

# English 2

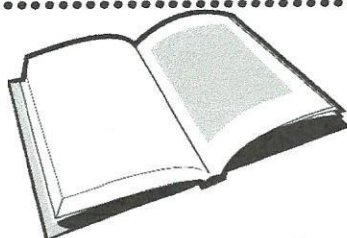
- - - - COURSE SYLLABUS | 2016-2017 - - -

## COURSE AND CONTACT INFORMATION

**Location:** Room E204  
**Mod 1:** 7:45 – 8:35  
**Mod 9:** 1:01 -1:51

**Instructor:**  
Miss Vaccaro  
vaccaro@lepapps.org

**Co-Teacher (mod 1):**  
Mr. Saunders  
msaunders@lepapps.org



## IN THIS COURSE, YOU WILL

- Produce writing appropriate to various tasks and purposes with a focus on argumentative, narrative, and research writing
- Read texts closely, critically, and independently
- Strengthen your knowledge of vocabulary and mechanics and usage to enhance written and verbal communication
- Develop and practice effective reading, writing, and listening strategies

## WHAT WE'LL READ

We will be reading and analyzing world literature and authors from multicultural backgrounds.

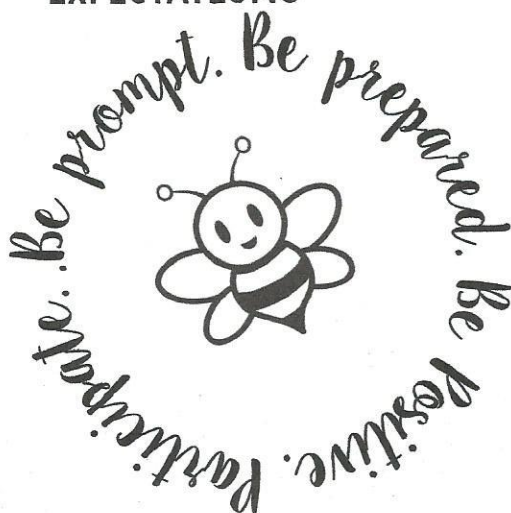


## MATERIALS YOU WILL NEED



- 1 ½ or 2 inch three ring binder
- Tab dividers (5 tabs)
- College-ruled loose leaf notebook paper
- Blue and/or black ink pens
- Highlighters
- Post-it Notes
- Your LHS Planner
- Access to the Internet/computer/printer

## EXPECTATIONS



## WHAT WE'LL ACCOMPLISH

We will have a **great** time learning how to access texts on a deeper level, strengthen writing skills, use higher-level thinking skills and approaches, read a wide variety of literature from around the globe learning to appreciate different perspectives on topics that affect all humans.

I can't WAIT to get started!



# Policies

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## LATE/MAKE-UP WORK POLICY



The expectation is that you submit all assignments on time. I do not accept late assignments.

If you are absent, it is your responsibility to follow proper procedures to ensure that you receive your work. Work can be made up according to board policy for excused and medical absences for daily work. Assignments made well in advance of absences are due on the date assigned.

Technological issues do not excuse you from completing your work on time.

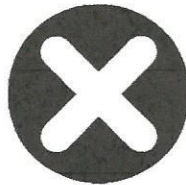
## TECHNOLOGY



We will be utilizing various resources to access the Internet to research, review material, and submit assignments. You must hold yourselves to high expectations when you use these resources. Your time must be spent well.

Unless I specifically say that you may have your tablet or other electronic device out, you must keep it away at all times. Absolutely no cell phones out or in use for any reason. If I see your cell phone in class and/or see you using it, I will take it for the remainder of the class period and turn it in to either Mrs. Class or Mr. Greathouse.

## ACADEMIC DISHONESTY



All work that you submit must be your own work. You may not do any of the following:

- 1) Turn in or copy someone else's work.
- 2) Copy someone's work and change a few of the words.
- 3) Copying words from a source without citing it and giving credit to the source.
- 4) Attempt to use any notes on a closed-not assignment.
- 5) Look at someone else's work during an quiz, test, or otherwise individual assessment.

If you are doing any of the above or anything else that constitutes cheating, you will receive a zero on that assignment, and you will be referred for discipline.

## SCHOOLGY

You will need to use Schoology to submit some assignments and access some class materials. You will need to join your class mod for English 2 by logging into [schoolgy.com](http://schoolgy.com).

Your Schoology class code is

**Mod 1:** PHM6R-QS55V

**Mod 9:** FRQB2-G769K





# Additional Policies

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## STUDENT EVALUATION

Assessments will fall into two categories: summative and formative.

Summative assessments are to *evaluate student learning* at the end of an instructional unit by comparing it against some standard or benchmark. Since summative assessments are measuring what students have learned at the end of an instructional unit, they will be assigned a point value and then weighted in PIV at 80%. Examples: tests, quizzes, projects/presentations, a final draft of a paper/essay.

Formative assessments are to *monitor student learning* to provide ongoing feedback that will be use to improve their learning. Since formative assessments are designed to inform in-process teaching and learning, these assessments will be given a point value and weighted in PIV at 20%. Examples: homework, quizzes, binders, class participation activities.

PIV will be updated in as timely a manner as possible, given the complexity, difficulty, and length of assignment requirements. Monitoring PIV bi-weekly should be sufficient. A better understanding of progress would be to have conversations with the teacher with the purpose of analyzing student work.

Grade verification requests by students or parents are honored at any time by phone, email, or individual conference. To accurately communicate progress, retention of student work and drafts should be expected.

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## OTHER POLICIES & EXPECTATIONS (PUNCTUALITY, PREPAREDNESS, POLITENESS, PARTICIPATION)

- Attentiveness is respectfulness. Be awake, focused, and willing to contribute positively and effectively. Participate in your own learning.
- Please raise your hand to speak during class. My goal is 100% participation. "IDK" is not an acceptable response. Questions are preferred. In whole group discussions, if you are not the speaker, you as a listener can control the learning.
- Follow directions upon first request. Transition quickly and quietly between activities.
- Effective use of class time is for English 2 homework. My class = my work.
- You may have bottled water in the classroom. No food or candy allowed.
- Do not interrupt valuable instruction to ask to go to the bathroom. Please wait for an appropriate time.
- Come prepared to class with your materials and a positive attitude.
- Arrive on time. If you are late, you will receive a verbal warning. After that, you face detentions and referrals.
- Be respectful to everyone.
- Clean up after yourself.

# Course Overview

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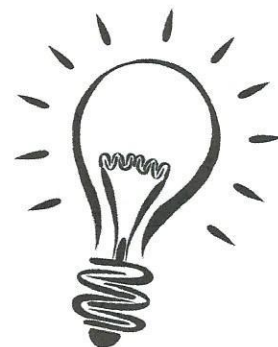
The following is a tentative schedule for this year's course curriculum load. The units below may not be completed in this order depending on discussed themes or current events, but there will be a great attempt to follow the presented sequence.

Note: Vocabulary and grammar instruction and study will be part of every nine weeks.

READING COURSE UNITS	WRITING ASSIGNMENTS
<u>1<sup>st</sup> Nine Weeks: <b>Survival &amp; Tolerance</b></u> <ul style="list-style-type: none"><li>•<i>Night</i> by Elie Wiesel</li><li>•Historical non-fiction stories</li></ul> <u>2<sup>nd</sup> Nine Weeks: <b>Coming of Age &amp; Transformation</b></u> <ul style="list-style-type: none"><li>•<i>The Metamorphosis</i> by Franz Kafka</li><li>•Short stories</li></ul> <u>3<sup>rd</sup> Nine Weeks: <b>Creating Your Own Voice</b></u> <ul style="list-style-type: none"><li>•<i>The Immortal Life of Henrietta Lacks</i> by Rebecca Skloot</li><li>•Non-fiction persuasive &amp; informative pieces including articles and speeches</li></ul> <u>4<sup>th</sup> Nine Weeks: <b>Power &amp; Relationships</b></u> <ul style="list-style-type: none"><li>•<i>The Tragedy of Julius Caesar</i> by William Shakespeare</li><li>•Sonnets &amp; poetry</li></ul> <p><u>Note:</u> Each unit will contain narratives, informational texts, and poetry to supplement the unit of study</p>	<u>1<sup>st</sup> Nine Weeks:</u> <ul style="list-style-type: none"><li>•Literacy narrative</li><li>•Analysis writing: Literary analysis</li><li>•Research introduction</li></ul> <u>2<sup>nd</sup> Nine Weeks:</u> <ul style="list-style-type: none"><li>•Kafka narrative</li><li>•Analysis writing: symbolism/transformation, compare &amp; contrast, summary</li></ul> <u>3<sup>rd</sup> Nine Weeks:</u> <ul style="list-style-type: none"><li>•Narrative essay</li><li>•Analysis: rhetorical techniques</li><li>•Research: <i>Henrietta Lacks</i></li></ul> <u>4<sup>th</sup> Nine Weeks:</u> <ul style="list-style-type: none"><li>•Narrative: friendship</li><li>•Analysis: campaign speech, rhetorical technique, justification &amp; leadership</li><li>•Research: <i>Julius Caesar</i></li></ul> <p><u>Note:</u> There will be additional informal writing assignments in each nine weeks.</p>

REMEMBER...

Every day is another  
opportunity for  
success.





# PARENT/STUDENT ACKNOWLEDGEMENT

Parental involvement has a major impact on the success students have academically. I would like to thank you in advance for all of your help and support in your child's education. I will always be available to you whenever questions or concerns arise so that we can work together toward understanding and solutions. Please feel free to contact me at any point in the year and I will respond as soon as I can.

Please return the bottom portion no later than August 31, 2016.

Thank you for all your support.

Sincerely,

Miss Lisa Vaccaro  
vaccaro@lepapps.org  
330-875-1438 ext. 1301

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We have read and understand the course syllabus and policies for Miss Vaccaro's English 2 class.  
We agree to make every effort to meet the expectations set forth.

\_\_\_\_\_  
PRINT Parent/Guardian Name

\_\_\_\_\_  
Parent/Guardian Signature

\_\_\_\_\_  
PRINT Student Name

\_\_\_\_\_  
Student Signature

*Parent Contact Information*

Parent/Guardian phone number: \_\_\_\_\_

Parent/Guardian email address: \_\_\_\_\_