

English 3

Mrs. Pelletier

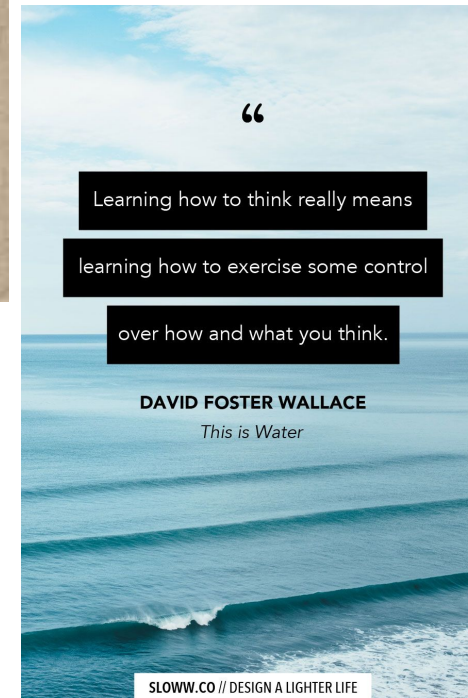
www.mrspelletier.com

Course Objectives

- Three focus points:
 - in-depth critical thinking about complex, cultural, philosophical, and political issues
 - extensive close reading and analysis of challenging texts
 - substantial creative, expository, interpretive, and argumentative writing in an increasingly sophisticated style

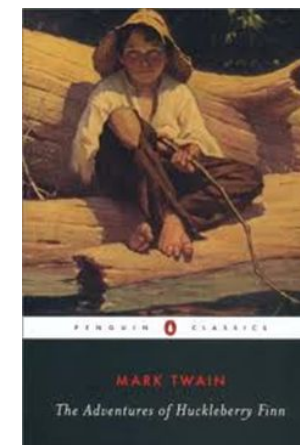
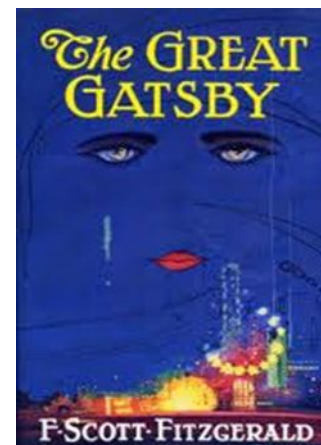
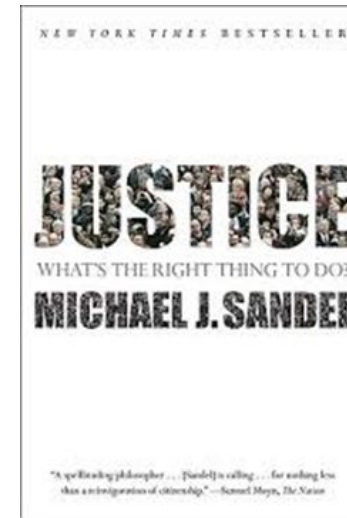
English 3 Units and Texts

- Voice/Patterns of Development
 - No major text
- Social Justice
 - No major text
- Each unit will have multiple non-fiction pieces that relate to the unit's topic



English 3 Units and Texts

- Morality
 - Major text: *Justice: What's the Right Thing to Do?* by Michael Sandel
- American Dream/National Ethos
 - Major text: *The Adventures of Huckleberry Finn* by Mark Twain (subject to change)
 - Major Text: *The Great Gatsby* by F. Scott Fitzgerald
- Each unit will have multiple non-fiction pieces that relate to the unit's topic



Unit Structure

- Each unit is designed to ensure that the students focus on developing their writing ability.
- 4-8 major writing assignments per unit
- For each writing assignment, the following will take place:
 - First draft (10 points): based on a clearly visible attempt to address all parts of the prompt
 - great opportunity to experiment with voice and style
 - Feedback: Notes on Writing and sample papers
 - Writing conferences for more help: <https://calendly.com/mrspelletier/office-hours>
 - Second/Final Draft turned in at the end of unit
- Portfolio: all final drafts and one chosen to be graded (100 points)
- Major culminating assignment (essay or project): end of each unit

Contact Information

Lucy Pelletier

Weekly Overviews:

www.mrspelletier.com

E-mail: lpelletier@lcsd.net

Google Classroom

Grading Categories

- **Writing - 50%**
 - Second drafts of writing assignments (one per unit)
 - Major essays
- **Assignments/Projects/Tests/Quizzes - 50%**
 - First drafts of writing assignments
 - Other writing assignments such as analytical questions for various texts
 - Annotation of shorter texts
 - Socratic Seminars
 - Written tests and quizzes requiring analysis
 - Possibly reading quizzes
 - Projects

Writing Feedback

1. Notes on Writing Example:

- a. Focus on **SHOWING**, not telling, especially when it comes to syntax. Play with it to reflect what you're trying to say.

Weak (Title: "On Being a Mutt," specifically, the person is Portuguese and Mexican):

"The point is, that have my own category, I cannot have just one check mark in my box, nor am I two separate persons. I'm a mutt, a product of different cultures with more similarities than either allow to let on."

Better: I am not Portuguese. I am not Mexican. I am Portuguese-Mexican, a combination of ...(follow with some images of what it looks like to be a combination of these).

Writing Feedback

2. Sample Papers

- a. Annotate based on Notes on Writing
- b. Score based on 9-Point Writing Rubric

3. Writing Conferences

- a. Available by appointment: before school, during break, during STEP, and after school