

# Catholic Central High School

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**Instructor:** Catherine Costantini  
Honors English 3  
7<sup>th</sup> Period  
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## Course Overview:

The Honors English 3 course aims at developing the critical thinking abilities of each student through the study of literature and writing. A chronological study of the literature of America is pursued with supplementary reading frequently assigned. Class discussion is an essential part of this course as is cooperative learning experiences. Writing skills are primarily aimed at clear and concise organization of thought supported with evidence and presented in standard and acceptable format. The systematic study of vocabulary and the development of reading skills prepare students for college entrance exams.

## 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 enhance composition
- Development of composition skills into a more sophisticated, more mature writing style, particularly through the use of formal discourse and effective rhetoric
- Introduction to research skills in support of composition
- Improvement of testing and reading skills

## Texts in Use/Resources:

- Main Texts used:
  - *Elements of Literature, Fifth Course: Literature of the United States*, Holt, Rinehart and Winston, c. 2003
  - *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, vocabulary/homework assignments as needed
- Varied writing assignments in support of the literature and the development of the student's writing skills
- Research paper and accompanying procedural and format assignments
- The study of *The Great Gatsby*, *The Crucible*, and a novel of the student's choice
- Ongoing work in the SRA Reading lab

## 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:
  - American Romanticism
  - The American Renaissance
  - A New American Poetry
  - The Rise of Realism
  - The Moderns
  - *The Great Gatsby*
  - *The Crucible*
  - A novel of the student's selection from an approved list
- Grammar:
  - Parts of Speech in cursory review
  - Parts of a Sentence in cursory review
  - Phrases
  - Clauses
- Writing:
  - Paraphrase
  - Reflection/Response
  - Literary Analysis
  - Personal Narrative
  - Book Report
  - 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
  - Additional vocabulary study of high frequency SAT words
- Testing and reading skills:
  - PSAT preparation
  - SRA lab work

#### **General Remarks:**

In the Honors English 3 course, a strong focus is placed on assisting the student to develop a more mature writing style integrating effective rhetoric. The study of grammar here presupposes the student's mastery of certain basic grammatical skills and primarily seeks to improve composition by utilizing and honing these skills, as well as the student's skills with the mechanics of writing in proper manuscript form. The student is introduced to the conventions of formal discourse as well as the incorporation of effective rhetoric in order to produce an objective and scholarly 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.

The literature studied includes the specific genres and representative authors of each period. In the honors program, testing of this literature, as well as composition evaluations, require the student to employ more analysis and other critical thinking skills. Additional writing assignments to further develop these skills are given in conjunction with the literature studied, as well as assignments corresponding to student needs and interests. The design of the majority of these presupposes the student's ability to work competently and independently toward successful completion.