

English III (H)
Madison Academic Magnet High School

INSTRUCTOR INFORMATION

Dr. Molly Coffman

e-mail: mlcoffman@jmcass.org

Class website: <http://drcoffman.weebly.com>

Remind: Please join the class Remind, by texting the message @drcoffman to 81010.

School's website: <http://www.jmcass.org/madison>

Planning time: 8:45 – 10:10 (2nd block)

[State ELA Standards](#) (click on link)

MATERIALS:

1. Binder (for notes, graded papers, handouts, etc.)
2. Looseleaf paper, pens, pencils, highlighters, etc.

Throughout the semester we will have various projects that may require additional materials (e.g., posterboard); these projects will be assigned in time to allow students to acquire needed materials. Students who need assistance obtaining materials can talk to Dr. Coffman.

TEXTS/CURRICULUM:

JMCSS has recently adopted the HMH curriculum, which includes six units per grade level organized around different themes. The focus of English III is the development of American literature, and various units will explore texts in various genres (nonfiction, fiction, poetry, drama, visual, auditory), the texts' historical context and how they reflect the changes in American society, as well as how they related to our current society. All texts are provided for student use throughout the course; students will have access to the HMH textbook through their Clever account. In addition to reading and writing skills addressed throughout the above units, ACT skills and grammar skills will be practiced during the course.

DUAL ENROLLMENT:

Students have the opportunity to be “dually enrolled” and to earn college credit for English Composition I through the University of Memphis at Lambuth. Students must meet the requirements of the university and complete the application process by scheduled deadlines. Additional readings and/or assignments may be required for dual enrollment students. Information about dual enrollment will be shared in class at the beginning of the semester. For more information, students may also contact Ms. Natalie Lochridge, guidance counselor, or Ms. Jen Hicks, U of M/Madison liaison. It is the student's responsibility to complete the application and grant process in a timely manner.

WRITING:

Regular writing assignments will be given in many formats—creative and analytical writing, fiction, nonfiction, poetry, responses, reflective letters, etc. Students will be guided through the writing process, will participate in writing response groups, experiment with voice and style and improve grammar skills through writing mini-lessons, reflect on the writing process, and share writing with the class. We will write essays in response to complex texts; the mode may be narrative, expository, or argumentative. Throughout the semester we will examine rubrics and models for each of these modes and will compose, revise, and edit writing to be prepared for the exam, college, and beyond. Students enrolled in Dual Enrollment English III/English Composition I may be expected to complete additional writing assignments to fulfill the expectations of the college course.

WEEKLY SYLLABUS / CLASS WEBSITE:

Each week, I will post a syllabus with assignments to the class page on the class website (drcoffman.weebly.com) to help students with planning & tracking assignments. Additionally, many handouts, PPTs, links, and other helpful resources can be found on the class website. I will review the class website, syllabus, and other materials frequently (almost daily). The student should also be responsible for accessing the class website and for checking PowerSchool for grade updates. We will also use Microsoft Teams to access, complete, and submit *some* assignments.

The student will need to practice good time management skills. We will be working on various assignments at one time. For example, the student may have a daily reading assignment, a novel, a poetry project, and a writing assignment in progress at any given time. The student will need to keep track of when assignments are due and will need to schedule time for working on these assignments accordingly. The student should expect to have some form of English homework every night.

COMMUNICATION

Outside of class meetings, the class website and our Teams page are good places to find information. If you have reviewed information on the class website and in Teams and still have questions, the best way to contact me is through the Remind app listed at the top of this syllabus or through email (using your school email address). I will try to answer promptly; however, I may not respond immediately.

GRADING:

Nine Weeks' Grades (updated regularly in PowerSchool):

Tests = 60% (e.g., unit tests, longer essays, projects requiring extended time)

Quiz = 30% (e.g., quizzes, assignments requiring multiple days, presentations)

Daily = 10% (e.g., homework, short assignments)

Grading Scale	
A	90-100
B	80-89
C	70-79
D	60-69
F	59 and below

Final Grade:

First nine weeks' grade = 37.5%

Second nine weeks' grade = 37.5%

Final Exam grade = 25% (*This percentage is determined by the state and could change if directed.)