

NOUVEL CATHOLIC CENTRAL HIGH SCHOOL

CP English III COURSE SYLLABUS

COURSE DESCRIPTION:	<p>C.P. English III: British Literature and Composition—11th grade</p> <p>The focus of this course will be to expose students to great literature from the Anglo-Saxon time period through Modern Times. Equally important is a study of Great Britain’s history as it relates to the creation of powerful genres. Students will read to vicariously experience other times, places, and events and also to acquire new information and gain insights into themselves and the human condition. They will continue to build upon the literary skills developed in prior English classes with an emphasis on active learning. Additionally emphasis will be devoted to elevating analytical skills in a variety of writing formats. With equal emphasis, writing assignments will be incorporated with the focus on the writing process (prewriting, drafting, revising, and proofreading), building upon skills refined in previous English classes.</p>
MAJOR COURSE GOALS:	<p>The overall thematic focus will cover transformational thinking.</p> <p>Common Core State Standards</p> <ul style="list-style-type: none">• Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.• Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.• Initiate and participate effectively in a range of collaborative discussions with diverse partners, building on others’ ideas and expressing their own clearly and persuasively. <p>Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when</p>

	<p>possible; and determine what additional information or research is required to deepen the investigation or complete the task.</p> <ul style="list-style-type: none"> • Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. <p>TLW be able to interpret fiction and nonfiction and related it to your personal life.</p> <p>TLW be able to identify various purposes for reading fiction and nonfiction.</p> <p>TLW write quality essays with an introduction, thesis and body with two to four major points supported by examples, transitions, and a conclusion.</p> <p>TLW demonstrate quality writing through organization, technology-based research, concrete examples, and clear, logical, precise and simple progression of thought.</p> <p>TLW develop reading and listening skills to form personal opinions objectively and to analyze personal motivations, beliefs, and goals and to take stances on issues of importance.</p> <p>TLW be able to analyze, interpret, draw conclusions, and question literary devices in novels, such as flashback, foreshadowing, symbolism, simile, personification and alliteration).</p>
<p>COURSE ASSESSMENT PLAN:</p>	<p>Tests, quizzes, formal and informal compositions, in-class writings, theme-based projects and presentations, participation and discussion, class work, and homework</p>
<p>SUPPLIES AND MATERIALS NEEDED:</p>	<p><i>The British Tradition</i>, Prentice Hall, 1999</p> <p><i>Survival</i>, T.H. Peek Publisher. Students continue to utilize all prior English department writing requirement.</p> <p>Argumentative Paper</p>

	<p>Critical Review Paper</p> <p><i>S.F. Writer</i>, Addison-Wesley Educational Publishers Inc.</p> <p>Novels: <i>Grendel</i> (John Gardner), <i>1984</i> (George Orwell), and <i>Lord of the Flies</i> (William Golding)</p> <p>Epic: <i>Beowulf</i></p> <p>Drama: <i>Pygmalion</i> (George Bernard Shaw) - Discretionary</p> <p style="padding-left: 40px;"><i>Macbeth</i> (William Shakespeare)</p> <p><i>The Canterbury Tales</i> (Geoffery Chaucer)</p> <p>Arthurian Legends</p> <p><i>Gulliver's Travels</i> (Jonathan Swift)</p> <p>Notebook/binder exclusively for English class</p> <p>USB flash drive to save papers, pens, loose leaf paper, highlighters</p>
	<p>Students are encouraged and oftentimes required to conference other than class time (before or after school or by appointment). Dialog is imperative in order to understand and remedy any issues that arise. Students are welcomed to see the instructor at any time for help. Peer tutoring is also available after school.</p>
INSTRUCTIONAL PHILOSOPHY:	<p>The improvement and mastering of previously learned skills in English class is a priority as well as the introduction to new literary skills. The focus of the instruction is to introduce the culture, history, and literature of Great Britain and to make personal connections to students' lives and experiences as well as to show social relevance. There will be numerous teaching and learning strategies used in order to accommodate the needs of all students.</p>
MAJOR COURSE PROJECTS AND INSTRUCTIONAL ACTIVITIES:	<p>Research, persuasive, and analytical papers, Unit and theme-based projects and presentations, group projects/assignments, classroom participation and discussion, vocabulary development.</p>
CLASSROOM	<p>Students are expected to arrive on time to class prepared to</p>

<p>EXPECTATIONS:</p>	<p>begin when the bell rings.</p> <p>Active class participation is required</p> <p>Students are expected to do their own work. Plagiarism is unacceptable.</p> <p>Extra credit will not be given.</p> <p>All work must be submitted on time.</p> <p>Attendance is crucial. If there is an absence, it is the student's responsibility to check with the teacher upon return at the beginning of class. A prearranged absence requires that students make prior arrangements with the teacher in advance.</p> <p>It is imperative that proper behavior and respect for all is practiced.</p> <p>Any student infraction will be handled at the discretion of the teacher.</p>
<p>HOMEWORK POLICY AND GRADING SCALE:</p>	<p>Homework is an extended crucial component of the learning experience. It provides the opportunity for practice and enrichment not available within the time constraints of the class.</p> <p>All work will be assigned point values as determined by their importance. A final semester grade is composed of first quarter grade (40%), second quarter grade (40%), and semester examination grade (20%). The grading scale used is published in the Nouvel student handbook.</p> <p>Comprehension Quizzes: 10-30 points</p> <p>Unit/Novel Tests and Assessments: 50-100 points</p> <p>In-class writings: 15-30 points</p> <p>Projects and Presentations: 50-100 points</p> <p>Homework assignments: 10-20 points/assignment</p> <p>Participation/Discussion: 10 points/entry</p>

CONTACT INFORMATION:	
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