**English III Course Syllabus**

Cedar Ridge High School | 2016-2017

**Teacher: Vanessa Kneupper**

**Location: A113**

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Please sign up for my teacher Remind service to receive text message or email reminders. **Text the code @kneupper3 to 81010.** More information about how Remind works can be found at [www.remind.com](http://www.remind.com).

# **Course Objectives and Skills**

# Welcome to English III at Cedar Ridge! In this course, students will engage in activities that build on their prior knowledge and skills in order to strengthen their reading, writing, and oral language skills. Students will read and write on a daily basis, specifically focusing on the ability to read, write, and think critically through collaborative learning, an aligned curriculum, and the implementation of research-based literacy practices in the classroom.

**Course Organization and Readings**

This course is arranged into six units according to the aligned district curriculum. In addition to multiple shorter texts, we will study three major works: *The Crucible* (Arthur Miller), *The Great Gatsby* (F. Scott Fitzgerald), and *A Raisin in the Sun* (Lorraine Hansberry). Students will progress through the following units:

First Semester

Unit 1A - Reader’s Workshop: Close Reading

Unit 2 - The Dramatic Experience

Unit 3 - Poetry and Short Prose

Second Semester

Unit 4 - Informed Persuasion with Research

Unit 5 - Critical Analysis

Unit 6A - Synthesis Across Genres

Unit 6B - Writing for the Future: “Real World” Writing

**Materials**

Students should bring the following items to class every day:

* A folder or binder to hold all handouts received
* A notebook used only for this class
* Paper and pens

**Course Expectations**

Academic honesty and respect for others and themselves are expected of all students at all times. Our campus policy regarding academic integrity is detailed below. We will approach all readings and assignments on a mature, intellectual level. Students should come to class prepared and ready to learn, just as I will come prepared and ready to teach.

**Electronic Devices**

Cell phones, personal laptops, tablets, and other electronic devices are prohibited unless otherwise noted by the teacher. Students using their own devices should be connected to the school’s network and firewall. Use of electronic devices outside of academic use is always prohibited, and students are responsible for their own devices. Devices used at inappropriate times or in inappropriate ways will be confiscated.

**Tardy Policy**

Students are considered tardy if not in class by the time the bell rings. Any students not in class by that time will be marked tardy unless otherwise excused.

**Restroom Policy**

Cedar Ridge students should remain in the classroom for the first and last 20 minutes of class.

**Grading Policy**

Graded assignments will be divided into two categories:

* Product Grades 60%
  + *These grades reflect assessments of skills, concepts, and learning objectives taught in the unit and/or recursive skills from previous units and grade levels. Examples from this category are projects, final drafts, quizzes, tests, portfolios, various formal class assignments, and summative assessments.*
* Process Grades 40%
  + *These grades reflect the ongoing construction of knowledge through the creation of first drafts, revisions of these drafts, various class assignments, ongoing journal assignments, annotations, reflections, constructive and critical classroom participation, formative assessments, and some in-class group assignments.*

Grades are determined by the grading system used in RRISD:

|  |  |  |  |
| --- | --- | --- | --- |
| **A** | **B** | **C** | **F** |
| 90-100 | 80-89 | 70-79 | < 70 |

**Final Exams**

Final exams, administered at the end of each semester, will be worth 16% of the semester average.

**Grade Book**

Teachers are required to have one grade per week updated in the Teacher Access Center (TAC) beginning the first full week of school. Students are encouraged to check home access (HAC) once a week in order to monitor their grades and progress. The student has a responsibility to coordinate retakes and make-up work with his/her teacher. Assignments not turned in on the due date will be marked as missing “M” in the grade book. Missing assignments are calculated as a 0 in the grade book.

No single assignment or assessment grade will count for more than 30% of the total average, and no two assignments or assessment grades will count for more than 50% of the total average, regardless of the grade category. Major projects may comprise more than one assignment.

**Homework**

Homework is an extension of classroom practice. It will be assigned to help students deepen their understanding of content, practice skills in order to increase proficiency, introduce new content, or other purposes deemed necessary by the instructor.

**Late Work**

Late work includes any assignment in any category. Students have one block day past the assigned deadline to turn in for a late grade up to a 70. After this, a student may turn in the work for a maximum of a 50, up until the Wednesday before the progress reporting deadline if it was due within the first three weeks of the six weeks. If the assignment is due in the latter half of the marking period, the student may turn in the assignment until the Wednesday before the six-weeks reporting deadline. No late work is eligible for a redo.

**Make-up Work**

Students are given one extra block to turn in work without a late penalty for each day missed for a non-school related absence. Students are responsible for obtaining and completing make-up work before their first day back in class following an absence. Students are expected to schedule a before or after school tutorial time with their instructor or another grade-level teacher. After the extra block assigned, the late work policy applies.

Students absent for school-related functions are expected to make arrangements with teachers in advance of their absence. Students should schedule a before or after school tutorial time with their instructor when making these arrangements. Students are encouraged to attend a tutorial before their first day back in class following an absence so they can remain on schedule with their class. Work assigned before the date of the school-related absence is due on the original due date. After the original assigned date of the assignment, or the day agreed upon with the teacher, the late work policy applies.

**Incomplete Grades**

A student has two (2) weeks to convert an incomplete grade to an earned grade. In cases where the student has missed a large quantity of work due to absences, the time may be extended. In all cases, the teacher must communicate to the student the nature of the outstanding work and the time limitation for completing the work. Note: For purposes of UIL eligibility, a student has one (1) week to convert an incomplete grade to an earned grade.

**Redo/Retake Policy**

Teachers will provide students with a reasonable and fair opportunity to retake or redo failing work for a grade not to exceed a 70, except in situations where the Academic Integrity guideline was put into effect. Teachers will establish timeline, make-up work and tutorial criteria for redos/retakes. Although all eligible students may take advantage of redos/retakes to increase the grade on an assignment, the grade will not count for UIL eligibility if it falls outside the UIL eligibility time period as stated in the RRISD Eligibility Calendar.

**Parent Communication**

Teachers will contact a student’s parents/guardians at the end of each progress reporting period if the student’s grade falls below a 70. Contact is defined as a meeting for consultation, exchange of information, or discussion, and can be in-person, via telephone, or via email. Teachers must keep a log of all contacts made with parents. Reporting periods occur at the 3rd and 6th weeks of each 6-week grading period.

**Academic Integrity**

Cedar Ridge High School is a comprehensive learning environment that presents students with a wide range of learning opportunities. The success of our learning environment depends on the good will and serious purpose of students, teachers, administrators, and parents. Securing the right of all students to learn in an honest environment characterized by academic integrity requires that we clearly define the expectations for honorable behavior and the serious consequences for dishonest academic performance.

Examples of cheating include, but are not limited to: copying the work of others or allowing others to copy your work, including unauthorized collaboration on homework; asking about, sharing, or receiving questions, answers, or other information pertaining to tests or quizzes; possession or attempted possession of tests, quizzes, or other teacher materials without permission; “cheat sheets” of any type in any form (i.e., answers, formula, data, or other information that can be used without the teacher’s knowledge during a graded assessment); use of private communication concerning graded assessments by any means, including electronic and telecommunication devices, gestures, sign language, talking, leaving the room, etc.; sabotaging the work of others; organized attempts to subvert the goals, purposes, or design of lessons; unauthorized use of online language translators.

Per district policy, “the determination that a student has engaged in academic dishonesty shall be based on the judgment of the classroom teacher or another supervising professional employee, taking into consideration written materials, observation, or information from students.”

Consequences of academic dishonesty include, but are not limited to:

1. The student receives a grade of “0” on the assignment and is granted the opportunity to complete an alternative assignment for a maximum grade of 60; OR the student is assigned academic interventions designed to improve the student’s understanding of the material being assessed AND completion of an assessment over that material for a maximum grade of 60.
2. The teacher notifies parents or guardians.

Additional consequences that may be assessed:

1. The teacher may complete a referral form to the student’s assistant principal for an administrative consequence.
2. The student may be denied membership or be declared ineligible for organization activities, put on probation, or expelled from student organizations requiring an Honor Code (such as the National Honor Society, Student Council, etc., as well as student leadership positions).
3. Actions that involve collusion and/or theft of tests or teaching materials may result in disciplinary actions to be determined by the building principal and administrative team.

**Teacher Communication**

If there are any questions, comments, or concerns, please feel free to contact me via email or telephone. I am always available to you to answer any questions and welcome any feedback. I look forward to an engaging, productive year in English III!

**Tutorial Times**

Tutorial times must be posted on teacher classrooms and websites. Any changes to the schedule must be communicated on the teacher’s website and posted outside of the teacher’s classroom. In the event that a student’s teacher is unavailable for tutoring, a student may tutor with any teacher within the content area. Teachers within the same content will coordinate tutoring times so as to provide tutorial opportunities for students. It is an expectation that if students do not achieve the learning target for the instructional period, they will attend the next available tutoring time with either their teacher or a teacher within that content area.

**Alternative times available by appointment - please contact your teacher.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Teacher** | **Monday** | **Tuesday** | **Wednesday** | **Thursday** |
| Kneupper, A113 |  | 4:15-5:00 | 8:15-9:00 |  |
| Koehler, H141 |  |  |  | 4:15-5:00 |
| Parker, D112 |  | 8:15-9:00 |  | 4:15-5:00 |
| Rollins, D110 |  | 4:15-5:00 |  | 8:15-9:00 |
| Sachs, D114 | 8:15-9:00 |  | 8:15-9:00 |  |

|  |  |
| --- | --- |
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**SYLLABUS RECEIPT**

You are invited to complete this information via the Google Form on my teacher website. You may also simply complete and return this page to your teacher no later than \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. If you have any questions or concerns, please speak with your teacher as soon as possible.

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I have read and understand all of the information contained in the 2016/2017 English III course syllabus.

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Student Name - *please print* Date

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Student Signature Date

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Parent/Guardian Name(s) - *please print*  Date

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_

Parent/Guardian Signature Date

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Parent/Guardian phone number and email address *(please indicate preferred method of contact)*