



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, 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 test

30% 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

Only major grades are eligible for a retake. At the teacher's discretion, students may be required to complete a remediation task prior to retesting. Potential tasks may include:

- Attend tutorials
- Complete prerequisite homework
- Complete test corrections

Alternative major grades (projects, labs, essays, other long-term assignments, etc.) are subject to teacher discretion for retake approval.

- The retake must be completed within one week of the original test grade being posted in Power School.
- Retakes are for grades 70 and below only. Retakes are not allowed for final exams.
- Students with absences still have the opportunity to retake once they make up an exam.

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 the teacher's discretion.

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 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.

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: Fences

Writing Focus: Interpretative Essay

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

Essential Questions:

Major Reading Selection: The Great Gatsby

Writing Focus: Literary Theory

Fifth 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

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

Essential Questions:

- What effect 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 do 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
MS. HARVEY'S ENGLISH III CLASS**

STUDENT

I have read, am familiar with, and accept the requirements and expectations of the entire syllabus packet for Ms. Harvey'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 kayla.harvey@housotnisd.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.

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. Harvey's English III class.

Parent/Guardian signature: _____

Printed Parent/Guardian name (please print): _____

Email address: _____

Home telephone: _____

Work telephone: _____