

ENGLISH II

ENG211/212 • 2018-2019

Ms. Garcia

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Office Hours: Period 3, 6-8, and before & after school

Course description*

In this speaking and writing course, students survey a broad range of rhetorical modes, learning the critical thinking required by each type as well as the compositional conventions required to advance that thinking. Argumentation, exposition, and narration are studied so that students can compose and deliver ideas of their own flexibly to a variety of audiences. Students will encounter literature and literary nonfiction for inspiration--those that broaden and deepen their understanding of modern, global concerns. They will also read texts worthy of imitation--those that communicate complex ideas with both clarity and artistry.

[Link to published core curriculum map click here.](#)

Credit weight*

College Prep

Priority Standards*

Semester 1	Semester 2
SL.9-10.4: Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.	SL.9-10.4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
W.9-10.3d: Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.	W.9-10.1a Introduce precise claim(s) , distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
W.9-10.2a: Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.	W.9-10.2e Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
W.9-10.1b: Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.	RL.9-10.6 Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.
	RI.9-10.8 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.

Grading Categories*	Category Percent Weights*
(Common for all instructors of this course)	(Common for all instructors of this course)
Unit Assessments (Common for all instructors of this course)	
PDT: PRODUCTS (Summative)	50
PGS: PROGRESS (Formative)	35
PCS: PROCESS (Participation, Practice, Homework)	15

Leyden High School D212 Common Grading Scale*: 90 - 100 A; 80-89 B; 70 - 79 C; 60 - 69 D; Below 60- F

Materials Needed

- ❖ Silent Reading Book on Monday and Friday
- ❖ **Charged** Chromebook
- ❖ Pen/Pencil
- ❖ Paper/notebook
- ❖ Folder/binder

Retake/Late Work/Missing Assignment Policy

Unless stated otherwise, assignments are due before the start of class the following day. Students have access to our daily agenda via our Google calendar, and are expected to access it for homework assignments and/or upon absences.

English Department Grading, Make-Up, and Late Work Policies

Practice, Participation and Homework: In the grade book, these assignments are labeled as PCS, short for “Process.” All the grades entered under this category are weighted as 15% of your average. These activities are meant to help you build skills you will need to successfully complete more important, high-stakes assignments. They include short bell ringers/exit slips, SSR, participation in classroom discussion and completion of any assignments that were not completed during class time. Late assignments in this category will be accepted **within one week of teacher entry into eSchool**. Students wishing to make up work in this area must do so by attending a make-up session with me after school. Failure to make up work in this fashion will result in a grade of 0.

Formative Assessments: In the grade book, these assignments are labeled as PGS, short for “Progress.” All grades entered under this category are weighted as 35% of your average. These activities are meant to help me assess where you are in acquiring the unit’s skills. They include writing assignments on which I will provide feedback by way of comments on a Google document. You must use those comments to improve your writing for the summative assessments, which are the important, high-stakes assignments. Formative assessments also include presentations, quizzes and SSR (Sustained Silent Reading) book talks. Late assignments in this category will be accepted **on any day before the date of the current unit’s summative assessment**. I will assign a penalty of one letter grade per day for late submissions. Assignments not submitted in this category **before the date of the current unit’s summative assessment** will be scored as 0.

Summative Assessments: In the grade book, these assignments are labeled as PDT, short for “Products.” All grades entered under this category are weighted as 50% of your average. These activities are meant to help me assess how well you acquired the unit’s skills. They are important, high-stakes “tests” of the many skills you were required to meet during the unit. They will always take the form of a major writing assignment that you submit after completing the stages of the writing process: brainstorming, pre-writing, drafting, revising, editing, and publishing. Since summative assessments are weighted so heavily, you will have the opportunity to revise them a second time after they are issued a grade; however, you may only receive half the points back on revisions. The “half-point-back” policy encourages you to do your very best on the first revision. Late assignments in this category will be accepted for credit **if they are submitted by the end of the following unit**. Assignments not submitted in this category **by the end of the following unit** will be scored as 0. I will assign a penalty of one letter grade per day for late submissions. Late submissions will have the same opportunities for revision and grade improvement as those submitted on time. I will assign a due date for second revisions on summative assessments submitted on time or late. That due date will be about two weeks after the grades are issued. Second revisions will not be accepted after that due date.

CODE	USAGE
AB (Absent)	The student was absent and is expected to submit the assignment. The assignment is temporarily excused in the calculation.
E (Excused)	The assignment is permanently excused. The student does not need to make up the assignment.
P (Pending)	The student has turned in the assignment after scores were published, but the assignment has not been graded yet. The assignment is temporarily counted as “excused” until it is graded.
M (Missing)	The student is expected to make up the assignment, but it currently counts as a zero in the gradebook. The student could incur a grading penalty when the assignment is turned in.

A few personal notes for you to read with your parent or guardian -

Welcome to English II class! Be prepared to work hard this semester. I will do everything I can to provide you with a pleasant class environment that will enable you to be successful this year. Please feel free to come to me with your questions and concerns. You are important to me and I assure you, I do have time to work with you. If you have a family emergency, please email me or meet with me, and we will work something out (family member in the hospital, work situation, death, etc.).

Come to class prepared: bring your SSR book, charged Chromebook, pencil, water bottle filled, paper, pencil, and homework completed. Leave yourself enough time to go to the bathroom **on your way** to class without being late; excessive tardies will result in possible lowering of grade. Go to TSI to check out a Chromebook if yours is not charged **before** you come to class. You **CANNOT** charge your Chromebook or cell phone in class. When you leave my room on a pass, bathroom or otherwise, go directly to that location and back to class or you'll receive a misuse of pass referral - remember that there are cameras most everywhere. It is YOUR responsibility to check the daily agenda slides AND/OR talk to someone from class AND/OR email me ASAP to find out what you missed. Asking during class upon your return is not acceptable.

In addition to school rules, the following behaviors **are not allowed during class:**

- No visible cell phones (place in pocket, backpack, or purse) sound off; you get one warning then you'll be referred to the deans' office.
- No headphones (exception: individual work time)
- Hall passes are given on a limited basis; if you abuse this privilege, it will be revoked.
- Lining up by the door at the end of the period.
- Putting one's head down on the desk; if you do not feel well, please let me know.
- Defacing group documents
- Distracting others during class
- Disrespectful and/or inappropriate language; this includes verbal as well as written.
- Do not bring any food or snacks that will be distracting to me and your peers i.e. anything that crinkles, lets off a strong odor, will leave a mess, etc...

When I say **lids down**, you should **not** be on your Chromebook. You also need to be working on **my** class work when on the Chromebooks in class. Remember that I have access to everything you do on your Chromebooks, so I will be as diligent as you make me.

Lastly, should you ever need to get a hold of me, please email me at lgarcia@leyden212.org, and I will respond to you as soon as possible.

Please sign below to acknowledge that you and your parent or guardian have read through the above information.

Student Name: _____

Student Signature: _____

Date: _____

Parent Signature: _____

Date: _____