

**MVLA  
2025-26  
COURSE INFORMATION SHEET**

**Course Title:** English III

**School:** Freestyle Academy

**UC/CSU requirement:** Yes/Yes, b

**Textbook and/or other learning resources:** *Red* (John Logan), *The Metamorphosis* (Franz Kafka), *Seeing Silicon Valley* (Mary Beth Meehan), *They Say / I Say: The Moves That Matter in Academic Writing* (Kathy Birkenstein), *Bright Dead Things* (Ada Limón), and various poems, essays, short stories, creative nonfiction, news articles, etc. Selections from notable authors: *Alice Walker*, *Tim O'Brien*, *George Saunders*, *Ted Chiang*, *Sylvia Plath*, *Joy Harjo*, *Tracy K. Smith*, *Billy Collins*, *Clint Smith*, *Brendan Constantine*, *Li-Young Lee*, *Ross Gay*, *Claudia Rankine*, *David Foster Wallace*, *Maggie Nelson*

**Canvas course link:** <https://mvla.instructure.com/courses/10434>

**Course Description/Student Learning Outcomes:**

In this course, students study and compose literature and visual media which inspire their thinking and provide content for their integrated Freestyle media project work. Specifically, students will be able to:

1. Conduct original research and apply the research process to develop compositions for print and online publication.
2. Write and communicate professionally and persuasively through storytelling, essays, research-based multimedia products, structured discussions, and presentations.
3. Analyze a variety of poetry and narratives, and use creative writing skills to communicate complex messages through poetry, fiction, and nonfiction.
4. Manage projects, collaborate, and problem-solve creatively.

**Course Outline/Units of Study:**

Semester 1	Semester 2
<p><b>Project 1: Conceptual</b></p> <ul style="list-style-type: none"><li>• Compose a reflective essay on personal experiences / personal history as a writer</li><li>• Reflect on the work of an artist that inspired awe, connecting personal narrative to an account of the experience of encountering the artwork.</li><li>• Analyze a contemporary play and various pieces of visual art, applying the basic terminology of drama and art theory.</li><li>• Revise and edit for publication</li></ul> <p><b>Project 2: Narrative</b></p> <ul style="list-style-type: none"><li>• Analyze and interpret literary elements and structures in fictional narratives of varying forms (flash fiction, short story, novella)</li><li>• Create a short story with effective characterization, narrative perspective, plot, and stylistic elements.</li><li>• Revise and edit for publication</li><li>• Translate short story to multimedia</li><li>• Write an extended reflection on communicating complex ideas through storytelling</li></ul> <p><b>Project 3: Documentary</b></p> <ul style="list-style-type: none"><li>• Analyze and interpret nonfiction writing and various pieces of documentary media (book, photography, animation, film)</li></ul>	<p><b>Project 3: Documentary (continued)</b></p> <ul style="list-style-type: none"><li>• Analyze and interpret nonfiction writing and various pieces of documentary media (book, photography, animation, film)</li><li>• Use the research process to practice inquiry and conduct personal interviews</li><li>• Synthesize various research sources, narrative elements, and photography in the creation of an original magazine article or book</li><li>• Revise and edit for publication</li><li>• Translate research and narrative content into documentary media</li></ul> <p><b>Project 4: Explorations</b></p> <ul style="list-style-type: none"><li>• Identify and apply poetic terms and techniques</li><li>• Analyze and interpret various poems, lyrical essays, and pieces of creative nonfiction</li><li>• Compose original poetry</li><li>• Revise original reflective essay on personal experiences / personal history as a writer, integrating experiences from the school year.</li><li>• Present the process of developing a particular creative/technical skill with multimedia support</li></ul>

- Use the research process to practice inquiry
- Write a documentary project proposal
- Present initial source material (photography, published works of interest relating to proposed documentary subject) for group feedback

**Assessment and Grading ([BP 5121](#) / [AR 5121](#)):** To ensure that every student has an equal opportunity to demonstrate their learning, the course instructors implement aligned grading practices and common assessments with the same frequency.

1. Grading categories and their percentage weights: Standard Assessments (100%)
2. Achievement evidence collected:
  - First Semester Assignments:
    - SFMOMA Reflection
    - Who I Am (As a Writer) Reflection
    - Short Story
    - Literary Analysis
    - Photo Documentary Analysis
    - Presentation of Documentary Sources
    - English notebook (brainstorming and other pre-writing exercises, reading responses, discussion notes, etc.)
    - Assignments collected in Canvas
    - Reading discussions
    - Evidence of collaboration and peer feedback
  - Second Semester Assignments:
    - Research-based Documentary Magazine Article
    - Poetry
    - Who I Am *Now* (As a Writer) Reflection
    - Explorations Presentation
    - English notebook (brainstorming and other pre-writing exercises, reading responses, discussion notes, etc.)
    - Assignments collected in Canvas
    - Reading discussions
    - Evidence of collaboration and peer feedback
3. Grading scales: The following 5-point scale will be applied to each assessment in the gradebook based on defined rubrics. Every assessment will carry equal weight in calculating the semester grade.
 

★★★★★	A+ 5
★★★★	A 4
★★★	B 3
★★	C 2
★	D 1
4. Homework/outside of class practices ([AR 6154](#)): Students are expected to participate in class by bringing homework and appropriate materials (English notebook and charged laptop), joining in discussions, and completing in-class assignments. Students will have homework assignments in preparation for each class, including reading and written applications.
5. Excused absence make up practices ([Education Code 48205\(b\)](#)): Absent students are expected to see their teacher the day they are able to return to class and arrange any make-up work.
6. Academic integrity violation practices ([LAHS Academic Integrity Policy](#) / [MVHS Academic Integrity Policy](#)): Honesty, trust, and integrity are vital components of the educational process. Examples of academic integrity violations include but are not limited to misusing AI, copying homework, allowing someone else to copy your work, plagiarism, copying from another's quiz, improperly obtaining and/or using quizzes and the use of unauthorized notes/materials on quizzes. It is important to engage with Generative AI as it exists now in order

to explore its strengths and limitations. Each assignment will include an [AI Assessment Scale](#) outlining the acceptable level of AI use. Critical awareness of each level will be part of the learning process for each assignment. If a student submits work that does not adhere to the designated level, that work will not be accepted as evidence of learning and will trigger appropriate intervention. Please refer to the Academic Integrity Policy outlined in the Parent/Student Handbook for information about violations of Academic Integrity and how violations will be handled.

7. Late work practices: There is no late penalty for an assignment, but if an assignment is not submitted within the assessment period, it will not be considered as evidence when grades are determined.
8. Revision practices: Students are required to revise their writing according to peer review and workshops in class, community reader feedback, and teacher feedback. Students may continually revise their work for teacher feedback and an improved grade within each designated revision period. Students must follow the revision protocol provided.
9. Extra credit practices: There is no extra credit in this course.
10. Additional grading practices: Standards-based grading scheme: Each standard assessment is based on at least one defined standard and carries equal weight in the semester grade. Assignments are designed to provide students with several opportunities to show evidence of their degree of mastery for each standard assessment. While each assignment will receive a 5-point score/letter grade in Canvas, only the actual standard assessment counts for the grade. This grade reflects the strongest evidence of the student's performance on the given standard, based on the assignments submitted and the instructor's observations of progress.
11. LMS used: Canvas

**Instructors' email addresses:**

jason.greco@freestyleacademy.rocks or jason.greco@mvla.net

**Additional information:**

Students must bring their own charged laptop (either a personal laptop or school-assigned Chromebook) each day to class.

Phones must be silenced and stowed in a locked charging box in the appropriate classroom prior to the start of class. Freestyle has a phone-free policy which prohibits phone access for the entirety of each AM or PM instructional session. Check the Freestyle Academy website for more information: [www.freestyleacademy.rocks](http://www.freestyleacademy.rocks)