

Course Name: English 3-4 SUCCESS

Course Number: ENG221 (Sem. 1) ENG 222 (Sem 2)

Instructor: Mrs. Theresa Cheever (tcheever@dbqschools.org)

Course Description:

This course uses a thematic approach to literary genres: short story, novel, drama, poetry, and non-fiction. Reading, writing, speaking, technology, and listening skills will be incorporated into each unit. Students will read and analyze literature to clarify their own beliefs and values with a focus on literature from around the world. In addition to literary study, students engage in argumentative, narrative, expository, creative and personal writing, as well as research and literary analysis. Class discussion is an integral part of class. Vocabulary, grammar and usage, and other composition skills will be emphasized as a continuation of English 1-2. Alignment to the Iowa Core Curriculum: Instruction, learning, and assessment are built on the 9-10th grade-band expectations of the Iowa Core Reading, Writing, Listening and Speaking, and Language Strands.

Iowa Core Standards:

Standard 1: Reading Strand – Literature

Students will effectively comprehend, analyze, evaluate, and create using a diverse range of appropriately complex print materials.

Standard 2: Reading Strand – Informational Text

Students will effectively comprehend, analyze, evaluate, and create using a diverse range of appropriately complex print materials.

Standard 3: Writing

Students will routinely write to learn and to communicate for a range of tasks, purposes, and audiences.

Standard 4: Speaking and Listening

Students will participate effectively in a range of rich, structured conversations, collaborations, and presentations.

Standard 5: Language

Students will apply knowledge of the English language and its conventions when reading, writing, speaking and listening.

Assessments:

I will provide a variety of assessments during the course—quizzes, small and large-group discussions, journal responses, essays, projects and presentations, and semester exams. We will look at assessment as a means of determining learning mastery. My goal is for students to become adept at self-assessment during the learning acquisition. Final assessments for units and semester tests will focus on application of acquired understanding. Learning will occur in an environment that encourages risk taking and exploration. Students will be aware of expected learning goals and be involved in setting individual target goals. We will work together to determine assessment methods and weights. A letter grade will be awarded based on the percentage of total points earned in the class.

Resources:

Students will have access to laptops daily. Novels as assigned by teacher and distributed by school (you are responsible for returning your books to the HHS Book Closet to avoid a charge on your account).

Materials:

Students should have a pen, pencil, designated English spiral or folder with paper, 3-ring binder (to be kept in classroom), student agenda and whatever text we are currently studying.

Grading Plan:

I will follow the grading scale set forth in the student planner.

Communication Plan:

E-mail: tcheever@dbqschools.org (this is my preferred mode of communication)

School website: www.hempstead.dbqschools.org

Office Hours: Period 2 in Eng/SS office or classroom

My Pledge:

As your teacher, I promise to be diligent, organized, caring, and trustworthy. It is my goal to equip you with the skills you need to be a successful learner. I will push you. I will challenge you. I will expect you to strive for **excellence** in everything you do.

Basic Course Overview

Semester 1

Night

To Kill a Mockingbird

A Long Way Gone

Semester 2

Hamlet

Anthem

Lord of the Flies

Additional writing assignments:

- ❖ Journal Activities
- ❖ Autobiography
- ❖ Research Activities
- ❖ Reading / Writing Probes
- ❖ Grammar Instruction

Evaluation/Assessment:

The student’s grade will be comprised of homework, class participation, projects, graded discussion, quizzes, writing assignments, presentations, and the semester final. All components of the grade will be assigned a point value. The percentage of possible points you earn will determine your grade.

Grading Scale

A	93-100%	C	73-76%
A-	90-92%	C-	70-72%
B+	87-89%	D+	67-69%
B	83-86%	D	63-66%
B-	82-80%	D-	60-62%
C+	77-79%	F	59%

SUCCESS GUIDELINES FOR SUCCESS

How to succeed:

We can nearly guarantee you that if you are respectful, willing to do what we ask, and open to help that you will succeed in your SUCCESS classes this semester.

Student IDs:

Per District expectation, high school students are expected to wear their student id while at school at all times. In all classrooms, you will be expected to wear your student id. Due to lab safety, students will be asked to remove their ID and place them in their pockets or book bags during science labs as instructed by the teacher. When the lab is completed, the students are expected to put their ID back on. Infractions of this expectation will result in one of the following consequences: teacher/student conference, parent contact, and/or office intervention.

Laptop Resources:

Students will have access to laptops daily (Cheever's room). Please use the one assigned to you. No social media sites -- if you cannot follow this, you will lose your laptop privileges. You will not have any liquids or food near the laptops. Please report any problems with your assigned laptop immediately. Also please fill out the form found on the laptop cart that describes the issue so you are not blamed and charged for the issue.

Food/Drink:

There will be no food or drink in the classrooms. You can have water in a clear container, if you

Attendance/Behavior Expectations:

This classroom must be a place conducive to learning. You are expected to be respectful of yourself, your classmates, all adults in the room, and your materials at all times. I will address behavior problems with students as they occur, calling parents when necessary. Continued behavior problems may result in putting the student on a behavior plan through the AP office. Attendance issues may also cause a student to be sent to the AP and possibly placed on an attendance contract. Student may be dropped from class with excessive tardies and/or absences. We will follow the attendance policy that is in the student handbook; set forth by the Connect administration.

To summarize, you need to be here to get the information to pass your classes and move on to the next school year. Excessive absences will affect your academic performance, and ultimately your grade.

☑ **FRIDAY DEADLINE:** Coursework assigned during a week is due by Friday (end of 5th hour) of that same week. For example, if the class started a worksheet on Monday, but there was only 15 minute of class left to work on the assignment, the students know that the work is due at the very latest on Friday by the end of 5th hour. If you were absent on a Tuesday, got your coursework the next day when you returned to class, you know that it is still due by Friday.

☑ **IN CLASS, THAT DAY:** sometimes, the only available time to complete coursework is during class that day. It will be expected to be due before you leave at the end of the class period. If you are absent, please see the below "Absences" section. If you were present and chose not to complete the work, you could be asked to complete that work (or alternative

work) on your own time outside of school, with with the teacher before or after school, during HELP time, or HHS Saturday School.

☒ ABSENCES:

- a. If you know in advance you are going to be gone, please speak to your teachers before your absence. We will do our best to get you the work you need so you are not behind due to the absence.
- b. If not, when you return from your absence, it is your job to approach your teachers about missing work. The work assigned could be identical to what was done in class or it could be an alternative assignment(s)/assessment(s). Students can be asked to complete this alternative work if there is no way to exactly replicate the educational experience missed, or if the work was time-sensitive (a pop quiz, etc.).
- c. In addition, this missing work could also be only offered to you outside of the school day (before or after school).
- d. If you need extra help or time to complete missing work, HELP will be offered from 7:30-8:30am on Fridays in the HHS Library.
- e. If students continue to struggle with missed work, HHS Saturday School will be assigned to students through the AP's office.
- f. All class coursework will be completed within the semester. 1st semester coursework will not be accepted after January 11th; 2nd semester coursework will not be accepted after May 26th.

If extended absences occur, with the help of the Hempstead AP Office, it is possible we can create a plan on an individual basis.

☒ GRADING SCALE: We will follow the grading scale in the student planner.

Electronic Devices & Headphones/Earbuds:

There are times during class when your electronics are appropriate to use and there are times when they are not. There are times you will be encouraged to use your devices to complete work or enhance your learning.

☒ TESTING/QUIZZING/ASSESSING: There are absolutely no electronics/earbuds while testing is happening, the same stands for guest speakers and presentations. We remind you often. If an issue occurs, the following may happen:

- The teacher/paraprofessional warns you and asks you to put the device/earbuds away
- The teacher/paraprofessional asks you to leave the testing room and go to the AP's office
- The teacher/paraprofessional takes your test/work (and potentially you earn a '0')
- The teacher/paraprofessional doesn't say anything to you, but treats the test as a '0'

☐ LOSS OF DEVICE: If your electronics/earbuds are negatively impacting you and/or your education, you will lose the privilege of having in class. This could happen in several ways:

- The teacher asks you to not take your device out during class
- The teacher asks you to place your device in a safe place on his/her desk
- The AP's office houses your device for the day
- The AP's office tells you to not bring your device to school any longer

☐ DURING TEACHER-APPROVED WORK-TIME: If you chose to plug into music during work time, please be sure that you are aware of your volume level. We will ask you turn it down if we can hear it.

Communication Plan:

If you need something or have a concern, please come up and talk with any of us. We are very interested in helping you be successful and we need input from you.

Plagiarism:

PLAGIARISM: Hempstead students are expected to do their own schoolwork. Cheating by looking at another student's schoolwork, copying another student's work, copying from other sources or similar cheating is not tolerated. With the advent of the Internet, the availability of information has exploded into a whole new and exciting realm for our students. The accessibility of documents has also brought with it an increasing concern regarding plagiarism, which is a form of cheating.

Hempstead teachers are committed to educating our students about plagiarism, helping them understand what plagiarism is—especially through specific instruction in individual courses. We aim to teach students how to accurately quote and document sources as well as how to effectively convert researched information into their own words. Plagiarism is defined by www.dictionary.com as: "a piece of writing that has been copied from someone else and is presented as being your own work; taking someone's words or ideas as if they were your own."

Iowa Core Literacy Anchor Standard #8 for College and Career Readiness states that students will: "Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism."

Cheating, including plagiarism, may result in loss of or reduced credit on an assignment, referral to the Assistant Principal office for documentation on the student's record, and possible loss of class credit and failing grade.

Plagiarism and cheating exist in many forms and to various extents. Some typical examples are noted here:

- ** Copying another student's assignment/artwork/project; note: BOTH parties are engaging in cheating
- ** Using another person's paper/artwork/project in its entirety and calling it your own
- ** Copying a paper word-for-word (artwork/project) from an internet document or documents
- ** Using sentences from another source but replacing a few words
- ** Passing off ideas or critiques as your own when they are someone else's
- ** Not putting quotation marks around exact words pulled from another resource
- ** Not documenting the source at all, or documenting the wrong source
- ** Not citing the sources used (even when paraphrasing and summarizing)

Incidental plagiarism will be addressed by the classroom teacher and may include loss of credit for the assignment and parent contact. Consequences for blatant plagiarism and repeated acts of incidental plagiarism are listed below. Disciplinary action by Hempstead administration may include loss of class credit and failing grade.

*Sophomores: 1st occurrence: 0% on plagiarized piece, possibility of revision but with grade reduction, parent contact, referral to Assistant Principal for documentation; repeated plagiarized pieces 0% without revision and referral to AP Office for possible disciplinary action.

Please read through this syllabus and sign the following. Return this signed copy by

_____.

I understand the expectations set forth in Mrs. Cheever's class, and I will do all I can to meet those expectations.

Student Signature: _____ Date: _____

Goals for English 1-2:

- 1.
- 2.
- 3.

Parent/Guardian Signature: _____

e-mail address: