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| **Pre-AP English II** | Teacher:Room:Email:Planning: | Mrs. Kate Hendrix3110kate.hendrix@madison.kyschools.us5th period |

**COURSE OVERVIEW**

In this course you will read short stories and novels, autobiographies and other types of nonfiction, poems, and plays. The works come from a broad range of time periods and cultures. As you read and analyze the literature, you will become more skilled interpreters of literature and the world in which we live.

In addition to reading, you will be writing expository, narrative, and persuasive essays as well as stories and poems. In journals and blogs, you will also have opportunity to express yourself informally; your journals will serve as a record of your growth and development as writers and thinkers during your sophomore year. We will not, of course, neglect grammar study and vocabulary development.

**COURSE CONTENT**

**(See attachment for an overview of units)**

*Reading*

* Reading Across the Curriculum
* Reading Strategies
* Knowledge of Literary and Nonliterary Forms
* Influences on Texts
* Author’s Voice and Method
* Persuasive Language and Logic
* Literary Criticism
* Words and Their History

*Research*

*Study Skills and Test Taking*

*Writing*

* Writing Process
* Modes of Writing for Different Purposes and Audiences
* Organization, Unity, and Coherence
* Sentence-Level Constructions
* Conventions of Usage
* Conventions of Punctuation

*Listening, Viewing, and Speaking*

* Comprehension and Analysis
* Application

**COURSE MATERIALS**

**Pen or pencil**

**The book and/or essays and/or poetry and/or articles we’re reading**

**Post-it notes**

**Internet Access** (if you don’t have internet at home, you need to devise a plan or a schedule that will allow you to be somewhere that offers internet access)

**Microsoft Word or Open Office** (this is so that documents are compatible for you and for me when you email them. Open Office is a free program that allows you to save as a word doc)

**Class notebook:** You’ll need a dedicated three-ring binder to organize all of your class materials. Divide your binder into the following sections:

* Class notes
* Writing (rubrics, writer’s log)
* Grammar and Vocabulary
* Highlighted and annotated texts
* Graded papers, tests, and quizzes

**COURSE POLICIES AND PROCEDURES**

**Classroom Rules/Expectations:**I expect you to be in class and working when the bell rings. Have your assignment ready to hand in if one is due. Finally, show respect toward one another and toward me, and I will do the same for you. *Remember, you catch more flies with honey than with vinegar!*

**Bell Work:** When you walk into the classroom, there will **ALWAYS** be an assignment on the board for you to work on. Please follow these procedures:

1. Walk-in and find your seat.
2. Open your class binder to your Grammar section.
3. Write the date on a new line and complete the *Daily Grammar Practice* exercise that corresponds with that day’s class. (Monday’s work on Monday, Tuesday’s work on Tuesday, etc.).

More information on DGP to follow!

**Reading***:* Keeping up with reading assignments is crucial to your success in this class. If you have not read the assignment, you cannot thoughtfully participate in class activities and discussion. If you fall behind in the reading, you will become overwhelmed and set yourself up for frustration when it comes time to write a paper or take a test. Bear in mind that some of the reading will be difficult and you may not understand it all the first time. That’s OK; I want the reading to stretch your thinking. Do the best you can to understand; meanwhile, write down questions in your notebook that we can address in class. I am always happy to help anyone who asks for help.

**Homework:** Don’t you hate it when you feel as though your teacher has given you homework just for the sake of making you do something? Do you ever feel like it’s just random busywork? That will not happen here. Your homework will always have one or more of the following aims:

* *Practice:* reinforces the learning of material presented in class and helps you master specific skills.
* *Preparation:* provides supporting information—history, skills, definitions—for what’s forthcoming; it will help when new material is covered in class.
* *Extension or elaboration:* involves the transfer of previously learned skills to new situations.
* *Integration:* asks you to apply skills and concepts to produce a single product.

I will make every effort to communicate the purpose of homework assignments to you.

**Printing and Internet Access**: In order to save time and money, I will often ask you to print reading assignments and other documents on your own from my website. Remember that the school’s resources (Media Center, computer labs, etc.) are available to you at various times throughout the day…I will give you lead time in which to do this, and all are expected to figure out a way to make this requirement work!

**Format of Homework:** When you get into the real world, there is always a specific format for labeling work that you turn in to your employer. Therefore, it is time to get used to this now. Here is the procedure you must follow for labeling work in this class.

1. Write or type your name at the top of the left hand corner. (This must be done legibly so I can give credit where credit is due.)
2. Below your name, write the following in the following order:
* Pre-AP English II
* Class period
* Due Date
* Title of the assignment

**Format of Papers:**I expect all papers written outside of class to be typed. Hand in to me the final draft along with previous draft(s) stapled to the back. Please adhere to the following guidelines:

* Use white paper and black ink.
* Use a sensible font (for example, 12-point Times New Roman).
* Double-space all text.
* Use one-inch page margins.
* Include on the first page the title of your paper, your name, and your period number.
* Include page numbers on the upper right-hand corner of the page.
* Staple papers BEFORE you come to class! Don’t have a stapler? GET ONE. *Points will be deducted if work is not stapled before coming to class.* Consider yourself warned.

**Attendance/Absences/Makeup Work:**Your presence (mind and body) in class is essential. If you must miss class due to illness or other circumstances beyond your control, it is your responsibility to find out which assignments you missed, to acquire the handouts, and to borrow and copy the class notes for the day(s) you were absent. Because you will have longer lead-time for papers and other major assignments, *the due date* *remains the same regardless of your absence*. ***If you are ill or absent for any other reason the day a paper is due, deliver it to a friend who can turn it in for you or email it to me as a word document attachment.*** If an emergency arises (illness or otherwise) and you absolutely cannot complete an assignment, I will need a note from your parent/guardian explaining the situation.

**Late Assignments:**Your responsibilities in this class include keeping your own up-to-date assignment notebook, maintaining pace with the reading, and turning all assignments in on time. If you do not understand an assignment, ask for help far enough in advance to have time to finish the assignment. If you are having personal difficulties apart from class, talk to me *before* an assigned due date so that we can make other arrangements. Otherwise, each day an assignment is late, I will subtract 10% from the grade. Once I have graded and returned an assignment, you cannot turn that assignment in for credit.

Plan accordingly for long-term assignments (papers, projects, etc.): if you spend most weeknights working on daily homework for other classes, you will probably need to block out a significant amount of time on the weekend for prewriting, writing, and revising your work.

**Procedure for turning in late assignments:**

**If you miss work for any reason, it is your responsibility to make it up, not mine.** So, to assure that your late work is not lost, please follow these procedures.

1. If you have late work to turn in, gather your late work **when or before you arrive to class**.
2. Label your work as you would label your homework but also include the date you’re turning it in and the reason it’s late.
	* If it’s late for an excused reason indicated by the school’s attendance policy, write that reason along with the corresponding date. For example, “Illness on November 3,” “Diversity Club Field Trip on February 25,” etc.
	* If it’s late for an unexcused reason, just write “late.”
	* If you’re unsure if the reason is excused or not, write the reason on the paper along with the date, and I will make the final determination.
3. Place your late work in the basket with your appropriate class period written on it. These baskets are located in the front of the classroom on the filing cabinet beside the door.

***\*\*Note: If these procedures are not followed, you will not receive credit for this work.***

**Hall Passes**: Each student will be issued 2 hall passes per 9 weeks. You may not leave the room without a hall pass and an MC student handbook. Each hall pass that you do not use will count as 5 points extra credit at the end of the semester. (For all you non-math people out there, that’s a possible 20 points!) If you need to leave the room, please follow these procedures:

1. Fill out your MC Assignment Book/Handbook with where you need to go (restroom, locker, etc.)
2. Find and fill out your index card in the appropriate place for the current 9 weeks. These cards are located in the purple index card box on the file cabinet in the front of the room.
3. Bring BOTH of these to me to initial.
4. Return promptly, quietly, and discretely.

**Tardy Sign-in and Tardy Slips:** When you are late to class, **DO NOT TALK TO ME WHEN YOU COME IN THE ROOM**. I will not stop class to speak with you just because you are late to class. Therefore, we have a procedure you need to follow when this occurs.

1. If you come to class late, sign your name on the sheet attached to my clipboard marked “Tardy Sign-in” located on wooden podium behind the door.
2. Write your name, the date, the block, and the reason for your tardiness.
3. If you have a tardy slip or a note from another teacher, place this in the basket marked “Tardy Slips” sitting on the shelf of the wooden podium.
4. Have a seat and quietly ask your neighbor what you have missed, do not ask me unless absolutely necessary. If there are handouts that you need, I will compile those and distribute them to you when it is convenient for me to do so.

**\*\*\*NOTE: If you are tardy to class, you are still responsible for your bellwork.**

**Grammar***:* Good grammar is essential to your success in all classes throughout your high school career. It will also serve you beyond high school in the real world, where you will have to write letters, memos, and other documents. Teaching grammar, however, always presents a conundrum: out of context, it seems artificial and pointless; in context, it can seem punitive. In this class we will compromise by studying grammar as daily bell work as well as in the context of your writing. *You will be held especially responsible for correctly applying the grammatical conventions we review in class in all your written work.*

**GRADING POLICY**

**Evaluation***:* For major assignments I will provide the rubrics or explain the expectations that I will use to assess your work. All grades will follow the MCHS grading policy. ***80% of your grade will be comprised of class assignments, tests, quizzes, papers, etc. 20% of your grade will be your final exam (EOC).*** For general reference, however, here are four similes and a metaphor to represent my expectations for assignments:

**A (90%-100%)** Like a double mocha cappuccino with whipped cream and sprinkles, “A” work goes above and beyond expectations. It not only demonstrates an understanding of concepts discussed in class, but also takes risks and presents additional insights.

**B (80%-89%)** Like a really good cup of coffee, “B” demonstrates understanding of the concepts presented in class and shows thought and effort, but it doesn’t take any risks or offer fresh insight.

**C (70%-79%)** Like decaf, “C” work is solid, but doesn’t pack the punch of “A” or “B” work. It’s competent, but not dazzling.

**D (60%-69%)** Like the burnt dregs from a gas-station coffee pot, a “D” paper is there, but leaves a bad taste. “D” work just doesn’t hang together and probably shows lack of thought and effort.

**F (0%-59%)** As Ani Difranco says, “The coffee is just water dressed in brown.” While “F” is definitely better than zero, it is clearly not up to snuff. “F” work is the result of careless work and poor planning.

**End of Course Assessments (EOC):** CATS testing is at an end, there will be no more CATS testing. However, this year, every sophomore in the state of Kentucky will take a test that replaces the “CATS” accountability for the school. This will be called the *End of Course Assessments*. Here’s what you need to know about it:

* EOC is a requirement to pass sophomore English
* **EOC COUNTS AS THE FINAL EXAM GRADE for sophomore English**
* **EOC will be 20% of your grade.**
* You will take this test in the last month of school.
* This test was designed by ACT and will be formatted as such.
* The skills and strategies we learn in this class will be applicable on this test, however, reading materials will not be the same. (Just because we read *Night*, doesn’t mean that you will be tested over *Night*.)

**Please be aware of the End of Course assessment test and know that you must do well on it to maintain your grade.**

**Extra Credit***:* Extra work, at times, merits extra points. I will offer various extra credit opportunities throughout the year.

**Freebies***:* I expect your work to be in on time. Still, I know I occasionally get bogged down in work, or something unexpected comes up and I cannot get your papers back to you as quickly as I’d like. I assume the same things happen to you, so each semester I’ll give you one “Freebie”—i.e., a one-school-day extension without penalty. When you turn in your work late one day (according to the late work submission procedures outlined above), simply write “Freebie” as your reason for late submission.

**Plagiarism/Cheating:**I begin the year with complete trust and faith in each of you. Please do not abuse that trust by being dishonest. Learning cooperatively is great, and I encourage you to get together to brainstorm and discuss assignments. When you sit down to complete an individual assignment, however, let the work be yours alone. Penalties for plagiarism—another word for cheating—are stiff. If a paper is obviously copied, whether from a classmate’s work, from the Internet, or any other source, it will receive no credit.

**PERSONAL STATEMENT**

If you are having difficulties with anything covered in this course, see me as soon as possible. I am excited and proud to be teaching this course. The nature of this course is to challenge and to push you to stretch beyond what you already know and can do. Although I expect you to work hard this year, I will never give you an assignment or expect you to do anything I haven’t already done or wouldn’t/couldn’t have done myself when I was your age. I also want to say now that I appreciate your effort and value each of you as important members of the class, regardless of the grade you earn from me. Your grade does not equate to your value as a person. My wish is to help you discover and cultivate your gifts for use in a meaningful life.

**Additional Information**

I prefer that you ask questions in class. If you do not want to ask a specific question in class, please see me after class or before or after school. If questions come up outside of regular school hours that cannot wait until the next day, please use the following guidelines:

**E-mail:** *I prefer out-of-school questions be submitted by e-mail* so I can review them and respond when it is convenient for me. My e-mail address is: kate.hendrix@madison.kyschools.us. I will try to respond to an e-mailed question within one school day.

**Website**: My address on the web is [www.katehendrix.weebly.com](http://www.katehendrix.weebly.com). There you will find a copy of this syllabus, valuable class information including weekly agendas, blogs, and a contact form. If you would prefer to use that to contact me, please feel free!

**Twitter:** Follow me on Twitter (@katehendrix) for regular updates on class assignments and website postings. Also, if you have questions about assignments, you can send me a message!

**Phone**: I may be reached by phone at 859-625-6109 x5562 but I do not check this outside of school hours so this may not be of much help to you!

**PLEASE PLACE THIS DOCUMENT IN YOUR CLASS NOTEBOOK FOR FUTURE REFERENCE.**

**PRE-AP ENGLISH II SIGNATURE PAGE**

Discuss the course syllabus with your parent(s) or guardian(s). Please sign in all necessary places and return **THIS PAGE ONLY** to me by Friday, August 17. I am looking forward to working with you this year.

**PARENTS/GUARDIANS:**

**Movies and Novels**: From time to time throughout the school year, we will read literature that may push some boundaries and view films that are relevant to the content studied in this course. Some of the movies are rated R because they contain some adult language, ideas, and situations. Examples of possible films that may be shown this year are *Schindler’s List* (to coincide with our study of *Night* and the Holocaust), *Hotel Rwanda* (to accompany our reading of *An Ordinary Man*, the memoir upon which the movie was based, and our discussion of the Rwandan genocide), and the 2007 adaptation of *Beowulf* among others. While this is not a comprehensive list of films, it gives you an idea of the types of viewing that will be included in this course. A course overview has been provided to your child and is available on my website, and it will offer titles of most of the literary works that we will cover this year.

Please know that my colleagues and I have used our professional judgment in choosing the reading materials and films for viewing in this class and do not do so lightly. I encourage you, if you have not already done so, to read some of the literature and watch these movies so that you might be able to discuss them with your child as you see fit. Therefore, if you will please check the appropriate line below concerning whether or not your son/daughter has your consent to participate in viewing these films, and then sign your name.

\_\_\_\_Yes, my son/daughter has my permission to view the films and read any literary works that have been chosen for Pre-AP English II this year.

\_\_\_\_ I have some reservations about the films and/or literature covered in the course and will contact Mrs.Hendrix to discuss my concerns. I understand alternate assignments will be offered if I ultimately decide that my child should not watch or read a given work.

My child has access to the internet at home (*please circle one*): **YES NO**

**PLEASE PRINT:** I, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (Student), have read and understand the Pre-AP English II course syllabus and the course expectations.

**PLEASE PRINT:** I, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (Parent/Guardian), have read and understand the Pre-AP English course syllabus and the course expectations.

Student Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date:\_\_\_\_\_\_\_\_\_\_\_\_\_

Parent/Guardian Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date:\_\_\_\_\_\_\_\_\_\_\_\_\_

Parent/Guardian **Preferred Email Address**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Parent/Guardian **Preferred Phone Number**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_