

English III Syllabus 2015-2016

INSTRUCTOR	Ms. Alanna Knapp	Days/Period:	M-F 12:56-1:36 PM
PREREQUISITE	English II	Duration:	School Year
TEXTBOOK	Prentice Hall Literature: The American Experience		
CONTACT INFO.	Office Hours: M-F 7:45-3:30 Email: aknapp@battlecreekacademy.com Cell phone: 906-281-1011, office ext: 1017 I am available as much as possible via email, and also by phone before 9 p.m.		

PURPOSE OF COURSE: To teach Jesus through English Literature and Writing. To prepare students for English IV.

CONTENT DESCRIPTION: This course covers the study of American Literature; literary terminology, and figurative language; reasoning skills and inferential thinking; continued work with basic and creative essay writing.

REQUIRED TOOLS FOR SUCCESS: Composition notebook, two spiral notebooks, two folders, pens, pencils, highlighter, a Bible, a positive attitude.

EXPECTATIONS OF STUDENTS:

1. **Be Prompt.** This means sitting in his or her assigned seat before the bell rings, quietly working on the assignment for the day. This also means turning in assignments in a timely manner. Unless prior arrangements have been made, late work is unacceptable for a successful student.
2. **Be Prepared.** Each student is responsible for bringing all his or her materials to class. Additionally, a successful learning experience takes three! (Teacher, Student and **God**). There are three tips that can help a student be prepared each day, which include a good night's rest, personal time with God each morning, and a healthy breakfast.
3. **Be Respectful and Kind.** Students are expected to be kind and respectful to fellow classmates and teachers. There will be no tolerance with bullying in the classroom or outside.
4. **Be Engaged.** Give nothing but the very best. Participate in class discussion. Ask questions to learn, as opposed to debate. Seek to be excellent in all assignments. Anything less than the student's best work will be returned with a request to resubmit the assignment.
5. **Be a Model BCA Student.** "Higher than the highest human thought can reach, is God's ideal for His children." (Ed. p.18) As a teacher, I desire each student to reach the highest potential spiritually and academically. Each student will be responsible for the guidelines and policies that are in the Battle Creek Academy Student Handbook. I will follow the same guidelines and policies in my classroom.

COURSE FOCUS

LA.11.1 Identify SDA Christian principles and values in correlation with language arts.

- LA.11.1.1 Broaden intellectual abilities through the study of God's Word.
- LA.11.1.2 Discover personal meaning that leads to enjoyment in the study of God's Word.
- LA.11.1.3 Apply Biblical principles of Christian morality, integrity, and ethical behavior to all aspects of life.
- LA.11.1.4 Value God's inspired writings and created works as sources of His revelation.
- LA.11.1.5 Make Biblically-based choices when encountering all forms of media communication.
- LA.11.1.6 Employ Christian principles as a basis for appreciation and expression.

COURSE ABILITIES

LA.11.2 Develop abilities in language arts.

- LA.11.2.1 Develop higher thinking (analyze, evaluate, classify, predict, generalize, solve, decide, relate, interpret, simplify)
- LA.11.2.2 Utilize appropriate communications (present, demonstrate, persuade, collaborate, explain, defend, recommend)
- LA.11.2.3 Develop goal setting/attainment skills (brainstorm, envision, research, plan, organize, persist)
- LA.11.2.4 Understand and utilize the writing process (plan, draft, analyze, and revise)
- LA.11.2.5 Develop vocabulary (root, prefix, suffix, etymology, usage)
- LA.11.2.6 Evaluate media (accuracy, validity, reliability, manipulation)

LA.11.3 Be able to read, write, speak, and listen for a variety of purposes.

- LA.11.3.1 Use multiple sources of literature, including mass media.
- LA.11.3.2 Conduct research (locate, observe/gather, analyze, conclude).
- LA.11.3.3 Read/write/present technical material (charts, graphs, bids, etc.) using technology.

COURSE CONTENT

	SDA Language Arts Standards		Michigan State Standards
LA11.4	Be able to understand literature and analyze, critique, and relate themes story elements, and literary devices.	3.1 3.2 3.3	Develop the skills of close and contextual literary reading. Read and respond to a variety of literary genres representing many time periods and authors.
LA11.5	Be able to relate specific literature to self, historical context, the author's life, current events, and other significant literature.		
LA11.6	Be able to write a variety of quality forms, including a research paper.	1.1 1.2 1.4 1.5	Understand writing as a recursive process. Use writing and speaking for personal growth. Produce a variety of written, spoken, multigenre, and multimedia works. Develop and use the tools of inquiry and research.
LA11.7	Be able to speak effectively for a variety of purposes.	1.3 4.1	Understand and use the English language effectively. Communicate in speech, writing, and multimedia using content, form, voice, and style appropriate to the audience and purpose.
LA11.8	Be able to read/view/listen to form beliefs and goals.	4.2	Understand how language variety reflects and shapes experience.
		2.1 2.2 2.3	Develop critical reading, listening, and viewing strategies. Use a variety of reading, listening, and viewing strategies. Develop as a listener and viewer.

ASSESSMENT AND GRADING

Component	% or points	Details for Grading
Journals	10%	Journals will be completed during the first ten minutes of each class period. Grade will be based on how diligently the student works during that time.
Homework	20%	Homework is due at the beginning of the class period immediately following the one during which it was assigned.
Projects	35%	Projects will be assigned periodically throughout the year. Individual as well as group projects will be part of the curriculum.
Exams/Quizzes	35%	Weekly quizzes will cover the current content and will not always be announced. Students should come prepared each day for the possibility of a quiz.

COURSE CONTENT

Reading Logs

Students will be asked to read 500 pages each quarter, which will be comprised of reading of the student's choosing from the school library. Care should be taken to select books that are mentally and spiritually uplifting. Students will then be asked to complete a book report covering each book that they read. Book reports can be done in a variety of formats, but no format may be repeated in a given semester. Each week students will be asked to submit a reading log. Formats include but are not limited to:

A book poster

- A physical re-creation of one of the pivotal scenes of the book
- A movie trailer
- A radio broadcast
- A timeline
- A news report
- A character resume
- Rewrite the book as a third grade picture book
- Write an alternate ending
- A game
- A speech one of the characters might give
- A brochure advertising the book
- Any creative idea, as long as you get it approved ahead of time.

Journals

Class will begin each day with 3-5 minutes of bell work. This will generally involve the students retrieving their journals and writing quietly. Some days, students may receive a prompt, and other days the topic will be left up to the student, but students will be required to work quietly until time is called for each class period to begin.

Team Projects

Increasingly, employers are interested to know how well a person is able to work on a team. Therefore an emphasis will be placed on group work (i.e. team projects). Students will be given projects periodically throughout the year that must be completed as a team. Students will receive a grade for the team project, as well as individual grades for input and participation.

Class Reading/Quizzes

Because a large part of English is literature, homework will quite often involve reading for class. Reading takes quite a bit of time, and often will require out of class time to complete. Students are strongly encouraged to keep up with assigned reading, as intelligent class discussion cannot take place if students do not know the material. I reserve the right to give a quiz at the beginning of the following class period when reading has been assigned the previous day.

Papers

Every paper, regardless of what assignment it is fulfilling, must be typed in basic MLA format. This includes MLA heading (Student Name, Teacher Name, Assignment, Date) in a column in the top left hand corner of the paper, and a header containing the student's last name and the page number on the top right hand side.

Plagiarism

Plagiarism is defined as taking anyone's work from any source and passing it off as your own. This includes music, video, and other media, as well as written work. Plagiarism of any kind will not be tolerated. The first time plagiarism is discovered, the assignment containing the plagiarism will be returned, and the student will be required to completely redo that assignment in order to get a grade. After the first time, any time plagiarism is discovered, the work will be given a zero and the student will not be allowed to resubmit it for a grade.

Media

This class will involve media of all kinds. Students will be viewing and analyzing media, as well as creating media of their own. It is imperative that students keep Christian principles (Philippians 4:8) as a guide at all times while creating or exploring media. This includes, but is not limited to video, print sources, audio, and still photography. Any media creation that a student completes is the property of BCA and may be posted online via a social media site.

Late Work

Late work is unacceptable. Any work that is submitted after it is called for will be eligible to receive only 75% of the available credit. There are very few exceptions to this rule, except sudden illness. For any prearranged excused absences, work must be turned in before the student leaves unless prior arrangements have been made. If a student has not completed an assignment when it is due, they will be asked to submit a missing homework form stating the reason the homework was not completed on time. This form will be kept on file as a record of missing work. If a student submits the assignment late, a copy of the form will be attached to it when it is returned.

SEQUENCE FOR THE YEAR

<i>UNIT</i> Standards	Quarter	Approx. # Weeks	Textbook Chapter
<i>Unit 0: Preparation for Successful Learning</i> LA9.1 Identify SDA Christian principles and values in correlation with language arts.	Q1	1 Week	None
<i>Unit 1: Introduction to Writing: Research and Documentation (MLA)</i> LA.11.6.1, LA.11.6.3, LA.11.6.5, LA.11.6.6, LA.11.6.7	Q1	1 Week	Handouts
<i>Unit 2: Introduction to Literature: Nonfiction: Leadership</i> LA.11.4.1, LA.11.4.2, LA.11.4.3, LA.11.5.1, LA.11.5.2, LA.11.5.3	Q1	3 Weeks	Nehemiah
<i>Unit 3: Introduction to Writing: Persuasive Essay</i> LA.11.6.1, LA.11.6.3, LA.11.6.5, LA.11.6.6, LA.11.6.7	Q1	2 Weeks	PL 1-62
<i>Unit 4: Introduction to Literature: Historical Speeches</i> LA.11.7.1, LA.11.7.2, LA.11.7.3, LA.11.7.4, LA.11.7.5	Q2	2 Weeks	PL 116-126
<i>Unit 5: Literature: American Poetry</i> LA.11.4.1, LA.11.4.2, LA.11.4.3, LA.11.4.4, LA.11.4.5	Q2	2 Weeks	PL 214-224
<i>Unit 6: Literature: The Scarlet Letter</i> LA.11.4.1, LA.11.4.2, LA.11.4.3, LA.11.4.4, LA.11.4.5	Q2	4 Weeks	Book
<i>Unit 7: Introduction to Writing: Research and Documentation (APA)</i> LA.11.6.1, LA.11.6.3, LA.11.6.5, LA.11.6.6, LA.11.6.7	Q3	1 Week	Handouts
<i>Unit 8: Literature: American Short Story</i> LA.11.4.1, LA.11.4.2, LA.11.4.3, LA.11.5.1, LA.11.5.2, LA.11.5.3	Q3	2 Weeks	PL 428-438
<i>Unit 9: Writing and Literature: Literature Analysis</i> LA.11.6.1, LA.11.6.2, LA.11.6.3, LA.11.6.4, LA.11.6.5, LA.11.6.6, LA.11.6.7	Q3	5 Weeks	PL 632-642
<i>Unit 10: Writing: Research and Presentation</i> LA.11.6.1, LA.11.6.2, LA.11.6.3, LA.11.6.4, LA.11.6.5, LA.11.6.6, LA.11.6.7	Q4	5 Weeks	PL 864-874
<i>Unit 11: Literature: Warriors Don't Cry</i> LA.11.4.1, LA.11.4.2, LA.11.4.3, LA.11.5.1, LA.11.5.2, LA.11.5.3	Q4	4 Weeks	Book
<i>Unit 12: Speech and Presentation</i> LA.11.7, LA.11.8	Q4	2 Weeks	Handouts

TEXTBOOK

Prentice Hall Literature=PL

English III Syllabus

Parent-Teacher-Student Agreement

Parent Rights and Responsibilities

1. I have the right to accurate weekly grade reporting.
2. I have the right to clear and timely communication from the teacher.
3. I have the responsibility to cooperate and communicate with the teacher.
4. I have the responsibility to keep abreast of my child's progress.

My best mode of communication is (email, cell, text message, etc.):

Student Rights and Responsibilities

1. I have the right to regular, coherent classes with clear and consistent expectations.
2. I have the right to ask for assistance or clarity.
3. I have the responsibility to cooperate and communicate with the teacher.
4. I have the responsibility to fulfill all course expectations, including regular attendance.

Teacher Rights and Responsibilities

1. I have the right to be the first contact for concerns of instruction, assessment, or reporting.
2. I have the right to use professional discretion in matters of instruction and assessment.
3. I have the responsibility to provide regular and consistent feedback to students and parents.
4. I have the responsibility to provide quality instruction, assessment and weekly reporting.

Parent/guardian name

Parent/guardian signature

Date

Student name

Student signature

Date

Teacher name

Teacher signature

Date