates. * **Midterm Review/Examinations** |
| **Second Semester** | |
| **Third Nine Weeks**  *Literary Analysis* | **Fourth Nine Weeks**  *Rhetorical Analysis* |
| * Analysis of various literary themes, motifs, and symbols including (but not limited to): Baptismal Imagery, Weather, Geography, Violence, and Monsters * Leadership: Innovation, Communication, Impact | * **Students will apply knowledge of rhetoric to earlier and more challenging American Non-Fiction including works by the Founding Fathers** * Leadership: Impact Project |
| * **Fiction likely to be covered** “The Yellow Wallpaper” by Charlotte Perkins Gillman “The Crucible” by Arthur Miller “The Scarlet Ibis” “The River” by Flannery O’Conner “Slow Passage of Animals” by T.C. Boyle “Snows of Kilamanjaro” by Ernest Hemingway “A Good Man is Hard to Find” by Flannery O’Conner “A Very Old Man with Enormous Wings” by Gabriel Garcia Marquez | * **Various Contemporary and Historical Speeches** * Formative U.S. Documents to be analyzed historically and rhetorically |
| * **Literature Circle novel** This book will be selected from a list and read outside of class. Students will have assessments on their novels related to the literary techniques focused on during class time throughout the nine weeks. | * Students will begin brainstorming ideas for their ALA projects in the coming years * **Final Review/Examinations** |
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Note: The above is a general outline and overview and certainly not an exhaustive listing of all that will be covered in the course. Vocabulary study will continue throughout the year. Grammar will be reviewed and studied intensively. Writing will be a primary focus of expressing oneself and one’s ideas. Analytical writing will be emphasized. Major projects will be given throughout the year that will have significant impact of the students’ grades.

**Assessments/Grading:**

*New Final Exam Exemption Policy:*

In order to promote excellent attendance, behavioral expectations and academic excellence, Chapin High School offers an exam exemption program to our students of all grade levels. Exam exemption recognizes these students by allowing them to exempt exams if they meet the exemption criteria. Exam exemption applies only to final examinations. All Chapin High School students will participate in mid-term exams.

Exam exemption does not excuse students from the experience of preparing for a comprehensive exam. Testing is an important part of academic life at Chapin High School. Students take assessments as a regular part of their coursework, and those students who do qualify for exam exemptions will still be required to take specific exams such as Advanced Placement or EOC exams and other state-mandated assessments.

● School Level - Students who receive any days of in-school suspension or any days of out of school suspension, will not be eligible to exempt any exam.

● Class Level - Students will only be eligible to exempt a specific exam if the student has five or fewer unlawful absences for a particular course.

● Class Level - Students will only be eligible to exempt a specific exam in a course if the student has an 80 average or better.

*Grade Weights:*

\* Graded assignments will fall into two categories, summative assignments and formative assignments.  Student progress is determined through both formative and summative assessments, and while all assessments will be evaluated, not all formative assessments will figure into the students’ overall course grade.  A particular assignment’s category will be determined based on complexity, amount of time required, and overall relevance to the course standards.  Formative assignments may include but are not limited to quizzes (vocabulary, reading, skill-based), informal writing assignments, general class work and homework.  Summative assignments may include but are not limited to tests, formal writing, research-based products, and culminating products.  While students will have fewer summative assignments than formative assignments per grading period, the summative assignments will comprise a greater percentage of the average. Semester exams are given in accordance with district policy. The 1st semester exam counts 20% of the 1st semester grade and the 2nd semester exam counts 20% of the 2nd semester grade.

\* ***Tests:*** Students will be given *at least* a one (1) week notice when Unit Tests will be given. Tests will

involve various types of assessments, and students will always be required to write extensively.

In addition, as preparation for college courses, students must complete tests in a

reasonable time frame (generally 90 minutes).

*Make –up work/Late work policy*

* 1. **Make-up Opportunities & Late Work Policy**: A student will be permitted to make up work missed during an absence. At Chapin High School students are encouraged to attend school regularly. Nevertheless, students are absent for a variety of reasons, but students should understand the responsibility of making up work that belongs to them. The following guidelines are established for make-up work:
     1. It is the student’s responsibility to make the necessary arrangements for making up work due to any absence.
     2. There are a variety of options available to students to schedule make-up work before, after, and during the school day. For example, during school/class hours at the teacher’s discretion, and/or during scheduled enrichment times.
     3. Students who miss scheduled make-up appointments and/or assignments may be penalized.
     4. Students will have 6 days or 3 class periods to make-up missed work
     5. Students missing three or more consecutive classes in a course will be given 10 school days to complete assignments unless other arrangements have been made.
     6. Pre-assigned work (i.e. long term assignments, tests, presentations, etc.) is due at the beginning of class upon the student’s return to class. If a student is not prepared upon return to turn in make-up work, the teacher will assign a zero unless other arrangements have been made.
     7. The teacher will enter a “0” in the gradebook with the “M” comment, deducting from the grade 10% per day the assignment is late. If a student does not make up work during the prescribed time, the teacher may assign a zero unless other arrangements have been made.
     8. A student who misses classes because of a school-sponsored function is responsible for long term assignments that will be missed before going on the trip. Students should be prepared to make up any missed test/quiz and/or give any presentation the day they return to class unless other arrangements have been made.
     9. Students whose lawful absences result in missing a final examination in a semester or yearly course will be provided a scheduled opportunity to make up the exam missed. Make up exams will not be scheduled during regular school hours. Exams must be taken on the scheduled day(s).

Avoiding a due date by not attending class is strongly discouraged and not a valid excuse for turning in late assignments; however, if a student must be absent from school, it is their responsibility and in their best interest to make-up all work missed as soon as possible.

\* ***Academic Honesty****:* Cheating and plagiarism will not be tolerated and will result in an automatic “0” on that assignment. Please note that this expectation includes a requirement that students complete all work by themselves unless the assignment is designated as a partner or group project. Studying together is fine, but all written assignments should be completed individually. We will discuss and follow the District Five honor code and plagiarism guidelines as outlined below:

\* "Plagiarism" is basically a form of academic cheating in which you use words and/or ideas already published without giving credit to the appropriate source. Within the format guidelines given by your teacher, you must provide certain pieces of information (author, title of book/article, page number, etc.) about the quote or idea that you use in your paper.

\* “Plagiarism” involves “using someone else’s ideas or phrasing and representing those ideas or phrasing as our own, either on purpose or through carelessness” (MLA definition). We will use the following guidelines:

-- ‘ Ideas or phrasing’ includes written or spoken material, of course – from whole papers and paragraphs to sentences, and indeed, phrases, but it also includes statistics, lab results, art work, etc. ‘Someone else’ can mean a professional source, such as a published writer or critic in a book, magazine, encyclopedia, or journal; an electronic resource such as material we discover on the World Wide Web; another student at our school or anywhere else; a paper-writing ‘service’ (online or otherwise) which offers to sell written papers for a fee.” (MLA guidelines)

-- Any direct words from a book, article, movie, or any other source must be placed in quotation marks while you also cite/acknowledge the source of that quote by using the format designated by your teacher.

-- Just as importantly, remember that any ideas (whether the words are directly quoted or not) that come from any source other than your own mind needs to be cited with parenthetical notation as well. All paraphrasing should be written in your own words and cited appropriately.

-- Generally, factual information (from Encyclopedias, Almanacs, etc.) that is “common knowledge” needs to be rephrased in your own words but does not need to be cited. Thus, if you could easily find that information in several other reference sources, you may use the facts without any citation/acknowledgement as long as you paraphrase in your own words. Yet, you must use either quotes or parenthetical notation for any ideas, opinions, and/or interpretations presented by another person.

-- In addition to borrowing words and ideas, plagiarism also involves “borrowing the sequence of ideas, the arrangement of material, or the pattern of thought of someone else without proper acknowledgement”(George Mason University Honor System and Code).Therefore, you cannot simply rephrase every sentence in an encyclopedia article in the same order. You must work to organize the information and to draw from multiple sources.

-- Plagiarism is a serious offence and will be dealt with accordingly.

-- More information and samples will be discussed in class.

**Parent Opportunity to monitor student progress**

\*All parents are encouraged to monitor the progress of their children via parent portal. Information on accessing parent portal can be obtained from the guidance department. If a parent should ever have questions, concerns, or comments regarding grades, they are encouraged to email me at [pfunk@lexrich5.org](mailto:pfunk@lexrich5.org). I’m usually able to respond to these emails within 48 hours.

\*Parents are also strongly encouraged to keep up with assignments via the class web page (URL at top of syllabus).

\* ***Writing Expectations:*** Students will be expected to write a great deal in this course -- both inside

and outside of the classroom. Other than complete sentences and basic paragraph organization,

essays or paragraphs written on a TEST will not be graded for fine points of writing; however,

students are expected to turn in their very best writing (including spelling, grammar,

punctuation, word choice, etc.) on any writing assignment that is not part of a test. I may often

suggest or even require “writing conferences” to review one or more essays. Handouts will be provided to assist students with writing better essays and to explain specific expectations for writing.

\* ***Out-Of-Class Writing Requirements:*** Please remember that all out-of-class writing assignments

must be typed (double-spaced, 12-point Times Roman font, 1-inch margins, MLA format).

They may only be handwritten in ink (still double-spaced) in the event of a last minute computer emergency, and in this case, you must also bring a parent/guardian note verifying this computer problem. Without a parent note in this situation, you will automatically lose 10% of the point value of the assignment. There will be standard deductions for these requirements as well as for stylistic elements, organizational expectations, and grammatical errors.

\* ***Handouts:*** I will not run extra copies of handouts, so students are responsible for keeping up with

all papers and for having them ready for class. It is essential that all students have their notes in

class daily in order to maximize the learning process, and it is each student’s responsibility to be prepared in this manner.

\* ***Deadlines and Due Dates:***  Please note that an assignment is “due” at the beginning of class, and an

actual paper copy (not a computer disk or file) must exist. Coming into class and asking to

print a paper or an assignment is unacceptable and will be counted as late. You are responsible

for having your assignment in class on time. It is your responsibility to keep up with all

assignments and to complete your work on time.

\* ***Enrichment:*** If you need any extra assistance with this course, please see me, and I will be happy

to arrange a time to work with you. Power Hour is the easiest time to come by, but with a little

advanced notice, I can come early in the mornings or stay after school on most days, but I will

need prior notice.

*Classroom Management & Expectations*

\* ***Discipline Philosophy:*** Students will be intimately involved in the development and maintenance of

the classroom community. From rules to responsibilities to issues of respect, students will help

us to create the best possible learning environment. ***Basically, discipline involves***

***making sure that no student takes away the rights of any others to learn. Your behavior***

***governs ours!***

\* ***Respectful Debate:*** You will be engaging in many debates and discussions on controversial issues

throughout the year, and you will most certainly disagree with some comments that are made.

Yet, above all, the teacher and students are responsible for maintaining a community of respect

in which everyone feels free to express his/her ideas openly and without restraint. When

engaged in class discussions, please refrain from calling fellow students by name and

personalizing your comments; your disagreement should be with the idea and not the person.

\* ***Materials For Class:*** All students will be prepared and on-time for class each and every day.

For these classes, you will need: a) a three-ring binder notebook with loose leaf paper,

b) a data storage device (like a USB drive), c) notebook dividers, and d) plenty of ink pens, #2 pencils, and hi-liters.

\* ***Integrity:*** "Honesty is the best policy!" I promise! Character and integrity are extremely

important to me, and I expect honesty on all assignments and in all discussions. When

I write college recommendations for students, integrity shares a place with work ethic as the

most important factors in my comments, even outweighing any particular grade that you earn.

\* ***Classroom Rules:*** In addition to those rules enumerated in the Chapin High School Handbook, all students will obey these classroom rules:

**Class Rules**

1. Be in your seat when the bell rings.
2. Bring all books and materials to class.
3. No personal grooming during class time.
4. Sit in your assigned seat daily.
5. Follow directions the first time they are given.

**Consequences**

*First offense:* Verbal Warning

*Second offense*: Parent Contact and/or office referral

**Procedures**

*When the bell rings:* Be seated begin working on the bellringer on the board in your bellringer notebook. This will soon be discussed in greater detail.

*Pencil Sharpener:* The pencil sharpener may be used at any time so long as it does not interfere with instructional time.

*When you finish your work early:* Work on another English assignment. **DO NOT DO WORK FOR OTHER CLASSES!!!** You may also read in you independent reading book.

*When you have a question:* Raise your hand and wait to be addressed.

*Restroom:* If it is an emergency write a pass in your agenda and bring it to my desk for my initials. Do not interrupt everyone else’s learning because you need to use the restroom. Frequent restroom use may result in a loss of restroom privileges unless I receive a parent or doctor note.

*When you’re absent:* Check the class website to see what you missed. There will often be links to assignments on the page. Do these assignments and turn them in on THE DAY you come back to class. See student handbook for make up policy pp. 13-14.

\* ***Expectations For All Students:*** Finally and most importantly, I expect the best from each and

every one of you! While I will do my best to assist each of you every step of the way, you are

ultimately responsible for making the grade; you must earn it!

English III Honors ALA

“I have read the English III Honors ALA syllabus\* thoroughly, and I understand the basic expectations, rules, and procedures that we will follow throughout this course. I realize that I am responsible for these regulations, procedures, and requirements, and I know that I will be held accountable.”

**Student Name (Print): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

*Student Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

**Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

***“I have read and reviewed the English III Honors ALA Syllabus.”***

**Parent/Guardian Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

##### General Student Information

###### *Name(s) of Parent(s)/Guardian(s): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

###### *Home Phone #: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

###### *Mother’s Work Phone #: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Mother’s Cell Phone #: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

*Mother’s E-Mail (please write legibly):*

###### *Father’s Work Phone #: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Father’s Cell Phone #: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

**Father’s E-Mail (please write legibly):**

**Student’s e-mail address (please write legibly):**

**Comments, questions, or concerns:**

**\*Syllabus can be located at http://funkclasschs.weebly.com**