

Honors English III 2018-2019

Mr. Callicutt

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“If you take care of the learning, the grade takes care of itself.”

Honors English III offers rigorous instruction in American literature, grammar, and composition. Academic rigor is an essential characteristic of effective curriculum, instruction and assessment. Students learn when they are challenged to use the full range of their talents and intellectual abilities to address authentic and complex academic tasks in professional and real-life events. An additional emphasis in Honors English III is critical analysis of texts through reading, writing, speaking, listening, and using media.

To this end, the student will:

- Relate the experience of others to his/her own.
- Research the diversity of American experience.
- Examine relationships between past and present.
- Build increasing sophistication in defining issues and using argument effectively.
- Create products and presentations which maintain standard conventions of written and oral language.

(North Carolina Standard Course of Study)

Materials

- Pencils and Pens (blue or black ink only, please)
- 3-ring notebook (1” with dividers)
- Clean loose-leaf paper
- Flash Drive (1G or higher)
- Dry Erase Markers (4 different colors)

Materials are to be brought to each class along with assignments that are due as well as any texts that are being studied. Students will use Schoology this year to both access texts and assignments and post responses to various prompts. All assignments are to be completed before coming to class. Texts found on Schoology as well as written essays may be printed in the media center or in the computer lab. While late work is accepted, it carries a 10-point a day penalty. If you are considered present in school but will miss our class, your work is still due.

Attendance

Weaver students must comply with the following Weaver Attendance Policy:

- Students are limited to three absences per grading period.
- Students must make up missed work **and** 45 minutes per absence per class for all absences, lawful or unlawful, over three during a nine-week grading period.

Grading Distribution

Quarter -

- Major assignments (tests, essays) - 50%
- Quizzes - 25%
- Projects - 20%
- Classwork/Homework - 5%

Final –

1st Quarter – 40%

2nd Quarter – 40%

English III Final Exam – 20%

Vocabulary

In order to build a richer vocabulary, students will be exposed to content specific as well as developmentally appropriate words. Word lists are handed out approximately a week and a half before the quiz. The best way to do well on these quizzes is to fully understand the meaning of the word and to incorporate each into your personal lexicon. We will discuss ways to do this more in class.

Plagiarism

Essays, reports, homework, quizzes should be your own work. If you use an outside source you must use proper MLA citations. While *Sparknotes* can be used in conjunction with books read in class, they are not permitted in the classroom and should never be used as a substitute for a reading assignment.

- If a student is found turning in work that is not his or her own, he/she will receive a zero on the assignment. This goes for essays, book talks, homework, quizzes, or tests.

To this end, I expect all students to understand and follow this statement:

I will abide by the Weaver Honor Code. I will not give or receive unpermitted assistance in the preparation of any work or assessment that is to be used by the instructor as the basis of grading.

Book Talks

Each quarter students will read a book outside of class and create a presentation for their peers. Book Talks are a five minute commercial used to introduce the book and its concepts to the class. In addition to the oral presentation, students must also have a visual to go along with their presentation. Titles must be approved prior to beginning reading. I will detail the parameters of these book talks more fully in class.

Books

The school will provide most of the books we will read this year. However, students may purchase the books for their own personal use. This will allow students to annotate the texts. All of these texts can be found at Barnes and Noble as well as at local used bookstores including Ed McKay and online at Abebooks.com.

Major works (tentative)

Cisneros, Sandra. *The House on Mango Street*

Fitzgerald, F. Scott. *The Great Gatsby*

Hansberry, Lorraine. *A Raisin in the Sun*

Hurston, Zora Neal. *Their Eyes Were Watching God*

Miller, Arthur. *The Crucible*

Shakespeare, William. *Othello*

Twain, Mark. *The Adventures of Huckleberry Finn*

Wilder, Thornton. – *Our Town*

Williams, Tennessee. *A Streetcar Named Desire*

The textbooks for this class are *Holt's Elements of Literature* and *Elements of Language*, Fifth course.

“Literary texts studied in the high school classroom are complex, higher-level texts which may contain mature content and themes. ‘Mature content’ may include, but is not limited to pervasive strong language, disturbing violence and behavior, sexual acts, drug/alcohol use or references, controversial content, or culturally diverse themes. These books are selected based on their literary merit and will be studied through their historical and cultural context. Our instructional purpose is to expose students to perspectives unlike or in opposition to their own in order to analyze complex themes and to promote individual reflection and academic growth.”

Tutorial Information

Students may attend tutorial sessions before/after school as needed. We will determine in class what day(s)/time(s) will be most convenient.

Emergency Procedures

- Fire - Exit front door to grass area adjacent to S. Spring Street. Students must stand in line and remain quiet.
- Tornado - Exit front door and enter main building. Students are to report to the amphitheatre. Sit on the floor and assume tornado warning position.
- Lock Down - Lights will be turned off, doors will be locked. Students are to sit as instructed by teacher and remain silent.

I have read and shared this syllabus with my parents.

Student's Name _____

Student's Signature _____

Parent's Name _____

Parent's Signature _____

Parent(s)/Guardian(s) Contact Information:

Best Time to be reached: _____

Street Address: _____

City: _____ Zip Code: _____

Home Telephone: _____ Work Telephone: _____

Cell Phone: _____ E-mail: _____

Parent(s)/Guardian(s) Contact Information:

Student Name: _____

Parent Name: _____

Best Time to be reached: _____

Street Address: _____

City: _____ Zip Code: _____

Home Telephone: _____ Work Telephone: _____

Cell Phone: _____ E-mail: _____