

English III

Ms. Anthony
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Course Description

This course focuses on American Literature. It includes an intensive study of vocabulary, sentence structure, and multi-paragraph compositions. The major focus is on reading to include students' choice and on writing in preparation for graduation. This course provides the critical reading and writing skills necessary for college and the work force.

Class Information

Before this first week is up, our class will establish routines, organize, and determine important timelines for writing and major assignments for the first six weeks

Course Calendar/Schedule:

Six Weeks calendars will be posted in Google Classroom at the beginning of each six-week period. Please keep in mind that dates may be subject to change for instructional purposes. The first six Weeks calendar is included at the end of this syllabus.

Google Classroom

Students are required to join our class on Google Classroom. The student must access Google Classroom using their MISD email. Assignments will be posted there, and students will turn in electronic assignments on this site. In addition, students can view their graded assignments and comments for feedback and improvement. Tutorials may also be posted in video format or web based lessons. Students will download tutorials at the end of class for access at home to study or review should they need the additional help.

It is the students' responsibility to access Google Classroom each day for announcements and email reminders. Furthermore, parents and students should review their progress weekly on both Google Classroom and Skyward Parent Portal.

Cell Phones and IPADS

- Cell phones are ***not seen - out of sight!*** This means in all FHS classes, no cell phones will be out during instruction.

LATE WORK

- Teacher designates due date and time for assignment (Beginning of class period, End of class period, designated time of day)
- If student fails to meet the due date and time, then the student has till the next class period (next A day or B day) to turn in assignment to be considered one day late.
- Students will be assessed a penalty of 30% points for up to one class period late.
- Score of a zero may be given for work turned in after one day late.

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MAKEUP WORK (because of absence for any class missed)

- The teacher may assign the student makeup work based on the instructional objectives for the subject or course and the needs of the individual student in mastering the essential knowledge and skills or in meeting subject or course requirements.
- A student will be responsible for obtaining and completing the makeup work in a satisfactory manner and within the time specified by the teacher. When absent, the student is afforded the number of days missed plus one additional day to turn in makeup work. [A/B Block Example: A student misses Monday and Tuesday of the week and he/she returns on Wednesday of that same week. Student work from Monday's absence is considered late after Friday, and student work from Tuesday's absent is considered late after the following Monday.]
- A student who does not make up assigned work within the time allotted by the teacher will receive a grade of zero for the assignment.
- A student is encouraged to speak with his/her teacher if the student knows of an absence ahead of time, including absences for extracurricular activities, so that the teacher and student may plan any work that can be completed before or shortly after the absence.
- A student will be permitted to make up tests and turn in projects due in any class missed because of absence. · Teachers may assign a late penalty to any long-term project in accordance with time lines approved by the principal and previously communicated to students.
- See UIL Eligibility ("No Pass/No Play") guidelines for additional information related to grades and UIL Eligibility.

Tardies

Students are expected to be in their desk ready to begin work by the time the tardy bell rings. All other, cell phones, iPods, earphones, and electronic devices must be turned off and stowed in their bag or backpack. This is best for the student and the classroom environment. Passes from other teachers in the building will not be accepted without my prior approval.

Parents will be notified of their student's tardies at the 2nd and 3rd tardy. Referral to the principal will begin at the 4th tardy.

Participation

Students are required to participate in class discussion, peer revision, partner activities and group work. When grades are assigned for these activities, they will be reflected in the appropriate categories below. Sometimes, the participation is intended for learning new concepts or reviews. Usually these will be assigned a value of a daily grade. Any major grades assigned in relation to group work will be evaluated on an individual basis only.

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MISD GRADING SYSTEM FOR GRADES 9-12

The district high schools use a weighted numerical grading system.* **The following chart reflects the MISD grading system for grades 9-12:**

A	90-100
B	80-89
C	70-79
F	Below 70

An "Incomplete" (I) reflects incomplete student work and is not considered an academic grade.

*See MISD Board Policy EIC (LOCAL).

GRADING PRACTICES

Six weeks grades shall be obtained by averaging student work as detailed below. Daily assignments may count more than once, but no more than twice. MISD Curriculum Based Assessments (CBAs) are calculated as part of the daily work category.

Grade Categories

Regular/Pre-AP/AP

- 60% - Major Grades
(Minimum: 1 test & 1 fully processed essay)

- 40% - Daily Work, Daily Writing, & Quizzes

SEMESTER EXAMS

Each semester, specific exam schedules are designated for MISD high school and dual credit courses. These schedules must be followed. Neither mid-term nor final exams are given early. If a student is absent on the day of an exam he/she will take the exam at a date/time designated by the school.

TEST RETAKES

- Students who fail a major test/assessment (below 70%) will be allowed to retake or correct up to a 70% grade. This does not include semester examinations.
- Students are expected to arrange with the teacher to retake or correct a major test/assessment.
- Students are encouraged to participate in tutoring opportunities before retaking a test.
- Each teacher will communicate routine requirements for retakes and corrections in his/her course syllabus.
- All retakes or corrections must be completed prior to the end of each six week grading period unless the student is afforded time, after the six week grading period, as a result of the district's absent/make-up guidelines.

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UIL ELIGIBILITY (“No Pass/No Play”)

- Semester grades are computed by averaging the numerical grades recorded for each of the three six week reporting periods.
- Each six week grading period will stand alone for eligibility purposes.
- A student who is declared academically ineligible after a six week grading period will be able to regain eligibility if all of the student’s grade averages are 70% or higher at the subsequent 3 week grade reporting period.
- See MISD Board Policy FM (LOCAL) – Exempt Courses.

Class Supplies

Required daily

Laptop, charged each day before class.
Black and red pens
Highlighters
Pencil for Scantron tests.

Assigned textbooks, novels, readings
Also required and appreciated -one box of tissue

Academic dishonesty

Teachers determine what constitutes cheating and/or plagiarism.

Consequences for academic dishonesty

Daily Work

- Every Offense
 - Academic and Disciplinary Consequences
 - Assign grade of zero
 - Write a referral
 - Teacher contacts parents
 - Consequence from administrator would be a minimum of AC placement

Exams or Other Major Assessments

- Every Offense
 - Academic and Disciplinary Consequences
 - Assign grade of zero
 - Write a referral
 - Teacher contacts parents
 - Consequence from administrator would be a minimum of AC placement
 - An alternative exam or major assessment can be completed for a maximum grade of 70%
 - Academic Associate is notified and will schedule a meeting with student, parent and teacher

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Texts, Readings, Materials

The primary textbook for the class is **Literature** and **Connections** with a focus on American authors. Each student may check out a copy to keep at home. Students will need copies of the assigned novels to read outside of class throughout the year. Copies of most titles are available in the classroom or electronically. Students will be required to read most reading assignments outside of class. Students should have their copies of these texts in class daily.

English III Approved Reading List

The Blythedale Romance	The Glass Menagerie
The Bridges of Toko-Ri	The Grapes of Wrath
The Catcher in the Rye	The Great Gatsby
The Crucible	A Lesson Before Dying
The Curious Incident of the Dog in the Nighttime	Our Town
Death of a Salesman	A Raisin in the Sun
Ender's Game	The Scarlett Letter
Fallen Angels	The Secret Life of Bees

Supplemental Readings

Parents will find additional help for their child by referring to the textbook issued to their student. The following websites are also sources of information.

1. Writing Topics and Research Information - [www. owl.english.purdue.edu](http://www.owl.english.purdue.edu)
2. Reading and Literacy- <http://www.readwritethink.org/parent-afterschool-resources/grade/9-10/>
3. SAT and College Board information-<http://www.collegeboard.org>

Extra Credit

Extra Credit will not be given for replacing low grades on assignments, tests, major assignments or compositions. All graded assignments are a reflection of the skills and content students must know in order to be successful in this course. Extra Credit is offered occasionally at the teacher's discretion and must be completed on the student's time outside of the school day. Extra Credit assignments are due on time and will not be accepted later than the due date.

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FIRST SIX WEEKS CALENDAR

Lesson Obj.	Monday	Tuesday	Wednesday	Thursday	Friday
			15 A Day Introductions, Class Syllabus Ice Breaker Activity	16 B Day	17 Did you join google class? Remind 101? Close reading and annotating a work of fiction Connections Ch. 10, p. 184
We infer theme from a literary text. I will annotate a selection for details.	20	21 Vocabulary Lesson 1 Connections, p. 186-191, POV	22	23 Connections p. 192-198 Analysis of Literary devices, and interpretation	24
We will invent a character to compose a story Write first and final drafts after revision.	27 Vocab Lesson 1 due Write a short original story with focus on character	28	29 Vocab Quiz, Lesson 1 Mini lesson on: Phrase, clauses, sentence types. Class anchor chart.	30	31 Student Holiday

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			Peer evaluation Finish short original story Due 9-4/5		
We will make inference about the structure/elements I will provide evidence to support my conclusions.	3 Labor Day	4 Intro Independent reading project, Banned Books Short Story Inference and conclusion The fall of the House of Usher, P 410.	5	6 Short Story Literary Elements An Occurrence at Owl Creek	7
We will make inference about the structure/elements I will provide evidence to support my conclusions	10 Vocab Lesson 2 Connections, p. 335-345. Theme, style, POV, comparison/contrast	11	12 Connections, Complete, assessment mini test. PBL Banned Books	13	14 PBL Team Research Select evidence supporting position Record sources
We will analyze/infer expository text; synthesize ideas, make connections I will provide evidence to support my conclusions	17	18 Vocab Lesson 2 due PBL Banned Books Prepare presentation with team	19	20 Vocab Lesson 2 Quiz PBL Banned Books Prepare presentation with team.	21

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<p>We will defend inferences and complex conclusions.</p> <p>I will present a banned book and defend a position to ban or not to ban the book.</p>	<p>24 PBL Banned Books Practice presentation with team</p> <p>Works Cited due</p>	<p>25</p>	<p>26</p> <p>PBL Presentation in the CUBE</p>	<p>27</p> <p>End of Six Weeks</p>	<p>28 Student Holiday</p>
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Dear Parents,

I am delighted to be your child’s teacher. Email is the most timely and efficient way to communicate with me. Please email should you need to contact me. The syllabus is posted in Google Classroom for you to review.

Please sign this form to verify that you have received and read the syllabus for this class.

Student Name

_____ (please print) Block # _____

Parent/Guardian Name #1

_____ (please print)

Phone contact

Email

_____ @ _____

Parent/Guardian Name #2

_____ (please print)

Phone contact

Email

_____ @ _____

Parent Signature
