**Welcome to English 2021-2022**

**Austin High School**



**Welcome to English IV at Austin High School!**

**English**

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**Mrs. Melissa Yaffie**

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Welcome to English IV! I am excited to have you in my class this year. The year will be packed with great literature, writing and other wonderful experiences. Standards are high, and expectations are clearly communicated, but it is your responsibility to know and understand those expectations. Below are guidelines to follow. As you read, keep in mind what should be our shared goals for this year: to become better readers, writers and critical thinkers and problem solvers to prepare you for future endeavors.

\_\_\_\_\_ I have **ZERO TOLERANCE** for:

* **CHEATING**—this will result in a **zero** for that test/quiz/assignment, a discipline write-up and a call home to your parents. All work should be done independently unless you are told directly that you may work together.
* **FOUL LANGUAGE**—this will result in a discipline write-up, being put out of the class, and parent contact.
* **BULLYING**--- will not be tolerated under any circumstance will result in a discipline referral.

**\_\_\_\_\_THINGS TO REMEMBER DAILY:**

* Respect yourself, your fellow classmates, school property and your teacher.
* The teacher dismisses you, when it is time for asynchronous learning.
* Be prompt to class each day**.**
* Come to class in proper attire. No pajamas, no bare chests
* Refrain from interrupting your classmates and your teacher.
* You must be visible at all times with your video on and mics muted if you are not speaking.
* You are responsible for all rules covered in your Student Handbook—be sure to read it!

We are going to have a fabulous, fun-filled, and focused year. This year we will focus on polishing your writing voice and writing tools to prepare you for your future endeavors. We will strive to teach you to constantly search for the subtext in what you read that you can relate to yourself and the world around you, and help you build a toolbox of skills to help you analyze how and why the author’s style. Additionally, we want to help you learn to apply those skills to your own writing by learning how to manipulate words for a specific purpose and occasion.

**ELA Guidelines & Expectations**

**Expectations as Part of the Profile of a Graduate:**

In order to equip you with skills for life, our goal is to create effective communicators who can adapt their communication style to the audience, who can prioritize the needs of others while accepting responsibility for themselves and become accountable for their own actions.

1. We will read, watch and discuss a variety of topics in our class this year because we are evaluating how a variety of people from different cultures, creeds, time-periods, backgrounds, and work-fields argue about the world around them through their own expressions. These skills are mandatory skills assigned by the State of Texas through its Texas Essential Knowledge & Skills (TEKS) that we are required to help high school students learn. As a class, we want you to make your own inferences and opinions and share them. We will discuss, read & write about a variety of topics that may be controversial to you. In some cases, you may be exposed to ideas that are contrary to your own beliefs. The goal is to teach you how to communicate in a constructive dialogue using concrete details, various argumentative strategies, and facts, not to change your personal beliefs. In our efforts to help create constructive discourse, we may watch or read a piece of text that could contain potential questionable language, ideas, or material to you. However, we will teach you how to analyze rhetoric and create your own arguments while exposing you to a variety of ideas from different cultures, creeds, backgrounds, and time periods that will help you learn and understand a variety of perspectives. We are teaching rhetoric. There will be more than one side of every issue/argument. You need to understand each side as well as the issue’s historical evolution to be able to evaluate how and why.

***It is your job to inform you teacher of any issues, ideas or language that make you uncomfortable to help us create a safe and trusting classroom environment.***

* You need to be open to other people’s ideas.
* If you do not agree with the ideas, then your job is to listen to the other side’s argument and understand, explain, and argue how they put that argument together.
* You can look for faults in the way arguments are constructed.
* Your job is not to put down the other side. Putting down others repeatedly will result in disciplinary action.
* Your job is to take these new ideas and form your own argument from what you know.
* If you feel strongly about participating in an activity with the topic we are addressing, please tell me ahead of time so we can discuss any concerns. If necessary, we can provide an alternative assignment.
1. **Technology & Cell Phone Policy:**  As we are a phase 1 technology campus, we will use the provided laptops for most of our activities once we are in a face-to-face environment. Technology use will help develop your 21st Century skills and allow you to take more ownership of your learning. For some activities, we will allow you to use your cellphone to assist in the learning process for learning such as such as Kahoot, Quizlet, Socrative, and filming for movie-based projects or other simple tasks that a cellphone is sufficient. We will use laptops for Schoology, revising & editing activities, research or projects such as creating sways, podcasts, PowerPoints, Prezis, movies, etc… You may use a tablet to read or an e-reader or a hard copy of a book or novel. Reading on your phone is discouraged for large texts.
2. **Cell phone use in the classroom is restricted to class activities** as it can become a distraction to your learning as well as others learning. In order to follow the expectations of the Profile of a Graduate, **you need to learn how to separate using technology for learning versus for personal reasons.** Listening to music during brainstorm or writing activities is permitted on most days.
3. **Group Projects:** for all group work, you will sign an agreement to work with your group as well as perform a group work survey/review about the performance for each group member. After signing your group agreement, you may not switch groups. Concerns need to be expressed to the teacher before final groups are formed. I trust you to communicate with me about your group’s effort. Keep in mind, unfairly evaluating group members can inflate or deflate grades and affect class rank. It is in your best interest to be fair to each other. Professionalism while working in groups will create effective collaboration. Professionalism includes focusing on the assignment and not attacking other student’s character for any reason. For students who struggle effectively collaborate, I will create an action plan on how best to serve that student’s needs.
4. Failure to work with your group will result in a lower grade for yourself and may affect other group members. Any problems with group work must be reported to the teacher immediately to help you come up with solutions to your problems. You may never kick someone out of your group. If a group member becomes ill, alterations to your assignment will be made to accommodate for all members of the group.
5. **Google Docs & Group Work:** if you are using a google sharable document on a group assignment, it is your responsibility to not share your password or change it after the assignment is over. Using someone’s password to steal their intellectual property and turn it in as their own equates to theft and cheating. If you share your password with a “friend” and they take your work, you are culpable in the act.
6. Assignments will be posted on Schoology and it is the student’s responsibility to read the updates on work, print out assignments for class, and come to class prepared every day and be expected to have read any assignments, completed homework. You may be quizzed or assessed over that material at the teacher’s discretion.

***Cheating/Plagiarizing:***

Austin High School values class and character, and Bulldogs do not lie, cheat, or steal, nor do we tolerate those who do. Please keep in mind that academic integrity is crucial. Being a senior student means that you are a leader, and with this gift of intelligence comes great responsibility. Therefore, make choices with honesty and integrity and allow yourself time to do your work so you do not have to compromise your integrity. High school is as much about implementing time management with discipline as it is learning about academics. Both are valuable assets to your future success.

* Cheating includes letting others copy your answers on homework, classwork, or any other type of assignment. Notice that there is a difference between supporting another student while doing homework and flat out copying their work. Tutoring others is beneficial but enabling a student to not learn by allowing them to copy your work is unacceptable.
* Cheating is sharing test questions/ answers with other classes. Doing this compromises the integrity of the test.
* Cheating/plagiarizing includes not reading a book and solely depending on Sparknotes or other Internet sources as your means of thinking/analysis.
* Cheating is taking pictures of other student’s work, the teacher’s power points, tests, quizzes, and then distributing to others and copying it as your own. This is unacceptable and will not be tolerated.
* Cheating is using your phone for answers when it is not permitted.
* Also, remember that plagiarizing is copying more than three words of a scholar’s work and calling it your own.
* All students will sign a pledge for academic at the beginning of the year as directed by the district.
* In this class, work is due that day it is assigned and will receive 10 points off each day it is late. Please note, if your work is not ready to be turned in at the beginning of class, it is late. Therefore, even if you turn the work in at the end of the day, it is 10 points off. If you are absent, or know you will be absent, it is up to you to arrange to make up any missed work and talk to the teacher, check Schoology for the assignment, and arrange for either tutorials, a new due date, or a make-up assessment date, or an alternative assignment for discussions or group work. Please note, if you are absent the day of a test, the make-up test will be of different format, most likely short answer or essay.
* Alternative assignments/Re-Assessment: We do offer an alternative test/exam for any major grade assessment that scores below a 75. This will involve coming in for a separate tutorial session scheduled by the teacher. Extra credit daily grade alternative assignments are up to the teacher’s discretion.
1. Major Grade assignments **must be uploaded to be graded on either turnitin.com for all papers and Schoology for all Projects** as specified by the teacher. **Failure to do so will result in a zero**. Exceptions will only include project presentations that do not involve technology. All written or technological parts must be uploaded. You may link Prezi’s or large video files via Youtube on Schoology. By uploading your assignments, we are able to grade them even if you have an emergency and cannot come to school. Email the teacher the assignment in the event that you cannot upload. Failure to upload or email will result in a zero.
2. Timed assessments: Assessments will be timed in most cases. If you have issues with time limits, please discuss this with your teacher even if you have an accommodation. We will work to help all students and accommodate their needs.
3. Handwriting: We will be writing a slew of short answer and timed write questions. If I cannot read your handwriting, I cannot grade your work.

**Curriculum:**

* Personal Narrative, Professional/Technical Writing, & Argument essays: Controversial topics, college essays, media literacy, Argument, Rhetorical Analysis including non-fiction and poetry.
* Discussion skills with peers, small groups, teacher, class discussion.

**Reading and Texts:**

Below I have listed the planned reading and texts for your Senior Year. You will notice that in addition to the texts listed for each semester, you will have two novels for required outside reading (ROR) each semester. These novels will be discussed in Student Literature Circles and tested on a major exam.

* Short fiction (various authors)
* *Beowulf*
* Shakespeare – either *Macbeth*  or *Hamlet*
* Articles/Media/Movie selections
* Non-Fiction (various selections)
* Literature Circles – Various Self-Selected Books
* Poetry (various poets)

**Grades:**

Your grades will be determined by your major tests, journal, papers, homework, and class participation. My grading scale is as follows. A= 100-90 B= 89-80 C=79-70 F=69-0

**Absences:**

If you are absent, you have until the next day to turn it in unless I state otherwise. This policy is not for major grades, ONLY DAILY! Please email me for make-up work to make arrangements to turn assignments in. If you are absent for a class participation assignment, you will be given an alternate assignment to make up the grade which may require you to write a paper or do editing on your own.

**Tutorials/Make up Days: Mon. and Thur. *You must speak with me in person or email me in order to sign up for a time slot so I can be prepared for our tutorial session.***

**TECHNOLOGY:**

**If you do not have access to technology, please let me know ASAP so I can plan to help you.**

**Schoology:** You will be placed in your Schoology courses. Most of the year, we will teach in a flipped classroom, where you will have to read the notes, watch videos, access articles/readings, complete grammar grab bags, take assessments, play games, and write discussion posts via this new software. Schoology is a cross between Blackboard and Edmodo. Additionally, I will create in Schoology to help us interact in class. Schoology is linked to Skyward.

**Teams**- functions like zoom and is where all of our synchronous learning will take place.

**Supplies:**

Folder or binder for readings, notes, homework, etc.

Loose-leaf paper for Timed Writes.

Blue or black pens - not metallic or pastel colors – for all in-class essays and assignments

Colored pens and highlighters for annotations

Post its for peer grading and annotations.

Google Drive or flash drive for research

Laptop/cell phone for assessments, discussion, research, Schoology \*

Hand Sanitizer

Access to a Printer to print drafts of papers as needed

**My Expectations of You**

* Respect your fellow classmates, yourself, and me.
* Put your name on each assignment. This is non-negotiable.
* Do not be afraid to ask for help.

In order to create an expectation of accountability consistent with FBISD’s “Profile of a Graduate”, we expect students to turn their work in a timely manner. The late work policy at Austin High school is currently under review to reflect these expectations. In the English Department, the revising and editing process is an essential skill and all drafts and papers, will be subject to alternate deadlines and consequences as failure to have your draft can disrupt the learning process. **If an assignment is due at the beginning of the period and you turn it in at the end of class, it is late and you will not receive full credit.**

The late policy is as follows for daily grades that are not process writing pieces:

 Same day late-10 points (ex: turned in same day but after the class period)

1 day late -15 points

2 days late – 15 points

Any late work received after 2 days is subject to acceptance only teacher discretion or documented extenuating. Your parent will receive notification of your failure to turn in work by email after day 1 and by phone by day 3.

**Grading Policy:**

* All daily grade assignments, quizzes, and tests will to be graded and uploaded to Skyward 5 school days after collection.
* All timed writes are to be graded and uploaded to Skyward 10 school days after being collected.
* All major grade process essays are to be graded and uploaded to Skyward 15 school days after being taken up in class.

**Retest Policy/Reassessment:**

Students have the opportunity to raise their grades to a 75 through reassessment opportunities if they made a failing grade on an exam. Retesting/reassessment must be arranged by the student within one week of the exam they are reassessing.

**Major Grade Papers and Turnitin.com:**

***Students must submit all papers to turnitin.com and teachers must check submitted papers for plagiarism.***

**Any major grade paper that is given a specific due date will be covered under this policy.**

* Every major grade paper must be turned in on the specified due date at the beginning of the period.
* All codes for turnitin.com and directions will be included on the class Edmodo page, parent Edmodo page, and your district page.
* Students must turn in the receipt with the final copy of the paper unless specified by your teacher.
* If students fail to upload their papers to turnitin.com they receive a zero until the paper has been uploaded. They will receive a 5 point deduction for all papers that are emailed to me. All other deductions will fall into the District Grading Policy.

**Failing Essays**:

* Any student that fails their major grade essays have the opportunity to revise their papers for the possibility of a grade of a 70.
* They must come in for a conference and fix both content issues and mechanics issues within one week of receiving their grade.

**Papers**

\*To be accepted, all major papers must be typed, double-spaced and **in MLA format unless asked to type in MLA.** Any assignments of two or more pages must be stapled. Unless specified by your teacher.
\* All papers turned in should have the proper MLA heading in the top left-hand corner of page 1 of your paper.

Your Name Example: Senior student

My Name: Mrs. Yaffie

English IV- period# English IV Period #

Day Month Year 25 August 2020 (notice date is inverted)

On any subsequent page you will have an MLA Header in the top right-hand margin with last name and page number. If you know more than one student has your last name, put your first initial before your last name.

(example) L. Name 2

**\*\*\*One last word about English IV:**

**One of my favorite literary quotes comes from the play *Shadowlands* by William Nicholson. One of the characters, after being caught stealing books from the university campus library, states, “We read to know we’re not alone.” This course is, of course, a resource in helping you prepare for your English course(s) in college, but moreover it is an intensive study of our strengths and foibles as humans. My ultimate goal is to provide avenues for us to read about and discuss the intricacies of humanity, hopefully helping us all to become better humans ourselves.**

**English IV Syllabus & Class Contract 2021-2022**

The rules for this class need to stay in the binder of each student and should be brought to class every day. It should be the first thing in the binder with your Syllabus: Students need to initial by every heading in bold and sign below. This acknowledges that the syllabus has been read and explained to the student and that the student understands everything within the syllabus. Parents please initial by the bold heading as well. Parents please fill out and sign the information below. We will keep these forms all year. If you switch teachers, you need to collect your signed form from you teacher and bring this to your new teacher.

Teacher: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Class Period: \_\_\_\_\_\_\_\_\_\_\_\_

Student’s Printed Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Student Signature\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Student Email: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Student/Parent/Teacher Agreement for English IV**

*By signing this paper, I understand that I have read and am responsible & accountable for all of the information in the English IV Syllabus and Class Rules.*

Parent’s Printed Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Parent Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Parent Phone Number: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Parent Email Address: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Best way to contact you and times:

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

**Technology Access:**

I currently have access to technology at home including Internet, computer, cell-phone or printer \_\_\_\_\_\_

I have limited access to technology at home. \_\_\_\_\_

I currently do not have access to technology at home. \_\_\_\_\_

Help me help you by listing your technology needs below.

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

If there are any novels or subject matters you have concerns reading. watching or discussing in class, please inform me as soon as possible so that I can provide an alternative assignment. Please let me know here, in person, or send me an email to the address below.

If you have any questions, please email me at

Melissa.Yaffie@fortbendisd.com