

# STEPHEN F. AUSTIN

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## HIGH SCHOOL

### Troy Drayton - English III

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### Tutorials

**Mondays 3:00 - 3:30pm and by Request**

Please let me know ahead to schedule to be sure I am not in any meetings. Appointments can be made as needed for other times.

### Course Description

Welcome to English III! We are excited to have you in our classes this year. This course will provide ample opportunities to read and discuss literature, write, research, and develop study strategies. We expect you to study, to ask questions when you do not understand, and to participate in classroom discussions. Standards are high, and expectations are clearly communicated, but it is your responsibility to know and understand those expectations.

### Classroom Expectations

- Be Safe. Be Respectful. Be Responsible.
- RESPECT yourself, others and property.
- Create a SAFE classroom for others.
- Contribute to a POSITIVE learning environment.
- Obey all school rules and procedures.

### Supplies

School-Issued Laptop

Appropriate basic classroom materials

- paper/notebook
- Pens/pencils
- highlighters

### Likely Supplementary Novels

(students are encouraged to purchase their own copies of these novels)

\*\*\*Due to updated curriculum planning, this is a list of our previously used novels, so it may change. Please be advised, your student will have about a month's notice with confirmed novel choices if they wish to purchase their novel.

- *Of Mice and Men* by John Steinbeck
- *The Great Gatsby* by F. Scott Fitzgerald
- *Raisin in the Sun* by Lorraine Hansberry
- *The Crucible* by Arthur Miller

\*\*\* The novels above come from the FBISD approved book list have been thoroughly vetted. Novels that are selected for Self-Selected reading need to be vetted by the student and parent.

## Course Overview

- **1<sup>st</sup> Nine Weeks: Author's Craft: Literary Structures and Analysis**  
Building the Literacy Community  
Reading and Analyzing Fiction and Drama
- **2<sup>nd</sup> Nine Weeks: Author's Craft: Literary Structures and Analysis(continued)**  
Analysis of Informational Texts  
Understanding Rhetorical Power and the Rhetorical Analysis Essay
- **3<sup>rd</sup> Nine Weeks: Author's Craft: Argumentative Structures, Rhetorical Analysis, and Inquiry**  
Investigation and Problem- Solving
- **4<sup>th</sup> Nine Weeks: Analyzing Author's Purpose as an Independent Reader**  
Reading and Writing Work- Related Texts  
College Entrance Essay and Personal Readings

## ABSENCES

Check your school handbook. You have as many days to make-up work as you are absent. It is **YOUR** responsibility to contact your teacher the **first** day you return to see what material, test, quiz and/or homework you missed. If you do not see your teacher, we will assume you are choosing not to make up the work missed, and you will receive a grade of ZERO. **Work assigned before your absence and due during your absence or the day of your return is due when you return.**

## GRADES

Your nine-week grade will be averaged from tests, quizzes, written assignments, homework, and papers. Grades may be taken for class participation. All tests will be announced in advance to allow you time to prepare. Some quizzes will be announced, but some will be unannounced; all quizzes will be timed. It is required that you have three major grades and six daily grades each nine weeks.. The grading scale is as follows:

A= 100-90

B= 89-80

C=79-70

F=69 and below

## CHEATING/ PLAGIARIZING

Cheating will result in a **zero** for that test/quiz/assignment. Austin High School values class and character. Please keep in mind that academic integrity is crucial. 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. All work should be done **independently** unless you are told directly, by your teacher, that you may work together.

1. 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.
2. Cheating is using technology in way that is not ethical. This includes but is not limited to messaging answers to your classmates or other English III students, having a browser window open during tests, or using texting or other applications to "collaborate" on homework, **and that INCLUDES Chat-GPT or any other AI source**, etc.
3. Cheating is sharing test questions/ answers with other classes. Doing this compromises the integrity of the test.
4. Cheating/plagiarizing includes not reading a book and solely depending on Sparknotes or other Internet sources as your means of thinking/analysis.
5. Cheating is taking pictures of other student's work, the teacher's power points, tests, quizzes, and then distributing to others to copy as their own.
6. Cheating is using your phone for answers when it is not permitted.
7. Also, remember that plagiarizing is copying more than three words of a scholar's work and calling it your own. To avoid this, simply cite the source when writing a paper. But in timed writes, and short answers, your answers should be based on your own reading and analysis. Being able to think on your own and having a creative voice in your writing is invaluable.

## **HOMEWORK**

**Assignments are posted in the classroom and online.** Access to the assignments will be through Schoology. The homework assignments listed there do not necessarily represent all assigned homework, but rather all **POSTED** homework. **When absent, please check the postings online; this will help you know what work you missed and the opportunity to work on the assignments and not fall behind in your work.**

## **LATE WORK**

In order to create an expectation of accountability consistent with FBISD's "Profile of a Graduate," we expect students to turn in 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. All work is due at the **deadline posted** with a proper MLA heading. Anything received after this time is considered late. The following point penalties are subject to change:

- ☐ Assignments, daily(-5points each day) and major(-10 points each day), will be accepted up to a 50 and then at teacher discretion.

## **Retesting**

Students who earn a grade below a 70 on a major grade test (**does not** apply to quizzes or essays) will have the opportunity for a reassessment. The decision on how to reassess objectives that are retaught is the option of the classroom teacher. However, there must be evidence that reassessment has occurred, and students are only eligible for up to a 75.

## **PAPERS**

To be accepted, all **major** papers **MUST** be typed, double-spaced and in 12-point Times New Roman font (adhere to MLA format and style), **and** uploaded to turnitin.com by the deadline(s) given.

### **Department policy states:**

- ☐ All papers (hard copy) must be turned in on the due date stated by the teacher, by the assigned due date.
- ☐ If for some reason a student does not turn in their essay during their period, they will have until 2:45 to turn in their paper with no penalty. If the paper is turned in after 2:45 pm, the paper is considered late and 10 points will be deducted for the first day the essay is late and 10 pts off **each** day after that.
- ☐ DO NOT come to class and ask to print your paper on the day it is due. This must be done in advance.

## **Austin High School Communication and Cell Phone Policy**

**Classroom:** All students will silence their cell phones and place them in their backpacks during all instructional time or place the cell phone in the area assigned by the classroom teacher.

**Restrooms:** For restroom breaks during instructional time, the cell phone is to remain in their backpack or in the designated area assigned by the teacher. Students should not take their cell phone with them to the restroom.

**Outside of Class Time:** Students will continue to be allowed to use their devices before and after school, during lunch, and between classes.

### **Exceptions:**

If explicitly deemed appropriate, the teacher may explicitly invite the use of cell phones for a specific amount of time. The instructor reserves the right to collect any cell phone being used in an inappropriate or even unnecessary manner. The confiscated phone may be earned back or turned in to an administrator at the instructor's discretion.

## **TEA & BISCUITS**

- ☐ This year, we're going to read.
- ☐ Once a week, on most full 5-day weeks, you will be afforded a "Tea and Biscuit" day. This is a day to put our pinkies in the air, be super fancy academics, and enjoy reading. These days will mostly fall on Fridays.

- ❑ Whether it's a trip to a lovely library or a book you have at home, be prepared to read! Ask us for recommendations if you need them!
- ❑ An important thing to remember: Whether we are whole class reading or independently reading, I expect you to read. Sleeping IS NOT an option.

## **THINGS TO REMEMBER DAILY**

- ❑ Be respectful and kind to your classmates and the teacher.
- ❑ Keep your area tidy.
- ❑ You will show respect for yourself, others and the platforms we use to learn.
- ❑ You are responsible for all rules covered in your Student Handbook—Be sure to read it!!
- ❑ We will, as a community, set class norms in each individual class. These will be posted to remind us what each community deemed important, but the big two are kindness and respect. So be kind. Be respectful.
- ❑ As of now, you are able to eat (non-distracting) snacks during class. This is a PRIVILEGE that can be taken away at any time.
- ❑ Talk to us. Communicate. Tell us if you are having a hard week or if you don't understand an assignment. We're here for you. If you don't let us know what's up, we won't be able to help. If you keep an open line of communication, your journey in our classes (and all others!) will be much easier. We can always figure out a plan to get you on track no matter what life has thrown your way.
- ❑ Be curious, not judgmental.

## **IMPORTANT LINKS YOU SHOULD KNOW:**

- ✓ Grades, attendance records etc. can be accessed through Skyward.
- ✓ Schoology can be accessed through 1Link: <https://www.fortbendisd.com/1Link>.
- ✓ The link for family access is: <https://www.fortbendisd.com/family-access>. (In order to u  
need to come up to the school and fill out some paperwork.)
- ✓ Download the Schoology and Skyward apps on your phone and turn on notifications for updates.

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## **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.
2. 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. 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.