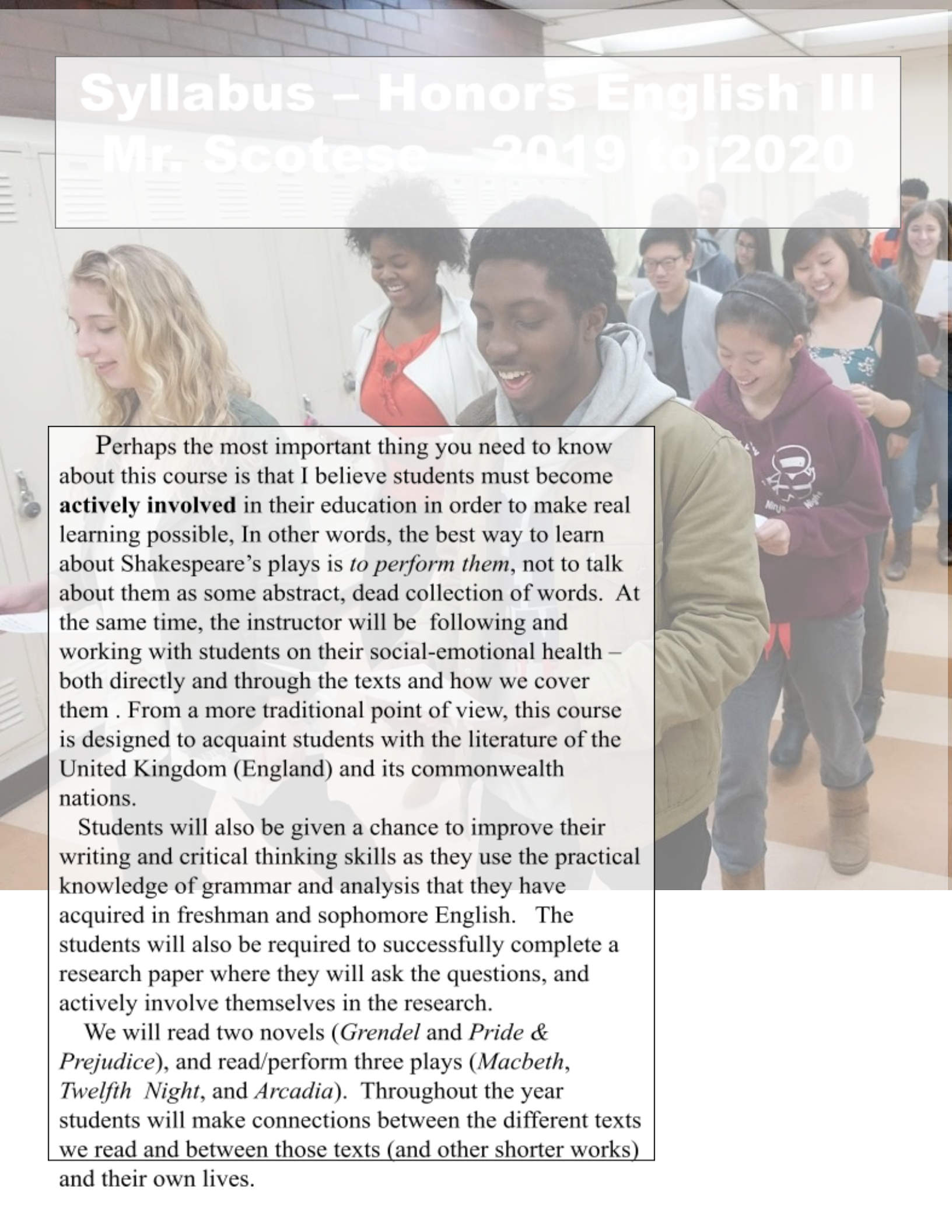


Syllabus – Honors English III

– Mr. Scotese – 2019 to 2020



Perhaps the most important thing you need to know about this course is that I believe students must become **actively involved** in their education in order to make real learning possible. In other words, the best way to learn about Shakespeare's plays is *to perform them*, not to talk about them as some abstract, dead collection of words. At the same time, the instructor will be following and working with students on their social-emotional health – both directly and through the texts and how we cover them. From a more traditional point of view, this course is designed to acquaint students with the literature of the United Kingdom (England) and its commonwealth nations.

Students will also be given a chance to improve their writing and critical thinking skills as they use the practical knowledge of grammar and analysis that they have acquired in freshman and sophomore English. The students will also be required to successfully complete a research paper where they will ask the questions, and actively involve themselves in the research.

We will read two novels (*Grendel* and *Pride & Prejudice*), and read/perform three plays (*Macbeth*, *Twelfth Night*, and *Arcadia*). Throughout the year students will make connections between the different texts we read and between those texts (and other shorter works) and their own lives.

General Course Objectives, Guidelines, and Procedures

- The most important expectation in my class is that we respect each other and value each other's input and contributions. I have as much to learn from you (or more) than you can learn from me.
- There is SO much more in this class than simple academic learning
- Each student is different and our instruction will be varied and layered to allow each student to bring that unique knowledge they possess into our course – making us all the better for it.
- Students will become active participants in their educative process.
- Each Unit that we will complete in this course will build on what has come before it. For example, the level of specificity & analysis that you will use in a group work will help you when are writing your Research Paper.
- If you ever have a question about what or why we are doing something in our class please see me so that we can discuss it.
- Group Works, lessons, and projects will address many of the misconceptions and common mistakes that can occur when studying Language Arts.
- We will use technology – (the web, video, music, animation, audio recordings, and more) in an appropriate way that builds on the other learning that is occurring in our class.
- I have, and will continue to use outside sources – scholars, parents, community members, to make our experience as effective and as enlightening as possible.
- Students will learn how to write with more clarity, precision, and inclusion of **specifics** (you'll hear that last word a lot from me).
- Students will learn to work cooperatively in a setting that stresses mutual helping rather than competition.
- Students will become acquainted with the literature of England and its commonwealth nations.
- Students will learn how to write a research paper in a meaningful and lasting way.
- Students will learn how to take notes and write comments directly in the texts that they are studying.
- Students will be assessed through quizzes, exams, individual and small group projects, technology bases assessments, journals, presentations and other products and processes that will be adapted as possible and as need for each class and each individual.



Standards

For a complete list of the standards followed in my class please go to the Illinois State Board of Education Website listing the Core Standard of Language Arts – it can be found at http://www.corestandards.org/assets/CCSSI_ELA%20Standards.pdf

Contact Information

Joseph Scotese –/ email: jrscotese@cps.edu (Please use email rather than phone as it makes it much easier for us to connect). Thank you.

Conferences

The instructor welcomes conferences between himself, parents, and students throughout the school year. Appointments for conferences may be made by contacting the Main Office (534-7500). Mr. Scotese strongly urges all students having any questions about materials or grades to see him either during his free periods (1st & from 7:05 to 7:55 in the morning).

Accommodations

Students with 504 and IEP plans are given the appropriate accommodations as listed in the their plans – this may include but is not limited to more time on tests, optimized placement in the classroom, and other needs as required.

Social & Emotional Focus in my classroom

- Promotion of mental wellness. (Teacher aware of student well-being, conferencing with students frequently, lessons incorporate mental well-being).
- School connectedness. (Lessons showing directly and indirectly the connection between students, the school, and their lives)
- Prevention of mental health issues. (Teacher on the look-out for early warning signs, conferencing with students, knowing warning signs)
- Reduction in student absenteeism. (The employment of meaningful, connected lessons, following through with attendance office and counselors for multiple absences).
- Reduction in suspensions. (Defusing potentially suspendable offenses, conferencing with students, parents, counselors).
- Adoption, implementation, and institutionalization of new practices. (Staying involved and informed on newest methodologies, incorporating them into these lessons).
- Improved academic outcomes. (Allowing students the opportunity to make up lessons missed, listen online to discussions, creating new and revised lesson plans that maximize student performance)

Homework

Homework will consist primarily of reading assignments, written essays, and presentations, though there will be a variety of other work given as well. In addition, each student will be required to successfully complete a research paper. Students are regularly given assignment schedules and are **always** asked to put homework and due dates into their assignment books. Keep in mind that on some nights there may be less than ½ hour of homework, while other nights may require more than that amount of time.

Writing Assignments

Given the constraints of 5 classes of 28 students (or more), it is not possible to assign nearly as much writing as I would like to. In addition to essays and the research paper – writing will be addressed through group work (each question is in fact, a short essay prompt), movie questions (and answers), online responses and more. The most important component of any writing assignment is its content: Has the student answered the **assigned** question? It is crucial that the writer stick to the topic and that she has a unified argument (or thesis) which is stated clearly and that the thesis is **supported by evidence** in a logical and precise manner. While grammar is important, the instructor will evaluate this portion of the writing assignment by weighing the repetition of grammatical mistakes that were pointed out in previous essays and also the degree to which the mechanical mistakes interfere with the paper as a whole. I do not look for immediate perfection; I expect improvement. All essays must be typed..

- All research papers may be submitted electronically to check for plagiarism.
- Plagiarized papers will automatically earn an "F" and require a student-teacher-parent conference.
- The research paper's grade will be a significant grade for the grading period in which it is collected. There will be a number of parts to the Research Paper leading up to the final paper.
- No late research papers will be accepted.
- I promise to make the research paper a straightforward exercise that will teach you how to do research papers for college.

Taking Notes

It is important to take good, thorough notes for a number of reasons:

- one of the most valuable skills (and one that goes far beyond the content covered in class) that I can assist students with is getting them to be specific – taking notes is a big part of that.
- we do NOT remember all that we think we are going to remember.
- exams and essays require that we are knowledgeable of the material covered in class.
- taking notes is a good way to rethink the material presented by the instructor.
- it forces us to summarize (and thereby understand) what is being presented.
- in college, good note-taking skills are indispensable. Again and again, returning students have informed me that learning how to take notes (specifically in their texts) was an invaluable skill to have in college.

*To know where you can find anything, that in short is the largest part of **learning**.*
Samuel Johnson

Parents - Please check that your child is regularly taking notes

Performance

As I stated in the introduction, students will be putting on scenes from Shakespeare (as well as other works). The purpose of these activities is not to teach students how to be good actors; the purpose is that by performing these texts, students must first understand the work on a fundamental level.

Accordingly, students will not be graded as much on their performance as they will be graded on the amount of thought and time that they put into their scenes. It is also important that students learn how to cooperate with their classmates and to learn from each other.

Around the time of the beginning of the second semester there will be Shakespeare Festival where each class will perform scenes from *Macbeth* – parents are invited and encouraged to come see your child perform Shakespeare. **This year Macbeth Day (your children's performances) is tentatively scheduled for Friday - February 14, 2020. This may change, but please save the date !**



Group Work

Group work is an integral and key part of this course. At times, nearly every-other class period will be devoted to groups of 3-4 students closely examining a text, answering questions, and coming to conclusions. In addition to the greater understanding of the work that comes through such activities, it is hoped that students learn to work together in groups, cooperate, and use their unique talents and analytical skills in a way that builds a greater sum of knowledge than if they had worked by themselves. Group work does not take the place of individual work; it supplements and complements the class discussions and gives students the opportunity to be “on” much more of the time than an entire class discussion allows. In addition, to being a great way to hone some of the most important writing skills, it also is a great way to prepare for the ACT test (critical questions based on a close reading). Please note:

*Whoso neglects **learning** in his youth,
loses the past and is dead for the future.*
Euripides

If a student does not do that day's assigned reading they will not be allowed to participate in a group.

If they did the reading but did not pass the reading quiz they will also not be allowed to participate in a group **UNLESS** they took appropriate notes and can show them to me.

In any case, if they did not do the reading or failed (without taking notes) they may do that day's group work assignment on their own and turn it in the next day **without penalty**.

Absences

It is of the utmost importance that students attend class whenever it is possible that they may do so. It is impossible to recreate the classroom experience through a copied set of notes or a made-up homework assignment. Unexcused absences will result in detentions, Saturday school, finally followed by in and out of school suspensions. The student handbook (given to all students) details our school's attendance policy.

Students are accountable for **all** assignments given out in class. If absent, it is the student's responsibility to find out what homework, class-material, and quizzes he or she might have missed. In addition, all students are required to obtain the phone number of one of their classmates, so that if they are absent, they won't fall behind. No make-up work, tests, or quizzes will be given for days of an unexcused absence (see Excused Absences below). Ten or more absences (excused and/or unexcused) may result in a grade of Failure due to Absences.

Early Dismissals

If a student receives an early dismissal to leave the school, unless they are physically unable to do so (your health and well-being should always be your first priority), they must leave all assignments due for that day in Mr. Scotese's mailbox. If they know they will be leaving early and can arrange to do so (during a lunch period for instance) they should also take whatever quiz or test is due that day. **If you receive an Early Dismissal (and are not picked up by a parent or guardian) and you do not turn in work for that day – it will be considered as**

being late. Please note that according to school policy all early dismissals must involve a parent or guardian.

Field Trips

If you are taking a field trip that leaves from school then you must turn in your work and take your quiz for that day before/after school or during division. Whether or not you go on a field trip is the responsibility of a parent and student. **You** must decide if you can afford to miss the class. Consider this carefully. If you have a free period or lunch and can make another one of the class periods that I teach – you are certainly welcome there. No students grade may be lowered in any class for missing a field trip.

It is as impossible for a man to be cheated by any one but himself, as for a thing to be and not to be at the same time.
Ralph Waldo Emerson

Other excused absences

Important note: If your parent calls you in as being sick you are NOT permitted on school grounds for that day, nor are you allowed to take part in any extra-curricular activity. If you miss my class due to being late (excused or otherwise) **you must turn in all work due that day.**

Grading, Assessment, and Homework Policy for Mr. Scotese's Class – Please Read Carefully

The scale outlined in the box to the right will be used to evaluate student work: Above all, my main concern with grading and assessments have to do with helping each student move in a positive direction. I firmly believe that it is not as important *where we are at*, as it is *where we are going*. Students will be given frequent feedback and ample opportunity to improve both their mastery and their grade. I also believe very strongly in being fair, equitable, and at the same time capable of addressing each students individual needs. Per CPS guidelines, grades will be updated weekly and no one category's weight will exceed 50% of the grade total.

A = 90 – 100
B = 80 – 89.49
C = 70 – 79.49
D = 60 – 69.49
F = less than 59.5

All of the above numbers represent % earned of total possible points.

Tests, Quizzes, and other Assessments

Assessments for this English course will be varied and designed to encourage student growth and development as learners. Assessments will be in alignment with the Common Core Language Arts Reading, Writing, and Speaking and Listening standards. As with all English classes at Whitney Young, this class will create assessments from the following three categories: Writing, Assignments, and Projects. In addition, categories in this class will including Reading: long texts, Cooperative Analysis: long texts, Reading: short texts, Cooperative Analysis: short texts Participation, and Exams.

Students will be regularly tested on covered material and reading assignments. There will be approximately 3-5 quizzes each week, at the beginning of the class period. These quizzes will be on material the student was to have prepared (read) for that day and will be worth between 50 - 200 points. The questions on these quizzes will be content-based and designed purely to give credit for having done the reading – no advanced understanding (which will, we hope, come during a discussion or assignment on that text) should be necessary.

Tests will be scheduled throughout the school quarter and there will be a *final exam* (counting for at least 400 points) for the 2nd and 4th quarters.

- If you miss a quiz, test, or exam and are absent from school for the entire day (if you come in at all you must make up your quiz or make arrangements with your teacher to make up the quiz) you must make up the assessment the day you return. If you do not, this will result in a 0 for the assignment. Also see next.
- If you do not make up an assessment (or make arrangements to) on the day you return – you will no longer be able to make up that assignment.
- Students who are late or absent for class **without an approved excuse** will not be permitted to take the assessment or to make it up.

- If you get a failing grade on your assessment you will generally not be allowed to work in a group if we are doing group work that day in class. However, if you can show me that you took substantial notes during your reading, and you failed the quiz, you will be allowed to work in a group. If you keep taking notes while you read – you will find your quiz scores improving with each test.
- If you were not allowed to work in a group due to a failed reading quiz score – you will be given the chance to read during class and turn the group work in the following day **with no penalty**.

Late Work

Homework is **due the date it is assigned to be completed**.

- If you are absent from school (for the entire day – if you come to school for even one period, you are expected to turn in your work) you may turn your assignment in the following day with no penalty (unless the assignment is a major assignment worth more than 400 points – there are only a few of these each quarter – in which case you must have a parent or friend turn the assignment into Mr. Scotese's mailbox the day it is due).
- For students who do not turn in homework in with your classmates (you're sick, on a field trip, late to school, etc) –
 - o Work that is turned in separately from your classmates for a legitimate reason (you were absent the entire day, you were late to school and turned it in during a different period, etc) will be considered **Not Late** and graded the same as your classmates.
 - o Homework that is turned in one day after it was due will be considered **Late** and graded at 60% of what it normally would be given (for instance, a paper that would normally earn 100 points – would earn 60 points if turned in late).
- If you come to school after your class is over (a late arrival) or if you leave school before my class has begun (an early dismissal) you must turn work in to my mailbox (unless there is a medical or other emergency AND you are picked up by a parent or guardian).
- ABSOLUTELY no late work will be accepted after the Friday of the week before grades are due (the Friday of the 8th or 9th week of each quarter).
- All students should find a “grade buddy” on the first day of school. If a student is sick or absent for more than 1 day, they are expected to (of course, if they are able to) contact their grade buddy to find out what they have missed. You should also consult Google Classroom.
- All **major assignments** (400 points or more), including essays, must be turned in the day that they are due. If you are sick, then you may have a friend or parent place your assignment in my mailbox found in the main office.

*Learning is ever in the
freshness of its youth,
even for the old.*

Aeschylus

Extra Credit Work

If extra credit work is given it **should never be considered as make-up work**. Such assignments will be open to all class members and are not intended to compensate for an individual student's low or missing scores. Extra credit work will only count toward a student's grade when **that student has all required work turned in and the student has a passing reading quiz average. If a student has cut my class, or cheated in any way, they will NOT be eligible for extra credit that quarter. Extra credit is one more way this class allows all students to improve and succeed.**

Quarterly grades are determined solely through the evaluation of points accumulated. Student progress and grades will be regularly computed, and failure notices may be issued at this time. Students may at any time make an appointment with the instructor to determine current academic progress. Mr. Scotese is available to meet with students before school (I am usually here by 6:30 am) and 1st and 8th periods. The 2nd and 4th quarter grades are a continuation of the grade from the previous quarter.

Tardies

A student is tardy if he/she **enters** the classroom after the tardy bell sounds. A student with an unexcused tardy will either **not** be permitted to take that day's quiz or will have 20 points taken off of their quiz score. In addition, after the first tardy the student will receive respectively, detentions, Saturday school, and in & out of school suspensions. Any part of the class that you miss must be made up – and if you miss a quiz or test it must be made up that same day.

Cheating

No single activity is as destructive to learning as cheating. Whether it is using another student's answer on a quiz, copying homework, or downloading a paper off of the internet – cheating undermines everything that we do in this class. I have taken care and time to ensure that none of your work is *busy work*. If a student cheats – a carefully planned activity that is designed to supplement what has gone before and to prepare for what comes next is transformed into a meaningless waste of time.

Any act of cheating will be pursued to the fullest extent as laid out in your student handbook. It will also result in the loss of the grade involved (test or homework) as well as the privilege of being allowed to turn in extra credit for the semester during which the cheating occurred. Even though there are these dire consequences, it is (in this instructor's eyes), even more important to **not** cheat because it is, simply put, not cheating is *the right thing to do*.

Other Classroom Behavior Issues

Please refer to the most recent student handbook for all other disciplinary and behavior issues not explicitly covered in this syllabus.

Classroom Materials

BINDERS – all students should have at least one 1 ½ inch binder. In the binder you should keep your handouts and notes – in the order that they were given – or by the subject area covered. At the end of each unit you may elect to put the contents of your binder in a manila folder (but you should hold on to all materials until the end of the year).

Textbooks

Our textbook for this year is *Elements of Literature: The Literature of England*. Textbooks are school property and are expected to be returned in the same condition in which they were issued. All textbooks must be covered within one week of being issued.



Google Classroom

The work, handouts, and discussions can all be found on our Google Classroom site. Students have been given a code to join. Parents may also join the site and see a summary view of what it happening in the class.

Course Outline (tentative and due to the nature of learning, very much subject to change)

Fall Quarter	Winter Quarter	Spring Quarter	Summer Quarter
The Anglo-Saxons <i>Beowulf</i> <i>Grendel</i> Anglo-Saxon Ballads & Poems The Middle Ages Arthur Chaucer & The Canterbury Tales	The Renaissance (Elizabethan) Pre-Shakespeare Shakespeare Sonnets <i>Macbeth</i> <i>Twelfth Night</i> & an introduction to Literary Criticism The Once and Future King (Extra Credit)	Reconstruction Period John Milton & <i>Paradise Lost</i> The Age of Reason Alexander Pope The research paper will also begin during this time.	The Romantics Burns & Blake Wordsworth & Coleridge Byron, Shelley, Keats <i>Persuasion</i> (Jane Austin) The Victorians – The 20 th Century <i>French Lt's Woman</i> (extra credit) Research paper finished <i>Arcadia</i>

Novels

In addition to the textbooks, students will be required to read eight or nine more novels and plays. These works **tentatively** are:

Grendel, John Gardner (BUY NOW!) / *Macbeth*, William Shakespeare Folger Edition

Twelfth Night Folger Edition William Shakespeare / *Persuasion*, Jane Austen

Persuasion or *Pride and Prejudice* by Jane Austen (I'm deciding) – so don't buy yet!

The French Lieutenant's Woman, John Fowles (extra credit)

The Once and Future King, T.H. White – this novel is for extra credit. **Students are urged to begin this book early.**

There is a wonderful audio book of the book, and it makes for great car ride listening.

These books must be obtained by the student from a book store (new or used), or borrowed from a library (only if absolutely necessary, as we want to be able to write in the books). Do not buy these books until you learn the name of the publisher and edition that we will be using. Because editions change all of the time it does NOT make sense to buy these books too far ahead as they may have to be returned or exchanged (we need to all have the same edition so that all of the students are on the same page during **class** discussions and group work.

IMPORTANT NOTE: You must obtain the first book, *Grendel*, by Monday, September 16th. There is only one paperback edition of this book so it should be purchased or ordered right away. Please call bookstores to see if they have the book and consider using an online bookseller such as *Amazon.com* or *Barnes and Noble.com*. I would like for you to have physical rather than electronic versions of ALL texts.

If at all possible, the students should purchase these books themselves, both as a way to become familiar with (and hopefully fond of) bookstores and as another preparation for college life. One very important reason to purchase the books is so that students may take notes during their own reading and during class activities geared towards that book. *Having a conversation with a book* is an invaluable skill and one that will serve the students well during college.



Dictionary

Students are required to own a good (not miniature) paperback dictionary.

Notebook

Students will need to obtain a good quality vinyl binder (at least 1 1/2") to keep their corrected essays, notes, and other materials in. In addition they need a minimum of 5 dividers to separate and organize their work (Notes, Handouts, Returned Essays, Tests & Quizzes, Other Materials). The student is strongly advised to buy two binders to lessen the amount of materials that they must bring to class.

Other materials

Students are expected to bring a pen, loose-leaf paper, and their appropriate text and binder to class every day.

Class behavior

Students are expected to act decorously and respectfully (with regard to both their classmates and their teacher). Any excessively inappropriate behavior will be brought to the attention of the offending student's parents.

A Final Note

I consider it a pleasure and honor to teach the students enrolled in my class. I see this course as a journey that we will all take together – I am never as worried about *where a student is as I am about where they are going*. I ask that parents periodically check that their children are completing assignments and taking notes. If you have any questions at all, please email me. Thank you so much.



Please sign, date, and return this sheet by Monday – September 16, 2019

Student and Parent Acknowledgment

I have carefully read the above objectives and guidelines and fully understand what is expected of me in this course including the very important guidelines on Late Work, Field Trips, Grading & Assessments, Extra Credit, and Cheating.

Please make sure your child has a copy of *Grendel* by Monday, September 16, 2019.

Student Name (PRINTED) _____ Class Period _____

Student Signature _____

Parent Name (printed) _____

Parent (Guardian) Signature _____ Date _____