

Honors English 3 2020-2021 Syllabus

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Course Webpage: <http://rhinehartenglish3.weebly.com>



Course Purpose Statement

Successful English courses encourage conceptual thinking and they challenge students to grow as flexible, critical readers of texts of all types. Through the study of a wide range of texts in this *Honors 3 English* class, students will develop their ability to recognize the purpose for each text and they will develop their ability to assess the effectiveness of a writer's choices. Moreover, students will develop their appreciation for the craft and artistry of writing while developing their ability to reflect critically on their reading. As such, this class aims to:

1. Introduce students to a range of texts from different periods, styles and genres.
2. Develop in students the ability to engage in close, detailed analysis of individual texts and make relevant connections.
3. Develop the students' powers of expression, both in oral and written communication.
4. Develop students' appreciation for the contexts in which texts are written and received.
5. Develop students' appreciation for multiple, truly diverse, perspectives.
6. Develop students' appreciation for the stylistic and aesthetic qualities of various types of texts.

Honors English 3 is a college and career preparatory course designed to help student successfully meet state career and college readiness benchmarks, as measured by the ACT in March and the KCAS on-demand writing assessment in May. Our goals for these examinations are clear, to go into them fully prepared to succeed with confidence. However, please note that our class will not focus on test preparation at the exclusion of everything else. Our class will be much more than that! Our classroom's philosophy will be that true learning is about students discovering themselves objectively and subjectively and discovering their voices. To live up to that philosophy, our class aims to build the foundation upon which students will become critical thinkers, readers, and communicators so that they can develop into inquisitive and engaged members of a technological and global community that is truly democratic.

Grading

All courses at Atherton High School adhere to the standard JCPS grading scale – **A:** 100-90%; **B:** 89-80%; **C:** 79-70%; **D:** 69-60%; **U:** below 60%. All grading at Atherton High School is cumulative. The cumulative grade will be based on an average of the grades for projects, tests, compositions, quizzes, in-class and homework, and participation in class as follows:

1) STUDENT MASTERY – 50%

- *Weekly Reading Responses (40 pts. each each week).*
- *Supervised Writing for Each Reading Unit (100 pts. each).*
- *Final Formal Compositions (150 pts. each):*
 - *Composition 1 – Personal Narrative Essay*
 - *Composition 2 – A Letter To a Future Educator (persuasive letter with an argumentative essay component written in response to James Baldwin's "A Talk to Teachers")*
 - *Composition 3 – Short Literary Writing Piece (short story or poem)*
 - *Composition 4 – Formal Literary Analysis Essay of The Things They Carried (Tim O'Brien)*
- *Course Final – Oral presentation of the Independent Reading Unit at the end of the year (200 pts.).*

2) STUDENT PROGRESSION – 30%

- **IN-CLASS WORK**
 - *Informal class presentations - individual or group - including group interactive oral presentations for each work studied (50 pts. each).*
 - *All general activities – individual and group work – assigned for in-class completion (25 pts. each).*
 - *ACT Practice Work (25 pts. each).*
 - *On-Demand Writing Practice (25 pts. each).*
- **HOMEWORK**
 - *The Concluding Project & Presentation for Each Major Works Reading Unit (100 pts. each).*
 - *Minor Works Response Assignments for Poetry and Rhetorical Reading Unit (50 pts. each)*
 - *All drafts and revisions of drafts for major compositions (50 pts. each).*
 - *All other assigned homework (25 pts. each).*

3) STUDENT ENGAGEMENT – 20%

- **SOCRATIC SEMINARS**
 - *Significant spoken contributions in each seminar earns 10 pts., while the another 10 pts. For this activity will be determined by the quality of the reflection or question writing component of this activity will be collected at the end of the Socratic Seminar as a vital feedback, reflection, and assessment component. (20 pts. each seminar).*
- **"BELL RINGER/EXIT SLIPS**
 - *note cards with written responses, reflection, feedback, and/or self-assessment (10 pts. each)*

Course Curriculum Map:

Grading Period	1 st 6-Weeks	2 nd 6-Weeks	3 rd 6-Weeks	4 th 6-Weeks	5 th 6-Weeks	6 th 6-Weeks		
Major Literary Works	4-Week Unit <i>Maus</i> , Art Spiegelman	7-Week Unit 1. <i>What to the Slave is the Fourth of July</i> , Frederick Douglass 2. <i>My Dungeon Shook</i> from <i>The Fire Next Time</i> , James Baldwin 3. <i>Redlining Louisville: The History of Race, Class, and Real Estate</i> , GUI Map Project 4. <i>The Case for Reparations</i> , Ta-Nehisi Coates	5-Week Unit <i>Fences</i> , August Wilson	2-Week Unit The Assorted Poetry of: 1. Tracy K. Smith 2. Joy Harjo	3-Week Unit Selected Short Stories from <i>Interpreter of Maladies</i> , Jhumpa Lahiri	6-Week Unit <i>The Things They Carried</i> , Tim O'Brien	3-Week Unit 1. <i>The Declaration of Independence</i> , Thomas Jefferson 2. <i>Declaration of Sentiments</i> , Elizabeth Cady Stanton 3. <i>Letter from Birmingham Jail</i> , Martin Luther King.	4-Week Unit Course Final: Oral presentation of the Independent Reading Unit at the end of the year
Compelling Thematic Focus	Confronting Memories of the Past In the Present	The scars of injustice and the path to equity	Overcoming the Barriers of Practicality, Idealism, and Race	The Crossroads Within Our Identities	The Difficulty of Communication	What Truths Do We Carry and How Do We Communicate Our Truth?	Declarations of Our Own Self-Evident Truths	
Form	Graphic Novel	Speech, Essay, Informational Text, and Feature Article	Drama	Poems	Short Stories	Novel	Document and Essays	
Major Works Response Assignment	X	X	X	<i>Minor Work</i>	X	X	<i>Minor Work</i>	
Reading Standards & Skills	<i>KCAS Info Standards 1,2,3: * 1: evidence, inference, uncertainty 2: analyze two or more central ideas 3: analyze complex sequence of events</i>	<i>KCAS Info Standard: 8* 8: Evaluate arguments in seminal texts</i> <u>Suggested Texts:</u> Examples of arguments: speeches, editorials, etc.	<i>KCAS Literature 3, 7:* 3: author's choices to develop and relate drama 7: analyze multiple interpretations of one source text</i>	<i>KCAS Literature Standard: 5* 5: impact of structure of parts to whole, meaning, effects</i> <u>Suggested Texts:</u> Short story models or other literature	<i>KCAS Literature: 1,2, 9* 1: evidence, inference, uncertainty 2: analyze two or more themes 9: compare two or more American texts from same period</i> pieces of American literature	<i>KCAS Info Standards: 7, 9* 7: integrate and evaluate multiple sources 9: analyze foundational texts for theme, purpose, and rhetorical features</i>		
Writing Standards & Skills	<i>Narrative Essay Writing KCAS Writing 2: Informative/ Explanatory:* Practice with a variety of prompts</i>	<i>Argument KCAS Writing 1* focus on c, varied syntax Add counterclaim (6th paragraph or integration, teach options)</i>	Writing to Learn	<i>Creative Narrative KCAS Writing 3* Full short story</i>	<i>Literary Analysis: KCAS Writing 4,5,6* Comparison of two texts/ introduce modes of criticism</i>	<i>Rhetorical Analysis using Expository Mode KCAS Writing 2: Informative/ Explanatory:* focus on c (varied syntax) Research and write about a foundational US text- see reading standard 9</i>		
6-Week Composition	Personal Narrative Essay	A Letter To a Future Educator (persuasive letter with argumentative component)		Short Literary Writing Piece (short story or poem)	Formal Literary Analysis Essay of <i>The Things They Carried</i>	Oral Presentation		

Materials Needed for the Course

1. **NEEDED:** a composition notebook for notes.
2. **NEEDED:** pens, pencils, highlighters.
3. **NEEDED:** Ensure you have access to your **Google Classroom, JCPS Google Drive, JCPS email account, and JCPS Google Backpack**. This class will conduct much of its work through the Google digital platform, in both physical classes and, of course, when we spend time in NTI this year.
4. **HIGHLY RECOMMENDED (but optional):** A physical flash drive as a physical back-up option to our virtual classroom platforms.
5. **HIGHLY RECOMMENDED (but optional):** A physical copy of *The Elements of Style*, by William Strunk and E.B. White. Not only is this writing handbook a valuable tool for editing and revising your writing this year, it concisely and very clearly reviews the rules for the “standardized” English assessed on the ACT. An abridged PDF version of this text is freely available on our course website at <http://rhinehartenglish3.weebly.com>

My Expectations

See the NTI Syllabus Addendum on Page 5 for Norms of the Course for NTI & Rules and Guidelines for Online Discussions

- **R.E.S.P.E.C.T** – The classroom is a community of learners. Disrespect towards others is not tolerated, including language or actions degrading to others’ ethnicity, race, religion, gender, sexual orientation, or, in general, any fundamental sense of a person’s identity. The respect rule applies to others as it also applies to one’s self. Treat others as you want to be treated.
- **Be Mentally Present and Mindful at All Times** – This classroom is a full hands-on learning community that depends on the input of all community members. **YOU** are the class, so make it the class you want it to be. Maintaining a productive and meaningful classroom environment is the responsibility of all!
- **Food & Drinks** – are fine as long as trash goes where it belongs before or after class, including recycling (!), and as long as food or beverages do not become a disruption. This is a privilege and it will be taken away according to teacher discretion.
- **Electronic Devices**, ARE permissible *if used constructively*. HOWEVER, they will be disallowed and become subject to discipline according to Atherton High School’s electronic device policy if they become distractions to the learning process or environment.

My Homework Policy

Please remember that two or three major long-term assignments may be out at any given time, so manage your time wisely. With that said, I understand that circumstances arise, and I have taught juniors long enough to know that student workload in the 11th grade can be intense at times. As such, I am willing to be flexible with due dates when workload conflicts arise and when the student proactively communicates directly with me. **HOWEVER**, telling me that you cannot turn in an assignment on time on the day of the deadline is not proactive, and I will not be flexible in these cases unless there is a matter of emergency involved.

- **Atherton Absentee Make-up Work Policy** – states that students receive the number of days they miss plus one extra day to complete all make-up assignments assigned during their absence. While this course will abide by this policy for routine make-up in-class work, the policy does not apply to long-term assignments that have long-established deadlines.
- **For in-class work or homework** – I will accept late work for in-class work or homework, for up to one week after which the assignment was due (plus the allotted time for excused absence makeup work), after which time I will no longer accept it.
- **For Major Works Response Assignments and Final Formal Compositions** – reading response assignments or composition assignments are due by 12 pm of the day the assignment is due, via Google Classroom. Reading responses or compositions that are submitted late will be assessed a 5-point deduction FOR UP TO TEN SCHOOL DAYS. After the tenth school day, the late work will receive *no more* than 75% of the total percentage of the assignment.
- **Group presentations** – Groups cannot make-up presentations unless they are unable to present due to emergency or excused absence. If a group cannot present when scheduled, they may make arrangements with the instructor in the days prior to the start of all group presentations.
- **Course Final – The Oral Presentation of the Independent Reading Unit** – You must present on your assigned Oral Presentation of your Independent Reading Unit date, no make ups. You will have at least two week notice for your presentation date, and you are the one who will determine this date by signing up for it. If a scheduling conflict arises, please take appropriate actions to resolve the conflict, such as trading spots with another student who agrees to do so. Otherwise, make-up presentation spots are for emergencies only.

Please refer our course website @ <http://rhinehartenglish3.weebly.com> often for curriculum and materials for our works studied. Consider our course website as the ‘textbook’ for this class with many resources meant to help you.

Norms of the Course for NTI

1. Students are expected to read each novel outside of class, take appropriate notes, answer assigned response questions, and be prepared for class discussions on dates specified in advance on the Class Calendar. Some of the material will be difficult and you may not understand it all the first time. That's OK; stretch! Do the best you can to understand; write down thoughtful questions in your notebook that we can address in class. The dictionary is your friend; get to know it.
2. Class discussion is extremely important. Each student is expected to keep up with all assignments and contribute to class discussion as much as possible.
3. We will use Google Classroom site regularly for assignments, discussions, and resources. You need to be comfortable using your Google Drive.

Netiquette: Rules and Guidelines for Online Discussions

As more courses include online discussion components, it becomes more important for both instructors and students to understand and observe the rules of etiquette that, when followed, help make the individual postings easy to follow, keep the conversation thread focused, and the overall discussion on-track.

If discussions are unregulated and rules of netiquette unobserved, an online discussion can disintegrate into a tangled web of extraneous verbiage, rude language, and inconsiderate behavior guaranteed to quickly derail the conversation.

Unlike a videoconference platform where participants see and hear one another, in a discussion board format there is an absence of visual and auditory context clues; therefore, it is harder to determine the full meaning and intent of a communication. In face-to-face discussions these clues contribute a lot of nonverbal nuance, helping to clarify and enhance the overall meaning of the message; however, it's impossible to fully replicate these in a text-only environment.

In order to raise general awareness, help prevent misunderstandings, and enhance the learning experience for everyone in your learning community, here are a dozen online discussion guidelines for you to implement. (Notice that most of them are just as applicable in face-to-face discussions!)

Basic Ground Rules for Online Discussions

1. **Participate.** This is a shared learning environment. It is not enough to login and read the discussion thread of others. For the maximum benefit to all, everyone must contribute.
2. **Report Glitches.** Discussion forums are electronic. They break. If for any reason you experience difficulty participating, please call, email, or otherwise inform your instructor of the issue. Chances are others are having the same problem.
3. **Help Others.** You may have more experience with online discussion forums than the person next to you. Give them a hand. They're really going to appreciate it!
4. **Use Proper Writing Style.** As in other writing activities associated with scholarship and academic engagement, strive to uphold a high standard in your responses by being mindful of your spelling, grammatical construction, and syntax.

