



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
- Students will use the shared principles of close observation and analysis, higher order thinking, evidence-based writing, and academic conversation in order to exhibit their skills at the end of the year.

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 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 online from Canvas. 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 after school on Tuesdays and Wednesdays from 3:30 - 4:00. I am also available during the first half of lunch on Fridays. If there is another time a student needs to meet with me appointments can be made to do so.

ACADEMIC EXPECTATIONS

Maintain a high level of academic integrity. Cheating is defined as giving or receiving aid on any assignment, whether homework or 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. 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 the teacher’s discretion. These units will be spread out over each of six weeks.

Unit One - Telling Details

Genre Focus: Short Stories and Visual Texts

- Engaging with texts
 - Short Fiction and Visual Images
 - How authors use specific details to convey meanings
- Constructing Texts
 - Complex Sentences
 - Narrative Paragraph
 - Analytical Paragraphs
- Focusing on Language
 - Punctuation in complex sentences and direct quotations
 - word meanings and relationships
 - effects of word choice
- Entering the Conversation
 - Academic Conversation

Unit Two – Pivotal Words and Phrases

Genre Focus: Poetry and Drama

- Engaging with Texts
 - Poetry and Drama excerpts
 - Stylistic Choices
- Constructing Texts
 - Found Poems
 - Analytical Sentences and Paragraphs
 - Multi paragraph analysis
- Focusing on Language
 - Meaning and impact of words and phrases
 - Effects of word choices
- Entering the Conversation
 - Choral readings and dramatic performances
 - Academic Conversations

Unit 3 – Compelling Evidence

Genre Focus: Essays and Arguments

- Engaging with Texts
 - Nonfiction Essays and Arguments
 - Rhetorical Features
 - Informational Graphs
 - Comparison of texts with varied perspectives
- Constructing Texts
 - original arguments
 - annotated storyboards
 - analytical sentences, paragraphs, and essays
- Focusing on Language
 - precise language
 - effects of word choice
- Investigating through research
 - On the spot research
- Entering the Conversation
 - Academic Conversations

Unit 4 – Powerful Openings

Genre Focus: Openings of Novels

- Engaging with Texts
 - novel openings
 - narrative perspectives
 - characterization and setting
- Constructing Texts
 - analytical sentences and paragraphs
 - descriptive paragraphs
 - literary analysis essays
- Focusing on Language
 - effects of word choice
 - word meanings and word relationships
 - direct quotations
- Investigating through research
 - collaborative research, summaries, and presentations
- Entering the Conversation
 - structured academic conversations

**WESTSIDE HIGH SCHOOL
MISS DENTLER'S ENGLISH I CLASS**

STUDENT

I have read, am familiar with, and accept the requirements and expectations of the entire syllabus packet for Ms. Dentler'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 lauren.dentler@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 I this year. Just make sure you include the name of your son/daughter 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. Gonzalez'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: