

**Center for Talent Development
Northwestern University
Course Syllabus Template
Gifted LearningLinks Program**

Course Title:

- a. English Vocabulary III Honors (Level Three)

Prerequisite: English Vocabulary I Honors, English Vocabulary II Honors

Course Description:

This course takes the previous curricula to a new, higher level, bringing together how modern English words are the embodiment of ancient Latin and Greek elements and how knowledge of these ancient elements aids in our understanding and appreciation of English vocabulary.

High school credit: 2 semesters

Outcomes: Upon successful completion of this course, students will:

- further develop the base of 500 Latin and Greek stems that they established in the first and second courses.
- encounter a broad base of vocabulary based on these stems, and learn how the words are used in academic contexts
- experience challenging thinking problems in relation to the words they are learning

Resources and Materials:

- a. Thompson, Michael. *The Word Within the Word*, Volume Three
- b. File of quizzes and tests—download from course site.
- c. Index of stems and words—download from course site.
- d. Two classic novels, approved by the teacher.

Student Evaluation and Grading Policies for Credit Courses Only:

- a. CTD Grading scale

90 – 100	A
80 – 89	B
70 – 79	C
60 – 69	D
0 – 59	F

- b. Breakdown of final grade: 58% quizzes, 23% tests, 19% novels. There are thirty quizzes, six tests, and two novels to read.

Instructor Biography

Michael Clay Thompson received a Bachelor's degree in Philosophy and Anthropology from Washington and Lee University, and a Master's degree in

gifted and talented education from Western Carolina University. He is the author of over thirty books. He has served on the Board of Directors for the National Association for Gifted Children, and is a speaker and consultant to schools and school systems across the U.S. He has taught in CTD since 2001.

E-mail Mr. Thompson: xxxxxxxx@mac.com

Schedule: Please indicate specific instructional strategies that you plan to use to differentiate instruction (tiered assignments, flexible grouping, etc.)

Date(s)	Content	Activities	Assignments and/or Assessment	Instructional Strategies
Every week	Latin and Greek stems, and English vocabulary containing those stems.	Students will study the list of stems and read the Notes Page in the chapter.	Students will take a quiz supplied via download and email it to the instructor.	Presentation of extremely advanced content. Memorization. Comment to indicate comprehension.
By end of course.	Classic Novels	Students will read two classic novels of high vocabulary, with titles approved by the instructor.	Students will submit via email discussions about the novels.	Students will benefit from encounters with classic literature.
Every week	The Translation section of the chapter.		Students will translate the exercise from its wordy version back into good English.	The exercise is a capsule review that requires students to encounter the vocabulary in context.