

Algebra II – Course Virtual Syllabus

Mrs. Mallory Burns
Room 9-216
512-759-4700 ext. 6114
Email: mallory.burns@huttoisd.net
Website: www.hipponation.org/Domain/1469



Welcome to the 2020-2021 school year. My name is Mallory Burns and I am your child's Algebra II teacher. I am very excited about having your student in my class this year. I know we are all going to have a wonderful time together. I look forward to a great year at Hutto!

About Me

I graduated in 2009 from the University of Texas at Austin with a B.A. in Mathematics. During that time, I was also enrolled in the UTeach program at UT, and that is how I received my teaching certificate. I am certified in grades 8-12 for mathematics. Besides teaching math, I am also the head varsity volleyball coach and girls assistant track coach. I have a passion for both mathematics and coaching. I love mathematics and love teaching it to people.

Algebra II

This year in Algebra II, we will be learning about several different families of functions (linear, quadratic, absolute value, cubic, rational, exponential, logarithmic, etc.). Your student's grade in my class will be determined by homework assignments, daily work, quizzes, tests, and projects.

In my class, students will be expected to think deeply, communicate well, and solve challenging problems that require them to extend basic knowledge. Occasionally students will struggle with mathematics. These struggles are a healthy part of your student's intellectual growth and development, much like strenuous exertion is part of physical growth and development. As they face and overcome these challenges, they will become more adept, independent problem solvers. Just remember that failure is not fatal. Success in Algebra II requires a transition in thinking from the concrete to the abstract. My goal in teaching Algebra II is not only to have your student walk away with a strong foundation on which he/she is going to build the rest of his/her educational career, but also to make him/her a proficient critical thinker. This ability to think critically will be an invaluable skill necessary for a life outside of school. Though Algebra II does not have an EOC, this course is designed to prepare students to be successful on all college and career readiness exams (SAT/ACT/TSI).

Supplies ***have available for class daily***

Spiral or Composition Notebook (100 plus pages)
Graph paper
Pencils with erasers
Red pen
Graphing Calculator (recommend purchasing)

Class Expectations

Students are expected to:

- Attend class daily
- Have supplies available daily
- Respect others values and thought
- Participate in class learning
- Obey all class and school rules

Grading Policy

Daily Assignments and Homework: 45%
Major Assessments (tests and projects): 55%

Semester Exams: 15% of total grade

Class and Technology Expectations

There are going to be times where the students will learn through both asynchronous and synchronous learning methods. Students are expected to check the Google Classroom site on a daily basis and complete any work assigned daily in either method. If the asynchronous learning method is assigned for the day then the students must complete the daily work by 4 pm. If the synchronous learning method is scheduled then the student must be present online with their camera and microphone on during their assigned class time. The students will have access to live tutorial sessions that will be posted on their class' Google Classroom.

Coach Burns' Google Classroom Codes

2nd Period Algebra II: d2cewav

3rd Period Algebra II: nwrssy2

4th Period Algebra II: dbevwcw

7th Period Algebra II: acnq7ir

8th Period Algebra II: 56zhvfc

Homework

A homework assignment is any daily assignments completed outside of the instructional time. Homework makes up 45% of the six week average. Homework is considered late if it is not turned in on the day that it is due. In Algebra II, the students will typically have homework every evening unless otherwise instructed.

Tests

Based on the evolution of Texas Success Initiative (TSI) and its requirement for students to perform at a level that deems them college ready, we have adopted a curricular philosophy that students participating in mathematical courses on campus will be required to take assessments that contain a calculator and non-calculator portion to it. This initiative by the Math department has been undertaken to better prepare our students for the Texas Success Initiative Assessment (TSI-A) and our continuing goal of preparing students for post-secondary success. Tests can be administered synchronously to ensure academic integrity.

Late Work

An assignment is considered late if it is not submitted on the due date. A max of 70% can be earned on a late assignment if it is received within three school days after the original due date and has been completed with a **good faith** attempt and is 100% complete. When a student submits an assignment late, the student has forfeited the opportunity to recover the assignment. Students who have an excused absence on the day an assignment is due must submit the assignment the day they return. An assessment (ex. a project, asynchronous test/essays, etc.) is considered late if it is not submitted on the due date. Students will be allowed to make-up the assessment, for a max of a 70, and the teacher will provide the assessment make-up criteria and timeline. Students who have an excused absence on the day the assessment is due must submit the assessment the next day.

Recovery of Daily Assignments/Homework

Students will be given 3 school days from the time grades are posted on Family/Student Access to recover a daily/homework failing grade (69% or below). In order for a student to recover a failing daily/homework assignment, the student must have made a **good faith attempt** (teacher discretion) on the original submission and on the recovery submission. Recovery assignment grades will be awarded according to individual course criteria. The teachers may choose one of the following methods for the student to demonstrate mastery:

- Providing an alternative assignment
- Allowing for corrections to the assignment
- Allowing the student to redo the original assignment

Retesting

The student must complete all of the following actions before they can retest:

- Must attend virtual tutoring prior to retest for reteach

- Must complete all missing homework/daily assignments prior to retest; no grade will be awarded
- Must correct the original test prior to retest

After a student has satisfactorily completed these actions, they may retest. They must retest prior to the next assessment administration. Semester final exams are not subject to retesting. Recovered assessments are eligible to receive a maximum grade of 70%.

Attendance

Students are required to attend class virtually every day. A student who does not log in and complete work by 4 pm will be counted absent that day. Repeated absences will result in disciplinary action, including but not limited to loss of credits, makeup hours and truancy court. Students are expected to be online every day. If we are engaged in synchronous learning for the day and your student is not present in the google meet, they could be marked absent.

Absences

Any work that was due the day of the absence is due by 4pm on the day of return. The student has as many days as he/she was absent to turn in any work assigned during the absence. This applies to all assignments. It is the responsibility of the student to make arrangements for completion of any and all makeup work. If a student was only absent on the day of a test or quiz, he/she is expected to arrange with the teacher a time to make up the test or quiz.

Academic Honesty and Dishonesty

I firmly believe that collaboration and discussion about mathematical topics is the best way to learn it, and I strongly encourage it in my classroom. It is very difficult to learn and understand mathematics if it is done in isolation. However, academic dishonesty will not be tolerated. Academic dishonesty includes cheating or copying the work of another student, plagiarism, and unauthorized communication between students during an assignment or examination. The determination that a student has engaged in academic dishonesty shall be based on the judgment of the classroom teacher or another supervising professional employee, taking into consideration written materials, observation, or information from students. Students found to have engaged in academic dishonesty shall be subject to academic and/or disciplinary consequences. Some work may be required in a synchronous setting to ensure academic integrity.

Plagiarism includes but is not limited to:

- taking someone else's assignment or portion of an assignment and submitting it as one's own
- submitting material written by someone else or rephrasing the ideas of another without giving the author's name or source
- presenting the work of tutors, parents, siblings, or friends as one's own

Cheating includes but is not limited to:

- in any way duplicating assignments which are turned in, wholly or in part, as original work
- exchanging and/or providing assignments with/to other students, either handwritten or computer generated, whether it is believed they will be copied or not
- giving or receiving answers during tests or quizzes (It is the student's responsibility to secure his or her papers so other students will not have the opportunity or the temptation to copy.)
- accessing a test or quiz for the purpose of determining the questions in advance of its administration

****This policy pertains to all school-related tests, quizzes, projects, reports, homework assignments, or in-class assignments. No assignment is exempted from this policy.****

Consequences of Academic Dishonesty

If a student is caught plagiarizing, cheating, or engaging in academic dishonesty, the following will occur:

- The teacher will explain to the student the nature of the offense and its consequences.
- The student will earn a zero for the assignment and will not be allowed to recover the assignment.
- The teacher will contact the student's parents.

- The teacher will inform the grade level administrator by writing a referral.
- The grade level administrator may extend the consequences within the range defined by HISD Student Code of Conduct.

Tutoring Times

I will have a tutoring schedule available to the students in Google Classroom. Tutorials will be done through Google Meets, Google Hangouts, etc.

***Tutorials are subject to change as the year progresses.

Contact Information

If you have any concerns about your child or any questions at all, please do not hesitate to contact me. You can reach me by email or by phone. I check my email daily. If you leave a message on my phone, I will return the call as soon as possible. My contact information is as follows:

Email: mallory.burns@huttoisd.net Phone: (512) 759-4700, ext. 6114

Please fill out the form on my website that you have read the syllabus. Also, please fill out the information and contact information.