

English I HADV: 1A (Fall) and 1B (Spring)

2021-22 Course Syllabus



Instructor: Dr. Gwen Pauloski

East Early College High School

Students: please contact me via **Teams Chat**

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Instructional Philosophy

Literacy is the way we understand, interpret, create, and communicate “in an increasingly digital, text-mediated, information-rich and fast-changing world” (UNESCO).

My mission as your English I teacher is to support you in further developing the literacy skills essential for your success as a scholar, productive employee or entrepreneur, and active citizen.

We develop our literacy skills as we —

- read, write, listen, speak, create, observe, and think
 - engage with digital, print, and multi-media texts across a variety of genres.
 - see skills modeled, analyze exemplars, practice together and alone, get precise feedback, reflect, and revise
 - engage together in collaborative discussion, text study, and writing
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Course Description

The English I HISD-Advanced course is an introductory, on-grade-level course that helps prepare scholars with the skills needed to be successful in rigorous academic courses in high school and beyond. The Texas Essential Knowledge and Skills (TEKS) standards shape our course. The English I TEKS strands include discourse, self-sustained reading, vocabulary, comprehension, reader response, literary and rhetorical analysis, composition, and inquiry.

Texts take center stage in our classroom, inspiring and preparing us for close, critical reading and analytical writing. We read texts across varied genres, modes, eras, and perspectives.

As readers, we learn to observe small details in a text to arrive at a deeper understanding. We also learn to appreciate authors’ subtle craft choices. As writers, we focus on crafting complex sentences, well-organized paragraphs, and focused essays. We develop and leverage four practices as we engage with texts and each other:

- **Read closely:** We read closely and analyze complex literary and informational texts.
- **Value evidence:** We value text evidence and incorporate it effectively in writing and speaking.
- **Notice language choices:** We understand how writers and speakers use specific words and sentences to move the thoughts, emotions, and actions of their readers and listeners.
- **Co-construct meaning:** We work together as a community to make sense of texts, practice skills, compose texts, and inquire about topics.



Course Goals

- Goal 1: We will savor choice texts, applying comprehension, response, and analysis strategies to deepen our understanding and enjoyment.
 - Goal 2: We will read closely and analyze a variety of challenging texts across genres, modes, eras, cultures, and points of view.
 - Goal 3: We will engage in the writing process to plan, compose, revise, edit, and publish texts.
 - Goal 4: We will compose effective, varied, scholarly sentences and paragraphs.
 - Goal 5: We will co-construct meaning and exchange ideas, perspectives, and strategies.
 - Goal 6: We will synthesize information and perspectives from multiple texts to create new understandings.
 - Goal 7: We will create products (alone and with peers) that demonstrate depth of thought, attention to detail, and scholarly effort and inquiry.
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Units of Study

Students will receive a unit overview at the beginning of each unit of study with an overview of the major texts, experiences, and assessments they will engage in during the unit. Unit plans and schedules are subject to change depending on the evolving needs of students.

Learning Routines

Class Meetings. During our class meetings, I will provide direct instruction critical for your success in the course. You will engage in a variety of learning experiences – whole class, small-group (with and without me), and independent.

HUB Lessons. All lessons are provided in the HUB course, Resources section, in numbered, dated folders. The first item in each lesson folder (page or note) provides instructions, due dates, and links to resources. Whenever you need to review an assignment or instruction, please visit the HUB lesson folder first.

Materials. We will use a OneNote digital notebook in our class. To get the most out of the OneNote notebook, use your laptop (rather than your phone). Make sure your notebook is synced, staying signed into Microsoft Office 365. You are expected to bring your brad folder to class every meeting and to keep it with you.

Choice Reading. You are expected to devote at least 100 minutes to reading choice books each week. Ask for help with book selection as needed. Books are available from our classroom library, school library, MackinVIA, and the Houston Public Library. We will respond to and reflect on our choice reading weekly.



Technology Tools and Applications

Much of our work requires access to technology and reliable Internet connection. You are responsible for charging your laptop and phone at home.

You will sign onto the Microsoft Office 365 portal to access a host of applications. You will store documents in your OneDrive cloud-based storage. You will use Microsoft Teams Chat for teacher contact. We will also use other technical applications to collaborate, communicate, create, and practice skills. You will access texts digitally via the English I *My Perspectives* textbook, MackinVIA, Actively Learn, NewsELA, Edji, and your OneNote notebooks.

Once students enter our classroom, please turn off and put away your personal electronic devices (cell phone, earbuds, charger, headphones) in your backpack or bag. When we are working on our HISD laptops in class, you may use your headphones or earbuds. Please make sure you are not accessing other outside input (e.g., social media, music, etc.). Please make sure you are not sending private communications during class without express permission. If you need to use your cell phone for any reason, please ask me.

Please check with Mrs. Square or Ms. Rodriguez if your family needs support with Internet access. Check with Mrs. Palacios if your school laptop or any software is not working.

Assessment and Grading

Assessment Criteria

I explain and model expectations for assignments with verbal and written instructions, modeling, exemplars, and/or rubrics. In general, successful work meets the following criteria:

- demonstrates mastery of the assessed skill/s or concept/s
- meets stated and modeled assignment expectations; follows instructions
- shows thoroughness, thoughtfulness, and care.

Diagnostic Assessments

Diagnostic assessments inform the teacher, student, school, and district of the student's starting points and progress. These assessments help us know where you need additional support. Diagnostic assessment scores will only be "counted" as a formative assessment grade when they help your grade. If it appears a student has not maintained scholarly focus during a diagnostic assessment, the student may be asked to retake the assessment outside of class time.

Formative Assessments: 60% of your cycle grade (3–20 points each)

Formative assessments assess your knowledge and skills *during* instruction. Formative assessments allow you to practice and apply concepts and skills. They provide feedback to the teacher and student and can be used for improvement. Formative assessments may be individual or group, oral or written.

Formative assessments include in-class activities, daily assignments, weekly choice reading responses, and informal quizzes.



Summative Assessments: 40% of your cycle grade (20–100 points each)

Summative assessments attempt to measure your knowledge and skills *after* instruction. Summative assessments include unit exams, selection tests, final exams, major papers, projects, and presentations. The STAAR English I end-of-course exam is a summative assessment of your reading and composition skills.

Due Dates – Late Submissions

I will communicate assignment due dates verbally and in writing during class and in the HUB lesson. To ask for an extension, ask me or send a note in Teams Chat *before* the due date. Assignments submitted late without an extension or excused absence will be penalized 20% each school day.

For some summative assessments, you will not be able to submit late or revise. I will notify you in the assignment instructions of these cases. If you submit a summative assessment after the due date without an approved extension, you will earn a “0.” This grade will not be able to be made up.

Making Up Assignments – Excused Absence

A written excuse from your parent or guardian must be provided to the school office no later than three school days after an absence or tardy. If you have an excused absence or tardy, I will work with you to arrange to complete your make-up work upon your return. We will establish the due date at that time.

Please inform me in Teams Chat as soon as possible if you will miss a due date because of an excused absence or tardy. If you miss class, please review the HUB lesson as soon as possible. You can reach out via Team Chat for support.

Revision Opportunities

You can revise formative assessments within five school days after I have posted the grade. Please review my feedback, the assignment, and any instructional materials before you revise. Some summative assessments may also be revised – I will notify you in the instructions whether the assignment can be revised.

I will not regrade work submitted more than five school days after the grade is posted. Please request a regrade in Teams Chat, providing the specific lesson number and assignment name. Monitor PowerSchool to make sure I have regraded the assignment.

Academic Integrity

You are responsible for representing work honestly. Misrepresenting the source of work or ideas is a violation of academic integrity.

Representing others’ work or ideas as your own (whether a peer, a text, or other source) is considered plagiarism. Changing a few words does not ensure you have not plagiarized. ALWAYS attribute the sources of your ideas or language. When in doubt, check with me.

Assignments that contain plagiarized material will earn a “0” with a “plagiarized” notation in PowerSchool. If there is plagiarized material in a formative assessment, you will be expected to document the source of the plagiarized material and revise the assignment for ½ credit. There will be no revision opportunity for summative assignments or assessments with plagiarized material. Repeated plagiarism will result in parent contact, PLC conference, and/or administrative referral.



East Early College High School Honor Code

East Early College High School embodies a spirit of mutual trust and intellectual honesty that is central to the very nature of learning and represents the highest possible expression of shared values among the members of the school community. The core values underlying and reflected in the Honor Code are:

- Academic honesty is demonstrated by students when the ideas and the writing of others are properly cited; students submit their own work for tests and assignments without unauthorized assistance; students do not provide unauthorized assistance to others; and students report their research or accomplishments accurately
- Respect for others and the learning process to demonstrate academic honesty
- Trust in others to act with academic honesty as a positive community-building force in the school
- Responsibility is recognized by all to demonstrate their best effort to prepare and complete academic tasks
- Fairness and equity are demonstrated so that every student can experience an academic environment that is free from the injustices caused by any form of intellectual dishonesty
- Integrity of all members of the school community is demonstrated by a commitment to academic honesty and support of our quest for authentic learning.