English II Syllabus & Procedures

Hallsville High School

2014-2015

**Instructor Information**

Mrs. Harden

Room 404

bharden@hallsville.org

573-696-5512 x421

Website: mrshardenenglish.weebly.com

**Required Materials**

* Notebook - A notebook that is only for English and that can be handed in and/or kept in the room.
* Pens & pencils - This is an English class; we will write. You need something(s) to write with.
* Binder or folder – This can be used for more than just handouts/printouts; it is helpful to keep graded work until the end of the quarter/semester just in case.

**Recommended**

* Zip/thumb/flash drive
* Printer
* GoogleDocs (gmail account)

**Essential Learning Outcomes**

These are the Missouri state standards for Communication Arts that will be covered in this course in addition to the standards reinforced from previous years:

1. **Reading (RL/I9-10.1 & 2, RI9-10.8**): Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient: identify false statements and fallacious reasoning.
2. **Writing (W9-10.1, 2, 4, 5, & 8):** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
3. **Speaking & Listening (SL9-10.1**): Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
4. **Language (L9-10.1 & 4):** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.

**Major Units of Study**

The units we will be learning this year are tentative; they may be adjusted or altered as needed. Most novels, dramas, or other major reading assignments will be accompanied by an essay or project.

 **Mini Research Paper Short Stories**

 **Documentary Analysis Research Project**

 **Mythology Film Analysis**

 ***A Midsummer Night’s Dream* EOC/Independent Book Project**

 ***Speak* / *Perks of Being a Wallflower***

**Assessment**

* Throughout the semester, there will be a variety of pre-tests, quizzes, essays, projects, presentations, and final tests that will accompany our units. You will have plenty of information regarding each assessment requirement, and a rubric will be available for many of the projects, essays, and presentations.
* You will have weekly vocabulary words with a vocabulary quiz and weekly grammar lessons with a grammar quiz.
* In early May, we will have End-of-Course (EOC) Exams. You will be ready for these as long as you participate, study, do the reading, and do the assignments for this class.

**Classroom Policies & Consequences**

**Respect**

What does this mean? Notes:

**Participation**

What does this look like? Notes:

**Electronic Devices**

Electronic devices (including, but not limited to: cell phones, iPods, other music players, Kindles, iPads, tablets) are *not* to be used in the classroom, except at the discretion and direction of the teacher. In other words, you are not allowed to use them unless I say so. Don’t ask to use them or the answer will automatically be **no**. I will give you one warning before I take the electronic device, and you will be able to get it after 8th hour.

**Food & Drink**

* Snacks and drinks are allowed in my room. However, if it becomes a problem and/or disruption, I will no longer allow this. Please use this privilege responsibly for the good of the whole class.
* What does responsible use of this privilege look like? Notes:

**General consequences for choosing to disregard policies:**

1. Verbal warning
2. Talk to me after class
3. Detention (0, 4, 9, or Saturday School) & contact to parent(s)
4. Office referral or further consequences

 (Certain offences go straight to #3 or #4)

**Other policies:**

Other guidelines may be added as the year progresses, and I will definitely make you aware of those new policies. If you have a guideline you would like to add to this list, let me know, and we may discuss it as a class.

**Additions:**

**Attendance & Absence**

* I expect you to be prepared for class. This means you are ready to learn and should have your English notebook, a writing utensil, and any readings or homework required for the day.
* I am required to take attendance every single day, and I will do so. Attendance is important to every class, but sometimes it is necessary to be absent for sickness, a school related activity, or other reasons. If you know you are going to be absent, please come see me *before* you are gone. I will give you any assignments for that day, and I can make you aware of anything coming up that might be affected by your absence (test, quiz, due date, etc). It is always easier to make arrangements beforehand.
* If you are absent, check my website. Look under the “Courses” tab for your class. If you are still confused about what to do, come talk to me.
* You have the same number of days to make-up an assignment as you were gone.
* If you are gone on the day of a test or quiz, come talk to me.

**Passes & Leaving the Room**

* You will receive **two** passes to leave **per quarte**r. You **must** have a pass in order to leave the room for any reason. If you must leave for any reason and do not have a pass, you will receive a tardy. I suggest you do not lose your passes.
* You must take the hall pass in order to leave the room & be in the hallway.

**My Desk & Work Area**

Anything (including papers, pens, pencils, post-it notes, etc) on OR around my desk and my computer desk is mine. Please respect my things, and I will respect yours. If it doesn’t belong to you, don’t touch it without permission.

**Communication Arts Department Late Work Policy 2014-2015**

**Classwork (daily participation, homework)**

* Students are expected to complete daily assignments by the given due date, to come prepared to class and participate. Missing classwork will be accepted for full credit up until one week before the end of the respective unit.

**Assessments (quizzes, tests, projects, papers, presentations)**

* Students are expected to complete assessments as they are assigned and by the given deadline. Academic support may be assigned to students before the assessment is due who need additional instruction or time to learn.
* Students who do not complete an assessment by its due date have 14 calendar days to complete it for full credit. Before a late assessment will be accepted, the teacher will make parent contact, and the student will be assigned at least one zero, fourth (advisory support), or ninth hour to work on the assignment. Additional academic support may be assigned as needed.
* Late assessments will not be accepted after the 14 day window. Students will have the option to appeal through an academic appeals process with the communication arts department. This may include a conference with the teacher and/or parents, and the completion of additional work (beyond the original missing assignment) to demonstrate knowledge. Appeals may or may not be granted.

**Communication Arts Retake Policy 2014-2015**

**Classwork (daily participation, homework)**

* Students who wish to redo classwork may meet with their teacher to schedule a re-teaching/retake time.
* Corrected assignments will be accepted up to the last day of the respective unit.
* Students should plan on spending time outside of class to redo an assignment.

**Assessments (quizzes, tests, projects, papers, presentations)**

* Students who wish to redo an assessment will need to meet with their teacher within 14 calendar days of the day that the assessment was handed back to schedule a re-teaching/retake time.
* Students should plan on spending time outside of class to redo an assessment. Students will be assigned at least one zero, fourth (advisory support), or ninth hour to work on the assessment.
* Each semester, students will do at least one summative assessment which cannot be retaken for an improved score. Teachers will inform students when an assessment is summative.
* Teacher may provide alternative formats for retake assessments.

**Plagiarism & Academic Dishonesty**

* Students who are suspected of plagiarism, cheating, or academic dishonesty will be subject to recompletion of the assignment in question, additional assignments, and academic support up to a Saturday school.

**Absence**

* As soon as students return to school, they are responsible for their make-up work.
* Students should check the teacher’s website for resources and missed work.

**Tentative Schedule Guide**

The following is merely a guideline and is subject to change and adapt as necessary.

|  |  |  |  |
| --- | --- | --- | --- |
| **Week** | **Dates** | **Topic** | **Due/Notes** |
| 1 | 08/13-08/15 | Syllabus/Introduction & Mini Research |  |
| 2 | 08/18-08/22 | Mini Research |  |
| 3 | 08/25-08/29 | Mini Research |  |
| 4 | 09/02-09/05 | Mini Research |  |
| 5 | 09/08-09/11 | Mini Research |  |
| 6 | 09/15-09/19 | Mini Research | Research Paper DUE |
| 7 | 09/22-09/26 | Documentary |  |
| 8 | 09/29-10/03 | Documentary |  |
| 9 | 10/06-10/09 | Mythology |  |
| 10 | 10/13-10/17 | Mythology |  |
| 11 | 10/20-10/24 | Mythology |  |
| 12 | 10/27-10/29 | Mythology | Presentations |
| 13 | 11/03-11/06 | *A Midsummer Night’s Dream* |  |
| 14 | 11/10-11/14 | AMND |  |
| 15 | 11/17-11/21 | AMND |  |
| 16 | 11/24-11/25 | AMND |  |
| 17 | 12/01-12/05 | AMND |  |
| 18 | 12/08-12/11 | AMND |  |
| 19 | 12/15-12/19 | Finals |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **Week** | **Dates** | **Topic** | **Due/Notes** |
| 1 | 01/05-01/08 | Short stories |  |
| 2 | 01/12-01/16 | Short stories |  |
| 3 | 01/20-01/23 | Short stories |  |
| 4 | 01/26-01/30 | Research Paper 2 |  |
| 5 | 02/02-02/06 | RP2 |  |
| 6 | 02/09-02/12 | RP2 |  |
| 7 | 02/17-02/20 | RP2 |  |
| 8 | 02/23-02/27 | RP2 |  |
| 9 | 03/02-03/05 | Film Analysis |  |
| 10 | 03/09-03/13 | Film Analysis |  |
| 11 | 03/16-03/18 | Film Analysis |  |
| 12 | 03/30-04/02 | EOC/Independent Book project |  |
| 13 | 04/07-04/09 | EOC/IBP |  |
| 14 | 04/13-04/17 | EOC/IBP |  |
| 15 | 04/20-04/24 | *Speak*/*Perks* |  |
| 16 | 04/27-05/01 | S/P |  |
| 17 | 05/04-05/07 | S/P |  |
| 18 | 05/11-05/15 | S/P |  |
| 19 | 05/18-05/20 | Finals |  |

**Classroom Procedures**

We will go over these procedures in class at some point during the semester, but it is helpful to have a reminder available for you. I suggest you at least keep this part of the syllabus where you can find it easily.

**Handing in a paper:** Homework and essays will be handed in at the beginning of the hour on the due date, unless otherwise specified. I will ask for papers at the beginning of the hour or you may hand it in before the bell rings. There is a stapler on the counter for you to staple your assignments before handing them in. Use it.

**Paper & homework format:** All papers and homework should have the following heading in the top left corner:

Student Name

Teacher

English x.hour#

Date (format: day month year)

For instance, a 3rd hour student’s paper for English II would look like this:

Bobby McFee

Mrs. Harden

English II.3

18 September 2014

**Beginning of class:** You should be in your desk and ready to work by the time the bell rings. Once the bell rings, I expect you to be quiet and ready to get to work. There will be vocabulary on the whiteboard most days that you should start on.

**Ending of class:** The bell does not dismiss you to leave; I do. In order to be dismissed, every chair must be pushed in. We’re not animals.

**Assignments:** Assignments will be handed out in paper form and/or written on the white board or SMART board as well as communicated orally and put on the classroom website.

http://mrshardenenglish.weebly.com

**What to do when you’re done with in-class work:** When you are done with in-class work, I expect you to do homework for another class, read a book, or work quietly on something. I expect you to respect others and not disrupt them while they are working.

**Using class books & checking out books for class:** We might have to check out books for you to use at home. I will write down your name and the book number, and I will enter this information into SIS. Therefore, everyone will know which book you have checked out, and your transcripts could be affected if you do not return a book. I expect you to return the book at the end of the unit or semester in the same condition in which you checked it out. The number on the book you return must match the number I have written down in my log for you.

**Computer lab/silent reading/work time:** I expect you to work quietly and respectfully, not disrupting others’ ability to work. Usually when we are in the computer lab, I will let you listen to music, but do not assume that is the case. I will let you know.

**Emergency:**

* Tornado
* Fire
* Intruder
* Earthquake
* Zombie apocalypse

**Other procedures:** Other procedures may need to be added throughout the year, and this is the space for you to write them down.

Agreement to Mrs. Harden’s Policies & Procedures

I, the undersigned, have completely read and agree to the policies and procedures of Mrs. Harden’s classroom. I agree to respect her policies and procedures and to abide by the requirements set out by the school and the district. I understand and accept the consequences should I choose to disregard Mrs. Harden’s classroom policies and procedures. I also understand that if I have questions or concerns, I should contact Mrs. Harden to discuss these concerns. I understand that I have the right to suggest new policies and procedures or amendments to current ones. I agree to work hard, be nice, and have fun.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Student’s signature Date

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Parent’s signature Date

Agreement for Movie

I plan to show my class documentaries, videos, and/or movies that go along with our instructional content (curriculum). I strongly believe that visual aspects of educational materials are essential to learning, and I only use visual aids that will educationally benefit your student. That said, some of the content tends to be PG-13, and we are required to have parents’ signatures for any rating above PG. Please sign below to allow your child to watch PG-13 *or lower rated* visual aids. I will skip past any unnecessarily sketchy parts, and I will never show an R-rated movie. If you do not consent, please write me a note, and I will assign your student an alternative assignment. Thank you for your help and support!

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Parent’s signature Date

Agreement for Book

In English II this year, your student will choose to read one of two books: *Speak* by Laurie Halse Anderson or *Perks of Being a Wallflower* by Stephen Chbosky. Both books are very well known in young adult literature and are taught often in school districts. Your student will choose one of the books based on a brief summary of each book, and he or she will participate in reading groups with other students reading the same book. Throughout this unit, we will be doing a variety of writings, projects, discussions, and research based on the themes of both novels.

I want you, as a parent, to be aware of some of the themes and situations present in the books, as they both deal with very real, very difficult situations. Each book deals with ideas of acceptance, sexual assault, suicide, and identity. Both books deal with the reality of teenage life in today’s society, and I truly believe the examination and discussion of these realities will prove useful to your student. More importantly, though, the books present these realities along with the idea that each student should have the power to overcome difficult situations and be empowered to stand up for him- or herself. Even if your student never experiences some of these situations in his or her life, the exploration of difficult themes can have an impact on your student’s ability to empathize and understand others’ situations.

The students have truly enjoyed reading these books in the past and have suggested that I continue to teach them. I welcome you to read the books along with us if you would like. There are many issues that could spur important discussions in your home as well as at school. Not to mention, discussing these issues with your student could be a good way to reinforce your family’s values and beliefs. In general, *Speak* is less explicit than *Perks of Being a Wallflower*.

I would like your signature to show that you will allow your student to read *either* of these books. Please circle the books that you will allow your student to read during this unit. I need this consent before your student may read the books, so if you would like to look into the book more, please let me know by writing me a note below. I will allow you time to look into the books, and I will contact you closer to the unit to get your consent.

If you have any questions, concerns, or just want more information, please feel free to call, email, or visit me at the school. My contact information is listed below. Thank you for your continued support of our school, community, and your student.

Please circle all that apply:

*Speak* *Perks* I need time to research Please have my child read a different book

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Parent’s signature Date