



We, the members of the Crosby High School Community are committed to providing a safe and welcoming environment that promotes a creative, innovative, and intellectually challenging learning experience to ensure that all students are prepared to become college and career ready in order to be productive members of a diverse society.

## CROSBY HIGH SCHOOL COURSE SYLLABUS

\*This syllabus is subject to change.

Crosby Course Number & Title: UConn E.C.E. English  
Instructor's Name: Charlotte M. Sullivan, Room 236D  
Semester & Year: 2018-2019

Meeting Times: Period One (7:20 to 8:11), Monday-Friday, Room 236 D

Office Hours: Every Day (7:00a.m.-7:20a.m. and 1:50 p.m.-2:10 p.m)  
Mondays and Wednesdays, 2:05-4:05, by appointment.

### COURSE DESCRIPTION

**051U ENGLISH 12 UCONN GRADE: 12 CREDIT: 1.00**

*Prerequisite: Teacher recommendation*

This course is offered to the collegebound students. It is offered only in the senior year and is simultaneously acceptable for credit in the Waterbury Public Schools and The University of Connecticut. The UCONN English class is offered in association with The University of Connecticut Early College Experience Program. It is taught by a member of the faculty who has been approved to teach the course by the Director of Freshman English at the University of Connecticut. Successful completion of the course enables the student to receive credit for English 1010 at the University of Connecticut. These credits are transferable to other institutions. *This course must be taken with 500U Early Modern European History or 502U Introduction to Human Rights*

**English 1011: Seminar in Writing through Literature**

Four Credits. Instruction in academic writing through literary reading. Assignments emphasize interpretation, argumentation, and reflection. Revision of formal assignments on grammar, mechanics, and style.

**Course Inquiry:** Is “liberty and justice for all” a feasible goal? Do we sacrifice order in the name of liberty? What are the factors that impede our free will? Are literature, art, and other modes of expressing a freeing force or chains that bound us?

**Compatibility Statement:** While this course focuses heavily on literature, our main goal will be to improve the writing that is inspired by our discussions of both, required, and “discovered” texts.

This course will “feel different” than other literature based courses that you’ve taken in high school. You will utilize some classic pieces of fiction as well as various pieces of non-fiction, as a starting place, rather than as a destination. Often, you will be personalizing your understanding of the reading by choosing modern “companion pieces” (related readings) to “customize” your connection to the literature. Throughout this year, you will be doing much writing and revision. While the University of Connecticut requires thirty pages of extensively revised writing, it is likely that we will exceed that amount.

During this academic year, you will develop the academic writing skills that will allow you to be successful in college and career. You will explore texts and discuss why they are both aesthetically pleasing

and academically stimulating. You will analyze how the writers communicate and you use their example to improve your own writing. You will engage in constant conversations with authors, with your classmates, and with your instructor. While the overarching theme of the course is the attainment of freedom, you will undoubtedly question how much freedom we must sacrifice to maintain order.

### COURSE GOALS/LEARNING OBJECTIVES

**CCSS.ELA-Literacy.RL.11-12.1** 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.

**CCSS.ELA-Literacy.RL.11-12.2** Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

**CCSS.ELA-Literacy.RL.11-12.3** Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

**CCSS.ELA-Literacy.RI.11-12.4** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

**CCSS.ELA-Literacy.RI.11-12.5** Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

**CCSS.ELA-Literacy.RI.11-12.6** Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.

**CCSS.ELA-Literacy.W.11-12.1** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

**CCSS.ELA-Literacy.W.11-12.1b** Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.

**CCSS.ELA-Literacy.W.11-12.2c** Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

**CCSS.ELA-Literacy.W.11-12.7** Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

**CCSS.ELA-Literacy.SL.11-12.1** Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

**CCSS.ELA-Literacy.SL.11-12.1a** Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

**CCSS.ELA-Literacy.L.11-12.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**

**CCSS.ELA-Literacy.L.11-12.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.**

### **REQUIRED TEXTBOOK AND MATERIALS**

*Arguing through Literature: A Thematic Anthology and Guide to Academic Writing*, by Judith Ferster

*Beowulf*, translated by Charles W. Kennedy

*Brave New World*, by Aldous Huxley

*Dr. Jekyll and Mr. Hyde*, by Robert Louis Stevenson

*Hamlet*, by William Shakespeare

*Lord of the Flies*, by William Golding

*Ways of Reading*, edited by David Bartholomae and Anthony Petrosky

**\*Additional/Supplemental texts will also be utilized.**

### **COURSE POLICIES**

- **Attendance and Tardy Policy**
  - **Attendance Policy:** Please refer to the district policy located on the Crosby website or in the student handbook (<https://goo.gl/nSz4er>)
  - **Students who are tardy to a class 3 times will serve a detention issued by the classroom teacher. Each subsequent tardy will be a referral to the office for disciplinary action.**
- **Late Work Policy**
  - **Refer to district grading policy or see the link at the bottom of the page.**
- **Academic Dishonesty - Academic dishonesty shall in general mean conduct which has as its intent or effect the false representation of a student's academic performance, including but not limited to:**
  - a. **Cheating on an examination**
  - b. **Collaborating with others in work to be presented, contrary to the stated rules of the course**
  - c. **Plagiarizing, including the submission of others ideas or papers (whether purchased, borrowed or otherwise obtained) as one's own**
  - d. **Stealing or having unauthorized access to examination or course materials**
  - e. **Falsifying records, laboratory or other data**
  - f. **Submitting, if contrary to the rules of a course, work previously presented in another course**
  - g. **Knowingly and intentionally assisting another student in any of the above, including assistance in an arrangement whereby any work, classroom performance, examination or other activity is submitted or performed by a person other than the student under whose name the work is submitted or performed.**

**Students should not give or receive aid during examinations, quizzes, tests or lab assignments.**

**Students should not use answers to examinations, quizzes and tests written on cheat sheets, clothing or body parts, or obtained from others who have taken the same test prior to them. Students should not use in any written work, without proper acknowledgement, the wording of any sentence or part of a sentence of another author without acknowledgement of the original author. Students should not use calculating devices during tests where calculators are not permitted.**

**Plagiarism according to The American Heritage Dictionary of the English Language, Fourth Edition, 2000, is "1. A piece of writing that has been copied from someone else and is presented as being your own. 2. The act of plagiarizing: taking someone's words or ideas as if they were your own." If you**

copy another's work in a paper, for instance, you must put the copied material in quotation marks and footnote or endnotes. If you restate the language or thoughts of another in your own words, you are paraphrasing. Omit the quotation marks, but footnote or endnote the original source. Not to attribute the idea to the original person is to plagiarize. In general, it is better to acknowledge too many sources than too few.

Plagiarism, as defined above, is considered a serious academic offense. According to Connecticut statute, plagiarism is a criminal act and classified as a Class "B" misdemeanor. The teacher, in conference with an administrator, will exercise his/her professional judgment when determining an appropriate penalty for a project that has been plagiarized. The nature of the penalty should be relative to the magnitude of the offense. Examples of penalties that will be invoked are: a zero for the project, an "F" for the course, and/or referral to the proper authorities. The teacher and administrator will determine if the student may be permitted to complete the paper properly, or write an entire new paper properly. These and other penalties will not be imposed when the classroom teacher determines that the sources in a paper have been mis-cited. The teacher with the administration will determine the extent of grade reduction and possible suspension or referral to authorities. (Obtained from Tunxis Community College Handbook)

#### CODE OF CONDUCT

- Profanity
  - The use of profanity in school is unacceptable and can result in an office referral.
- Cell Phone Usage Policy
  - Cell phones **MUST BE** off and away other than when approved by the teacher for academic purposes
  - **1st offense:** Confiscate, warning and notify parent, return to student at the end of the school day.
  - **2nd offense:** Confiscate, in school suspension or after school detention, item to be returned to parent/legal guardian only at the end of the school day.
  - **3rd offense:** Confiscate, out of school suspension, item to be returned to parent/legal guardian only at the end of the school day. (<https://goo.gl/FMxNyt>)
- Disposition Toward Learning

#### COURSE GRADING (Per District Policy)

60% Assessments

20% Classwork

10% Disposition Toward Learning

10% Homework

- **IMPORTANT NOTE: YOUR UConn grade may not match your final Crosby average. Failure to successfully complete the thirty pages of polished writing will result in the denial of the college credit.**

*Student/Parent Handbook:* <https://goo.gl/rsFr95>