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DUBUQUE SENIOR HIGH SCHOOL ENGLISH COURSE SYLLABUS

ENGLISH 3-4



"It is the mark of an educated mind to be able to entertain a thought without accepting it." –Aristotle

We are committed to providing your student with a well-rounded/diverse educational experience, involving a wide variety of topics and relevant social issues encountered in our pluralistic society. In our classrooms, all opinions are valued and critical thinking is expected. The focus of instruction is centered on both the Dubuque Community School District and Iowa State Standards.

Parents and/or guardians are welcome/encouraged to read, view, and discuss material with their student.

COURSE DESCRIPTION

This course uses various literary genres, including the short story, novel, drama, poetry, and an emphasis of non-fiction to meet the Iowa Core Standards. The introduction and investigation of societal issues helps to drive each unit. 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. In addition to literary study, students engage in 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 English 1-2.

IOWA CORE STANDARDS

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.

- **Reading – Literature:** Students will effectively comprehend, analyze, evaluate, and create using a diverse range of appropriately complex print materials.
- **Reading – 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.

ASSESSMENTS

In this class, a variety of assessments will be used to measure student learning. These assessments include the following:

- Daily Participation
- Study Guides
- Reading and Vocabulary quizzes
- Journal writing
- Socratic Circles/Class Discussions
- Projects and Presentations
- Formal Writing Assignments
- Quizzes and Unit Tests
- Semester exam

INSTRUCTIONAL STRATEGIES

- Group/Individual instruction
- Independent/Read-aloud activities
- Graphic Organizers to support major literary analysis
- Large/Small group discussions to deepen understanding
- Independent practice
- Classroom discussion/Socratic Circles
- Investigations and reflective activities
- Cooperative learning and peer assessments

RESOURCES

Provided by the Student

- Pen/Pencil
- Folder/1" Three-Ring Binder
- Notebook
- Student Planner
- Textbook
- Flash storage (optional)

ACADEMIC/BEHAVIORAL EXPECTATIONS

Assignments

Any work that is turned in late will miss important review that will contribute to the development of your understanding, therefore, **work turned in one day late will 10% of its value. Anything turned in later than one day will lose 30%.** Keep this in mind when observing deadlines.

Furthermore, **any work turned in late is still expected to be high quality and will be returned for revision if it does not meet this standard.** Consult the class calendar, another student, or ask me if you are unsure of assignment details.

I will not accept late work from a unit once the unit has been completed.

Attendance, Tardies, & Dismissal

In regards to daily attendance and tardies, this class observes the same school policy outlined in the Student Handbook portion of the Student Agenda (pp. 33-40). These policies will be strictly enforced.

After my closing comments and the bell has rung, you will be dismissed to your next class. For safety reasons, please refrain from lining up at the door.

Class Conduct

I firmly believe in the notion of treating people the way they want to be treated. This idea is conveyed many different ways, but especially in a person's actions. Therefore, I expect respectful, cooperative, and appropriate classroom behavior at all times.

Furthermore, **you are to be punctual, prepared, and productive in class. No food or drink is allowed in the classroom other than water. Cell phones and iPods in class are inappropriate unless I ask for their usage.**

GRADING

A grade is not a result but rather the means for improving your level of mastery and understanding of the material. Percentages on assignments translate into the grades listed below.

ADVANCED	PROFICIENT	BASIC	NOT YET	
93-100 A	87-89 B+	77-79 C+	67-69 D+	0-59 F
90-92 A-	83-86 B	73-76 C	64-66 D	
	80-82 B-	70-72 C-	60-62 D-	

COMMUNICATION

Communication is the key to any success; therefore, please feel free to contact me using the information provided at the top of this document. In addition to the above, more traditional methods, I also use other services which may be more convenient.

Remind

This is a web-based texting service that allows me to send reminders via text message out to students and/or parents while maintaining your privacy and mine. Text @mrkilgore to 81010 and follow the prompts to utilize this service.

Power School

At registration you should have received a username and password for accessing Power School. I regularly update scores in the gradebook every 2 weeks. Check your progress here.

Canvas

Canvas is a tool available to all Dubuque Senior High School students. This platform allows me to distribute and collect assignments and make quizzes available online, so that I can provide direct feedback to class participants.

CONTENT

The primary emphasis of English 3-4 is to connect thinking critically with reading and writing. Class activities include the study of literary selections by recognized artists, grammar development and practice, the writing and revision of student papers, and group collaboration with the teacher and peers. Emphasis is placed on individualizing instruction, small and large group collaboration, and providing opportunities for personal literary exploration.

LIST OF WORKS

- Wiesel, *Night*
- Shakespeare, *Midsummer Night's Dream* **OR** *Othello*
- Twain, *The Adventures of Huckleberry Finn*
- Albom, *Tuesdays with Morrie*
- Alexie, *Absolutely True Diary of a Part-time Indian*
- Steinbeck, *Of Mice and Men*
- Lee, *To Kill a Mockingbird*
- Various short fiction, nonfiction, and poetry