

English 2 H

ENG221

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Course description

Everything students in English 201/211/221 do is meant to improve their ability to communicate purposefully in various rhetorical situations. Students will do this by studying and emulating exemplar texts; participating in a writing culture; completing the steps of the writing process; acquiring requisite vocabulary; improving grammatical and stylistic conventions; presenting work; and reading independently. By the end of this course, students will appreciate how writing enables self-actualization. Students are also expected to deepen their concern for global issues through improved critical thinking that leads to civic engagement.

Materials Needed

- Charged Chromebook
- Internet Connection
- Independent reading book/class text (online)
- Journal Notebook

Digital Expectations

- Be respectful! When the teacher is talking, students are not web-surfing, texting, emailing, talking, sleeping, writing notes, or working on assignments for other classes, etc. When other students are talking, pay attention.
- Be on time to class meetings (to the best of your ability!)
- Any contributions over digital meetings must be school appropriate.
- Be courteous and cooperative in your group Google Meets.
- Please do your best to focus in class. Avoid phones, other tabs, leaving your computer, etc. We have precious few minutes to be together, so let's make the best of it!

Gradebook Notes

Tests/Large Assessment (40% of Overall Grade)

- Includes final drafts/portfolios
- Late penalty is 10% off grade per day up to 50%
- Will not be accepted after the final assessment of the next unit
- **If your work was late, you must email me the link to the assignment to let me know that you have finished.**

Quizzes/Small Assessment (35% of Overall Grade)

- Includes drafts, projects, quizzes
- Late penalty is 10% off grade per day up to 50%
- Will not be accepted after the final assessment for the unit
- **If your work was late, you must email me the link to the assignment to let me know that you have finished.**

Projects/Performance (15% of Overall Grade)

- Independent Reading
- Will be assessed through group ~~Google Meet~~ discussions and a Google Form every Friday.

Practice (10% of Overall Grade)

- Includes a **week** of daily homework, daily preparation, class participation
- Includes your practice skill work
- Daily work and classroom activities are nearly impossible to mimic/make up if you're absent (physically or mentally); to

Grade Entry

- I’m not perfect and sometimes make mistakes. If you see something that looks like an error, first double check the following notes, then please email me or visit office hours to discuss.
- A **blank space** means that I have not entered grades - but I’ll typically have a “P” for pending (this doesn’t affect grades.)
- An **M** means that you were absent and have not turned something in yet (or have not shared properly yet)
- A **0** means that you did not turn in an assignment or I have no evidence of the assignment in your English folder
- If you turn in a Small or Large Assessment late, **YOU MUST** email me with a link to the assignment to let me know that it needs to be graded. (I will have no other reason to be looking for that assignment.)

Absences

When you miss class, you are responsible for immediately turning in or submitting what was due on the day you missed. For major assignments, I would expect that you email the work to me if you are absent the day that it is due. You are also responsible for finding out what in classwork and homework you missed (from the Schoology,, from the calendar, from a classmate, or from me before or after class. **You must email me the link to the assignment to let me know that you have finished.** If you miss a test or quiz, you must make it up within a week from the day that you return to receive credit.

What We’ll Study Throughout the Year:

- Intro to Writing Mini-Unit
 - Practice, quizzes and final mini-test
- Write to Describe
 - Model Texts: Selections from *House on Mango Street*, Selections from *Kitchen Confidential*, Selections from *On Being a Cop*
 - Unit Multiple Choice Test
 - Narrative Essay
- Write to Illustrate/Exemplify (“This I Believe”)
 - Model Texts: Selections from NPR’s “This I Believe” Website
- Write to Compare/Contrast
 - “Border Bites”
 - Selections from *Check, Please!*
- Delineating an Argument
 - *Handmaid’s Tale*
 - Unit Multiple Choice Test
 - Literary Analysis Essay
- Developing by Logic
 - Model Texts:
 - Argumentative Essay
- Developing by Synthesis
 - Model Texts: TedTalks
 - Problem-Solution Essay

Priority Standards*

Semester 1	Semester 2
9-10.W.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	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. RI.9-10.5 Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).

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.9-10.3e: Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.	W.9-10.2b Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. 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. W.9-10.2c: Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.	W.9-10.9: Draw evidence from literary or informational texts to support analysis, reflection, and research. 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
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.	

Grading Categories* (Common for all instructors of this course)	Category Percent Weights* (Common for all instructors of this course)
Unit Assessments* (Common for all instructors of this course)	
Tests/Large Assessments	40%
Quizzes/Small Assessments	35%
Project/Performance	15%
Participation/Practice	10%

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

****In-Class Classroom Rules**** (I will enforce these rules because I truly care about your learning and growth.)

- Absolutely NO phones in class. Your phone should not be out to check the time, either. Please see the clock on the wall.
- Earbuds should be out when you walk in the room. **Occasionally** during independent work time, I will allow you to listen to music on your Chromebook only (and you should not spend all your time selecting music). If you only have Bluetooth earbuds, I suggest purchasing a cheap pair that you can plug into your Chromebook.
- We will work bell-to-bell. Be in **your** seat and prepared to work when the bell rings. Stay focused and on-task throughout the period.
- Passes: Use your passing period time wisely. No passes will be given during the first 10 minutes or during SSR (except for library needs). Passes will only be given during independent work time.

Chromebooks: Do not abuse your 1 to 1 privilege. If you are using your Chromebook for anything besides what you should be doing at that moment, you will get one warning. The next time it happens, you will be in "focused browsing" to the only tabs needed for class. If your Chromebook is not charged, you will use pen and paper for the day.

****Classroom** Expectations**

- Be respectful! When the teacher is talking, students are not web-surfing, texting, emailing, talking, sleeping, writing notes, or working on assignments for other classes, etc. When other students are talking, pay attention. Do not vandalize the desks or any other classroom materials. Food, wrappers, drink bottles left behind will result in a loss of food/drink privileges in the classroom.
- Be on time! Failure to do so will result in loss of participation points. I will deal with tardies as stated in the student handbook.
- Be prepared! Your homework should be with you or in the appropriate place and completed when you walk through the door.
- Be on task! Make sure you are doing what you should be doing. This will save us all a lot of frustration and homework time.
- Use classroom appropriate language at all times.
- All school rules/procedures found in the student handbook will apply and be enforced at all times.