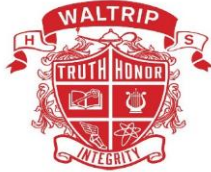


Mr. Barbin (English 3)

dominic.barbin@houstonisd.org

Office hours: Mon/Tue/Thu (8:30 a.m-9:35 am) and Wed/Fri (12:15 pm-1 pm)



Phone: 713-688-1361

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English 3 Course Syllabus 2020-21

Instructor: Mr. Barbin

Email: dominic.barbin@houstonisd.org

Room: 2105

Office Hours: Mon/Tue/Thurs (8:30 am-9:35 am-1st period) &

Wed/Fri (12:15 pm-1 pm-6th period)

Office Hours Link: Please press “ctrl” and click on link to go to my office hours:

[Mr. Barbin's Office Hours \(8:30-9:35 am, Mon, Tue, Thu and 12:15 pm-1 pm \(Wed and Fri\)\)](#)

Course Content

Welcome to English 3! In this course, you will hone your foundational skills in reading, writing, listening, speaking, and thinking. Through the study of multiple genres, you will be learning about an author’s purpose and craft while developing your comprehension skills, response skills, composition skills, and inquiry and research skills.

This year we will focus on fiction, informative texts, argumentative texts, correspondences, rhetorical analysis, and literary analysis by drawing on traditional, classical, contemporary, and diverse/non-traditional pieces of work.

Course Objectives

1. By the end of the course, you will be expected to have met the standards prescribed for English 3 under section 110.38 of the Texas Education Agency’s Texas Essential Knowledge and Skills (TEKS). Please see this link for details:
<http://ritter.tea.state.tx.us/rules/tac/chapter110/ch110c.html#110.38>.

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- Through the duration of this course, you will practice for the verbal section of the PSAT/SAT. The SAT is a college entrance examination required by many colleges and universities in the United States.

Course Expectations

Attendance and participation are required; it is difficult to learn the content if you are not present in class. Your class participation and attendance can be a deciding factor if your class average straddles two grades. Be sure to contact me about any missed work if you are absent.

Late Work related to an absence:

3 days to turn in the assignment no points deducted full credit eligible

Late Work NOT related to an absence:

1 day late	-10 points	max 90
2 days late	-20 points	max 80
3 days late	-30 points	max 70
4 days late	-40 points	max 60
5 days or later	zero assigned to the grade book	

Commented [BD1]:

Academic Dishonesty:

Except during designated group work, you are expected to complete homework, class work, and tests on your own. If you use someone else's work—even a phrase—in an essay or assignment, or talk to others during a NO TALKING assignment, such as a quiz or test, you will receive a ZERO and your parents will be notified of what has occurred. If you copy or otherwise cheat, you will receive a ZERO and your parents will be notified of what has occurred. Cheating is morally unacceptable and will not be tolerated, but more importantly, cheating does not prepare you to make it on your own.

Text

To be determined

Grading Scale

Grading will be based on points. If a vocabulary quiz has 10 possible points, then simply divide the number of points you received by the number of possible points to arrive at a percentage. The following grade weights will be used to determine your 6-week grades:

Classwork/Homework	50%
Test/Project/Quiz	30%
Daily/Participation	20%

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Daily Required Materials

1. laptop
2. pen
3. three-ring-binder
4. paper

Unit Overview

Unit 1: Gilded Fools and Threadbare Saints

In Unit 1, students are introduced to the various metacognitive strategies that strong readers engage in as they read. In this unit designed with US History in mind, students will read texts in a variety of genres to consider overarching questions about the American experience. The unit will begin with a diagnostic personal essay and close with an argumentative essay.

In addition to addressing the focus standards of the unit, students will engage in daily supported independent reading and low stakes writing.

Unit 2: Inspiration

This unit explores the concept of inspiration and poses the question, “How does my environment foster my creativity?” Through the reading of a variety of classic and contemporary short stories, students will consider how inspiration is fostered. Students will create their own version of a short story and turn this into a multimedia presentation.

In addition to addressing the focus standards of the unit, students will engage in daily supported independent reading and low stakes writing.

Unit 3: Criticism

In this unit, students consider the value of critique as they ask themselves, “Why is it important to critically analyze the information I receive?” Students read a novel in book clubs and utilize discourse as they focus on characterization, figurative language, literary devices, tone, and theme. Students will craft an analytical research essay based on one method of literary criticism (feminist literary approach, historical literary approach, etc.).

In addition to addressing the focus standards of the unit, students will engage in daily supported independent reading and low stakes writing.

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Unit 4: Discernment

In this unit, students consider the idea of discernment as they ask themselves, “How do my experiences shape my judgment?” Students engage with drama and interpret how the literary and dramatic devices used by the author contribute to theme. Referencing the techniques in their reading, students create a script. After reading informational texts regarding the construction of drama, students create an interpretative essay, focusing on developing ideas and utilizing appropriate organization and conventions of punctuation.

In addition to addressing the focus standards of the unit, students will engage in daily supported independent reading and low stakes writing.

Unit 5: Foresight

In this unit, students reflect on the concept of foresight as they ask themselves, “How can I consider what has happened and what is happening around me to understand what is coming?” Through the process of inquiry, students will explore a current issue of concern through the reading of informational and argumentative texts.

In addition to addressing the focus standards of the unit, students will engage in daily supported independent reading and low stakes writing.

Unit 6: The Future

In this unit, students consider the question “How has the information I’ve received prepared me for the future?” Students will focus on reading persuasive speeches and debates and examine the rhetorical strategies and devices used by writers and public speakers. Students use these texts as examples of argumentation and persuasion as they engage in debates and write cover letters and resumes. Students give a formal presentation to showcase their knowledge of the elements of public speaking.

In addition to addressing the focus standards of the unit, students will engage in daily supported independent reading and low stakes writing.

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English 3 – Syllabus 2020-2021 Acknowledgement

Please read, sign, date, and return this page. **This signed syllabus is a homework grade.*

We have received and reviewed the English 3 Course Syllabus. We understand what is expected of us as listed in the syllabus.

Student Signature

Date

Parent Signature

Date

**This signed syllabus is a homework grade.*