

**Website:** [wendelsworld.weebly.com](http://wendelsworld.weebly.com)

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**Goal/Purpose:**

Welcome juniors! Whether you've just put up with English class in the past, or if you've liked it, you're in the right place! The mission and vision for this class is to create a learning community that has been liberated to read for meaning, write to be heard, and speak with clarity. In the end, I hope you come out of this class finding you *actually enjoy* reading, writing and speaking with others. You will get to pick most of the reading, writing, and speaking material we cover in class: your own books, your own ways of expressing yourself in writing, and what you choose to share. Since this is traditionally a course covering American literature, we will cover some of the highlights from the past two centuries. I'm excited about the discoveries we will be making together this year!

**Key Skills and Objectives:**

1. Become a self-directed reader, writer, and speaker, increasing your confidence and identity by setting and reflecting on your individual goals.
2. Build reading volume and stamina: Read at least three full-length books in this class, two or more of your choosing; be able to read at least 45+ minutes at a time and increase your lexile level by 100+ points.
3. Build deeper understanding of text by:
  - Using specific annotation tools and self-monitoring strategies to help build a live circuit between you and the reading
  - Grasping four levels of understanding: what was said, what it meant, how it was said, and what was left unsaid.
  - Becoming more fluent with more complex texts: classical, modern, non-fiction, short stories, speeches, articles, essays, plays, novels, poems, and articles.
4. Build writing stamina by writing routinely in class.
5. Build vocabulary knowledge by intentionally incorporating new, unknown words into writing and speech from your word journal.
6. Practice multiple genres of writing: reflections, narratives/memiors, persuasive reports synthesizing sources, arguments, speeches, and analytical essays.
7. Effectively use revision to make writing better.
8. Learn several "sentence moves" and language features (e.g. semicolons, colons) to express yourself.
9. Speak with more appropriate poise, voice, life, eye-contact, gestures, and speed.
10. Integrate relevant technologies like websites, videos, podcasts, etc. into your learning process.
11. Master or improve upon our daily learning targets taken from the Common Core Standards identified for every junior level ELA course.

**Contact Information:** You may contact me at the following e-mail: [jwendel@muhsd.org](mailto:jwendel@muhsd.org) **PLEASE NOTE: When emailing me please put your name (if a parent, your child's name) and period you have English class in the Subject box.** If you do not do this I may not know whose email I am answering.

**Materials:**

\* A note about digital technology: There will be times when we read and write digitally, but experience and research indicate that deeper reading, greater retention of information, and more fluid writing revisions occur using graphic and non digital texts.

- a. **Writer's Notebook:** This is a one subject notebook that you will keep all your writing drafts, personal word journal, note-taking, and "sentence moves" notes in.
- b. **Book Selection:** You will get a physical copy of your chosen book in the first weeks of class.
- c. **Folder:** you can keep all your handouts in this one location.
- d. **Laptop**

### Projected pacing for 2023-2024:

Unit Dates	Reading Focus	Writing Focus	Presentation Focus	Sentence Moves
<b>Stories that Changed the World: Part I</b> Aug 16th-Oct 20th 47 Days	Book #1: You Pick Fiction  Early American Lit Selections	<b>Autobiographical Narrative</b> (3 drafts & final)  “ABCD” short response	AWE Group Discussions: Academic Well-Spoken Engaged Focus: <b>Voice</b> Narrative Reads	Blending Quotes  Narrative Moves: Dialogue Int Mono Sensory Detail Fig Lang
<b>Information Everywhere</b> Oct 23rd-Dec 19th 38 Days	Independent Nonfiction  Selected essays, data, infographics, political cartoons	<b>Informational Report</b> (3 Drafts and Final)	60 second lesson Focus: <b>Eyes</b>  Socratic Discussions	Text Evidence: Direct Quotes Paraphrase Summarize
<b>Stories that Changed the World: Part II</b> Jan 8th-Feb 16th 29 Days	Book #3: You Pick  Mid-American Lit Selecteds	<b>Imagined Narrative</b> (3 drafts & final)	Narrative Reads Focus: <b>Speed</b>	Frag/Run-ons Semi-colons Colons
<b>Arguments Everywhere</b> Feb 26-April 12th 29 Days	Independent Research  Selected Nonfiction and Amer Essays	<b>OP-ED Argument or Product Review</b>  5 part argument	60 Second Speeches  Focus: <b>Life</b>	In-Text Citations Works Cited Page Rebuttals They say, I say...
<b>My American Dream</b> April 15th-June 2nd  37 Days	Book #3: Class Novel <i>The Great Gatsby</i>	<b>Literary Response Essay</b> (Gatsby then and Today 3 drafts and final)	Final Paper Presentation PVLEGS	Thesis Statements Transitional phrases

**Classwork 30%:** Many class assignments will be checked for completion in class in the writer's notebook. These are used for practice, and you get full points for completion.

**Independent Reading 10%:** Two times a week you will have 15 minutes to read in class. You get all these points just for reading. You will set your own goals for reading outside of class.

**Writing Assessments 30%** - After you have been given sufficient instruction in how to write (in-class models, group writing tasks, and peer edited assignments), you will be assessed on your ability to analyze and synthesize information with on-demand tasks and full process writings that I will conference with you on. Everything in our class is a draft and can be resubmitted for a higher mark.

**Reading Assessments 20%:** We will have short multiple choice quizzes and short written responses to help me know if you understand the readings.. These assessments can be retaken if you did not score at least a 70%.

**Presentation Assessments 10%** - You will have practice learning the art of speaking in public, after which will be larger presentations.

*Semester grades* are accumulated over two quarters and ***semester grades make up the permanent transcript.*** A = 90%, B = 80 %, C = 70%, D = 60%. F = 0 to 59%.

#### Turning in Assignments

You must turn in all assignments when they are due. I will accept some assignments one day late for up to 70% of the grade. Every assignment we do in class will have a number and be posted on Classroom. These numbers will show on Aeries. All assignments will be handed in on paper in class. In the event that you can only turn it in online, you will see it say “(ONLINE TURN-IN)”.

## Absences

If you are absent, it is your responsibility to find out what assignments you missed. You have **two days for each day absent** to make up the work you missed. **Assignments given before your absence are due on the day you return.** **Long term writing assignments** (2 weeks or longer) are to be turned in on the due date **even if you are absent** during that span. Please have a parent or another student turn in the assignment if you are not going to be in class on the due date.

## MHS English Department Academic Honesty Policy

As members of an academic community, students and faculty have the responsibility to foster and maintain Academic Honesty. Academic dishonesty is a serious violation of the trust upon which an academic community depends. Examples of academic dishonesty follow.

**Plagiarism/Copying-** The definition of plagiarize is “to steal or pass off (the ideas or words of another) as one’s **own without crediting the source**” (*Webster's 877*). In addition, any unauthorized collaboration, working with or receiving help from others on graded assignments without the specific approval of the instructor, is considered cheating. More specifically, copying from another student’s assignment or letting someone copy your assignment (whether it is word-for -word or partially copied) **is a violation of the English Department Academic Honesty Policy as well as against the MHS policy and California Ed Code 48900.**

Other forms of violation of the Academic Honesty Policy include the following:

- Obtaining an examination prior to its administration
- Using an unauthorized aid during an examination
- Having materials or information on the desk or within sight
- Knowingly assisting someone else during an examination
- Talking during an examination
- Helping another student cheat on an exam or assignment unless the instructor has made it clear that the assignment is a partner/group assignment

**Ignorance of these standards will not be considered a valid excuse or defense.** If a student is ever in doubt about an issue of academic honesty, or has any hesitation about a contemplated course of action, the student should consult with his or her instructor, counselor, or associate principal.

## **Penalties/Consequences for violating the MHS English Department Academic Honesty Policy:**

1. Each student involved in the incident (regardless of his/her role) will receive an **F (0) points**.
2. Each student involved in the incident will have a parent notified.
3. **No alternative assignment** will be given to replace the points lost.

## Classroom Rules are easy:

- 1) **Work Hard** – be in your assigned seat when the bell rings, come prepared, stay on task, put away your phone in a backpack (unless you have cleared it with me), only use the bathroom unless you absolutely have to. Stay seated until the bell rings.
- 2) **Be Nice!** – Wear a smile. Think of others first. When someone else talks, don’t talk over them. Be polite. Use “please,” “thank-you,” and “your welcome”. The class is rated “G” – no profanity.

I look forward to helping you succeed in Eng 3!

Sincerely,  
Mr.  
Wendel



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## **Student Parent Eng 3 Contract**

I hereby acknowledge that I have read the requirements of Eng 3. I welcome the challenge and excitement of learning more complex and demanding material while becoming better prepared for my future. I will:

- 1) Come to class with the material described
- 2) Be nice and actively participate in classroom discussion and presentations.
- 3) Put away digital distractions: Work hard by putting away texts, social media accounts, and video games until after class.
- 4) Avoid plagiarism as defined

Period \_\_\_\_\_

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

Parent Signature X \_\_\_\_\_