

# English 3-4

## Course Expectations and Syllabus



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[www.washoeschools.net/page/11797](http://www.washoeschools.net/page/11797)

**2020-2021**

# English 3 & 4

## 2019-2020

### Instructor Information:

**Instructor:** Patrick Nohrden, J.D., M.A.T., B.A., A.S.

**Phone:** 775-851-5656

**Email:** pnohrden@Washoeschools.net

**Website:** www.washoeschools.net/page/11797

**Availability:** Typically, 15 minutes before the start of classes, during lunch, and 45 minutes after school except Wednesdays. During the hybrid learning model resulting from the current health crisis, I can be reached by email.

### Course Description:

To build a foundation for college and career readiness, students must read widely and deeply from among a broad range of high-quality, increasingly challenging literary and informational texts. Through extensive reading of stories, dramas, poems, and myths from diverse cultures and different time periods with an emphasis in world literature, students gain literary and cultural knowledge as well as familiarity with various text structures and elements. By reading texts in history/social studies, science, and other disciplines, students build a foundation of knowledge in these fields that will also give them the background to be better readers in all content areas. Students can only gain this foundation when the curriculum is intentionally and coherently structured to develop rich content knowledge within and across grades. Students also acquire the habits of reading independently and closely, which are essential to their future success.

### Course Pre/Co-requisites:

English 1-2 or a second year of high school English

### Required texts, course materials:

Textbook *Holt Elements of Literature, 4<sup>th</sup> Course*, and other works selected by the teacher (provided by the school)

The novel *Things Fall Apart* by Chinua Achebe (provided by the school)

The play *Taming of the Shrew* by William Shakespeare (provided by the school)

Standard size lined notebook paper (8½ x 11 or 8 x 10½). All assignments must be submitted on the same size paper.

When required, typewritten papers must be submitted on white bond paper (8½ x 11 only).

Black or Blue Pens

Red, green, or purple pen for peer-evaluating

Three-ring binder (this need not be exclusive to English class and may be shared with other subjects if permitted by other teachers, so long as it is adequately divided into subjects.

100-page bound composition book for journal writing.

During the hybrid learning mode resulting from the current health crisis, all instruction will be provided as “distance learning, whether the students are in the classroom or not. Therefore, they will need to have a laptop computer, tablet, or other device to access instruction.

**Students may not use “spiral-bound” notebook paper nor any paper torn from bound notebooks.**

### Access to instruction:

During the current COVID-19 health crisis, all instruction will be conducted as “distance learning,” whether the student is in the classroom or not. Therefore, it is important that each student has suitable device for accessing that instruction, such as a laptop computer, tablet, or cell phone. If your student does not have a suitable device, please contact the school to acquire a loaner laptop. Students should use earbuds or earphones while accessing instruction in the classroom.

All classes will begin in Microsoft Teams, where the student will need to complete an attendance questionnaire, after which they will migrate to Zoom. Most materials used in the class will be found on Teams. The links to the different classes on Teams are as follows:

Period 2:

<https://teams.microsoft.com/l/team/19%3abb9f70ec87ea449f80f894322b43a507%40thread.tacv2/conversations?groupId=2674e048-eb7b-48fd-a064-ac979598f8f8&tenantId=3cacf549-5e36-41cc-a3de-89459e121def>

Period 3:

<https://teams.microsoft.com/l/team/19%3a21019d79cc464a278c0ca1e6454ef52f%40thread.tacv2/conversations?groupId=f6186544-8f0c-4c07-9081-72d2995b2292&tenantId=3cacf549-5e36-41cc-a3de-89459e121def>

## Unique class procedures /structures:

### Standards of Preparation

Document preparation will follow the rules of the Modern Language Association (MLA). Generally here are some of the more important rules for written work assigned in class:

1. If it is an in-class assignment, the assignment must be written in **black or dark blue** ink.
2. If it is an in-class assignment, the assignment must be written on standard plain, lined paper (see above). Undersized or oversized paper will not be accepted.
3. If it is a homework assignment, the assignment must be typed on white 8½ x 11 paper.
4. When an assignment is typed, it must be typed entirely in Times New Roman using 12 point font, including titles and headings.
5. All assignments must be double-spaced unless otherwise instructed in class.
6. All assignments must include a margin on all four sides of at least one inch.
7. All assignments must include the student's first and last name in the upper left corner, remembering to keep the one-inch margins intact. On the next line under the name and single-spaced, you must write your class and period number (i.e., English 7-8, P. 2). On the next line under the class number you must write the date the assignment is due.
8. After skipping a line after the date, centered on the paper, the student must write the name of the assignment or title of the paper, article, essay, or story.
9. If the assignment uses more than one page, the students name and page number must appear in the upper right corner of each additional page and all pages must be stapled together.
10. The assignment is not turned in timely if it still needs to be printed after coming to class.
11. If you a student is late for class because the student is printing the assignment elsewhere, the assignment will be marked late.
12. Assignments are due at the beginning of class. Unless otherwise instructed, work done at home must be placed in the basket at the back of the class.

### Classroom Rules

Students, especially seniors, are expected to act like adults. However, because people sometimes forget where they are, they sometimes be reminded on how to act. Below are the seven essential rules for student conduct in the classroom:

1. Be at your seat and working on the warm-up by the time the bell rings.
2. Talk only when I allow it.
3. Remain in your assigned seat unless otherwise directed.
4. Keep your hands off anything that is not yours.
5. Do not eat.



6. Leave your electronics, including ear buds, in your backpack and turned off except for the device being used for instruction.
7. Do not throw. Anything. Ever.

### Another Word About Personal Electronic Devices



Personal electronic devices, such as cellular telephones, iPods, electronic tablets, laptop computers, MP3 players, etc., may not be used at any time during class without express permission of the teacher. All such devices must be powered off and placed in a student's backpack, purse, or locker. They may not be stowed on the student's person. If the student does not have a backpack or purse in which to stow the device, the student should leave the device in the student's locker. If the teacher observes a student with such a device without express permission, that device will be confiscated by the teacher until the end of the school day. If the student refuses to relinquish the device when demanded by the teacher, the student will be referred to the Student Services Center (Corral) with the device with a technology violation which will become part of the student's academic record. Parents who must contact their students during class may call the office and ask that a message be relayed to the student. **THIS RULE WILL BE STRICTLY ENFORCED AT ALL TIMES.** During the current health crisis, and until we return to "normal" instructions, students may use laptop computers, tablets, or cell phones to access instruction as directed by the teacher.

### Student Learning Outcomes:

This course will prepare students to become College and Career Ready in Reading, Writing, Speaking, Listening, and Language as follows:

#### ***They demonstrate independence.***

Students can, without significant scaffolding, comprehend and evaluate complex texts across a range of types and disciplines, and they can construct effective arguments and convey intricate or multifaceted information. Likewise, students are able independently to discern a speaker's key points, request clarification, and ask relevant questions. They build on others' ideas, articulate their own ideas, and confirm they have been understood. Without prompting, they demonstrate command of standard English and acquire and use a wide-ranging vocabulary. More broadly, they become self-directed learners, effectively seeking out and using resources to assist them, including teachers, peers, and print and digital reference materials.

#### ***They build strong content knowledge.***

Students establish a base of knowledge across a wide range of subject matter by engaging with works of quality and substance. They become proficient in new areas through research and study. They read purposefully and listen attentively to gain both general knowledge and discipline-specific expertise. They refine and share their knowledge through writing and speaking.

#### ***They respond to the varying demands of audience, task, purpose, and discipline.***

Students adapt their communication in relation to audience, task, purpose, and discipline. They set and adjust purpose for reading, writing, speaking, listening, and language use as warranted by the task. They appreciate nuances, such as how the composition of an audience should affect tone when speaking and how the connotations of words affect meaning. They also know that different disciplines call for different types of evidence.

#### ***They comprehend as well as critique.***

Students are engaged and open-minded—but discerning—readers and listeners. They work diligently to understand precisely what an author or speaker is saying, but they also question an author's or speaker's assumptions and premises and assess the veracity of claims and the soundness of reasoning.

#### ***They value evidence.***

Students cite specific evidence when offering an oral or written interpretation of a text. They use relevant evidence when supporting their own points in writing and speaking, making their reasoning clear to the reader or listener, and they constructively evaluate others' use of evidence.

***They use technology and digital media strategically and capably.***

Students employ technology thoughtfully to enhance their reading, writing, speaking, listening, and language use. They tailor their searches online to acquire useful information efficiently, and they integrate what they learn using technology with what they learn offline. They are familiar with the strengths and limitations of various technological tools and mediums and can select and use those best suited to their communication goals.

***They come to understand other perspectives and cultures.***

Students appreciate that the twenty-first-century classroom and workplace are settings in which people from often widely divergent cultures and who represent diverse experiences and perspectives must learn and work together. Students actively seek to understand other perspectives and cultures through reading and listening, and they are able to communicate effectively with people of varied backgrounds. They evaluate other points of view critically and constructively. Through reading great classic and contemporary works of literature representative of a variety of periods, cultures, and worldviews, students can vicariously inhabit worlds and have experiences much different than their own.

**Course Requirements:**

All grades fall in two weighted categories:

Writing mastery assignments	25%
Reading mastery assignments	25%
Practicing standards (classwork, homework, etc.)	30%
Final Exam	20%

**Grading Criteria, Scale, and Standards:**DRHS/WCSD grading scale:

- A: 90% - 100%
- B: 80% - 89.9%
- C: 70% - 79.9%
- D: 60% - 69.9%
- F: <59.9%

Make-Up Work

- Make-up work is defined as scheduled tests, scheduled quizzes, homework assigned on the day the student was absent, and/or a description of the topic(s) covered in class while the student was absent and possible resources where the student can obtain information on the topic(s).
- It is the responsibility of the student to request make-up work after returning from an absence and return the completed work within the designated deadline.
- Students are provided the length of the absence plus one day to complete any make-up work assigned. For example, if the student was absent for four days he/she will have five days to complete and submit the make-up work.
- Students who do not request or return completed make-up will not earn credit on missed assignments.
- Make-up work need not be identical or equivalent to that missed due to the absence but will ensure that the student has the opportunity to meet the academic standards.
- Previously assigned work that was due on the day the student was absent is NOT considered makeup work and is due the day the student returns to school.
- Some reading assignments assigned as homework must be completed on schedule whether a student is absent or not.

- Most work, including worksheets, assignment instructions, readings, rubrics, and other handouts can be downloaded from my website at [www.washoeschools.net/page/11797](http://www.washoeschools.net/page/11797). You will also find a complete copy of my lesson plans there so you can see when assignments are assigned and determine what a student missed on a day of absence.
- The teacher will provide make-up work to the student within 2 days of the student's request.

### Late Work

**Being present and on time to class are imperative to the student's success in this course.**

**Assignments are due at the beginning of class; otherwise, it is considered late. Furthermore, the following are NOT considered valid excuses: computer crash, printer failure, somebody else will bring it after school, etc.** Late mastery assignments (reading or writing) will lose 10% (or more, depending upon the circumstances). Students will be allowed four "late passes" on practice assignments, so long as they are turned in by the end of the current unit.

### Homework

Homework will be assigned from time to time, and students are expected to do their own homework. Neither parents nor anybody else should help with homework. However, a parent/guardian may answer a question about what is expected of a student to complete the homework. **Do not lose any sleep over your homework. Sleep is important, and you will learn nothing if you are tired or sleeping in class.** If you cannot do all of the homework, do as much as you can. It is better to receive some credit rather than no credit, and you will better understand the instruction in class the next day.



## Course Calendar / Unit Outline:

The following is an approximate outline of the various "units" taught throughout both the fall and spring semesters and with the major assignments associated with each unit. Other readings/novels may be assigned depending upon time allowances.

- Fall Semester (English 3):
  - Introductory Lessons and Classroom Procedures
  - Imagery
  - The five elements of fiction.
  - Developing better writing
    - Thesis statements
    - Rhetorical précis
  - Short stories
    - Major Assignment: Argumentative Essay
  - First Quarter Assessment (Roughly near the Fall Semester Break)
  - Personal Narratives
    - Major Assignment: Personal narrative essay
  - Novel Study: *Things Fall Apart* by Chenua Achebe
    - Character analysis essay
    - Thematic project (group)
  - English 3 Final Exam
- Spring Semester (English 4):
  - Shakespeare study: Taming of the Shrew
    - Analytical essay

- Thematic project (individual)
- Poetry
- Reading and understanding current events
- Novel Study: *Fahrenheit 451* by Ray Bradbury
  - Major Assignment: Novel project
  - Argumentative essay with emphasis on rhetorical appeal
- Make-up and Semester Review
- English 4 Final Exam (District-wide end of course exam)

### Communication is Key:

My email address is **pnohrden@washoeschools.net**. If you have any questions of me while we are not in class, send me an email and I will do my best to answer you. I check my email frequently throughout the day and evening and before I retire for the night. I will try to answer every email before midnight, so long as I receive it before 11:00 p.m.

### Special Note:

Nearly everything you need to know about the class can be found on my website at [www.washoeschools.net/page/11797](http://www.washoeschools.net/page/11797).

### Academic Integrity:

Cheating means gaining unfair advantage by using unauthorized information.

Cheating is further defined by but not limited to:

- **COPYING** someone else's homework, classwork, or test answers
- **ALLOWING** someone else to copy your work or test answers
- **USING** any kind of unauthorized device, study aid, or cheat sheet
- **POSSESSING** or **VIEWING** a copy of an exam beforehand
- **SHARING** test information with students who have not yet taken the test or course
  - This includes taking answers/questions from a test out of the classroom without the permission of the teacher.
- **CHANGING** your answers or someone else's when correcting in class
- **MISREPRESENTING** work done by others as your own work.

Plagiarism is presenting the words or ideas of another person as one's own without citing sources.

- **YOU ARE PLAGIARIZING** when you copy a phrase, a paragraph, a page or an entire paper.
- **YOU ARE PLAGIARIZING** when you copy from a published source, i.e. Internet or print.
- **YOU ARE PLAGIARIZING** when you copy from someone else's work.

Minimum consequences for cheating are as follows:

- **REFERRAL** to Student Services
- **PARENT CONTACT** by the teacher
- **LUNCH DETENTION** with Student Services
- **NOTATION** made in school discipline record

Additional consequences may include, but are not limited to, the following:

- Student will receive a **ZERO** on the test or homework assignment
- Student will receive an **"F"** in citizenship for the quarter and depending on the severity of the infraction may receive an **"F"** in citizenship for the semester
- Alternative assignment, to be determined by the teacher

Be Responsible. Make Wise Choices. If you are unsure, ask your teacher for guidance.

“I have read the Damonte Ranch High School Academic Integrity Policy and the Course Syllabus for English 3 & 4.”

Note: Instead of signing and returning this document, students may send me an email to [pnohrden@washoeschools.net](mailto:pnohrden@washoeschools.net) acknowledging that they have read and understand the syllabus.

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Student printed name

After signing this page, remove it from the packet and return to the teacher.