

English 2 Course Syllabus

Instructors: Mrs. Heather Madden

Planning Time: 10:05-11:00



Prerequisite: ENG 09

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Course Description:

The course is one trimester and focuses mainly on a deep discovery of the various genres of nonfiction, literature, writing techniques, and grammatical functions. A primary focus of the course is the mastery of good reading and writing strategies. The course is designed around the requirements of the Kentucky Core Academic Standards.

Units of Study:

Unit 1: Short Stories/Narrative Unit

*The instructor reserves the right to amend the stories read in the short story unit.

- “Geraldo No Last Name”
- “Everyday Use”
- “No Witchcraft for Sale”
- “Two Friends”
- “By the Waters of Babylon”
- “The Scarlet Ibis”-Literary Analysis
- “A Visit to Grandmother”

Writing Task- Literary Analysis

Unit 2: Informational Reading

*The instructor reserves the right to amend the texts read in the informational reading unit.

- The informational reading unit focuses on a variety of articles, historical texts, and other nonfiction texts. During the informational reading unit, students will learn the importance of understanding the organizational pattern of a text along with the importance of text features. This unit will be particularly helpful in preparing students for the ACT and for college as much of the reading for each of the aforementioned is nonfiction. The skills learned in this unit will be largely beneficial for those purposes as well as others.

Writing Task- Students will be required to write one informational speech and deliver it to the class during the informational reading unit.

Unit 3: Drama Unit

*The instructor reserves the right to amend the plays read in the drama unit.

- *Julius Caesar*
- *The Glass Menagerie*
- *A Raisin in the Sun*

Unit 4: Poetry

*The instructor reserves the right to amend the poems read in the poetry unit.

- Shel Silverstein poetry
- Poetry through music- “She’s Everything” by Brad Paisely, “The River” by Garth Brooks, and “Ironic” by Alanis Morissette.
- “My Papa’s Waltz” by Theodore Rodthke
- “Those Winter Sundays” by Robert Hayden
- “Snapping Beans” by Lisa Parker
- “Where I Come From” by George Ella Lyons, “Where I’m From” by Graham Shelley, “Back Where I Come From” by Kenny Chesney, and “Where I Come From” by Allan Jackson.

Writing Task- Where I Come From poem

Unit 5: Novel Study

- *Unwind*

*Students will be asked to complete a variety of projects, written assignments, and class discussions over each novel. These novels will be read mostly outside of class.

*The instructor reserves the right to amend the novels read for this class.

Unit 6: Persuasive/Argument Unit

*The instructor reserves the right to amend the materials read in the persuasive/argument unit.

- Various persuasive pieces: “Heed Lake Safety Rules”
- Various on demand sample pieces

Writing Task- Several on demand prompts and a persuasive speech

Grammar Study

- How language functions in a text
- How to make effective choices for meaning and style
- How to edit work so it conforms to the guidelines in a style manual (MLA, APA, etc.)

*The grammar study will be planned according to the needs of the students as determined by the standards and the instructor.

Grading Scale:

We will be following the school-wide grading system:

92-100	A
81-91	B
70-80	C
60-69	D
59-below	F

Students will be graded on a variety of assignments and assessments. The following are various assessments students will receive credit for:

1. Daily work/homework

- a. This includes assignments such as journal writings, bell ringers, vocabulary work, collaborative learning work, etc.

2. Formative Assessments

- a. Some will be announced and some will not.

3. Summative Assessments

- a. Assessments may include multiple choice, on-demand, extended response, essays and various projects.
- b. Learning checks, midterm, final exams, and end of course assessments are all required assessments for this course.
- c. Our class book club will also serve as an assessment.

4. Accelerated Reader- NOTE: Please read carefully!!

- a. AR tests must be **passed with an 80% or higher** for students to receive credit.
- b. AR tests **must be signed by Mrs. Madden or Mrs. Lake to receive credit.**
- c. **Students must make a copy of their AR tests** to store in a safe place and the **original copy must be placed in their folders in my classroom.** At the end of the trimester, I will calculate the total number of points and assign that grade to infinite campus. **I will check the following for each AR test:**
 1. Did the student pass the AR test with an 80% or higher?
 2. Is the AR test signed by Mrs. Madden or Mrs. Lake?
 3. Was the test taken during the current 9 weeks?
 4. Was the test taken over a book that was a required read for class? If so, the student will not receive credit.
 5. Is the AR test taken over a book within the student's individual ZPD (zone of proximal development) level? If it isn't on the student's level, he/she will not receive credit.
- d. **The number of AR points that students will be required to earn will be determined based on their individual abilities.** Each student's individual goal will be determined based on a variety of test scores and the amount of time they need to be reading to improve their reading level. This goal will be communicated through the student's **individual** reading plan which will be mailed home for the parent/guardian, student, and teacher to sign. Students will be required to read 30 minutes daily.
- e. **It is important for parent(s)/guardian(s) alike to be aware that students will participate in 5-7 minutes of SSR (sustained silent reading) at the beginning of each class.** This means that students will have 5-7 minutes of time to read at the beginning of each class where they will be **expected to read and complete their reading log (See Appendix B for sample reading log).** It is required that students complete the remainder of the 30 minute reading requirement **at home. Student reading logs are worth 30 points weekly and have quite an impact on a student's grade.** NOTE: Reading logs

are to be completed regardless of inclement weather days. Should school be cancelled, students are still required to complete their 30 minutes of daily reading and their reading log.

5. Final Exam

- a. The **final exam for ENG 02 is the End of Course Assessment**. The End of Course Assessment is the test administered by the State of Kentucky.
- b. Per administration: **All students enrolled in (ENG 02) must take the end of course exam associated with the last sequence of this class. If you fail to do so, all previous grades will be replaced with an "F" and you will receive no credit.**

Your nine weeks grades will be determined as follows:

- 60% Exams/summative assessments
- 30% Homework/ daily work/ quizzes/formative assessments
- 10% Accelerated Reader

Requirements/Materials Needed:

It is expected that students will always come to class prepared with BOTH **pencils** and **pens**. Coming to class unprepared causes delays for both students and teachers; therefore students must avoid this practice. Also, students will be required to have **a three-ring binder with tab dividers and loose leave paper**. Students will also need **Post-it notes** for active reading. It has been our experience that students struggle with organization, which results in lost assignments and handouts necessary for being successful. **It is the students' responsibility to keep up with all handouts and assignments; should students' lose a handout or assignment, it is their responsibility to acquire a copy of it. I will not give extra copies.** These binders may be summoned at any time to be graded; therefore students must keep up with all class materials. This binder will be a necessity for assignments and assessments. **Students who repeatedly come to class unprepared may be subject to office referrals.**

Make-up work and Exams:

Only students who have an **excused absence may make up missed work or exams. I DO NOT give make up work without excuses.** Make-up work must be completed immediately upon returning to school. Assignments are due on the DUE DATE. Any late assignment will suffer significant deduction and /or will not be accepted. This is non-negotiable. Should a student need and qualify for make-up work, he or she will be responsible for obtaining that work from the "Daily Assignment List." The agenda will be written on the "Daily Assignment List" each day and any handouts given will be placed in a labeled folder in the black basket located underneath the "Daily Assignment List." I will not remind students to get their make-up work. They must develop responsibility. However, should the information not be listed at the time it is needed, please feel free to ask me for it. I will gladly make it available. Please understand that asking for make-up work at the beginning of class can be difficult for me; the best time to obtain make-up work is during planning.

Tardies:

All students must be in their seats and working on their bell ringer **before** the tardy bell rings. The bell ringer (SSR and reading log) is worth 6 points each day and credit will not be given to students who are tardy. Students who accumulate 5 tardies will receive an office referral.

Attendance Policy: In order to participate in extra-curricular activities (Graduation Ceremony, Prom, Sports, Driving, etc.) JCHS students must maintain an attendance of 93% for the year. JCHS will not be responsible for any financial loss due to the violation of this policy. Extenuating circumstances will be reviewed on a case-by-case basis. The principal will make the final decision.

Restroom Policy: Students are given three hall passes per 9 weeks. **Once students have used those three passes, they will not be permitted to leave the class.** Each student has an individual sign out sheet with his/her name on it. **Students must present this sheet to the teacher to be permitted to leave. They will not receive another one and will not be permitted to leave if they do not have the sheet.**

Plagiarism: Should it be proven that a student has committed plagiarism, he/she will receive a zero on the paper/project.

Final Comments:

I have tried to provide an outline for this course; however, extenuating circumstances may dictate some changes. I am excited about this year and are looking forward to meeting and getting to know each of you. I hope you quickly learn that while I do hold high expectations for you, it is because I CARE about you and want you to be successful. I am eagerly anticipating the memories we will create this year. I hope that you will one day reflect upon our class as a positive and memorable one for you.

NOTE: The instructor reserves the right to amend the syllabus including projects, expectations, texts studied, etc.

Appendix A

Mrs. Madden's Expectations Contract

RULES:

1. Be respectful to yourself, your teacher, faculty, and others.
*You can only receive the respect you allow others to give you.
2. Be on time and prepared for class.
*You can only learn when you are prepared to learn.
3. Stay on task and be attentive.
*You can only learn when you are on task and paying attention. Often if you are distracted, you may be distracting others as well. Paying attention requires students to be alert, focused on the teachers, and participating in class; therefore, students are not permitted to lay their heads down or sleep during class. ☺
4. Only two people may be on the floor at a time.
*When too many people are on the floor, distractions and interruptions can occur. Avoid this by leaving your seat for NECESSARY reasons only.

OTHER EXPECTATIONS:

1. Classroom Signal:
*We will be using the "Eyes on Me" strategy or ringing a bell in order to get your attention during class. When you hear this, we expect you to give me your undivided attention immediately. If we do not receive your attention immediately, we assume you are wasting our class time. If you waste our class time, we will waste your free time. we will immediately begin timing and the entire class will owe me the time wasted after the bell rings.
2. Restroom policy:
*Students are given five hall passes per trimester per class. Once students have used those five passes, they will not be permitted to leave the class.
3. Announcements:
*During announcements we expect you to stop any activities or talking and *listen* to what is being said. Remember that important information is being shared with someone. Talking during announcements will NOT be tolerated.
4. Ending class:
*Stay in your seat and wait for the bell to ring. Gathering at the door is NOT acceptable behavior. No one will leave the room until everyone is in his or her seat.
5. Cell Phones:
*The school cell phone policy outlined in the JCHS Student Handbook will be strictly followed in our classroom. Cell phones are NOT permitted to be out or on in our classroom. Cell phones must be on silent, not vibrate. Please understand that in accordance with the school policy, if a cell phone vibrates, rings, or is visible the teacher has the right to confiscate the phone and turn it in to the office.

By signing this contract, I acknowledge that I have read and understand the expectations of this class and will follow those expectations or be prepared to deal with the consequences of them.

Signature _____ Date _____

Appendix B

Sample Student Reading Log

Reading Log



Your bell ringer will be SSR (sustained silent reading) each day for 10-15 minutes. During this time, you will be expected to read silently a book of your choice within your assigned reading level. You will also be expected to update your reading log daily. This will be your bell ringer grade at the end of the week. It is **IMPERATIVE** that you have a book in class **DAILY**.

Daily Entry	Title of Book / Level	Range of Pages Read	Summary of Selection Read	Reading Strategies Implemented	Reflection	Quote/Significance
Mon.						
Tue.						
Wed.						

Daily Entry	Title of Book/ Level	Range of Pages Read	Summary of Selection Read	Reading Strategies Implemented	Reflection	Quote/Significance
Thur.						
Fri.						

Appendix C



Parent/Guardian Contact Form

By signing this form, I am providing my contact information should the instructor need to reach me and am agreeing that I have read and understood all parts of the course syllabus as well as the classroom rules and expectations for Mrs. Madden's class.

Student Name _____

Printed Parent/Guardian Name(s) _____

Email Address _____

Home Phone _____

Cell Phone _____

Work Phone _____

Parent/Guardian Signature(s) _____