

English III: Composition and American Literature

Course Syllabus

York Agricultural Institute

“Prepare and Excel”

Instructor:

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Materials:

Primary Text- *Prentice Hall Literature: The American Experience.*
Common Core Edition
Novels- *Fahrenheit 451* by Ray Bradbury
To Kill a Mockingbird by Harper Lee
Short Fiction, Poetry and other supplemental readings
as selected by the instructor.

I. Course Description:

This course is designed to enhance student skills in written expression and in analytical reading of both literary and non-fiction texts. The course will also provide opportunities for students to improve speaking and listening skills.

II. Objectives:

A. Objectives for the course follow the TNReady State Standards which have five domains:

1. Reading Literary Texts
2. Reading Informational Texts
3. Writing
4. Language
5. Speaking and Listening

The entire course is based on meeting these goals in order to prepare students for post-secondary success. These are broken down in detail in class as well as in the “English III Course Standards and Objectives” document, which will be available on Google Classroom and on the YAI website.

B. In addition to state standards, the course will place heavy emphasis on preparing for the A.C.T. college entrance exam. Per Tennessee State Law, every student must now complete the A.C.T. in order to graduate.

III. Course Curriculum Map

This is a year-long course, broken into two semesters. Each semester is broken into two nine weeks. Each nine weeks is a quarter of the year. Semester Grades are earned independently. The follow schedule is tentative.

A. Quarter 1-Semester 1:

1. Grammar for A.C.T.
2. Literary Archetypes & *Fahrenheit 451*
3. Short Fiction/Supplemental Readings
4. Introduction to Academic Writing

B. Quarter 2-Semester 1:

1. Reading for A.C.T.
2. *The Crucible* & McCarthyism
3. Literary Analysis

C. Quarter 3-Semester 2:

1. Tricks and Strategies for the ACT
2. Research Projects
3. American Literature Survey

D. Quarter 4-Semester 2:

1. Novel Unit: *To Kill a Mockingbird*
2. Supplemental Readings
3. Writing for Scholarships, Industry and Professional Correspondence

IV. Instructional Methods

- A. Lectures will be given to underscore key components of assigned reading, and to deliver new knowledge of writing techniques and styles. Lectures may be given with a variety of visual aids.
- B. Discussion will take place on a regular basis, with various grouping models, but especially in whole class groups. The successful class will foster discussion led by students as often as, or more often than, led by the instructor.
- C. Students will experience a variety of curriculum enhancements including but not limited to electronic correspondence, videos, music, and other media.

V. Major Assignments and Evaluation:

A. Compositions and Projects-

Compositions are major essays, prepared in advance. These will be assigned a minimum of two weeks in advance, at which times the due dates and expectations of each will be given. *These are the most heavily weighted assignments.*

B. Testing-

Students will occasionally, be given tests to assess basic objective knowledge of the course content. For this course, a test is defined as a closed book assignment that will take the average student at least one class period to complete. (The Mid-Term will be a double Test grade in the second nine weeks).

C. Quizzes:

1. Note Quizzes- These pop quizzes will be given every two to three weeks. The instructor will ask students a list of questions, and students will write their answers based on their knowledge or notes on the topics. Students may use their notes, but not their neighbors' notes, mobile devices, or neighbors' knowledge.
2. Vocabulary Quizzes- Quizzes will be given every two weeks, over words students have encountered in their daily lives. (Further explanation in class)
3. Instructional Quizzes- These will vary in format based on the standards and objectives being assessed.

D. Intellectual Presence

1. Students must participate in Socratic sparring with peers and instructor. The course is designed on the principals of a self-sought understanding and appreciation of literature.
2. Students will also be presented with a number of opportunities to bolster their overall grade through simple assignments. These assignments will be graded for accuracy and value, not just completion and participation.

E. A note on Letter Grades

The difficulty of this course is designed to hold students accountable by the following scale:

A = Superior work displaying higher order thinking skills

B = High Quality work displaying some higher order think skills

C = Quality work consistent with the minimum expectations of mastering the course

D = Low quality work that does not meet all of the minimum demands of the task

F = Poor quality work that meets few if any of the demands of the task

F. Categories-

Grading categories for YAI English III classes now use these categories:

ACT Skills/ACT Accountability, Daily Work/Homework, Participation, Quizzes, and Tests/Essays. Tests and Targets. These categories will be weighted as follows:

15% = ACT Skills (ACT Accountability in Quarter 4* pending further discussion)

15% = Daily Work/ Homework/ Participation

30% = Quizzes

40% = Tests and Major Essays*

One grade will be dropped each quarter for each student, assuming the student has no missing assignments. *Drop grades do not apply to the Test/Major Essay category.

NOTES ON READING:

- While homework will be limited as often as possible, course pacing dictates assigned reading outside of class.
- A reading log will be provided for students to document the due dates of on-going reading assignments. This log may be checked periodically for a grade.

Classroom Procedures:

Classroom procedures and attendance policy align with the YAI Student handbook. Where they are specific to the course, they are explained thoroughly in class during the first weeks of class. Students who join the course late are responsible for meeting with the instructor as needed to learn these expectations.

Accommodation Options – All IEP's, 504's, ILP's will be followed per state guidelines. Students with issues that are not easily apparent should meet with the teacher at first available opportunity to determine options.