



Westside High School English III Syllabus

This course is designed to challenge and expose students to a variety of literary genres and authors. Students will be instructed in various writing styles and will be expected to produce several out-of-class and in-class writing assignments. Upon completion of the course, students will be more aware of how important writing and reading skills are and how to adequately create documents for both college and real-world environments.

LEARNING OBJECTIVES

Students will have the opportunity to develop strategies and knowledge to:

- Develop, apply, and demonstrate effective speaking, listening, and presentation skills;
- Demonstrate their comprehension and analysis of material through regularly scheduled quizzes and tests and written assessments
- Compose effectively and purposely for diverse audiences through a variety of written models edited for organization, coherence, support, and Standard English (including grammar, usage, punctuation, spelling, and capitalization);
- Analyze literature for content and through writing, support a personal response to build a connection between literature and life.

LEARNING OUTCOMES

By the end of this course, students should be able to do the following:

- Demonstrate the ability to respond to a text by employing personal experiences and critical analysis,
- Express analysis and practice writing skills through academic writing assignments and in-class essays; and
- Describe how various American writers' use of language is related to contemporary ways of thinking, cultural heritage, and cultural values.

COURSE GRADING

70% --Major grades

Every six weeks, there will be the same standardized major grades:

- A project-based assignment
- An essay
- A multiple choice tests

30% Minor grades

- Daily assignments
- Vocabulary and reading quizzes
- Homework

Westside High School Retake Policy

District Policy on Retakes:

Source: Board Policy, EIA, Local

At Westside, a retake is an assessment that matches the rigor and objectives of an original exam. Retakes often increase a student's grade, but the primary purpose is a second opportunity to demonstrate mastery of course material.

Retakes should be similar in length and rigor to the original assessment and must NOT be designed for the purpose of raising a grade (i.e. significantly shorter assignment, completion grade, etc.)

Retake Guidelines

- **All teachers must follow Policy EIA (Local).**
- **All major grades are eligible for a retake.**
- **Assignment must have been attempted to be eligible for a retake.**
- **Retake must be completed within two weeks of the original test grade being posted in PowerSchool.**
- **Retakes are for failing grades (below 70).**
- **Students with absences still have the opportunity to have a retake for a make-up exam.**
- **Retakes are not allowed for final exams.**

Retake Process

- **Prior to retaking, students must complete one or more of the following, determined by the teacher:**
 - o **Attend necessary tutorials**
 - o **Complete alternative assignment**
 - o **Complete necessary homework**
 - o **Complete test corrections**
- **After a student completes a retake, the teacher has a week to grade the assessment.**
- **All retake grades are capped at a 70.**

LATE WORK

All assignments (including tests) must be completed on time. A reduction of 20 points will be given to any assignment turned in by the following Monday. All submissions due the last week of the cycle **MUST** be submitted on time.

ABSENCES

Students who are absent on the day an assignment is due are expected to turn in the

assignment upon their return to the class. A student absent on the day of a test is expected to make up the test after school on their return to campus. **If the student does not report to make up the exam within the previously stated time frame, NO CREDIT (0%, ZERO) will be given for that test.** If a student is absent, any make-up work may be retrieved from the daily folder in the room. Do not come and ask me what you missed.

Extra credit will rarely be made available. These assignments are not mandatory and will be at teacher's discretion.

TUTORIAL SCHEDULE

I am available for tutorials on Monday's and Wednesday's (Second half of lunch) and Thursday's Afterschool.

ACADEMIC EXPECTATIONS

Maintain a high level of academic integrity. Cheating is defined as giving or receiving aid on any assignment, be it homework or during an exam. I read everything you complete in this class and turning in the same homework as someone else will earn both students a zero that they cannot make-up. I cannot differentiate between the cheater and the cheated, so both students will suffer for making this choice.

BEHAVIOR EXPECTATIONS

Disruptive behavior will not be tolerated in this class. You are all nearing adulthood in legal and social terms. In this class you will be expected to conform to both school and district expectations of student behavior. Infractions for disruptions (excessive talking, sleeping, cell phone use, profanity, etc) will follow the guidelines laid out in the Student Code of Conduct. 1st infraction will be a warning. 2nd infraction will be a parent/ student conference. 3rd infraction will be a written referral to the Discipline Office. No exceptions and no excuses will be made.

CAVEAT

This is a liberal arts course, which means that the student will be expected to be open-minded and willing to explore new ideas and concepts. Mutual respect will be a mandatory in this classroom. You will be asked to challenge preconceived notions. You will be invited to discover new truths. Be prepared for this.

“A man is but the product of his thoughts; what he thinks, he becomes.”

~Mahatma Gandhi~

COURSE OUTLINE

Reading selections listed below represent a sample of choices—changes may be made at teacher's discretion.

First 6 Weeks –Developing My Identity and Determining Who I am Meant to Be
Essential Questions:

- How does poverty impact my sense of self?
- How does being resilient and developing grit help me understand who I am?
- Is it better to be self-reliant or interdependent?
- How does education impact my sense of self?

Reading Selections: The Glass Castle

Writing Focus: Rhetorical Analysis

Second 6 Weeks – Family, Expectations, and Gender Roles

Essential Questions:

- Do family values perpetuate gender roles?
- Should we express or repress our feelings?

Major Reading Selections: Like Water for Chocolate

Writing Focus: Argumentative Essay

Third 6 Weeks – The American Dream: Opportunities, Individual Goals, and Overcoming Barriers

Essential Questions:

- What is the American Dream?
- How do individuals determine or understand their place in society?
- What are the social, educational, economic, political and religious freedoms associated with “The American Dream?”
- What are some of the obstacles to achieving “The American Dream?”

Major Reading Selection: A Raisin in the Sun

Writing Focus: Interpretative Essay

Fourth 6 Weeks – How Internal and External Conflict Shapes My Identity

Essential Questions:

- How do my personal internal conflicts impact my sense of self?
- What are the effects of war?
- How does war create internal conflict?
- Is war ever justified?

Major Reading Selection: The Things They Carried

Writing Focus: Rhetorical Analysis

Fifth 6 Weeks – Society, Class and the Plight of Love

Essential Questions:

Major Reading Selection: The Great Gatsby

Writing Focus: Literary Theory

Sixth 6 Weeks – The Future Me: Moving Beyond High School

Essential Questions:

- What affect do my decisions now have on who I want to become later?
- What is important to me as I start to think about college and beyond?
- How to I self-assess and self-manage effectively, so that I can maintain healthy relationships in the future?

Reading Selections: Non-Fiction Texts and Short Stories

Writing Focus: Research-Based Expository and Informational Essay

**WESTSIDE HIGH SCHOOL
MRS. HEBERT'S ENGLISH III CLASS**

STUDENT

I have read, am familiar with, and accept the requirements and expectations of the entire syllabus packet for Mrs. Hebert's English III class.

Student signature: _____

Printed student name: _____

Class Period: _____

Student email address (one that you check regularly, please):

PARENT/GUARDIAN

You have two options. You can sign and fill out the form below, or you can email me at tonya.prince@houstonisd.org to acknowledge that you have read the syllabus packet. If you email me, make sure to respond with your complete contact information (phone numbers and alternate email addresses). This way I will have your correct email address already on file, and it also gives you an opportunity to communicate any information you feel is important for me to know so that I can help your son or daughter to be successful in English III this year. Just make sure you include the name of your son/daughter in the subject line of the email.

Please sign and fill out the information below.

I have read the syllabus, assignment and classroom expectations for Mrs. Hebert's English III class.

Parent/Guardian signature: _____

Printed Parent/Guardian name (please print):

Email address: _____

Home telephone: _____

Work telephone: _____

Please offer any additional information you would like to share here: