

English II Syllabus

Course Information:

Course: English II

School: Austin East Magnet High School

School Year: 2016 - 2017

Instructor: Ms. Taylor Campbell

Instructor Contact Information

Room: PA 101

Office Hours: M-F 4:00-4:30 or by appointment

School Phone Number: (865) 594-3792

Email: taylor.campbell@knoxschools.org

COURSE OUTCOME

Course Description:

English II College Prep is designed to prepare students for the Tennessee State End of Course Exam (EOC) given at the end of the semester and the Tennessee State Writing Assessment given in February of the students' junior year. This course will also help students prepare for the ACT/SAT.

Course Standards:

Follow the link below to Knox County School and Tennessee State Standards for English II.

<http://knoxschools.org/Page/4386>

INSTRUCTION

General Pacing

- **Daily Assessments:** Students will have a Formal or Informal Formative or Summative Assessments everyday on a specific set of standards for 2-3 weeks at a time.
- **Tests:** Every 4-5 weeks students will have a Formal Final Assessment on the content covered during the at time period.

Materials

- 3-ring binder, 1 inch size
- Notebook paper
- Pens- blue or black and Pencils

Fees

- \$10.00- The English fee is used for technology such as projector bulbs, projectors for Smart Boards, computer equipment, computer ink & toner, and various instructional materials.

Possible Resources

- Textbooks

Holt Elements of Literature Fourth Course

Prentice Hall Elements of Literature: Common Core Edition

Prentice Hall Writing and Grammar, Level Two

*World Literature, Rosenburg, et al
Holt Elements of Literature, Fourth Course*

Norton's Anthology of World

Masterpieces, 5th edition

- Non-Fiction

How to Read Literature Like a Professor by Thomas Foster
A Young People's History of the United States by Howard Zinn
Vocabulary Power Plus for the ACT: Book Two
Today's Non-fiction, Prentice-Hall Library
Speeches That Changed the World by Simon Montefiore
Bedford St.Martin's Literature and Composition, Jago et al
"They Say"/ "I Say" by Gerald Graff, Cathy
The American Reader, Diane Ravitch, editor
Reading Informational Texts by Magedah Shabo and Elizabeth Osbourne

- Fiction

The Importance of Being Ernest by Oscar Wilde
Of Mice and Men by John Steinbeck
If I Forget Thee Oh Earth by Arthur C. Clark
The Lottery by Shirley Jackson
Service Call by Philip K. Dick
Things Fall Apart by Chinua Achebe
All Quiet on the Western Front by Erich Maria Remarque
Fahrenheit 451 by Ray Bradbury
Fahrenheit 451 Graphic Novel by Ray Bradbury
Authors in Depth: Gold Level,

Prentice-Hall Library
When Plague Strikes: The Black Death, Smallpox, and AIDS by James Cross Giblin
Mythology by Edith Hamilton
A Separate Peace by John Knowles
Night by Elie Wiesel
Maus II: A Survivor's Tale by Art Spiegelman
Animal Farm by George Orwell
Frankenstein by Mary Shelley
Anthem by Ayn Rand
Brave New World by Aldous Huxley
Othello by William Shakespeare
Persepolis by Marjane Satrapi

- Online sources for informational text may include:

The New York Times, *The New Yorker*, *NPR* (National Public Radio), *PBS*, *TEL* (Tennessee Electronic Library), *Newsweek*, *History Channel*, *The Washington Post*, *The Knoxville News Sentinel*, *Smithsonian*, *The Huffington Post* as well as other academically credible sources on current events.

- Possible Media

Educational Videos which pertain specifically to the topics/skills
Julius Caesar (1950) NR
Oprah Winfrey's interview "Inside Auschwitz" with Elie Wiesel (NR)
Star Trek (1966-1969)

All Quiet on the Western Front (1979) TV. NR
Interview with Ayn Rand
Persepolis (2007) PG-13
Fahrenheit 451 (1966) NR
Metropolis (1927)
Doctor Who TV-PG

Alternate Work Policy

If a parent does not approve of a specific resource listed in this syllabus, please make your request to me in writing and an alternative assignment and/or materials will be provided. The request should include your name, the child's name, the specific activity/materials in which you do not want your child to participate or to which you do not want them exposed, and the nature of your objection.

ASSESSMENTS

Reading skills in various genres including

- Satire, poetry, drama, novels, essays

- Study guides, response journals, daily reading quizzes, in class participation, discussion or essay questions, chart or poster analysis, formal essays, research, close analysis, annotation, presentation, AP style multiple choice questions

Composition

- ***Argumentative Essays:*** timed essays that require synthesizing multiple genre sources including non-fiction, graded using the Tennessee State Writing Rubric for Argumentative Writing included in the files section of the class School Fusion page
- ***Expository/Information Essays:*** timed essays that require synthesizing multiple genre sources including non-fiction, graded using the TN State Writing Rubric for Informational/Expository Writing included in the Files section of the class School Fusion page
- ***Narrative Essays:*** timed essays that require synthesizing multiple genre sources including non-fiction, graded using the TN State Writing Rubric for Narrative Writing included in the Files section of the class School Fusion page
- ***Multi-step Research Project:*** process includes web/print sources, outlining, note and source cards, annotated bibliography, internal citation

Speaking Skills

Follow the rubrics provided for individual assignments (group work is graded based on the group role each member is given—if one person fails to do his or her part, the rest of the group is not penalized)

- Research and group presentation (with visual aids, PowerPoint, handouts)
- Debate or panel discussion (participation, attention, relevance)
- Inquiry-Based Discussions/Socratic Seminars (participation, attention, relevance, written response/synthesis)

Assessment and Grade Distribution

Essays (Formal, in-class, timed writings)/ Research Paper/ Projects -30%

End-of-Course Exam – 25%

Tests and Quizzes- 25%

Miscellaneous Class work/ Homework/ Class Participation- 20%

Grading Policy

Your grade will be determined by an accumulated percentage system (see “Assessment and Grade Distribution” above). Grades will be allocated according to the Knox County Grading Scale:

A=93-100

B=85-92

C=75-84

D=70-74

F=0-69

Late Work Policy

All assignments *must* be turned in on the due date. If a student turns in an assignment one day late 10% will be deducted from the final grade on the assignment. If the assignment is turned in two or more days late the student will receive no more than 70% if the assignment is turned in.

For example: A student may finish the assignment perfectly but turn it in a day late. As a result, the student will receive a grade of 90% on the assignment because if he/she turned it in on the due date he/she would have received a grade of 100%. If the same paper is turned in more than two days after the due date the student will receive an automatic 0/F.

Extenuating Circumstances

If a student cannot complete an assignment by the due date, it is the student’s responsibility to request an extension in writing BEFORE the day the assignment is due. Extensions may be given only under serious circumstances.

Make-Up Work

For work missed due to absence, students must schedule a time before/after school within three days of returning from the absence to gather make-up work and/or schedule make-up quizzes/tests. Neglecting to schedule a meeting with the

instructor within three days will result in all missing assignments earning a grade of 0/F. In addition, missed make-up appointments will not be rescheduled and those assignments will also receive a 0/F.

Grade Posting Policy

One way in which I am able to communicate with students and parents is through Parent Portal. In order to give timely feedback, I will update grades at least once a week.

Interventions Strategies for Struggling Students

Each student's needs will be handled on an individual basis. Some common strategies are as follows: tutoring before or after school; allowing students extra time on tests as needed; allowing students to retake tests after student has completed extra practice work designed to enhance learning of material not previously mastered; extra homework on an as needed basis to enhance mastery of material.

***Parents who have concerns with their students' progress are encouraged to call me as soon as possible to discuss what we can do as a team to help the child get the most out of the class.

CLASSROOM POLICIES

All students need to:

- Be seated in classroom with necessary materials when the bell rings.
- Be quiet while the teacher or classmates are speaking.
- Be respectful of materials and other people.
- Be "present" during class time (no sleeping, no texting or other use of electronic materials).
- Be responsible with restroom privileges (excessive restroom visits will be revoked if abused).
- Keep desks and surrounding area clean (eating and drinking privileges will be revoked if abused).

HOW TO SUCCEED IN THIS CLASS

- Come to class
- Listen and take notes
- Study for tests and review notes
- If you are absent get notes from a friend and ask Ms. Campbell about any missed work
- Complete all assignments to the best of your ability

Classroom Disciplinary Policy

1st Offense: Warning

2nd Offense: Isolation from Classmates and a call home

3rd Offense: Administrative Referral

Cell Phone and Electronics Policy

Texting or using electronics without permission during class will result in the following consequences:

1st Offense and After=Confiscation and parent pick-up (electronic item will be given to the student's respective principal; parent/guardian will be required to pick up).

AUSTIN EAST MAGNET HONOR CODE

Austin East Magnet High School is committed to the academic, social, and ethical development of each member of its learning community. Plagiarism and cheating inhibit a student's academic achievement and compromise the trust between teacher and students, which is fundamental to the learning process. While a member of the AEMHS community, each student is to conduct himself/herself with integrity and uphold the Honor Code. Though not exhaustive, the following represent examples of actions which violate the Honor Code:

1. Cheating: This includes but is not limited to copying work or giving your own work to another, unauthorized use of study aids or collaboration during testing, obtaining or distributing copies of testing materials, and giving or receiving information regarding a test before, during, or after the test.
2. Plagiarism: Representing others' ideas or expressions, whether published or unpublished, as your own without proper citation of credit.
3. Falsifying data/citations: This includes but is not limited to buying, selling, giving, or receiving term papers, notebooks, or the like, from any source, including the Internet.
4. Fabricating Academic Documentation (e.g., official school documents, letters of reference, etc.)

PLAGIARISM

According to Harbrace Handbook, 15th edition:

"Plagiarism is defined as presenting someone else's ideas, research, or opinion as your own without proper documentation, even if it has been rephrased. It includes, but is not limited to the following:

1. Copying verbatim all or part of another's written work;
2. Using phrases, figures, or illustrations without citing the source;
3. Paraphrasing ideas, conclusions, or research without citing the source;
4. Using all or part of a literary plot, poem, or film without attributing the work to its creator."

Consequences of Plagiarism

Plagiarism is a form of stealing and academic fraud. Students who are found guilty of plagiarism will have the option of either redoing the assignment within a specified time period and accepting a grade letter drop or taking a zero on the assignment. Parents should be involved in making the decision.

TARDY POLICY

If a student is not in the classroom when the bell rings, then he/she will be marked tardy. Each student will be given three "free" tardies for use during the entire semester.

Using more than three tardies will result in the following:

Fourth tardy = phone call home from teacher with reminder of tardy consequences

Sixth tardy= teacher assigned Silent Lunch Detention, call home

Seventh tardy= 2 teacher assigned Silent Lunch Detentions

Eighth tardy= Office Referral/ 1 day ISS

Ninth tardy= Office Referral/ 1 day OSS

Dear Parents and/or Guardians,

My name is Taylor Campbell and I will be your student's 10th grade English teacher this semester. I look forward to working with you and your student. As you well know your student is becoming a young adult. My responsibility as a teacher is to help prepare your student for college and/or career readiness through high academic expectations as well as rigorous classwork and assignments. I am committed to this responsibility.

Throughout the semester if you have any questions about your student's academic progress please contact me with any questions or concerns.

Please sign this form stating that you have reviewed the syllabus with your student and that you are aware of our classroom policies and expectations.

Looking forward to a great semester!

Sincerely,

Taylor Campbell
taylor.campbell@knoxschools.org
Austin East Magnet High School (865) 594-3792
Extension: #1048

PARENT/GUARDIAN CONTACT INFORMATION...

- Will you please list your contact information below?

1. Parent Name(s): _____

2. Parent Phone Number(s): _____

3. Parent Email Address(es): _____

4. What is the best way for me to get in touch with you?

I have read the above syllabus and understand the academic and behavioral requirements my student _____ will be expected to follow while in Ms. Emily Payne's 10th grade English class. I also approve of all of the texts that may be used throughout this course.

Parent Signature: _____ **Date:** _____