

English III 2016-'17 Syllabus

Overview: English III is a survey course of American literature. In addition to studying the literature, we will also look at historical events to see how they influenced the literature. The following is a brief outline of the course:

Unit 1, Quarter 1 (August-September): Argumentation

This unit will examine how speakers construct arguments and rhetoric for specific audiences. The unit will begin with texts from the American Revolution and move through American history. Current events will be included in this unit including debates and speeches from the current American political landscape. Students will analyze these non-fiction texts for the rhetorical techniques famous speakers use to construct their arguments. In turn, students will construct their own arguments using the same rhetorical techniques. It is during this unit that students will write their grad papers (a 6-8 page argumentative research paper). SAMPLE TEXTS: speeches and essays from American rhetors such as Patrick Henry, Thomas Jefferson, Frederick Douglass, John F. Kennedy and Malcolm X.

Unit 2, Quarter 1 (September-October): American Romanticism

Students will examine how Hawthorne's attack on the Puritan lifestyle is influenced by the ideas of the American Enlightenment and conform to Romantic thinkers such as Emerson and Thoreau. Personal freedom as found in the natural world is further developed by writers such as Poe, Irving, Holmes. Students will put into practice their close reading strategies to create analytical responses to a variety of texts in this unit. TEXTS: A Washington Irving short story; a short story from Edgar Allan Poe; poetry from William Cullen Bryant, Henry Longfellow and Oliver Holmes; essays by Thoreau and Emerson; and *The Scarlet Letter* (in Honors).

Unit 3, Quarter 2 (October-November): American Realism

This unit will examine how writers like Twain and Whitman developed a new voice for America. Their personalized landscapes expressed their new interpretations of freedom. Their notions of freedom also express their frustrations with the inability of the American Dream to be experienced by all Americans. This unit will explore the literature that came as a reaction to the events leading up to and following the Civil War as students try to understand this devastating event that still affects the American psyche. The unit will end with an examination of slave narratives. During this unit, students will be finishing their graduation papers, so instruction will focus on providing MLA support, research protocol and academic writing skills. TEXTS: *The Awakening* by Kate Chopin (in Honors); poetry from Walt Whitman and Emily Dickinson; personal narratives written by former slaves.

Unit 4, Quarter 2 (December-January): American Modernism

The American Dream has evolved to the point that some Americans have too much freedom, and some are still limited in what they can do. This unit will use *The Great Gatsby* as its anchor text and will end with *A Streetcar Named Desire*. Students have traced the development of the American Dream throughout the course and will make their own analysis of where the American Dream is going today. Students will turn in their graduation projects during this unit showing their mastery of argumentative writing. TEXTS: poetry and essays from a variety of Harlem Renaissance poets; *The Great Gatsby* by F. Scott Fitzgerald; *A Streetcar Named Desire* by Tennessee Williams.

Late Work: The policies below apply to all courses and teachers within the English Department at Ardrey Kell High School. "Work" is categorized as assignments, homework, class work, projects, essays, and papers. Please note that the work will be evaluated and reductions assessed after the penalties listed below. Students are accountable for turning in late work regardless of absences that follow the original due date.

- Work NOT turned in will result in a **zero**.
- Work turned in **one** day late will result in a **10 percent** (or one letter grade) reduction.
- Work turned in **two** days late will result in a **20 percent** (or two letter grades) reduction.
- Work turned in **three** days OR later will result in a **50%** reduction of grade after assessment.
- If you are absent the day a major assignment is due (essay, project), the assignment is due by 3:00 via courier or email.

ALL late work must be submitted prior to the first quarterly exam (midterm or final).

SUPPLIES

Supplies: Binder/paper/dividers
Flash drive
Small & 3x3 sticky notes
Pencils/pens/highlighters
Note cards

Wish List:

Tissues
Hand Sanitizer
Clorox Wipes

Supplemental Book List (available at Barnes and Noble Arboretum)

Honors:

The Scarlet Letter by Nathaniel Hawthorne
The Great Gatsby by F. Scott Fitzgerald
The Awakening by Kate Chopin

Standard:

The Great Gatsby by F. Scott Fitzgerald
The Tragedy of Puddin' Head Wilson by Mark Twain

Formatting of Written Assignments:

- MLA guidelines will be followed for all typed assignments. Students can visit the Purdue On-line Writing Lab (Purdue OWL) for MLA guidelines.
- Computer/printer problems do occur. The Media Center is open from 7:00 A.M. to 3:00 P.M. Students may print in the Media Center for a fee. **If you anticipate having frequent printer problems, you must see me during the first three days of school to discuss an alternative.**

Restroom Use During Class:

It is the policy of Ardrey Kell High School to protect instructional time; therefore, leaving the classroom is prohibited unless it is a dire emergency, using your "Student Agenda." You may not leave the classroom during the first or last ten minutes of class.

Food, Beverages, Electronics:

NONE ALLOWED. The only exception is water in a clearly identifiable container, such as a clear plastic bottle. Electronics must remain out of sight at all times and will be confiscated and submitted to the administration on the first offense. Do not ask to listen to your music player during class.

Class Beginning, Ending, and Dismissal:

Class begins and ends as the teacher directs, and it is anticipated that the student will be on-task from bell to bell. Most importantly, class dismissal occurs when the teacher dismisses class, and not necessarily when the bell rings. Please do not pack up

your belongings until the teacher instructs you to do so, as this is extremely distracting and disruptive to the educational environment.

Instructor Availability:

I strive to be available to discuss any problems that you may be experiencing or to answer any questions that you may have. I am available to tutor 6:30-7 in the morning, but please make an appointment. E-mail is the fastest and best way to contact me outside of class. I strive to respond to all emails within twenty-four hours. On Fridays, holidays and vacations, I will answer your emails when I return.

Respect:

More important than anything else, our classroom is a safe place to learn. Be critical of ideas, not people. We are a community of learners, and we will allow everyone to voice his/her opinion as long as it is school appropriate. The goal of our class is to let ideas emerge- not stop them from forming. Name-calling and any sort of physical or verbal abuse is absolutely prohibited and will be dealt with accordingly.

What you can expect from me:

- I am committed to my students and their learning.
- I think systematically about my practice and regularly adjust my instruction based on my students' collective learning patterns while still teaching at a college level and pace.
- I expect students to rise to the challenge and meet my expectations.
- I value creating a learning community in my classroom and hope to instill in students a desire to become lifelong learners
- I will return papers in a timely manner and meet with students when they are confused.

What I expect from your son or daughter:

- Invest the time and energy necessary to be successful.
- Organize your time.
- Take responsibility for your work whether you are present in class or not.
- Do your own work.
- Work for knowledge, and the grade will follow.
- Come to class with a positive attitude and a willingness to think.
- Own the choices you make, and be accountable for your actions.

What I expect from parents:

- Be familiar with the information given on this syllabus
- Do not hesitate to notify me with any questions or concerns
- Support and encourage your son and daughter

In order to facilitate our dialogue this year, please send me a quick email with your current contact information (email and phone number will suffice). In the subject line, please write your child's first and last name followed by the class period. You can also include a short note telling me anything I should know about your young scholar.

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Subject Line: Frank Zappa 3rd block

Dear Mrs. Nasuti,

My email is franksdad@gmail.com and my phone number is 704-123-4567. Thanks!

Frank Zappa, Sr.

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