### English III Syllabus (2019-2020)

<table>
<thead>
<tr>
<th>Ms. Suson</th>
<th>Ms. Salvador</th>
</tr>
</thead>
<tbody>
<tr>
<td><a href="mailto:bmsuson@cps.edu">bmsuson@cps.edu</a></td>
<td><a href="mailto:cmsalvador@cps.edu">cmsalvador@cps.edu</a></td>
</tr>
</tbody>
</table>

#### Room Assignments:
- Rm 316: 1st, 2nd, 3rd, 5th
- Rm 315: 7th

### Core Class Texts:
The texts listed below are central to our units this year (although we will be reading additional poems and articles which are not listed). The texts with a (***) next to them are our class novels and will be loaned out to you. However, we **highly suggest** you purchase your own so that you can annotate in them. If you want to purchase the novels, please let us know so you buy the correct version. The rest of the readings will be printed and distributed in class.

#### Unit 1: Why Do We Read and Write?
- How and Why We Read - John Green (Youtube)
- "Learning to Read" - Malcolm X (article)
- "Speaking in Tongues: A Letter to Third World Women Writers" - Gloria Anzaldua (excerpt)
- "But I Know You, American Woman" - Judit Moschkovich (short essay)

#### Unit 2: Borderlands and Chicana Literature
- **Tortilla Curtain** - T.C. Boyle (***)
- "The Homeland Aztalan" from *Borderlands/La Frontera: The New Mestiza* - Gloria Anzaldua
- "How to Tame a Wild Tongue" from *Borderlands/La Frontera: The New Mestiza* - Gloria Anzaldua

#### Unit 3: Discussing Blackness
- "Let America Be Again" - Langston Hughes
- " Appropriation of Cultures" - Percival Everett
- "Finkelstein 5" - Nana Kwame Adjei-Brenyah
- "A Case for Reparations" - Ta-Nehisi Coates
- *When They Call You a Terrorist* - Patrisse Khan-Cullors and Asha Bandele

#### Unit 4: Immigration Post-9/11
- *Kite Runner* - Khaled Hosseini (***)

### Preparing for Class
There are very few times a week when homework is assigned. So, when it is assigned, it is EXTREMELY IMPORTANT that you complete it because we will be using the next day in class. Completion means that all sections/questions have been filled out in complete, logical sentences, in legible English. Students who do not meet those requirements will lose participation or group work points for that day and must complete the assignment on their own by the end of class for half credit.

### Tardy Policy
Being on time means students are in their assigned seat with that day’s handouts before the bell rings. Handouts will always be at the front of the class when you walk in.

### Absent Policy
If a student misses a day, they are given the amount of days they missed to make up that assignment. HOWEVER, this policy does not apply to TDQs, quizzes, and EoU Essays/Projects, because deadlines are given for these assignments prior to the due date. Additionally, students are expected to gather work prior to college visits or extended absences and turn them in on the normal deadline. Students can use the Google Classroom site to download/print materials they missed while absent or work can be found in the hanging folder in room 316.

### Passes
There is one bathroom pass for this class. If it is in use, you need to wait until it is returned. The pass cannot be used during direction instruction or during the first 10 minutes or the last 10 minutes of class. Just like it’s unprofessional to be the person who is always leaving a meeting, it’s unprofessional to repeatedly use the pass during class.
Google Classroom
Each class will have a Google Classroom site. Ms. Suson and Ms. Salvador will use the site to upload daily assignments and/or worksheets. Students can also use this as a space to get clarification on class assignments from their peers in case a teacher cannot be reached or if a student was absent. This is also a great space for collaboration. Remember, the website is an extension of Amundsen. This means that Amundsen rules and expectations for student conduct apply to the site as well.

Phone Policy and PocketPoints
Phones need to be out of sight during class. Why? Because when we are looking at our phones we are distracted from the task at hand (it’s the same reason why you shouldn’t text and drive). When you’re distracted, you miss important information and learning opportunities that will help you excel.

PocketPoints is a free app you can download on your phone. It gives you points for every minute you are not on your phone in class. After reaching certain minute-goals, you get in-class rewards!

Plagiarism
Don’t do it! It’s a big waste of your time, and it is easy to identify when students copy each other or the internet. Any amount of plagiarism, whether it is one sentence or one paragraph, is plagiarism. If plagiarism is found, the student will receive a 0 on the assignment, and it will be documented in Student Logger for school records. Students cannot redo or revise plagiarized assignments.

Contacting Ms. Suson or Ms. Salvador
Both Ms. Suson and Ms. Salvador can be contacted through email. All emails are given a response within 2 business days. If you have urgent questions about an assignment, and cannot reach Ms. Suson or Ms. Salvador, use the Google Classroom website to reach out to peers and double check assignment expectations. Electronic copies of that day’s assignments can also be found on the site and printed at home or in the library as well as copied onto notebook paper in case you are absent or lost a worksheet.

Week-at-a-Glance

<table>
<thead>
<tr>
<th>MONDAY</th>
<th>TUESDAY</th>
<th>WEDNESDAY</th>
<th>THURSDAY</th>
<th>FRIDAY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Activities:</td>
<td></td>
<td>Class Activities:</td>
<td>Class Activities:</td>
<td>Class Activities:</td>
</tr>
<tr>
<td>Bell Ringer</td>
<td>Class Activities:</td>
<td>Bell Ringer</td>
<td>Bell Ringer</td>
<td>Bell Ringer-Quiz</td>
</tr>
<tr>
<td>Book Bite</td>
<td>Bell Ringer-Quiz</td>
<td>Wall Walk</td>
<td>Wall Walk</td>
<td>TDQ work and Writing Conferences</td>
</tr>
<tr>
<td>Assessment:</td>
<td></td>
<td>Assessment:</td>
<td>Assessment:</td>
<td>Assessment:</td>
</tr>
<tr>
<td>Book Bite; Quiz</td>
<td>Assessment:</td>
<td>Group Work</td>
<td>Assessment:</td>
<td>Writing assignment</td>
</tr>
<tr>
<td>HW: Finish assigned</td>
<td>HW: Complete Assigned Analysis</td>
<td>HW:</td>
<td>HW: Writing Outline</td>
<td>HW: Writing assignment</td>
</tr>
<tr>
<td>reading</td>
<td>Question</td>
<td></td>
<td></td>
<td>(due Monday); Reading (due Tuesday)</td>
</tr>
</tbody>
</table>
Grade Explanation

<table>
<thead>
<tr>
<th>Gradebook Category: Approaches to Learning (AtL)</th>
<th>Weight of Category: 15%</th>
</tr>
</thead>
</table>

**1. Analysis Stations:**

**Purpose:** Demonstrate close reading by summarizing, making connections, asking questions, or identifying key passages; Facilitate student-led conversations about the text. Grades are based on *quality participation of all group members*.

**When does it happen?** Once a week

**How much is it worth?** 20pts

**Can I redo it?** No

**What if I’m absent?** If you are absent the day on a Group Work day, you will be exempted from that group score.

**2. Book Bite**

**Purpose:** Practice annotation skills; Demonstrate knowledge of the passage through whole class presentation of group work; Understand key passages in order to answer analysis questions later in the week. Grades are based on *quality participation of all group members*.

**When does it happen?** Once a week

**How much is it worth?** 20pts

**Can I redo it?** No

**What if I’m absent?** If you are absent the day on a Group Work day, you will be exempted from that group score.

**3. Wall Walk**

**Purpose:** Practice analysis and writing skills; Practice peer-editing and providing quality feedback. Grades are based on *quality participation of all group members*.

**When does it happen?** Once a week

**How much is it worth?** 20pts

**Can I redo it?** No

**What if I’m absent?** If you are absent the day on a Group Work day, you will be exempted from that group score.

---

<table>
<thead>
<tr>
<th>Gradebook Category: Formative Assessments</th>
<th>Weight of Category: 35%</th>
</tr>
</thead>
</table>

**1. Quizzes**

**Purpose:** Comprehension and accountability check; Demonstrate cold read skills

**When does it happen?** Beginning and end of every week

**How much is it worth?** 10pts

**Can I redo it?** No

**What if I’m absent?** If you are absent the day that a Quiz is given, you must take it the next time you are in class. If you are absent the day a reading is assigned, you still need to take the quiz when you return to class.

**2. TDQ (Text Dependent Questions)/ Writing Assignments**

**Purpose:** Demonstrate ability to respond to class questions by analyzing key passages from the text in a well-organized short essay; Comply with all TQW (Top Quality Work) Standards

**When does it happen?** Once a week

**How much is it worth?** 50pts

**Can I redo it?** YES: All revisions must be completed in-class during our writing day. Students can revise TDQs for full credit (100%). All revisions MUST BE HIGHLIGHTED and turned in with the original TDQ and rubric in order to receive a revision grade.

**What if I’m absent?** If you are absent the day a TDQ is assigned, you are expected to turn it in on the normal due date.

**3. Discussion**

**Purpose:** Demonstrate analysis of key passages related to our class questions through verbal responses.

**When does it happen?** Once a week

**How much is it worth?** 20pts
Can I redo it? No, BUT you can earn up to 5pts extra credit.
What if I’m absent? If you are absent the day of a discussion, you need to make an appointment before the next discussion to make it up.

Gradebook Category: Summative Assessments

<table>
<thead>
<tr>
<th>Gradebook Category: Summative Assessments</th>
<th>Weight of Category: 50%</th>
</tr>
</thead>
</table>

All the grades in this category are based on individual comprehension, analysis, and skill progression. If you are absent the day an EoU or Project is assigned (or one of our workdays), you are still expected to turn it in on the normal due date.

1. **End of Unit (EoU) Essays**
   - **Purpose:** Demonstrate ability to craft a cohesive personal narrative with a clear theme, descriptive language, and clear sequence of events; Demonstrate ability to respond to class questions by analyzing key passages from the text in a well-organized short essay; Comply with all TQW (Top Quality Work) Standards
   - **When does it happen?** At the end of each unit
   - **How much is it worth?** 100pts
   - **Can I redo it?** No

2. **Projects**
   - **Purpose:** Demonstrate ability to organize and craft verbal arguments that are supported by strong textual evidence and respectfully challenge peers’ ideas (such as a debate or mock trial). This could also require students to demonstrate verbal presentation skills such as a speech or presentation.
   - **When does it happen?** Once a semester
   - **How much is it worth?** 100pts
   - **Can I redo it?** No
Syllabus Signatures

***Sign this sheet after familiarizing yourself with the English III Syllabus online at Google Classroom***

This is __________________________________________________’s signature sheet

(Print student’s first and last name)

By signing, I acknowledge that I have read and understand the English III Syllabus. By signing, I am also aware that I will be held accountable to the expectations explained above.

__________________________________________  ______________ __________
(Student signature)                             (Date)

By signing, I acknowledge that I have read and understand the English III Syllabus. By signing, I am also aware that my student will be held accountable to the expectations explained above.

__________________________________________  ______________ __________
(Parent/Guardian signature)                        (Date)

The questions below are for the student’s parent/guardian. Please help get to know your student better by completing this questionnaire below. If you have any questions about the class, syllabus, or just want to introduce yourself, please don’t hesitate to reach out!

1. Without taking the classroom into consideration, how would you describe your student? What are his/her hobbies? What does he/she enjoy doing?

2. Describe your student as a learner. What would you like me to know about his/her learning style? (i.e. where do they find success, which types of assignment come easily or cause difficulty)

3. What do you hope your student gains from this class?

4. Provide your preferred method of communication. (email/phone)

5. Language(s) spoken at home ____________________________

6. Where do you and your student have internet/email access? (Check all that apply.)
   - Home ___  Relative’s home ___  Library ___  Other (please elaborate) ___  I need help finding internet access ___