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PRE-AP ENGLISH II Course Syllabus 2020-21

Instructor: Ms. Seewald

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Room: 2211

Office Hours: Virtual Office Hours – Mon. 3:25-4:10

Tues/Thurs AND Wed/Fri block days 1:50-2:35

In-person Class Tutorials – Tues/Wed. 4:15-5:15

Office Hours Link: **Please press “ctrl” and click on link to go to my office hours:**

<https://teams.microsoft.com/l/team/19%3a8ce60f47407c4b1587e7f6b337e9b0d0%40thread.tacv2/conversations?groupId=59c08fde-d63d-4eca-9569-631bc70ae4e0&tenantId=f5eb9966-9336-4b33-8895-9982425b13ed>

Course Content

Welcome to English 2! In this course, you will hone your foundational skills in reading, writing, listening, speaking, and thinking. Through the study of multiple genres, you will be learning about an author’s purpose and craft while developing your comprehension skills, response skills, composition skills, and inquiry and research skills.

This year we will focus on fiction, informative texts, argumentative texts, and correspondences by drawing on traditional, classical, contemporary, and diverse/non-traditional pieces of work.

Course Objectives

1. By the end of the course, you will be expected to have met the standards prescribed for English 2 under section 110.37 of the Texas Education Agency’s Texas Essential Knowledge and Skills (TEKS). Please see this link for details:
<http://ritter.tea.state.tx.us/rules/tac/chapter110/ch110c.html#110.37>.

2. Through the duration of this course, you will practice for the verbal section of the PSAT/SAT. The SAT is a college entrance examination required by many colleges and universities in the United States.

Course Expectations

Attendance and participation are required; it is difficult to learn the content if you are not present in class. Your class participation and attendance can be a deciding factor if your class average straddles two grades. Be sure to contact me about any missed work if you are absent.

Late Work related to an absence:

3 days to turn in the assignment no points deducted full credit eligible

Late Work NOT related to an absence:

1 day late	-10 points	max 90
2 days late	-20 points	max 80
3 days late	-30 points	max 70
4 days late	-40 points	max 60
5 days or later	zero assigned to the grade book	

Commented [BD1]:

Academic Dishonesty:

Except during designated group work, you are expected to complete homework, class work, and tests on your own. If you use someone else's work—even a phrase—in an essay or assignment, or talk to others during a NO TALKING assignment, such as a quiz or test, you will receive a ZERO and your parents will be notified of what has occurred. If you copy or otherwise cheat, you will receive a ZERO and your parents will be notified of what has occurred. Cheating is morally unacceptable and will not be tolerated, but more importantly, cheating does not prepare you to make it on your own.

Text

Pearson's My Perspectives, Grade 10
Various novels

Grading Scale

Grading will be based on points. If a vocabulary quiz has 10 possible points, then simply divide the number of points you received by the number of possible points to arrive at a percentage. The following grade weights will be used to determine your 6-week grades:

Classwork/Homework	50%
Test/Project/Quiz	30%
Daily/Participation	20%

Daily Required Materials (*In-person classes)

Charged Power-up laptop	
Composition Book	*1 box Kleenex
Notebook paper	*1 pack of colored printer paper
Blue/ Black Ink Pens and Pencils	*Folder with 2 pockets
Multicolored Highlighters	*1 pack of index cards
Independent reading book	*1 bottle hand sanitizer

Unit Overview

Unit 1: Things that go Bump in the Night

In Unit 1, students are introduced to the various metacognitive strategies that strong readers engage in as they read. Students will read texts in a variety of genres and consider the theme of fear, as well as the impact of fear on our actions. The unit will begin with a diagnostic personal essay and close with an argumentative essay.

In addition to addressing the focus standards of the unit, students will engage in daily supported independent reading and low stakes writing.

Unit 2: The Hermit, the Pariah, and the Rogue

In Unit 2 explores those who live on the fringes of society and the perspectives that are gained from being socially different. Throughout this unit, students utilize research and inquiry skills as they participate in a book club and read supplementary texts to collect information. The unit closes with an informational essay.

In addition to addressing the focus standards of the unit, students will engage in daily supported independent reading and low stakes writing.

Unit 3: A Kind of Wild Justice

Unit 3 explores the theme of revenge through a drama anchor text and other supporting genres, including argumentative texts. As students consider what drives us to vengeance, they will gather insight to use in a STAAR-like argumentative essay.

In addition to addressing the focus standards of the unit, students will engage in daily supported independent reading and low stakes writing.

Unit 4: The Road to Success

In Unit 4, students will read and analyze literature about success. Throughout this unit, students will engage in a book club as they review STAAR-tested genres, and they will also workshop an essay they have previously written to make it STAAR-ready.

In addition to addressing the focus standards of the unit, students will engage in daily supported independent reading and low stakes writing.

Unit 5: Where your Treasure Is

Unit 5 asks students to explore big ideas around wealth and possessions through a series of short fiction and multi-genre supporting texts. Through these texts, students will identify various elements of fiction and writing, and will close the unit with a narrative piece in a genre of their choosing.

In addition to addressing the focus standards of the unit, students will engage in daily supported independent reading and lows-takes writing.

Unit 6: Every Closed Eye is Not Sleeping

Unit 6 explores the social injustices occurring in our community, country, and around the world using an epic play as an anchor text. Students will write a literary analysis based on a genre study of various responses to literature to prepare for writing products into the upcoming school year.

In addition to addressing the focus standards of the unit, students will engage in daily supported independent reading and low stakes writing.

English 2 – Syllabus 2020-2021 Acknowledgement

Please read, sign, date, and return this page. **This signed syllabus is a homework grade.*

We have received and reviewed the English 2 Course Syllabus. We understand what is expected of us as listed in the syllabus.

Student Signature

Date

Parent Signature

Date

**This signed syllabus is a homework grade.*

