

Syllabus

English III (1302)

Spring, 2011

English III (1301 & 1302) is a dual-credit course designed to serve as the student's college freshman rhetoric course and to fulfill requirements for the junior year in high school.. The emphasis in this course is different from regular English III, which is generally a survey of American literature. English III (1301 & 1302) focuses on the diction and syntax of non-fiction, both short and long pieces. Since these students in McLean High School do not also take the survey course, dual credit scholars study many of the non-fiction pieces in an American historical perspective.

First six weeks:

Exposition: Description

Coming to America: Immigrants and the American Dream

Research Project

Second six weeks:

Review for TAKS test

English TAKS test-March 1

Exposition: Using Process Analysis

Third six weeks:

Arthur Miller Seminar

The Crucible

Death of a Salesman

Mini-research paper: Miller's Influence in American Lit

English III (1302)

Outside Reading

2010-2011

English III (1301 & 1302) demands that the student be self-motivated and self-disciplined. The college student understands that his education is HIS responsibility. In view of that, I want all English III (1301 & 1302) scholars to read novels outside the classroom setting as a means of improving their learning and understanding of American Literature. Outside reading comprises 5% of the grade.

Students should read the novel indicated for each six weeks grading period. We have class sets of some novels, but you may have to find others on your own.

At the end of the six weeks, we will take one class period to answer questions or write an essay about your reading.

First six weeks

Fitzgerald The Great Gatsby (class set)

Second six weeks

Choose from the following:

Alice Walker The Color Purple**

William Faulkner As I Lay Dying

Ralph Ellison Invisible Man

Third six weeks

Sue Monk Kidd The Secret Life of Bees

(class set)

**These books contain harsh language that may be objectionable to you or your parents. Choose another book from the list if that is the case.

When you choose a novel or play, avail yourself of all the help you can get. You are welcome to use Cliff's Notes or online sources as supplements to your reading. However, THESE RESOURCES are NOT a substitute for reading. I don't expect you to read EVERY word, but I do expect you to read enough of the work to understand the author's style and be successful on an essay test.

THE ESSAY

Grading Rubric

AREA

EXCELLENT

90-99

GOOD

80-89

NEEDS WORK

60-79

STRUCTURE:

Paragraph and Essay

This paper is well structured. The introduction is intelligent with strong definitions of terms, and a focused thesis. The body is clearly organized around the introduction with unambiguous topic and concluding sentences. The conclusion is accurately structured with a relevant reflection.

This paper has an evident structure with some minor problems in the introduction, body, or conclusion. The thesis may be weak, yet it is intelligible. Definitions are extant, although they may be vague. Paragraphs have a beginning, middle, and end, although they may digress in places.

This paper has little or no structure. The essay is lacking a definite introduction, thesis, definitions, body, and/or

conclusion. Paragraphs are missing topic sentences and are difficult to follow. There is little or no overall direction here.

MANUSCRIPT
FORM:

Use of first person, self-conscious, contractions, present tense, footnotes and bibliography

The manuscript form is complete and well done. Footnotes and bibliography are perfect, including punctuation and citations.

Attention has been paid to the manuscript form. Footnotes and bibliography are correctly done with some minor punctuation problems.

Specific elements of the manuscript are haphazard, ignored or missing completely. Footnotes and bibliography (if needed) are incorrect or missing.

SUPPORT:

Integrated, developed, explained, enough, relevant

Support is fully adequate for all assertions, and is, perhaps, of an innovative or exceptional nature. Support is relevant, well-integrated, explained and developed. There is support from a variety of sources, and the paper doesn't just rely on the text or novel.

Support is adequate for most assertions; however, some points could use more evidence.

Support is generally well integrated, well developed and explained. Support is relevant to the point being made with some minor exceptions.

There is little or no support for assertions made. Support is poorly integrated or not integrated at all, lacking in explanation, and/or development. Support may be irrelevant to the point being made.

CONTENT:

Development,
organization, ideas,
logic, focus

Overall, the paper is intelligent, lucid, and of a nature which makes it unique or original. This is unmistakably senior level and above work. Evidence of higher level thinking exists throughout the paper, and there is clear evidence of thorough preparation and writing.

Overall, the paper is done according to the specifications given in class. There might be some higher level thinking skills demonstrated in the paper, although this would be the exception.

Overall, the paper is lacking in many characteristics which make for a senior level paper (see above). The paper might be poorly developed, unclear, sloppy, and/or superficial. The ideas in the paper may be lacking in sophistication and depth. As well, the paper may be incoherent or excessively difficult to follow.

GRAMMAR:

Punctuation, syntax,

spelling, vocabulary

This paper is polished and has been revised, proofread, and reviewed. Mistakes are an exception, and the paper is articulate and fluid. Vocabulary is well-chosen and varied.

This paper shows some signs of review and proof reading, although there are still mistakes; however, grammar problems do not substantially interfere with either the reading or understanding of the paper. Vocabulary is usually appropriate and somewhat varied. There are fewer than 5 mistakes per page.

The paper is sloppy and has clearly not been reviewed or proofread prior to handing it in. There are more than 10 errors per page in punctuation, syntax or spelling. The problems with grammar make the paper difficult to read and understand. Vocabulary may be inappropriate or incorrect.

CLASS POLICIES

Attendance

Attendance must conform to the rules of McLean High School. However, excessive absences can result in the student being asked to transfer from the dual credit class to an academic class.

If you are absent for any reason (even school sponsored events), it is your responsibility to check with me about what you missed. If you do not discuss your absence with me or complete the

makeup work, you will have a zero recorded for either the weekly grade or test grade if you miss a test.

Ringing Cell Phones

Turn them off! I hear it, I see it, I take it! McLean High School's policy is that cell phones are to be turned off during the instructional period.

Course Withdrawal

Remember, a student is only allowed to drop the same class twice before he/she will be charged triple the tuition amount for taking the class a third time or more. Furthermore, beginning with the Fall 2007 semester, students in Texas may only drop a total of 6 courses throughout their entire undergraduate career. After the 6, he/she will no longer be able to withdraw from any classes.

Academic Integrity and Classroom Ethics

"Academic dishonesty violations include, but are not limited to: (1) obtaining an examination, classroom activity, or laboratory exercise by stealing or collusion; (2) discovering the content of an examination, classroom activity, laboratory exercise, or homework assignment before it is given; (3) observing the work of another during an examination or providing answers to another during the course of an examination; (4) using an unauthorized source of information during an examination, classroom activity, laboratory exercise, or homework assignment; (5) entering an office, classroom, laboratory, or building to obtain an unfair advantage; (6) taking an examination for another person; (7) completing a classroom activity, laboratory exercise, homework assignment, or research paper for another person; (8) altering grade records; (9) using any unauthorized form of an electronic communication device during an examination, classroom activity, or laboratory activity; and/or, (10) plagiarism. Plagiarism is defined as the using, stating, offering, or reporting as one's own an idea, expression, or production of another person's work without proper credit. This includes, but is not limited to, turning in a paper purchased or acquired from any source, written by someone other than the student claiming credit, or stolen from another student.

(Clarendon College Student Handbook 2007-2008 - Student Academic Integrity & Classroom

Ethics) --- More about plagiarism will follow.

Disciplinary actions for cheating in a course are at the discretion of the individual instructor. The instructor of the course will file a report with the Dean of Students when a "cheating" event occurs, whether it be a workforce or academic course. The report shall include the course, instructor, student's name, and the type of cheating involved. The Dean shall discipline students who are reported as offenders more than once. The Dean will notify all involved parties within fourteen days of any action taken.

PLAGIARISM: Please read and make sure you understand the following!

1. Word-for-word plagiarism: The student quotes his or her source without using quotation marks. Even if the student cites the source, he or she is still plagiarizing because proper quotation procedures were not used. Proper documentation must include quotation marks and the proper citation.

2. Paraphrased plagiarism: The student uses a source and with the exception of changing a few words or phrases essentially quotes the original. Even if the source is properly cited, the writing is still plagiarized because the student has used the author's style, vocabulary, and content and claimed it as his or her own.

3. Improper citations: If a student uses someone's information other than his or her own, the source of the material must be properly cited. Failure to do so is plagiarism.

4. Improper use of ideas: Ideas are as equally protected as words. If the student uses someone's ideas, but expresses them in his or her own words, the student plagiarizes if he or she does not cite the source of the idea.

5. Internet use: Copying and pasting from the Internet is plagiarism. Purchasing papers from a paper mill is plagiarism.

6. Student sharing: While students are certainly free to work together and study together, an assignment that calls for individual work must reflect the student's personal effort. If a student borrows or copies another student's work, that is plagiarism. One student writing a paper for another student is plagiarism. Plagiarism also occurs if two students collaborate on an individual assignment and turn in the same work.

The 6th edition of the MLA Handbook for Writers of Research Papers states that "student plagiarism does considerable harm. . . . it damages teachers' relationships with students, turning teachers into detectives instead of mentors and fostering suspicion instead of trust. . . Finally, students who plagiarize harm themselves." Plagiarism is cheating and is unfair to other students who make the effort to do their own work.

My policy is that anyone who commits any of the above infractions will receive a zero on that assignment or test with no opportunity to make up the zero and may be dropped from the course with an "F" depending on the decision of the Dean of Students and/or the Dean of Instruction and the principal of McLean High School. In other words cheating and plagiarism will not be tolerated.

ASSIGNMENTS:

Assignments are due in class on the appropriate date. If you are not going to be in class the day an assignment is due, be sure that you have the assignment brought to me or e-mailed to me by class time. If you send an assignment by e-mail, use only Microsoft Word. Send as an attachment, not just as an e-mail.

I will not accept late work except under the most extreme circumstances.

Daily grades will be averaged as part of your final grade. Major tests and assignments will be part of your final grade and must be satisfactorily completed in order to pass this course.

Important: Outside assignments should be typewritten or done on a word processor. The MLA format must be used for all typed assignments. Always keep at least two (2) saved copies of your work. Use disks, CDs, or flash drives. Any lost or damaged data will not be accepted as an excuse for late work.

ACCOMMODATION STATEMENT:

Clarendon College provides reasonable accommodations for a person with disabilities. Should you have a recognized disability and require special accommodations, you must notify the Student Services Office to ensure that services will be available in an effective and timely manner.

