

**Dubuque Community School District**  
**Hempstead High School**  
**English Department**

*Hempstead is a P.R.I.D.E. School: Prepared; Responsible; Inclusive; Dignified; Empowered*

**Course Name: Honors English 3-4**

**Course Number: ENG 231/232**

**Teacher Name(s): Janie Houselog/Room C122**

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**Course Description:** This course uses various literary genres, including the short story, novel, drama, poetry, and an emphasis on non-fiction to meet the Iowa Core Standards. The introduction and investigation of societal issues helps to drive each unit. Students move at a faster pace and are provided enrichment activities and assignments in this course. Reading, writing, speaking, technology, and listening skills will be incorporated into each unit. Students will read and analyze literature to clarify their own beliefs and values with a focus on literature from around the world. In addition to literary study, students engage in expository, argumentative, narrative, rhetorical analysis, creative and personal writing, as well as research and literary analysis. Class discussion is an integral part of class. Vocabulary, grammar and usage, and other composition skills will be emphasized as a continuation of Honors English 1-2.

Alignment to the Iowa Core Curriculum: Instruction, learning, and assessment are built on the 9-10th grade-band expectations of the Iowa Core Reading, Writing, Listening and Speaking, and Language Strands.

**Iowa Core Standards:**

**Standard 1: Reading Strand - Literature**

Students will effectively comprehend, analyze, evaluate, and create using a diverse range of appropriately complex print materials.

**Standard 2: Reading Strand – Informational Text**

Students will effectively comprehend, analyze, evaluate, and create using a diverse range of appropriately complex print materials.

**Standard 3: Writing**

Students will routinely write to learn and to communicate for a range of tasks, purposes, and audiences.

**Standard 4: Speaking and Listening**

Students will participate effectively in a range of rich, structured conversations, collaborations, and presentations.

**Standard 5: Language**

Students will apply knowledge of the English language and its conventions when reading, writing, speaking and listening.

**Assessment:**

Teacher will provide a variety of assessments during the course, including quizzes, small and large-group discussions, journal responses, essays, including timed impromptu, projects and presentations, and unit and semester exams. Assessments will be used to determine learning mastery. Students will be asked to reflect on their individual progress as a means of self-assessment. A letter grade will be awarded based on the percentage of total points earned in the class.

**Content:**

Reading: short stories, drama, poetry, nonfiction, informational texts, novels

Writing: analysis, narrative, poetry, journaling, research/argumentative writing

Speaking and Listening: pair-share, small-group discussion, large-class discussion, presentations, Socratic Seminar

Language: Grammar, Usage, and Mechanics mini lessons and practice (G.U.M.)/Grammar will cover: parts of speech, common usage errors, basic MLA documentation, the dash, parenthesis, colon and semi-colon.

**Instructional Strategies:**

Teacher will provide instruction through

- \* Lecture/direct instruction
- \* Directing student research
- \* Small/large group work/discussion
- \* Facilitating self-assessment
- \* Modeling
- \* Meeting with students individually

**Resources:**

Text: Literature: Glencoe *World Literature*

Students will be given the opportunity to use Central Learning Center and computer labs along with laptops as available.

Students will be expected and encouraged to use resources outside of classroom. Students will be given ample time to complete work.

**Key Novels:**

Semester One Required Reading: Shakespeare play (APT); *Night* by Elie Wiesel; *To Kill a Mockingbird* by Harper Lee; *Snow Flower and the Secret Fan* by Lisa See

Semester Two Required Reading: *Hamlet* by Shakespeare; *Anthem* by Ayn Rand; *Life of Pi* by Yann Martel; Alternative piece

Alternative Reading: Poetry, non-fiction, short stories, novels: *Somehow Tenderness Survives* by Hazel Rochman; *Huckleberry Finn* by Mark Twain; *Lord of the Flies* by William Golding; *A Long Way Gone* by Ishmael Beah

**Film Choices:** *Night and Fog*, *Defiance*, *Witness*, *To Kill a Mockingbird*, *Hamlet*, *The Village*, *Life of Pi*

## **Academic/Behavioral Expectations:**

### **READING:**

Required readings center on world issues and include classical and contemporary literary works from various genres. Students will explore both literary and informational texts throughout the year with the goal of implementing specific reading strategies that will enable students to improve comprehension and text analysis.

### **WRITING:**

Students will actively participate in a various types of writing workshops and learn to share meaningful feedback with one another. Students will focus on original, clear, and creative expression. Required Writing/6 polished pieces: 1 creative; 1 argumentative; 1 comparison/contrast; 2 analyses; 1 argumentative research essay; 3 essay tests; informal; poetry.

Research will emphasize summarizing, paraphrasing and plagiarism. Note taking, internal documentation, and works cited will also be critical, following latest MLA guidelines. The Plagiarism Policy as set forth in the Student Planner will be strictly enforced.

**PLAGIARISM:** Hempstead students are expected to do their own schoolwork. Cheating by looking at another student's schoolwork, copying others' work, copying from other sources or similar cheating is not tolerated. With the advent of the Internet, the availability of information has exploded into a whole new and exciting realm for our students. The accessibility of documents has also brought with it an increasing concern regarding plagiarism, which is a form of cheating.

All Hempstead teachers are committed to educating our students about plagiarism, helping them understand what plagiarism is—especially through specific instruction in individual courses. We aim to teach students how to accurately quote and document sources as well as how to effectively convert researched information into their own words. Plagiarism is defined by [www.dictionary.com](http://www.dictionary.com) as: “a piece of writing that has been copied from someone else and is presented as being your own work; taking someone's words or ideas as if they were your own.” Iowa Core Literacy Anchor Standard #8 for College and Career Readiness states that students will: “Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.”

Cheating, including plagiarism, may result in loss of or reduced credit on an assignment, referral to the Assistant Principal office for documentation on the student's record, and possible loss of class credit and failing grade.

Plagiarism and cheating exist in many forms and to various extents. Some typical examples are noted here:

**\*\* Copying another student's assignment/artwork/project; note: BOTH parties are engaging in cheating**

\*\* Using another person's paper/artwork/project in its entirety and calling it your own

\*\* Copying a paper word-for-word (artwork/project) from an internet document or documents

\*\* Using sentences from another source but replacing a few words

\*\* Passing off ideas or critiques as your own when they are someone else's

\*\* Not putting quotation marks around exact words pulled from another resource

\*\* Not documenting the source at all, or documenting the wrong source

Not citing the sources used (even when paraphrasing and summarizing). Incidental will be addressed by the classroom teacher, and may include loss of credit for the assignment and parent contact. Consequences for blatant plagiarism and repeated acts of incidental plagiarism are listed below. Disciplinary action by Hempstead administration may include loss of class credit and failing grade.

\*Sophomores: 1st occurrence: 0% on plagiarized piece, possibility of revision but with grade reduction, parent contact, referral to Assistant Principal for documentation; repeated plagiarized pieces 0% without revision and referral to AP Office for possible disciplinary action.

### **SPEAKING AND LISTENING:**

There will be numerous opportunities for students to engage in conversation—pair-sharing, small-group collaboration, large-group student-led discussions. In addition, students will share their learning with their peers in both formal and informal settings.

### **GENERAL POLICIES:**

We will follow guidelines of policy 5107 regarding Academic Accountability: Students who are absent from class are required to do make-up work within a reasonable amount of time. The expectation is that if you miss one day, you receive one day to complete assignment. If you miss two, you receive two extra days. Absences that are extended, numerous or recurring will invite me to contact parents and administration. It is the student's responsibility to meet with me during my 5<sup>th</sup> hour prep, before or after school if materials and/or additional instruction is needed.

### **Materials:**

Students should have a pen, pencil, designated English spiral or folder with paper, calendar, a highlighter, and required texts with him or her each day. Student planners and lanyards are required for each student to have daily.

### **Instructor Responsibilities**

- Be prepared and organized for class
- Treat all students with courtesy and respect

- Ensure that opportunities to participate are enjoyed equally by all the students in the course
- Encourage the skills you will need in order to become successful learners
- Communicate with parents/guardians about course and students when necessary
- Explore this course and what it has to offer right along with you

**Student Responsibilities**

- Arrive to class on time
- Refrain from packing up belongings before class ends and lining up early at the door
- Cell phones and not allowed during class time unless instructor okays to use during class time for academic purposes
- Listen quietly and give full, respectful attention while either instructor or peer is speaking
- When speaking, use courteous and respectful language
- Wear lanyard at all times and get agenda signed to go to another destination
- Respect your environment and your surroundings

I understand the rules and regulations of this course. I hereby agree to accept the following syllabus:

Student Signature and Date

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Parent Signature and Date:

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FYI: Parents and students- the quickest/easiest way to reach me is by e-mail. If you have questions/concerns, please e-mail me; I will respond promptly.