



Westside High School English I Syllabus

In this course, texts will take center stage, preparing all students for close **critical reading** and **analytical writing**. This course trains the reader to observe the **small details** in a text to arrive at a **deeper understanding** of the whole. It also trains the reader to appreciate authors' sometimes-subtle choices, develop an awareness of **how words produce effects**, and how the conventions of the English language are used for both precision and style. As writers, students focus first on **crafting complex sentences**, building this foundational skill; they then move on to **producing well-organized paragraphs** and, as the year progresses, more sophisticated, longer-form analyses.



LEARNING OBJECTIVES

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

- Read closely and analyze a range of complex literary and informational texts.
- Value textual evidence and incorporate it effectively in writing and speaking
- Understand how writers and speakers use specific words and sentences to move the thoughts, emotions and actions of readers and listeners.

LEARNING OUTCOMES

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

- Interpret type relevant details and features of a work to write an analysis.
- Engage directly and effectively with a wide variety of literary and nonfiction texts.
- Make conscious choices about the precise words or combination of words to express their thoughts in their writing and their speech.
- Conduct informal and longer, more sustained research to solve problems and propose solutions that are informed by credible sources.
- Engage in academic conversations by entering an open exchange of ideas by asserting their evidence-based views on a topic or text while actively listening to and elaborating on others' ideas.

COURSE GRADING

60% --Major grades

- Projects
- Essays
- Multiple Choice/Short answer Tests

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 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 during the first half of lunch and Tuesday’s immediately after school.

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 now in high school. 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.

**WESTSIDE HIGH SCHOOL
MRS. LOFTON-PATRICK'S ENGLISH I CLASS**

STUDENT

I have read, am familiar with, and accept the requirements and expectations of the entire syllabus packet for Mrs. Lofton-Patrick'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 paige.loftonpatrick@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 Mrs. Lofton-Patrick's 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: