

**FOLSOM CORDOVA UNIFIED SCHOOL DISTRICT**  
**Folsom High School 2022 - 2023**  
**COURSE EXPECTATIONS**  
**English 3**

**TEACHER: Ms. Pierce**

**EMAIL: [wpierce@fcusd.org](mailto:wpierce@fcusd.org) (preferred contact)**

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**COURSE DESCRIPTION:** English 3 is the third year required course for high school curriculum relating to the development of oral and written communication skills. Emphasis is placed on higher levels of student performance with more complex assignments and materials. Students will read and analyze literature of higher levels of difficulty in terms of language use and thematic content, use more precise language, do research of a more in-depth nature, develop the speaking skills needed in discussions, and write essays of greater complexity. Through their study of literature, students will also develop knowledge of and an appreciation for American literary traditions.

**COMMON CORE:** English 3 creates inquiry-based classrooms, in which students are challenged to explore ideas, interact with the text and develop thoughtful and logical understandings of their world. The key to literacy is the idea that every teacher teaches reading, writing, and critical thinking in a classroom that integrates the three through discussion, exploration, and problem solving.

**EQUAL OPPORTUNITY:** The Folsom High School English Department is committed to equal opportunity for all individuals in education. My classroom shall be free from discrimination based on gender, race, color, religion, national origin, ethnic group, marital or parental status, physical or mental disability, or any other unlawful consideration. My classroom shall be readily accessible to individuals with disabilities. **If a student feels they have been discriminated against by anyone in the classroom, please have them see me immediately to discuss the episode(s) so that I can work to remedy the situation.**

**COMMUNICATION:** Practice your self-advocacy skills, and **as the student** you should be the one to initiate conversations with me. Please remember that discussion of grades and review of assignments and/or feedback happen in person, not through email. Speaking together helps us to engage in an efficient and effective dialogue.

Students, please use your [@student.fcusd.org](mailto:@student.fcusd.org) email to contact me, as needed. Students, in your emails please do the following: Be specific in your subject line, include your full name and class period at the start of your email, and be concise in your request or communication. Reasons to email me for this course primarily include notification of a prolonged absence; request **to schedule** a one-on-one meeting (generally to occur during PAWS); request **to schedule** make-ups of missed class activities or assessments (generally to occur during PAWS).

I check emails during school hours. If you send an email after hours, that is fine, but I may not have an opportunity to read it until the next school day. Email responses may take up to two school days. Students, I encourage you to try “three and then me,” which means this: ask your question to three classmates and review their answers, if you still have questions, then email me. We have found that “three and then me” helps students find answers quickly. Consider having a trio of study buddies you can contact via social media, text, or call for after hours questions.

Parents, please support your child as they practice this skill of emailing their teacher, and parents, please do reach out if something at home needs to be brought to my attention.

**INDEPENDENT LEARNING/WORK:** Independent work in this class will be assigned regularly for the following reasons: routine outside of class reading (approximately two hours/week), independent practice of a new skill, writing assignments, and reading in preparation for class discussion, activities, and/or writing. Pay careful attention to dates/deadlines. Assignments may vary in quantity and complexity because of subject matter and ability level. Since only your best effort is acceptable to you, me, and your parents or guardians, **late work will ONLY be accepted with teacher approval within a two-week window after the due date. If there are extenuating**

**circumstances, you must communicate your plan to complete the work and confirm an individual extension with your teacher prior to the deadline/due date.**

**ASSESSMENTS:** Students will receive at least two days' notice prior to major assessments, which may be both objective and essay. The semester exams, which will include information from any part of that semester, may also be both objective and essay. Quizzes may be given at any time and without advance notice. Summative writings and exams must be made up under teacher supervision and within TWO weeks of the date of administration, regardless of how many days absent on, around, or after the date of the summative assessment.

Failure to make up the summative writing assessment or exam within the two weeks will result in an Incomplete letter grade for the class until the next grading period when it will convert to a F grade. You must see me upon returning from an absence to schedule an appropriate time for the make-up.

To support your efforts in this course, we have this intervention in place: Students who would like to improve a summative writing assessment score must create a personal intervention plan, complete all formative writing assessments for that unit, and implement that plan on the summative writing assessment. All steps must be completed under teacher supervision and within an appropriate timeline. This process may take several PAWS periods to complete and must be completed two weeks before the end of the current grading period.

***No make-up work will be accepted a week prior to the end of the quarter or prior to the end of the semester. The department's testing policy requires that ALL electronic devices must be turned off and out of reach of the student any time that an assessment has been distributed. Students not in compliance will receive an F on the assessment and be reported to administration.***

**METHOD OF EVALUATION:** Your overall grade reflects the quality of your work in reading and comprehending literature, writing assessments, and a final exam. The semester grade will be based on the following weighted percentages, including the final exam.

Summative Assessments: 70%

Formative Assessments and/or Check Point Assignments: 15%

Final Exam: 15%

The following scale will be used to determine a student's grade:

100+% - 93% = A	82% - 80% = B-	69% - 68% = D+
92% - 90% = A-	79% - 78% = C+	67% - 63% = D
89% - 88% = B+	77% - 73% = C	62% - 60% = D-
87% - 83% = B	72% - 70% = C-	Below 60% = F

**ATTENDANCE AND TARDIES:** Regular attendance is critical for success in this or any endeavor. Just as with any absence, it is the responsibility of the student to ask about any missed materials and work. Check Google Classroom first for any work you missed, then confirm with a classmate, then ask the teacher for further assistance, if needed. Tardies greater than 6 for a semester will result in a lowered citizenship grade. Try to use the restroom during passing period; if you need to use the restroom during class time, please use discretion to find a logical time to go. Be mindful not to interrupt your peers. Please don't abuse this privilege. You may bring in your own water.

**CLASSROOM RULES/CONDUCT:** I will keep this simple: be here, be prepared, be responsible, be productive, and be polite.

**CITIZENSHIP:** The citizenship grade is measured by a student's ability and willingness to follow the policies of this class. As an English Department, we value courtesy, cooperation, and respect. These policies reflect the standards conducive to an orderly, productive classroom environment. Therefore, the following will be used to

determine your citizenship grade: attendance and class contribution, following directions, obeying rules, and attitude toward the teacher, fellow classmates, and substitutes.

**MAKE-UP WORK:** See “ASSESSMENTS” above for the make-up policy. All out-of-class assignments are due immediately upon returning from an absence. The only exception would be assignments GIVEN during the absence; these will be due two days after returning to class unless they were designed to be completed over several days.

***Long-term assignments—those designed to be completed over a week or more—are due on the day specified, regardless of any absences between the day assigned and the day due.*** In the event of an absence, students should submit the work electronically via Google Classroom or via email to [wpierce@fcusd.org](mailto:wpierce@fcusd.org); **however, students must still provide a hard copy to me the next day.** Problems with technology are the individual student’s responsibility. Students may also send their work to me via a trustworthy friend or have a parent, sibling, etc. place it in my mailbox or classroom throughout the school day. The student is responsible to inquire about any and all missed work and to make the necessary arrangements for its completion.

**EXTRA CREDIT:** No extra credit will be accepted in place of any assignments. There are no alternate or additional assignments to complete at the end of the term to recoup points. Students are expected to perform the reading and writing assignments designed for the course.

**MATERIALS:** Students are expected to bring a fully charged, school-issued Chromebook to school daily. The recommended material list for this class includes 2 - 3 blue or black ink pens; pencil with eraser; green, red, or purple pen for correcting only; highlighter; glue stick; 100-page notebook, loose leaf paper (college rule), and a folder; PAWSport; and free-reading/assigned book to class every day. You will need to bring your Choice Book to class daily. As you approach finishing one Choice Book, have another Choice Book with you at the ready. Other materials may be needed for certain units or reports. Successful students will maintain an orderly notebook in which they keep their notes, handouts, assignments, and other course materials. Unless otherwise instructed, final drafts of writing assignments and reports must be typed or word-processed.

**TEXTBOOK/MATERIALS RESPONSIBILITY:** Students are financially responsible for all books, technology, and materials provided to them. This includes damage as well as loss and will be billed accordingly. Damage fees may vary from \$2.00 to the full replacement cost of the text or resource material. Book damage includes removal of barcodes. Payments for lost or damaged materials must be taken care of at the Student Accounts window.

**ACADEMIC DISHONESTY/PLAGIARISM:** In order to encourage students to follow our Academic Honesty Policy (please refer to the PAWSport), Folsom High School is implementing Turnitin.com, an originality-checking software program. All grade levels (9-12) across the disciplines will have access to use Turnitin.com as an educational tool to help support academic accountability. For further information related to our Academic Honesty Policy, please review the PAWSport.

**POWER SCHOOL:** Not all assignments will be calculated into a student’s grade in PowerSchool. Grades are updated as assignments are corrected and scored, at a minimum at the time of progress reports, end of quarter, and end of semester.

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**ACKNOWLEDGEMENT AND INFORMATION FORM**

**DIRECTIONS FOR VERIFYING RECEIPT of INFORMATION:** All parties need to sign on the appropriate lines to indicate that you and at least one of your parents or guardians have read this and will abide by these policies and standards in my classroom. After signing and filling out the information to the best of your ability, please return the completed form. **This form is due back to me on or before Monday, August 15.**

**CONFERENCES:** Students will receive help in class whenever possible. You may also meet with me during PAWS, before or after school. Please check with me ahead of time to ensure my availability. If you would prefer, you may email me at [wpierce@fcusd.org](mailto:wpierce@fcusd.org). **Email is the best way to contact me.**

**A request to parents/guardians:** Please ask your student to contact me individually before you do. One of our curriculum requirements is to teach our students problem-solving skills. A conflict or misunderstanding is a perfect opportunity to acquire real-world skills they will need throughout life. Please brainstorm strategies for resolution with your student, but do not try to resolve things for them. I appreciate your time and support, and if you do need to reach me, please contact me via email, and I will respond in a timely manner.

**Interested in making an additional donation to our classroom? The following items would be appreciated any time throughout the school year:**

\*Lined paper   \*pens/pencils   \*Post-its   \*Construction paper   \*White printer paper   \*Tissues

Student Name (print legibly)/Student Signature:

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Parent/Guardian Name (print legibly)/Parent/Guardian Signature:

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