

English III

Ms. Alaina Dawson

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Course Overview

This American Literature course focuses on key literary movements, authors, and themes that have shaped the nation's literary heritage. Students will read representative works across genres and time periods, analyzing how American writers reflect and respond to the social, cultural, and political issues of their times. Emphasis will be placed on developing literary analysis, critical thinking, and effective writing skills. English III is designed to foster career and/or college readiness skills.

I. Supplies

All materials must be brought in by the end of the first week of the semester. A graded materials check will be done at the end of the first week.

- Binder (1.5 inch preferred)
- Notebook Paper
- Pencils and Highlighters
- Post-It Notes (optional)

II. Units of Study

- Perspective: Comparing Texts and Author's Purpose
- Fahrenheit 451 by Ray Bradbury
- Gothic Short Stories
- Just Mercy by Bryan Stevenson
- Poetry

Selections are subject to change based on school schedules, closures, availability, etc.

III. Grading - The percentile break-down for grade weight in as follows:

• Tests/Projects	30%
This category includes quizzes, tests, projects, and other major assignments	
• Classwork/Homework	50%
This category includes grammar, vocabulary, in-class activities, and other classwork	
• Reoccurring Assignments	20%
This category includes writing prompts and AOWs	

IV. Reoccurring Assignments

Writing Prompts – Frequently, students will complete a writing prompt in response to the current subject matter discussed in our texts. Typically, writing prompts will require students to respond in two parts where they first analyze the text, then make a personal connection second. **AOWs** – Every Monday, students will be assigned an Article of the Week. AOWs will require students to read and annotate an article following an annotation checklist. After which, they will complete an assignment in response to the information they learned. Students will receive a grade based on both their annotations and their response.

V. Grammar and Vocabulary

English III students will complete a grammar or vocabulary activity most days of the week. Activities may range from interactive games, editing and proofreading practice, implementation exercises, quizzes, and more.

VI. Grading Policy

Tuscola's grading schedule is broken down into three grading periods each containing a checkpoint halfway through.

1. First 6-weeks progress report (halfway through the first grading period)
2. First 6-weeks report card (end of first grading period)
3. Second 6-weeks progress report (halfway through the grading period)
4. Second 6-weeks report card (end of grading period)
5. Third 6-weeks progress report (halfway through the grading period)
6. Third 6-weeks report card (end of grading period)

In my classroom, students are expected to turn in assignments by the given due date. However, I do understand that there are exceptions to this and circumstances outside of students' control. Because of this, students are given class time to complete missing assignments BEFORE progress reports and report cards are printed. I do my best to check in with students about their grades as often as I can, but it is ultimately up to them to complete assignments in a timely manner.

If there are extenuating circumstances or obstacles that cause a student to be unable to complete work before the due date, I will gladly work with them as long as I am kept informed. **Once the report cards for each grading period are finalized and printed, I am unable to adjust those grades. Students will be notified when these deadlines are approaching.**

VII. Attendance Policy

Students are allotted up to 6 absences per class period. Once students reach their 7th absence, they must complete attendance recovery. Please remember that absences are counted for each individual class period.

Example: If your student is present for first, second, and third period every day, but misses 7 days in fourth period, they must complete 1.5 hours of attendance recovery.

Example: If your student misses 7 total days in all classes, they must complete 6 hours attendance recovery. 1.5 hours per class.

Once a student reaches their 10th absence in a class, they will have to appeal to Tuscola's Attendance Committee. According to the policy, it is also possible for the student to receive no credit for a course if the attendance problem continues. Students are able to make up their time by signing up for attendance recovery sessions through the Mr. Simmons in room L5.

IMPORTANT NOTE: All absences count towards attendance recovery whether they are excused or not. Even if your student has a great reason for being absent, they are still responsible for making up the time they missed. Excused absences are taken into consideration during the appeal process, but do not exempt students from recovering their time.

Absence Number	Consequence
7	Attendance Recovery (1.5 Hours)
8	Attendance Recovery (+1.5 Hours)
9	Attendance Recovery (+1.5 Hours)
10+	File an Appeal Form

If you have any questions about attendance or need clarification on the policies, please email our data manager, Pamala Teague, at pteague@haywood.k12.nc.us

VIII. Code of Conduct

All students are expected to behave in a way that is respectful to the teacher, themselves, and their peers. To complete this goal, students will be expected to abide by the following rules:

1. **Be prepared.** Bring your charged Chromebook, homework, etc. when you walk into class.
2. **Be respectful.** Derogatory, insulting, or violent language is not tolerated in my classroom.
3. **Take ownership of your learning.** Set goals. Try even when it is difficult. Your effort and willingness to work will determine your level of performance.
4. **Complete assignments on time.** I provide ample time in/out of class to complete assignments. If you are unable to complete an assignment on time, it is your responsibility to speak to me or email me BEFORE the assignment is late.
5. **Ask for help.** Do not hesitate to reach out! I will gladly help with any/all questions I can.
6. **Do your own work.** This is not a class in *How to Google What Other People Have Said*. Individual assignments must be completed individually with work from your own brain.

Students will be immediately referred to the office for physical aggression, violent language, and fighting.

IX. Cellphone Policy

According to North Carolina's state legislature, it is illegal for students to use any personal electronic devices during instructional time unless the device is required to complete an instructional activity. Because of this, students will be required to turn their phones in to a pocket holder at the front of my classroom. Any other personal devices such as personal laptops, tablets, Bluetooth earbuds/headphones, gaming devices, etc. must be stored in a bag or backpack.

If a student requires access to headphones or other devices to aide in emotional regulation or an educational accommodation, please reach out to their counselor or IEP case manager. Documentation is required before exceptions can be made.

If you have any questions about access to devices or need clarification on the policies, please email a counselor or our principal, Casey Conard, at cconard@haywood.k12.nc.us

Student, please sign below to indicate that you have read and understand this syllabus.

Student printed name

Student signature

Date

This box must be SIGNED & RETURNED and will be graded. Failure to sign and return this box will result in a zero in the gradebook

Guardian, please sign below to indicate that you have read and understand this syllabus.

Guardian printed name

Guardian signature

Date

This box must be SIGNED & RETURNED and will be graded. Failure to sign and return this box will result in a zero in the gradebook