

Westside High School

English I 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 writers' use of language is related to contemporary ways of thinking, cultural heritage, and cultural values.

COURSE GRADING

60% --Major grades

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

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

40% Minor grades

- Daily assignments
- Vocabulary and reading quizzes
- Homework

RETAKE POLICY

HISD School Guidelines explain that “a student may be allowed a reasonable opportunity to make up or redo a class assignment or examination for which the student received a failing grade.”

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 they may not. The primary purpose is a second opportunity to demonstrate mastery of course material.

Student Retake Eligibility

Students who score less than a 70% may be eligible for a retake. In order to qualify for a retake, **students must attend tutorials**. If a student does not attend tutorials, they may not be eligible for a retake. Please contact your teacher with any questions. On top of that, the following may also be required to qualify for retake eligibility:

- Complete prerequisite homework/daily assignments
- Complete prerequisite quizzes
- Complete test corrections

Daily grades **are not eligible for a retake** if missed. Please refer to HISD Absence policy regarding missed assignments if you have any other questions.

LATE WORK

Late work will automatically be subject to a **highest possible grade of 70** regardless of its weight (daily, quiz, test). This applies to the first day late only. After the first day late, the work will **no longer be accepted** without proper documentation. Please refer to the HISD Absence policy regarding documentation if you have a question.

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 upon 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 ask what was 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 _____ and _____.

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 HISD 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 mandatory in this classroom. You will be asked to challenge preconceived notions. You will be invited to discover new truths.

SEMESTER 1 COURSE OUTLINE

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

Unit 1 –Telling Details

Students will have multiple opportunities to practice close observation and analysis. Students will begin with formulating sentences that relate individual details to insights, and they end the unit by generating well-organized literary analysis paragraphs that explain how specific details contribute to the overall meaning of a work of fiction.

Reading Selections: “Bread” by Margaret Atwood
“The First Day” by Edward P. Jones
“What Happened During the Ice Storm” by Jim Heynen
“The Red Fox Fur Coat” by Teolinda Gersao
“Lamb to the Slaughter” by Roald Dahl
“An Occurrence at Owl Creek Bridge” by Ambrose Bierce

Unit 1 Writing Focus: Composing complex sentences, creating well-organized literary paragraphs.

Unit 2 – Pivotal Words and Phrases

Students will focus on the meaning and impact of individual words and phrases as they explore the work of poets, performers, and dramatists. Students will craft found poems, write critical reviews, and draft multi-paragraph works of literary analysis.

Reading Selections: “What Happened During the Ice Storm” by Jim Heynen
“Lottery” by Rasma Haldri
“The Fight” by John Montague
“Tamara’s Opus” by Joshua Bennet
“The Hamilton Mixtape” by Lin-Manuel Miranda
“Hamlet” by William Shakespeare
“Romeo and Juliet” by William Shakespeare

Unit 2 Writing Focus: Poetry, critical reviews, multi-paragraph works of literary analysis.

Unit 3 – Compelling Evidence

Students will focus on persuasive works of non-fiction for the purpose of recognizing how the author weaves together compelling evidence and emotional appeals to support their stance and to move their audience. Beginning with personal essays and ending with arguments using anecdotal and quantitative evidence to support their claims, students read a variety of texts with an emphasis on distinguishing what writers are saying in their arguments and what they are doing as writers.

Reading Selections: “The Work You Do, the Person You Are” by Toni Morrison
“Drowning in Dishes but Finding a Home” by Danial Adkison
“What to Do with the Kids This Summer” by Ben Sasse
“The Decline of the American Teenager’s Summer Job” by Lexington
“Teenagers Have Stopped Getting Summer Jobs – Why?” by Derek
Thompson

Unit 3 Writing Focus: Original arguments and one analytical essay on a featured argument



**WESTSIDE HIGH SCHOOL
MS. GAMBOA'S ENGLISH I CLASS**

STUDENT

I have read, am familiar with, and accept the requirements and expectations of the entire syllabus packet for Ms. Gamboa's English I 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 Kristin.Gamboa@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 student to be successful in English I this semester. Just make sure you include the name of your student in the subject line of the email.

If you are unable to email me (or do not wish to do so), please sign and fill out the information below.

I have read the syllabus, assignment and classroom expectations for Ms. Gamboa's English I class.

Parent/Guardian signature: _____

Parent/Guardian name (**please print**): _____

Email address: _____

Home telephone: _____

Work telephone: _____

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