

# Catholic Central High School

August 2011

**Instructor:** Catherine Costantini  
English 3  
1<sup>st</sup> and 5<sup>th</sup> Periods  
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## Course Overview:

English 3 offers students an ordered appreciation of the literature of America. Through class discussion, work in groups, presentation, and frequent writing opportunities, students are led to read and think critically of the major writers of the past. Considerable time is also devoted to improving the composition skills of each student, introducing research skills, and developing a more extensive vocabulary.

## Goals of the Course:

- Chronological survey of major eras of American literature incorporating the most significant genres and authors
- Development of vocabulary skills
- Improvement of grammar skills to improve composition
- Development of basic composition skills into a more sophisticated, more mature writing style, particularly through the use of formal discourse
- Introduction to research skills in support of composition
- Improvement of testing and reading skills

## Texts in Use/Resources

- Primary texts used:
  - *The American Experience, [Ohio Edition]* Prentice Hall Literature: c. 2010
  - *Writer's Choice: Grammar and Composition*, Glencoe, c. 2009
  - *Vocabulary for the College Bound Student*, Amsco School Publications, Inc., c. 2004
- Supplementary Texts used:
  - *High School Writer's Handbook*
  - *APA: The Easy Way*
  - *The Great Gatsby* by F. Scott Fitzgerald
  - *The Crucible* by Arthur Miller
  - The SRA Reading Lab – Reading for Understanding, Level C

## Course Requirements:

- Attendance within the requirements set by school policy; that is, no more than eight (8) absences per quarter unless due to extended illness (4 or more consecutive days) verified by a doctor's statement.
- Unit tests and quizzes in literature, grammar and vocabulary/homework assignments as needed
- Varied writing assignments in support of the literature and the development of the student's writing skills
- Presentation of literature in a group
- Research paper and accompanying procedural and format assignments
- The study of *The Great Gatsby*, and *The Crucible*

## Course Evaluation/Assessments

- Tests – announced 50%
- Quizzes – unannounced and announced 35%
- Homework as assigned 10%
- Participation 5%

**The Research Paper Project:** Various assignments within the project are calculated as quiz and homework grades. These include bibliography and note cards, the working thesis statement, and the formal outline. Unannounced worksheets are also administered and calculated as quiz grades in order to discourage plagiarism and to assist the student in developing the critical thinking skills needed to formulate a thesis and support it. **The rough draft of the research paper is calculated as a single test grade; the final draft of the paper is calculated as a double test grade.**

**Units of Study:**

- Literature:
  - The Beginnings of American Literature
  - The Early Romantics
  - The Transcendentals
  - The Brooding Romantics and Anti-Transcendentals
  - The New American Poetry
  - The Realists and Regionalists
  - *The Great Gatsby*, by F. Scott Fitzgerald
  - *The Crucible*, by Arthur Miller
- Grammar:
  - Parts of Speech
  - Parts of a Sentence
  - Phrases
  - Clauses
- Writing:
  - Paraphrase
  - Personal Narrative
  - News Story
  - Research Paper
  - Assorted portfolio assignments as needed to develop writing skills, rhetoric, and/or interest and appreciation
- Vocabulary:
  - Designed vocabulary study using context and structure cues
- Testing and reading skills:
  - PSAT preparation
  - SRA lab work

**General Remarks:**

At the junior year level, a strong focus is placed on assisting the student to develop his or her writing style. The study of grammar here presupposes the student's mastery of certain basic grammatical skills and seeks primarily to support composition by honing and utilizing these skills, as well as the student's basic skills in the mechanics of writing in proper manuscript form. The student is introduced to the conventions of formal discourse to produce an objective paper in support of a position, which remains a critical requirement of the course. To this end, the student is guided through research techniques, the organization of information, and the composition of a research paper. Other writing assignments are also designed, some in conjunction with the literature studied, to practice composition skills and to develop critical thinking skills further. The literature studied includes the specific genres and authors named in the course outline.