

Austin-East High School

English III CP

Instructor: Mr. Duane Andrews
Room: 105
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INSTRUCTION

Course Description: English III is a course of study that uses American Literature to explore the language and craft of writing. In this course students will learn to interact with a variety of texts for diverse purposes all with the goal of enabling students to think critically about a wide range of text types and to write about those texts in a meaningful way.. We will focus on expressing ideas, producing arguments, supporting critical thinking, and building advanced literacy. This is a reading and writing intensive course designed to help students be successful in the workplace or college classroom by covering the following strands.:

- **Reading Literature**— By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11-CCR text complexity band independently and proficiently.
- **Reading Informational Texts**-- By the end of grade 11, read and comprehend literary nonfiction at the high end of the grades 11-CCR text complexity band independently and proficiently.
- **Writing**-- Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
- **Speaking and Listening**-- Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-CCR topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively; Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
- **Language**-- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-CCR reading and content, choosing flexibly from a range of strategies.

At the end of the school students will take a state administered End of Course Exam which will include a timed writing as well as a selected/written response style questions. **This assessment will count for 25% of the final grade**

Curriculum Standards: Please refer to the Tennessee Department of Education for the complete version of the English Language Arts Standards at:

http://www.tn.gov/assets/entities/education/attachments/std_eng_gr_11-12.pdf

Skills Covered: This course is designed to expand reading skills include improving reading speed, increasing comprehension, and enhancing vocabulary; improving writing skills which focus on grammar and clarity; as well as composing and editing essays. All of these will help prepare the student for success in college and career goals.

Materials Needed

A composition book
Much loose leaf paper

A binder or other solution to keep track of paper copies of text.

Lined 3x5 Index Cards

Pencils

Pens – all work submitted for grade in the class will be done in blue or black ink

Highlighter

Project supplies as assigned.

System Login information

Students must know and memorize their login information for this course. We will complete a number of activities using computers and Google Docs, Google Slides, and other online resources.

Required Books

Students who check out a textbook **will be held financially responsible if the book is not returned** at the end of the course. Primary text: *Pearson Hall Literature, American Edition*

Major Works to be Read

- > *The Scarlet Letter*, Hawthorne
- > *Our Town*, Miller
- > *The Old Man and the Sea*, Hemmingway
- > from *How to Read Literature Like a Professor*, Foster
- > *The Great Gatsby*, Fitzgerald
- > *Of Mice and Men*, Steinbeck

Independent reading choices

- > *Moby Dick*, Melville
- > *The Adventures of Huckleberry Finn*, Twain
- > *Last of the Mohicans*, Cooper
- > *Little Women*, Alcott
- > *The Jungle*, Upton Sinclair

Films for Enrichment: Throughout the course of study, students **may** view films, film-clips, documentaries, or educational programming directly correlated to their study if time permits. All audio-visuals will comply with Knox County guidelines. Possibilities include the following:

The Fall of the House of Usher (not rated)

The Crucible (PG-13)

The Salem Witch Trials (not rated)

The Simpson's "The Raven" (PG)

The Mysteries of Edgar Allan Poe (not rated)

Relevant, school appropriate, teachertube/youtube clips

Alternate Assignments/Activities

If a parent/guardian does not approve of a specific resource listed in this syllabus, please make your request to me in writing and an alternative assignment and/or materials will be provided. The request should include your name, the child's name, the specific activity/materials in which you do not want your child to participate or to which you do not want them exposed, and the nature of your objection.

ASSESSMENT

Skills Assessment: Because of the variety of skills covered in this course; a variety of techniques will be used to assess them. A mix of both formative assessments (such as quizzes and other checks for understanding) and summative assessments (such as unit exams and other written products) will be utilized.

Class Participation: This class aims to create the foundation of reading and writing skills students will need for real-world problem solving throughout life. In order to succeed in this class, students need to work hard from the beginning and maintain a solid work ethic throughout the semester. Students need to remain current with assignments, and complete the assigned work, whether reading, writing, brainstorming, or speaking as assigned and in a timely manner. A fourth of the student's grade will depend on class and homework assignments being complete

Grading

Your grade is calculated on a percentage-based scale:

EOC – 25% Informal Assessment – 25% Routine work – 25% Formal Assessment – 25%

Rubrics will be used for essays, presentations, and group assignments. These will be provided to the student when the assignment is given. The following grading scale will be used for this class:

Knox County Grading Scale

A 100-93% **B** 92-85% **C** 84-75% **D** 74-70% **F** 69% and lower

Typical Point Totals for Class Assignments

Documented Participation: 1-20 pts daily
Reading Comprehension Quizzes: 5-20 pts
Daily Assignments / Journals: 5-40 points
Tests: 100-200 points
In-Class Essays: 50-100 points
Discussion questions: 5-20 points per question
Formal Essays: 100-300 points
Projects/Research Paper: 300-500

A Tennessee State End of Course Exam is worth 25% of your overall grade in this course.

Re-work policy

Re-work is a natural and necessary part of the writing process. We call it *revising* in the English classroom. All writing assignments may be revised once to improve the grade earned. Revisions must be completed within three days of the day the student receives the graded document. Students are responsible for researching and correcting the errors in style and content.

Makeup Work

All students will have an opportunity to make up missed assignments within three days of their return to school. However, THE STUDENT BEARS THE RESPONSIBILITY TO FIND OUT WHAT WAS MISSED. Missed quizzes or tests, will need to be scheduled with the teacher for an appropriate time **outside of class time.**

ISS

As with an absence, it is the students responsibility to make up missed assignments. Once iPads are assigned, the student will be able to keep up using Canvas.

Late Work

Late assignments will result in a percentage-based reduction. AEHS Policy states work MAY NOT be made up after the close of the grading period in which it was assigned. I will not accept work for credit that is turned in after the end of the grading period in which it was assigned.

Grade Book Policy

One way in which I am able to communicate with the student and parent is through *Aspen*. In order to give timely feedback, I will update grades at least once per week. If you have any questions about your grade, examine your grade book entries looking first for missing assignments, and second for low scores. If you still do not understand your grade, please make arrangements to speak with me outside of class.

Student Expectations

Chrome Books and Other Connected Devices: Many assignments will be available online, and work will be created, revised, edited, and submitted through Google Docs. Internet connected devices used during class for class assignments should be limited to learning activities only. Misuse of internet-connected devices during class will be subject to relevant disciplinary action.

Attendance: I expect students to make attendance a priority. If you are not present, you miss out on valuable learning opportunities and end up struggling to catch-up, or completely lost. The simplest solution: be here every day, on time, and ready to learn. Models of missed lessons will be available online for many lessons; however, there are many days when clarifying explanations of what is to be done are in response to student questions and other unanticipated difficulties.

Bathroom Policy: Students will have a seven minute passing period between classes, and additional bathrooms will be opened during the day. Students must use the restrooms between classes only. Passes to the bathroom will be for true emergencies or for documented medical need only.

Tardy Policy: To assist in lowering student tardiness, AEHS has created an additional warning bell set to ring exactly one minute before classes start. The bell that rings after the warning bell is the *tardy* bell; entering the classroom during or after that bell has rung, whether or not the student has previously dropped off their things in the room, will be considered tardiness. Infractions and referrals for tardiness will be made automatically without notice, because you know when you are late.

Automatic Infractions: There are two cases where you will receive an automatic infraction. The first is for being tardy and the second is for being out of dress code according to Knox County Schools guidelines. If you are late to class without checking in with me first, I will write an infraction. If your attire does not conform with the expectations set forth in the Knox County Dress Code (this includes excessive sagging) I will automatically write it up. No warnings beyond this one will be provided. The expectation is quite simple: be on time and appropriately dressed.

CELLULAR PHONES AND ELECTRONIC DEVICES: Cellular devices have become an ongoing issue among students. The following classroom procedures should be adhered to.

- Students are permitted to use cellular telephones and electronic devices during non-instructional times between classes and at lunch.
- When in class, students may use the hanging pocket hanger at the back of the room to house their phones. A charging strip is provided for those who need to charge their devices.
- Voluntarily placing your phone in the pocket or not bringing a phone into the class room will earn points toward the student's daily grade.
- Students who elect not to use the pocket hanger, will be expected to keep their phones in a personal carrier such as a backpack or purse.
- If a student has his or her phone out during class, I will invite the student to place the phone in the appropriate pocket in the pocket hanger. Refusal to do so will be considered insubordination and written up accordingly.

English III EXPECTATIONS:

1. Respect yourself.
2. Respect others.
3. Respect the community.

We will go over these expectations in detail the first day. While procedure and routines are outlined, students will assist in creating class rules during the first week of school.

Procedural User's Guide

What to do and how to do it in Mr, Andrews' class	
If you...	Then...
enter the room after the bell,	
forgot your pencil or pen,	
need to go to the bathroom,	
need to get the teacher's attention,	
need to get your notebook,	
need to throw something away,	
need to turn in an assignment,	
want to ask about your grade,	
need to get make up work,	
need extra time to complete an assignment,	
need paper,	
finish your assignment early,	
feel that you are being treated unfairly,	
are having a bad day,	
you are hungry,	
you are thirsty,	
are interested in extra credit,	
need help on an assignment,	

Honor Code/Plagiarism Policy

According to Harbrace Handbook, 15th edition,

“Plagiarism is defined as presenting someone else’s ideas, research, or opinion as your own without proper documentation, even if it has been rephrased. It includes, but is not limited to the following.

1. copying verbatim all or part of another’s written work;
2. using phrases, figures, or illustrations without citing the source;
3. paraphrasing ideas, conclusions, or research without citing the source;
4. using all or part of a literary plot, poem, or film without attributing the work to its creator.”

Consequences for Plagiarism:

Plagiarism is a form of stealing and academic fraud. Students who are found guilty of plagiarism will have the option of either redoing the assignment within a specified time period and accepting a grade letter drop or taking a zero on the assignment. Parents will be contacted for each instance.

Teacher Expectations

Communication: The best way to reach me is by email, duane.andrews@knoxschools.org. I check it several times a day and will respond quickly. You may also call the school phone, 594-3792 and leave a message for me. If you would like to request a conference, please call guidance and the counselor will schedule one.

Remind.com: This website allows me to send text messages to parents and their students to remind them of upcoming assignments that are due, pending quizzes or tests, and other classroom matters. I have included simple sign-up instructions in this packet. The site is secure and it does not distribute your phone number to any outside parties. In fact, as the owner of the account, I do not even see the numbers that have signed up, only individual names. I award extra points whenever a student, a parent, or both sign up.

Canvas and Aspen are both great ways to stay informed. Units and daily assignments will be available to students on Canvas, and grades and student information are available on Aspen. **Students**, please do not come to me asking “Why is my grade this way?” If you look on Aspen you will probably find the reason for your misfortune. If you come to me with a question about your grade, please make sure it is about a specific assignment, project, or assessment. **Parents**, please see Parent Portal information for instructions on accessing the sites.

Tutoring/Extra Help: I am available for extra help if notified in advance. Please see me personally, or email me at the above address to set up a tutoring or extra help session.

Internet Usage: All students will be permitted to access the internet from school computers unless the parent or guardian objects, or if privileges have been revoked for violation of policy. If you do not wish your student to have access to the internet, please tell us immediately.

Sincerely,
Duane C. Andrews



Remind is a web based program that allows us to communicate outside of school. You will receive announcements about class, assignments, quizzes, and upcoming due dates, all on your phone. You do not need to give out your number or any personal information you do not wish to disclose.

To set up your notifications in Remind:

First Block: text **@eng1stbl** to the number 81010

Third Block: text **@eng3rdb** to the number 81010

Fourth Block: text **@4thbl** to the number 81010

You will receive a welcome text from Remind.

If you have trouble with 81010, they can try texting the appropriate code to (865) 407-2915.

Parents,

Please initial at each blank marked P and sign at the bottom stating that you have read and understand these policies. Please have your child initial at each blank marked S and sign at the bottom stating he/she has read and understands these policies.

P _____	S _____	Grading Policy (Late, Make-up, Overall)
P _____	S _____	Internet Usage
P _____	S _____	Course Synopsis (Reading selections and film excerpts)
P _____	S _____	EOC Information
P _____	S _____	Mr. Andrews' Expectations
P _____	S _____	Tardy Policy
P _____	S _____	Attendance
P _____	S _____	KCS/TN Learning Objective Standards

Parent Contact Number: (home) _____ (cell) _____

Contact Address: _____

Parent E-mail: _____

Student E-mail: _____

Please use the back of this form or the space below to write me a note or communicate any other information you feel I need to know about your child.

Parent Signature: _____ Date: _____

Student Signature: _____ Date: _____

Teacher Signature: _____ Date: _____

Thank you in advance for your participation in class and your assistance during your child's academic endeavor.

Date Returned: _____