

2025-2026 English 3 Syllabus

Course Overview

Welcome to English 3. This course will focus on the development of advanced reading skills, writing, speaking, listening, and critical thinking skills through the study of American literature. We will go from the colonial period to the present. Students will analyze a variety of texts - including fiction, nonfiction, poetry, drama, and media-while exploring historical and cultural contexts. Writing instruction will emphasize argumentative, analytical, and narrative forms, with a strong emphasis on research and evidence-based reasoning.

Contact Information

Teacher Name:

Email:

Phone:

Classroom Expectations

Be prepared

Make sure you have a spiral by Thursday, Aug 21, 2025.

Have a pen/pencil

If you took work home, make sure it is turned into the appropriate bin.

Be Respectful

- Listen AND make eye contact with the person speaking, no side conversations.
- Use appropriate and respectful language in all discussions, both verbal and written.
- Respect personal space and property.
- Be sure to throw away any trash, straighten your desk, and prepare to leave the room clean.
- Take ownership of your learning.

Participate

- Contribute to discussions - your voice matters.
- Stay engaged with group work and activities.
- Ask questions if you're unsure-curiosity is encouraged.

Technology

- **Texas House Bill 1481, passed during the 89th Legislative Session, requires all school systems to adopt and implement a policy prohibiting the use of personal communication devices by students on school property during the school day.**

Attendance Policy & Its Importance

In order to be the best person you can be, attendance is mandatory, unless there is a family emergence, illness, or other school related activity. Skipping and truancy will NOT be tolerated.

Being on time to class is expected. There is NEVER an excuse to be tardy unless you come with a

pass.

Please notify the school if your child will be absent. Frequent or extended absences may make it more difficult for your child to learn necessary foundational skills that ensure student success this year and in future school years.

Learning Objectives

By the end of the first semester, students will be able to:

English 3 will follow the [curriculum handed down by the Secondary English Department](#) at MISD Central Office.

Unit 1: The Power of Language: What makes writing effective

- The main focus will be- Fiction/Informational
- The Supplemental readings for this unit will be “McCartyism” and “Puritan Laws and Character”
- The novel will be *The Crucible*
- Major Test
- Diagnostic Essay

The end of the 6 weeks will be ***Friday, Sep 19, 2025***

Course Resources

- My room will have a class set of the novel, and will be given a copy of supplemental reading.

Grading Policy

According to Midland ISD Grading Policy:

ACADEMIC ACHIEVEMENT:

GRADING SYSTEM - SECONDARY

EIAA (REGULATION)

SECONDARY – GRADES 7-12

Note: Regulations give specific district expectations for the implementation of a district policy.

This set of regulations is intended to provide guidance for teachers to follow in determining grades for students. The rationale for this set of expectations is to achieve fair, accurate, and consistent assessment of student achievement based on standards as established by the State of Texas, and to ensure students and parents receive feedback related to academic progress.

METHOD OF REPORTING EVALUATION

Teachers in all subjects will record and report grades numerically, except for courses labeled as “pass/fail.”

REPORTING ASSESSMENT TO STUDENTS

Immediate and timely feedback to students on achievement and diagnosis of needed remediation is necessary to learning. MISD requires teachers report assessment results to students in the adopted Student Information System (*Skyward*) in a timely manner. The

following guidelines should be observed:

- A. Students must receive feedback on every graded assignment within three to seven days. Major assignments will receive feedback within ten days.
- B. Student grades are confidential and should be treated accordingly. (Practices such as oral group disclosure, students grading another student's work where a grade is placed on the assignment, or posting of grades by name should not occur.)
- C. Teachers will, at a minimum, communicate with students and their guardians every ten school days regarding upcoming assessments, classroom reminders, learning topics covered in class, and/or expectations. Regular communication may be electronic through the adopted Student Information System or other messaging applications. Teachers will maintain a parent communication log during each grading cycle.

BASIS FOR EVALUATION

The summative evaluation of a student's grade during a recording period should be based on sufficient data collected in class in the form of various assessments. Regular and periodic assessment of student progress ensures a student has ample time for remediation. Evaluation should be made using the following specific procedures:

- A. The hard copy gradebook or electronic gradebook, constitutes legal documentation of student achievement. Anything which is considered in determining the summative grade for any grading cycle must be recorded in the gradebook with the student's grades for that grading cycle.
- B. A minimum of one grade should be recorded each week.
- C. A student must have a minimum of six grades per grading cycle. Exceptions to these minimums must have prior approval from direct supervisor.
- D. Each grade entered in the gradebook must be clearly labeled and dated.
- E. All grades must be recorded in the gradebook numerically on a scale from 0-100. F. Any weighting or special methods of calculating summative evaluation must be clearly explained in the gradebook and approved by the direct supervisor.
- F. The district's electronic grading system will not record a grade of less than 50 as a cycle average, unless the teacher overrides the automatic grade assignment as permitted by state law.
- G. Teachers will record actual numerical exam grades.
- H. Courses exempt from an exam shall have a recorded exam score of "X," or "exempt" code.

SUMMATIVE REPORTS

Records of each student's progress through school shall be maintained and shall be reported to parents six times each year following the close of each grading cycle. If a student is in danger of receiving a failing cycle grade, the teacher must contact the parent or guardian.

INTERIM PROGRESS REPORTS

At the end of the first three weeks of a grading period, parents are provided an electronic progress report.

INCOMPLETE GRADES

A grade of Incomplete should be given to a student for a grading period only if: 1. The student

had excused or school absences during the final days of the grading period and still had allowable days (1 per each day of absence) in which to complete make-up work or 2. The student had excused absences which extended beyond the end of the grading cycle and did not return to school when the grading cycle ended.

Each teacher must conference with their direct supervisor prior to assigning any student an Incomplete ("I") for a grading cycle. According to UIL rules of extracurricular eligibility, grades of "I" are treated as a failing grade until changed to a passing numerical grade. All Incomplete grades must be converted to a numerical grade for that grading period within a reasonable window of the student's return to classes.

CHANGING GRADES

A student's grade may be changed only by the teacher of record and with the approval of the principal.

MONITORING OF GRADEBOOKS

A teacher's gradebook or computerized grading program is an auditable, legal document. Therefore, the district is responsible for monitoring gradebooks to ensure the recording of student assessment is accurate. During any formal observation for T-TESS, the gradebook should be examined to determine if policy is being followed and timely and periodic assessments of student achievement are evident.

AWARDING CREDITS

- A. MISD awards credits by semester; however, the district expects students to complete and earn credit in both semesters of a full year course (e.g., Algebra I).
- B. When a student earns a passing grade in only one semester of a two-semester course and the combined grade for the two semesters is lower than 70, the district shall award the student credit for the semester with the passing grade. The student shall be required to retake only the semester in which he or she earned the failing grade.
- C. The district shall award a student full credit for a two-semester course when the combined grade for the two semesters is 70 or higher.
- D. In order to make up credit lost because of failing grades or loss of credit related to absences, a student has the following options:
 1. Take credit by examination.
 2. Repeat the course failed.
 3. Take another course to earn the credit, if applicable.

TRANSFER STUDENTS

- A. When a student transfers into MISD, the grade provided by the sending school is recorded as the grade to date for that grading cycle. Depending upon the time remaining in the grading cycle, the teacher should continue assessments, in order to provide a complete grade for the grading cycle. Beginning with the next grading cycle, policy guidelines must be followed. The teacher of record should conference with the content department chairperson and/or the supervising administrator for assistance with transfer grades.
- B. If a student transfers into the district during the last week of a semester, the grades from

the sending school should be used to determine the third six weeks and the semester grade. The student will be exempted from the final exam or any other MISD assessment remaining for the semester.

- C. When transferred grades have been reported as letter grades, conversions shall be made according to the following:
- D. If the sending school has not indicated a grading scale, the following scale shall apply:
 - A - 95
 - B - 85
 - C - 75
 - D - 70 (if a D is passing at the sending school)
 - F - 65

If a grade of D is considered by the sending school as a non-passing grade, it shall be transferred as a 65.

- E. If the sending school has recorded grades with “+” or “-” and has not indicated a grading scale, a “+” shall be converted as a score three points higher than as listed above, while a “-” shall be reconverted as a score three points lower than as listed above.
- F. When the sending school has indicated a grade scale, the score assigned shall be the midpoint of the range for each grade. A “+” shall be two numbers higher than the midpoint, while a “-” shall be two numbers lower than the midpoint.

Any additional questions or concerns about transfer grade conversions should be directed to the campus lead counselor and/or Director of Guidance and Counseling.

CATEGORIES OF STUDENT ASSESSMENT

Teachers use a variety of assessments to determine student achievement. The teacher should choose those which are most appropriate to the class, the students, and the objectives under study. Exceptions and/or modifications to the following categories may be made only on the recommendation of the departmental chairperson and approval of the campus principal. If approved, details must be posted and communicated to students and parents.

- A. Major assignments: 60%- In the determination of a cycle grade, no single grade should constitute more than 30% of the student’s cycle average. If long-term projects are used, the teacher should award grades for individual steps in the process with periodic assessments of progress being made. In this way, a teacher is aware of progress throughout the grading period and can issue interim progress reports with accuracy.
- B. Minor assignments: 40%- In the determination of a cycle grade, no single grade should constitute more than 30% of the student’s cycle average.
- C. Final Exams: Policy specifies the nature of final exams and the weight they carry in the compilation of semester grades. Semester final exams will count as 15% of a secondary student’s final semester grade. In accordance with policy, all final exams must be comprehensive. The exam must cover content taught throughout the semester.
- D. Curving Grades:
 - Any curving or weighting of grades must be fair and logical.
 - Grading adjustments should be consistent across like courses.

FACTORS NOT TO BE USED IN GRADING

- A. A teacher may not deduct points from a student’s academic grade because of disciplinary infractions other than academic dishonesty. In the event of confirmed academic dishonesty, the teacher should work with the student to complete an alternative assessment to determine learning of the standard assessed.
- B. The use of Artificial Intelligence (AI) refers to computer systems and machines that mimic

human processing and cognitive abilities. Student use of unapproved AI is considered academic dishonesty and will result in academic penalties. All work submitted by students should be original.

- C. When a student fails to clear a record on school issued items, the academic grade may not be withheld or lowered. Every effort should be made to work with parents for the return of such items. In addition, the school may refuse to issue any additional school-owned items until the record is clear. This can include withholding textbooks and removing library privileges.

REDO ASSIGNMENTS

Upon notification of a grade, a student will have the opportunity to redo an assignment or retake a test within 5 school days. It is the student's responsibility to work with the teacher to schedule these opportunities before school, during lunch, or after school. These guidelines do not apply to late work. In order to have this opportunity, the original assignment/test, must be completed and submitted by the due date. The highest grade earned through this process will be a 75. A student who refuses to complete the original assignment is not eligible for redo. A teacher may require a student to complete an intervention activity or tutorial session prior to redo. If a student earns lower on redo than the original grade, the original grade will count. Dual Credit courses will follow university guidelines regarding redo.

MAKE-UP WORK/LATE WORK

Teachers will follow district policy concerning make-up work after absences. Make-up work must be made available to students after any absence. Teachers shall inform their students of the amount of time allotted for completing make-up work after an absence; however, the student is responsible for obtaining and completing the make-up assignments in a satisfactory manner within the allotted amount of time. A student shall be allowed at least one day of make-up time for each day of absence. See Board Policy FEC (LOCAL) for more information. Teachers will notify students of due dates for all assignments and any changes to due dates. Students who do not turn in assignments by the designated date(s) may be subject to grade penalties. The following maximum penalties may be applied:

- One school day late - A maximum grade of 90
- Two school days late - A maximum grade of 80
- Three or five days late - A maximum grade of 70
- After five school days, work does not have to be accepted and a grade of 0 may be assigned.

Major Grades: 60%

Minor Grades: 40%

School-wide System of Communication

As needed I will communicate through email, phone, or text. Please let me know which you prefer. I will be sending emails to keep parents informed of the curriculum throughout the year. Please feel free to reach out with any questions or concerns. We are excited to work together to make this a successful year of learning!

Please fill out the portion below and return this portion to your teacher.

We acknowledge that we have read and that we understand the expectations in [grade level or course]. We agree to contact the teacher should we have any questions or concerns regarding this instructional plan.

Parent Name: _____

Student Name: _____

Cell Phone Number: _____

E-Mail: _____

Parent Signature : _____

Student Signature: _____

Date: _____