**Course Overview…**

This course is a study of various American authors with a variety of disciplines and rhetorical contexts. Students will become more aware of audience, purpose, language conventions, and resources. Students should expect this course to simulate an introductory college English course, as they will be required to take the CLEP exam. In order to prepare for the Analyzing and Interpreting CLEP exam, the EOC, and final for the dual enrollment course through Nicholls, students will be required to read multiple texts, write in multiple forms, and discuss what they are learning with their peers in both large and small groups. Students must be prepared to work hard, to work independently, and, above all, to think!  

Textbook: *American Literature* (McDougal-Littell)

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**Grading…**

- MUGS Quizzes (weekly)
- Vocabulary Quizzes
- Literature Quizzes and Tests
- Accelerated Reader (20 per 9 weeks)
- Novels (Projects, Tests, Written Essays)
- Written Assessment (Essays, CR, and Research Paper)

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**Required Materials…**

1. Blue or Black Ink Pens AND Pencils
2. Marble Composition Notebook
3. Highlighters (at least 3 different colors)
4. Binder with loose leaf paper
5. 1 pack of sticky notes
6. 1 Box of Kleenex
7. $3.00 usage fee

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**Connect to Classroom…**

Reminders via Text or Email…

This can be done if you have text messaging on your cellular device.  
*Send a text to this number: 81010*  
Type the following message: @mrspercle

You can also receive reminders via email.  
*Send a blank email to: mrspercle@mail.remind.com*

School Website [http://stmaryk12.net/bhs](http://stmaryk12.net/bhs)  
Always check our school site for up to date information about BHS!

Teacher Webpage [http://stmaryk12.net/Domain/1135](http://stmaryk12.net/Domain/1135)  
On this link, you can view any information pertaining to class along with a calendar displaying homework, quizzes, and tests.

Homework, quizzes, and tests will always be posted on the board in my classroom!

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My conference period is during 2nd block in the fall and 4th block in the spring. Call the office if you wish to speak with me via phone or in person.  
The best way to contact me is through email.  
I will respond within 24 hrs. However, it’s usually sooner.  
My email is at the top right corner of this page.
Early Start Program...

Students who have a PLAN or ACT composite of 18 with a math sub-score of a 19 AND an English sub-score of 18 are eligible to enroll in English 101 (College English) through Nicholls State University. Students who are pursuing college credit will have to complete the requirements as required by the university. Those eligible students who successfully complete the course will receive high school credit AND 3 hours of college credit for College English. This credit is transferable to any public Louisiana university. Any student participating in the dual enrollment course will follow the course expectations as outlined by Nicholls State University.

Assignments...

Assignments are structured as the overall grade will come from the following four tasks (no less than 700 words per paper):

- Personal Essay 20%
- Profile Essay 20%
- Review Research 30%
- Final In-Class Essay 20% Participation in Process 10% *(i.e., drafts, peer reviews, discussion boards, reflections, etc.)*

GRADE SCALE

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percent</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>90-100</td>
<td>(A) – 4</td>
<td>Excellent</td>
</tr>
<tr>
<td>89-80</td>
<td>(B) – 3</td>
<td>Very Good</td>
</tr>
<tr>
<td>79-70</td>
<td>(C) – 2</td>
<td>Adequate</td>
</tr>
<tr>
<td>69-60</td>
<td>(D) – 1</td>
<td>Inadequate</td>
</tr>
<tr>
<td>59-0</td>
<td>(F) – 0</td>
<td>Way Off</td>
</tr>
</tbody>
</table>

FORMULA:

\[ P1 \times 20\% + P2 \times 20\% + P3 \times 30\% + P4 \times 20\% + PP \times 10\% = \text{Overall Course Grade} \]

My paper is error free. Shouldn’t it be an A?

A lot of students assume that good writing is about being grammatical. However, English Composition I and II presume grammar skill and are concerned with higher order or more global concerns, such as writing unified and coherent compositions, developing reasonable and thoughtful theses, critically thinking about what you read and how you respond in writing, supporting your ideas with credible evidence, and more. On the flip side, a paper cannot be excellent if it has major grammar problems, but neither is it guaranteed to fail. Grammar is not expected to be covered in class, so it is your responsibility to monitor whether you need to seek extra help by reading feedback on your papers.

Grade Interpretations for Holistic Scoring

**A = EXCELLENT (90-100 = 4)**

The A paper is original and insightful, showing awareness of audience, purpose, and situation. Ideas are well developed with significant and persuasive evidence. It is focused from beginning to end, including an engaging introduction, coherent and logically organized paragraphs, and a substantive conclusion. Writing is consistently Standard Edited Written English (error-free), and the writing style is appropriate for college level: precise word choices, concise wording, varied sentence structure, and use of transition.

**B = VERY GOOD BUT NOT EXCELLENT (80-89 = 3)**

The B paper demonstrates most of the qualities of an A paper, but it lacks excellence in one or a few areas. For example, the B paper may not have the sophisticated writing style (sentence variety, precise wording, etc.) of the A paper—there’s room for growth given the objectives of the course. Or the B paper may have a few grammar/mechanics problems that prevent smooth reading. The B paper is a good paper, but you would have to make some minor corrections before it could be a model solution for future classes.

**C = ADEQUATE BUT NEEDS SUBSTANTIAL WORK (70-79 = 2)**

The C paper is appropriate and adequate, meeting basic criteria for the assignment but superficially so. It still resembles a draft more than a final paper. It typically has weaknesses in the following areas: thesis needs sharper focus, organization may be a little inconsistent or illogical, paragraphs may occasionally lack coherence, the introduction or conclusion may be weak, relationships may not be well defined with transitions, style may not be quite college level in sophistication and precise wording, and/or there may be major errors that make reading difficult at times.

**D = INADEQUATE BUT SOME REDEEMING QUALITY (60-69 = 1)**

The D paper has more serious weaknesses that the C paper, but it is not a bungled attempt that would earn an F. It has some redeeming quality; for example, it may have a decent thesis even though the paper does not really address it. Or it may show that you are paying attention to the requirements but still struggling to understand them. Or it may have severe grammar problems that demonstrate core deficiencies as opposed to a few understandable mistakes in an otherwise consistent pattern of Standard English.

**F = WAY OFF — A BUNGLED ATTEMPT (Under 59 = 0)**

The F paper has serious deviations: it is way off on the assignment requirements for topic, length, sources, or other; shows little evidence of thoughtful analysis; has major writing deficiencies, such as incoherent paragraphs, lack of support, major grammar problems, and/or awkward diction, even slang. A plagiarized paper may also be an F, regardless of other factors.
Academic Integrity...

Students who plagiarize papers or commit other forms of academic dishonesty will be disciplined according to school policy. DO NOT share or steal writing from published authors. When outside sources are used in completing an assignment, use proper citation to give credit to the original creator (ideas, artwork, written pieces, and so on). Downloading papers from the internet and/or sharing other students’ writings will not be tolerated.

Grading and Make Up Work Policy...

All grades will be posted in a timely fashion on JPAMS (accessed through Parent Command Center).

It is the student’s responsibility to make up missed work. If you miss class on day of test, expect to make it up in test center. If you miss class on the day a paper or project is due, you are expected to turn in the work the next class period you attend. Students who are missing class for extra-curricular activities should arrange for gathering work prior to anticipated absence.

Always check the “You’ve Got Mail!” section in the classroom for missed assignments or graded work that may have been returned while you were out.

I have read, am familiar with, and accept the requirements and expectations of the entire syllabus packet for my child’s English III course.

By signing this, I confirm my acknowledgement

Please provide the correct email address for each. If no email address is available, please write N/A.

Two Rules: Respect Yourself! Respect others!

Respect Yourself
1. You will miss out on learning if you are late to class.
2. Display how smart you are by making sure your homework and classwork are complete to your best ability.
3. Keep your good reputation by doing your own work.
4. Since how you speak demonstrates your intelligence, make sure your language is appropriate for school.

Respect Others
1. Allow others to learn by letting them focus on the teacher and not you.
2. Share only positive comments about others.
3. You create extra work for others by not cleaning up after yourself.
4. Value other people’s property as you value your property.

School Wide Disciplinary Guidelines and Procedures...

BHS Mission- “EmPOWERING all students to succeed today and tomorrow.”

PRIDE- Take pride in yourself and school at all times.

OPPORTUNITY- Use your time wisely and do what is required.

WITH-IT-NESS- Bring all required materials to class.

EXCELLENCE- Put forth your best effort in everything you do.

RESPECT- Respect yourself and others at all times.

The teacher will utilize an anecdotal record to maintain minor infractions (i.e., tardies, leaving classroom for any reason, non-attentiveness, not having required materials). After the third minor infraction, the teacher will contact the parent/guardian. After the fifth minor infraction, the student will be referred to the office for further disciplinary action. Any severe infraction or disturbance will be referred to the office immediately.

Student First & Last Name: ____________________________

Student Signature: __________________________________________

Student Email: __________________________________________

Parent First & Last Name: ____________________________

Parent Signature: __________________________________________

Parent Email: __________________________________________