

## **Welcome to College English 3A**

### *Course Content and Classroom Policies and Procedures* 2014-2015

#### **Course Content**

The major goals of this course are for students to think critically and to communicate ideas and information using a variety of formats. Students can expect to develop these skills through a combination of class work, homework, independent study and group centered activities.

**Core Idea:** Our focus this semester will be on reading both literary and informational texts and mastering argument writing. Reading selections, writing prompts, and class discussions will be focused on the theme of nature vs. nurture. Students will explore whether or not our personalities and beliefs are inherent or shaped by outside influences. We will also consider various literary movements and how they helped to shape the American identity.

#### **Essential Questions:**

- Are we the masters of our own fate?
- Are people inherently good or evil?
- How does society dictate our behavior?
- How can I analyze literature for different elements?
- How do I find textual evidence to support my ideas?
- How do you persuade others to adjust or change their opinion?
- How does the author's perspective influence his or her rhetorical choices?
- How can language be used to incite change?

#### **Assessments\*:**

All students in this course will be assessed through:

1. One summer reading test during the week of September 2<sup>nd</sup>, 2014  
·Evaluation Criteria: This is an objective, multiple-choice tests.
2. Unit 1: *Native Americans and Puritans*
  - Analysis Essay
  - Weighted as 20% of the first quarter grade**
  - Evaluation Criteria: Analysis Essay Rubric
  - 2-3 response to reading assignments – each weighted as a quiz grade
  - An objective test on *The Crucible*
3. Unit 2: *The Age of Reason/ Power of Persuasion*
  - A persuasive speech based on research
  - Weighted as 20% of the second quarter grade**
  - Evaluation Criteria: Persuasive Speech rubric
  - Objective quizzes and a test on *The Narrative of Fredrick Douglass*
  - 1-2 response to reading assignments – each weighted as a quiz

#### 4. Unit 3: American Romanticism

- Essay on Romantic Elements related to “Young Goodman Brown” , “The Devil and Tom Walker” and “Rip Van Winkle”
- 1-2 short response to reading assignments – each weighted as a quiz grade

#### 5. Other formative assessments as determined by the teacher

These may include, but are not limited to, tests, quizzes, writing assignments, short and long term projects and presentations.

\*Assessments are subject to some modification. Any changes will be communicated to students well in advance of due dates.

### **Texts\*\*:**

**Core Texts:** Arthur Miller’s *The Crucible*, *The Narrative of Fredrick Douglass*, “Speech to the Virginia Convention,” Jada Williams article by Liz Dwyer, Washington Irving’s “The Devil in Tom Walker,” “Rip Van Winkle” and “The Legend of Sleepy Hollow”

### **Supporting Texts and Resources:**

Each core text will be supplemented with **2 to 3 short literary works** (short stories, memoirs, poems), and **1 to 2 informational texts** (literary nonfiction, speeches, essays, articles, transcripts). Other forms of media will also be used in support of the course learning objectives.

\*\*Lowell High School is committed to providing students with reading material that is challenging, engaging and age appropriate. We have worked hard to establish an inventory of literary works that span from classic to contemporary. Some of these works contain mature language and content. Reading selections are addressed in the context of key ideas, craft, structure, and connection to essential questions. Parents are encouraged to read along with students. In the event that a parent objects to a specific title used in class, the students will be provided with an alternative, comparable reading selection.

### **Content Objectives and Expectations:**

The content of this course is aligned with the *Massachusetts Curriculum Framework for ELA and Literacy*. While our classroom practices reflect all areas of these frameworks, the following standards will be the focus of this semester’s work.

**By the end of this semester, students will be able to:**

- Cite strong and thorough textual evidence to support analysis (11-12 RL/RI1)
- Delineate and evaluate the reasoning in seminal U.S. Texts, including the application of constitutional principles and use of legal reasoning and premises, purposes in arguments in the words of public advocacy (11-12 RI8)
- Determine two or more themes or central ideas of a text and analyze their development over the course of the text (11-12 RL2)
- Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics (11-12 RL9)
- Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence (11-12 W1a)
- Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing (11-12 W1d)

- Provide a concluding statement or section that follows from and supports the argument presented (11-12 W1e)
- 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 (11-12 W7)
- Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. (11-12 W8)
- Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply *grades 11–12 Reading standards* to literature (11-12 W9a)
- Demonstrate understanding of figurative language, word relationships, and nuances in word meanings and analyze nuances in the meaning of words with similar denotations. (11-12 L5a, b)