

English II-Course Syllabus

Mrs. Selinger

Email: selingera@mdusd.net

Google Classroom code: _____ **Homework and important information will be announced daily here!*

Turnitin.com code: _____ **password:** _____ **Formal writing assignments will be submitted here!*

Remind Text Service: stay updated with classwork, homework, and projects through the text service, Remind.com. If you have a smartphone, open your web browser and go to: rmd.at/f76hc3. If you do not have a smartphone, text the message @f76hc3 to the number 81010. Once you are signed up, you will receive one weekly text update from me. The best way to connect with me is through email; however, if you would like to message me via Remind, please do so during school hours.

Welcome!

I look forward to an exciting and challenging year, where we will work together as a community of scholars to focus on such essential questions as:

1. How can I think, speak, and write effectively?
2. What sort of skills will I need to acquire in order to be successful in this class and in my future?
3. How can literature help us to understand the human condition?
4. How is language powerful?

Course Description:

English II is a required sophomore class designed to build upon and enhance students' existed English Language Skills. The class will follow the California Common Core Standards for English Language Arts. We will work to develop successful reading, writing, speaking, and critical thinking skills. Our focus is to grow in our ability to communicate clearly, thoughtfully, and effectively.

The following is a plan for our course of study. This plan is subject to change depending on available time:

Semester One:

Elements of Literature: plot, setting, characters (including anti heroes), conflicts, themes, symbols, allusions, allegory, and irony

Literal and Figurative Language, Connotative and Denotative Meaning

Vocabulary, Grammar, Writer's Craft (tone, diction, and syntax)

Essay Writing: Argumentative, Informative, and Narrative

Texts: *Lord of the Flies, Night, The Kite Runner*, and supplemental poems and non-fiction pieces.

Semester Two:

Elements of Literature and Nonfiction

The Rhetorical Unit: persuasion/rhetorical appeals/rhetorical précis

Vocabulary, Passive and Active Voice, Parallelism, Writer's Craft (tone, diction, and sentence variety)

Essay Writing: Informative, Narrative, and Argumentative (The Argumentative Essay → The Argumentative Speech)

Texts: *The Catcher in the Rye, Animal Farm*, and supplemental poems and non-fiction pieces.

Throughout each semester, class work will consist of: writing essays, group projects, using grammar and academic language, developing and giving oral presentations, comprehending and critically thinking about literature, and developing lifelong communication skills.

Student Responsibility and Success: Our class is a learning community, and everyone's cooperation and full commitment to our community is required. The class involves daily reading, writing, and discussion, so each student is expected to be an active learner and prepared for class.

Individual success in English II will be assessed by the following:

- Class participation
- Classwork & homework
- Tests/quizzes/assessments including final exams
- Essays/graded discussions/projects (i.e.: presentations and speeches)

Grades: Grades are based on a cumulative point system. Grades are updated approximately every two weeks and posted on Home Link. A=100%-90%, B=89%-80%, C=79%-70%, D=69%-60%, F=59% or less. *No rounding up!

Participation: Participation will be evaluated quarterly and/or each semester. Positive participation includes contributing to discussion and activities; asking or answering questions; sharing ideas; being a productive group member, listening, and showing respect to others. Negative participation can include disruption of class, lack of willingness to participate, being chronically tardy, or unprepared for class.

Academic integrity: Students are expected to attempt their best work, and their own work. Plagiarism and copying are not acceptable. In group or partner work, student papers should not be identical except when one item is turned in for all members. Should you work with someone else, make sure to write: "I worked with: student's name" and that no two answers are the exact same. Anyone who copies from the internet, from another student, or who gives work to another will earn a zero and be referred to administration.

Late Work: Late work is not accepted for daily, "low stakes" assignments. For "high stakes" assignments, like major essays, the late work policy is ½ of what you earned on the essay. Remember, late is late. If you submit an essay to turnitin.com one minute past the due date up to one day past the due date, you will earn ½ credit.

Absences: See the attached policy regarding makeup work from an *excused* absence.

Materials: Come to class with a pen, pencil, binder paper, a college ruled composition notebook, and a binder. Binders should have dividers marked, *references*, *notes*, *vocabulary*, and *graded work*. In order to annotate texts, please also have post its large enough for writing notes. I also recommend highlighters and glue sticks.

Contact Information: To help ensure academic success, I welcome open lines of communication from students and their parents/guardians. My contact information is on the first page of the syllabus.

"Obstacles are what you see when you take your eyes off of your goals." Please make an appointment with me if you need extra help, have a question about your grade, or if you run into other obstacles throughout the year. In addition, you can earn up to five additional points on a major "high stakes" essay by meeting with me for a Writer's Conference. During the Writer's Conference you will read over your essay with me, take notes on areas for improvement, and ultimately rewrite a portion of the essay.

Make Up Work Policy

Mrs. Selinger

Class Work and Homework: Students are expected to complete all classwork and homework during the designated period of time. If a student does not complete these lower stake assignments for any reason other than an *excused* absence, the work is *not accepted* (except under extreme circumstances), and a score of “0” is earned. Remember to keep the lines of communication open. If you know that you are having a stressful week, let me know *well before the due date* so that I can assess whether or not to give you extra time on the assignment.

Absences: Students are responsible for making-up missed work from an *excused* absence by:

1. Checking the daily agenda book in the classroom for a description of what is required and any handouts.
2. Checking Google Classroom for information about assignments/quizzes/tests.
3. Talking with me during class “down time” to establish due dates and to fill out an “I Was Absent” cover sheet.
4. Turning in their work and/or making up their quiz/test by the appropriate due date (as agreed upon by my teacher and student).

When students return to class after an excused absence, they are allowed the amount of days equal to the amount of days absent to make up their assignments. *Be tenacious about making up missed work!*

**Long Term Assignments:
in the event of an absence** Except for extreme circumstances, major long term, “high stakes” assignments, such as essays and projects, are due on the date as assigned **even if the student is not present on that day.** The assignment can be emailed to me, shared with me via Google Docs, or brought in by a parent, guardian, or friend in the student’s absence. In the past, students who are absent during a group project have uploaded their portion on Youtube. In the 21st Century, there are many options when it comes to being punctual about your work. *The bottom line: your major long term assignment is due whether you are in class or not!*

Home Link: Students and parents/guardians may keep up with assignments and current grades on Home Link. A grade update will be posted approximately every two weeks, but you may request current information at any time and I will get back to you promptly.

Zero Scores: Scores that have earned a “0” indicate that the student did not meet the standards of the assignment. Scores that have a “missing assignment,” indicate that the student did not complete the assignment. If a student has had an excused absence, the missing assignment will be updated once they complete the assignment by the appropriate due date. If a student does not turn in the work from an excused absence by their appropriate due date, the missing assignment will stay that way and the student will earn a “0”. No additional opportunity will be given to make-up the work.

Classroom Rules

Mrs. Selinger

1. All school rules and policies regarding disruption, absent, and late work apply to this class. See the Bronco Student Handbook for details.
2. As per the Bronco Student Handbook, “The use of cell phones and other electronic devices as instructional tools is at the discretion of the classroom teacher.” In this class, you may use your phone as a *tool for instruction when I initiate it* (i.e. for researching, finding definitions, or listening to proper pronunciation); however, you are expected to put your phone *away* and *out of sight* at all other times. Continue failure to do so will result in confiscation.
3. Be on time; if you are not in class when the bell rings, you will be marked tardy. Excessive unexcused tardiness will cause school disciplinary procedures and can affect your overall grade.
4. No eating or drinking (water is okay). This does not include class celebratory activities and projects, or food brought in by me.
5. No one should make it a habit to leave class to use the restroom or go to their locker.
6. The school dress code will be enforced in this classroom. Students wearing inappropriate clothing will be asked to cover up or be sent to the office. Hats are okay.
7. Backpacks, purses, or bags of any sort are to be placed under the student’s desk. During quizzes and tests, items that are not placed this way will be moved or confiscated.
8. Be prepared with *all materials* prior to class.
9. Actively participate in Tutorial, Academic Prep, Link Crew, and SSR periods.

All students in this class are expected to practice: respect, responsibility, resilience, and reflection. Choose one of the four “r” expectations and explain how it can help ensure your academic success in this class below:

“Character—the willingness to accept responsibility for one’s own life [and one’s own education] is the source from which self-respect springs.” – Joan Didion

Explain how “the willingness to accept responsibility” for one’s education can fortify or strengthen an individual’s self respect below:
