

Honors English 3 - 4
Course Syllabus

Course number: ENG 231

Course description: This course uses a thematic approach to literary genres: short story, novel, drama, poetry, and non-fiction. 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, expository, 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.

Instructor: Mr. Ressler

Contact: mressler@dbqschools.org, school phone: 552-5407 cell: 563-543-3888

Office: English Office - meetings can be arranged by appointment

Office Hours: 7th period

Standards

- Reading Strand - Literature - Students will effectively comprehend, analyze, evaluate, and create using a diverse range of appropriately complex print materials.
- Reading Strand – Informational Text - Students will effectively comprehend, analyze, evaluate, and create using a diverse range of appropriately complex print materials.
- Writing - Students will routinely write to learn and to communicate for a range of tasks, purposes, and audiences.
- Speaking and Listening - Students will participate effectively in a range of rich, structured conversations, collaborations, and presentations.
- Language -Students will apply knowledge of the English language and its conventions when reading, writing, speaking and listening.

Units of Study

1 st Semester - Literature	Writing / Assessment	Essay – Rhetorical Devices
Personal Essays - Stephen King & past Hempstead student writing	Personal Essay, Descriptive Writing, Grammar	Langston Hughes – “Salvation” Thematic Disillusionment David Sedaris – “A Plaque of Ticks”
East Asian Literature <i>Snow Flower and the Secret Fan</i> , Lisa See	Character / Thematic Analysis Essay	Amy Tan – “Mother Tongue” Janet Wu – “Homeward Bound”
Satire Unit	Jon Swift – A Modest Proposal Small Group Competition	Mark Twain – “Advice to Youth”
American Literature <i>To Kill a Mockingbird</i>	Socratic Circles	Letter from Birmingham Jail Refutation - Concessions
Holocaust/World War II Memoir <i>The Witness</i> – Documentary Kitty G. <i>Night</i> , Elie Wiesel	Canvas Discussions Speech	

2 nd Semester		
Russian Literature Anthem, Ayn Rand	Persuasive Essay Exam	Joseph McCarthy: Communism in the Senate
Research Essays	Persuasive Research Essay	
South Africa – Apartheid <i>Somehow Tenderness Survives</i> , Hazel Rochman	Objective Test & Graded Spider Web Discussion	MLK Jr. – “I Have a Dream”
British Literature <i>Hamlet</i> , William Shakespeare	Essay Exam Writing	
Canadian Literature <i>Life of Pi</i> , Yann Martel	Socratic Circles	

Materials Needed:

- Student IDs need to be worn on person and easily visible at all times. Classroom teacher determines if it is easily visible.
- Current novel
- Notebook
- Writing utensil
- Binder – to stay in the classroom
- Student planner

Grading: Your grade in this class will be from several different categories and are also weighted. This means that certain work is worth a specific percentage of your final grade. Your grades will be weighted in the following way:

Tests=30%
 Writing=30%
 Homework=15%
 Projects/Activities=15%
 Quizzes=10%

Grading Scale: The grading scale for this course is as follows:

100-93=A
 92-90=A-
 89-87=B+
 86-83=B
 82-80=B-
 79-77=C+
 76-73=C
 72-70=C-
 69-67=D+
 66-63=D
 62-60=D-
 59 and below=F

Attendance/Behavior Expectations:

A.) Assignments:

Assignments are due at the start of class. If you do not have an assignment completed, you may do the assignment, but it is worth half credit after the due date. There will be some big assignments that I will not accept as late work. I will notify you when that is the case and you must make sure you get your work completed on time. The amount of days missed that are marked as excused absences is the amount of time you have to make up missing work. If at any time you have a problem or need help with your work you may call or e-mail me and I will be happy to help you. No late work will be accepted after one week from the due date.

*It is YOUR responsibility to find out what assignments you missed in your absence.

B.) Respect

The most important expectation for one to follow during class is to conduct oneself towards others with *honesty* and *respect*. As a teacher, I set the same expectations for myself. If we can do this as a class, we will avoid many difficulties or dilemmas.

C.) Language

1. I would like you to use “please”, “thank you”, “excuse me”, and “I’m sorry”.
2. Profanity has its place, but it is usually not here.

D.) Manners

1. Maintain a respectful and kind attitude towards others
2. You should not be using the time in this class to sleep, eat, or distract classmates from learning
3. Electronic devices should be used as tools, not toys.
4. Listen to other voices...you are not the center of the universe!
5. Accept difference because it surrounds you.

F.) Responsibility

1. Take responsibility for yourself; that is the mature attitude I would like to you learn.
2. Arrive to class on time with the necessary materials.
3. All due dates must be kept.
4. Be very organized, neat, and take pride in your work. I am not a neat freak, but I expect neat work.
5. Please do not use technology as an excuse for not arriving prepared for class.
6. Find a way to complete your course work, do not find a way to make an excuse.
7. Have a good attitude and work hard –you will succeed!

G.) Behavior with a Substitute Teacher

It is expected of you to make it as easy on a substitute as possible. Your behavior, whether good or bad, reflects on yourself and on your teacher...me. Consequently, there will be higher expectations for appropriate behavior while there is a guest teacher (substitute teacher) in class. If the substitute reports disrespectful behavior, the entire class will be held accountable. So make it easy on all parties (you, me, and the substitute) by acting appropriately.

H.) Attendance, tardiness

Tardiness is not being in the classroom when the bell rings. Absences either excused or unexcused should be minimal. If you have problems attending class, you will experience multiple and varying interventions to remedy the problem. Should the problem continue to exist, you may be dropped from the course; this will be dealt with on a case by case basis. As an Honors 3-4 student, you should want to be here and should find a way to be here, not find an excuse to not be here. I am not your babysitter or your parent; I do not feel the need to coddle you

I.) Plagiarism and Cheating

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.

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

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:

1. Copying another student's assignment/artwork/project; note: BOTH parties are engaging in cheating
2. Using another person's paper/artwork/project/ in its entirety and calling it your own
3. Copying a paper word-for-word (artwork/project) from an internet document or documents
4. Using sentences from another source but replacing a few words
5. Passing off ideas or critiques as your own when they are someone else's
6. Not putting quotation marks around exact words pulled from another resource
7. Not documenting the source at all, or documenting the wrong source
8. Not citing the sources used (even when paraphrasing and summarizing)

Incidental plagiarism 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.

***Freshmen:** 1st occurrence: 0% on plagiarized piece, possibility of revision for a better grade, parent contact, referral to Assistant Principal for documentation; repeated plagiarized pieces 0% without revision, parent contact and referral to AP Office for possible disciplinary action

***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

Juniors & Seniors: 1st occurrence: 0% on piece without revision, parent contact, referral to Assistant Principal for documentation purposes; repeated

plagiarized pieces 0% without revision and referral to AP Office for possible disciplinary action

AP Classes:

1st occurrence 0% on piece without revision, parent contact, referral to Assistant Principal for possible disciplinary action

*Freshman & Sophomore students enrolled in Junior/Senior level courses will abide by the regulations and consequences set forth for that course.

J.) We will adhere to the **MUSTANG PRIDE** acronym.

We are **PREPARED.**

We are **RESPONSIBLE.**

We are **INCLUSIVE.**

We are **DIGNIFIED.**

We are **EMPOWERED.**

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Please take this syllabus home, go over it with your parent(s) and have them sign the bottom of the page.

I will give 5 extra credit "Homework" points to anyone who returns this by Friday, August 25th, 2017.

Parent signature: _____