**English II Honors Syllabus**

**Instructor:** Kathleen Tucker

**Contact Information**: Room G133     (704)-290-1520   Email: Kathleen.tucker@ucps.k12.nc.us

Tutoring: SMART Lunch Options and by appointment

**Website:**

**Supplies**:

* + ***1½ inch binder with3 divider tabs or 3 subject notebook***
	+ ***Pencils/pens***
	+ ***Highlighter***
	+ ***Optional: Colored pencils, sticky notes, white-out, pencil case to hold supplies***

***Novels for topics in world literature* (*due dates for purchase will be announced at a later date)***

* + ***Night:*** a work by Elie Wiesel about his experience with his father in the Nazi German concentration camps at Auschwitz and Buchenwald in 1944–1945, at the height of the Holocaust toward the end of the Second World War
	+ ***A Thousand Splendid Suns:*** a 2007 novel by Afghan-American author Khaled Hosseini. Mariam is an illegitimate child, and suffers from both the stigma surrounding her birth along with the abuse she faces throughout her marriage

*If you cannot procure a copy of the required novels, please let me know as soon as possible as soon as possible because we do not have a class set of these. I am glad to help.*

**Welcome** to English II! I am looking forward to this class. If you have any questions or concerns after reading the syllabus, please contact me.

**Course Description:** Building on the foundation skills explored in English I, students in English II will examine a range of literary works to enhance their interpretive and critical thinking skills for success as a 21st century student in a globally-based world of relationships and information. The course will include literature and strategies for reading comprehension, vocabulary, writing, grammar, and research: all components to facilitate student learning. The state of North Carolina has adopted Common Core Standards, which focus on reading literature and informational texts, writing, language, speaking, and listening. These skills will be developed throughout the class. The works we will use as a basis for this skill development are *Oedipus,* *A Thousand Splendid Suns, Night, Julius Caesar,* plus other selected works of poetry and prose from around the world.

**Course Requirements**

**1) Binder/Notebook which will be interactive**

**What is the purpose?** The purpose of the interactive binder is to keep a record of your input (the things you receive from the teacher or other sources) and your output (the work you do as your process your learning). This binder is meant to be as interactive and visual as possible in order to help you remember what we learn. This will be your most important study guide, essentially a self-made textbook, which you will be able to carry with you into your next English course.

**How can I earn an "A" on my binder?** Your binder will be scored at least once per six weeks for a test grade. To expect a good grade, you must keep it complete and reasonably organized. I will be looking for evidence of keeping up with the in-class handouts and assignments, as well as your own personal notes and additions.

**What happens if I am absent?** If you are absent, it is your responsibility to obtain binder assignments or online classwork from a classmate or me. I have kept a record of the week’s Table of Contents, so if you miss a day, please check the bulletin board for what you may have missed. Please also reference the Canvas calendar for other missed assignments.

**2)** **Silent Sustained Reading (SSR)**

 Starting in September, you will need to have an outside reading book at all times. Some days will spend the first or last 15-20 minutes of class reading. There are plenty of books available in the school library. If you need help picking out a book to read, please ask me. To ensure you’re maximizing the reading time, you will keep a reading log of the SSR books you have completed. You may not include any required reading on these logs. We will discuss this in more detail closer to that time.

**3) Academic Integrity**: Lying, cheating, and plagiarism are serious offenses that can result in formal disciplinary action. Misrepresenting someone else’s ideas or work as your own is completely unacceptable and shows a lack of integrity. This includes copying a peer’s answers on classwork. If you are unsure how to properly cite resources you have used, please ask me for help. If you are unsure whether or not it is appropriate to use resources during a particular assignment, ask me.

**Discipline Protocol:** The expectations listed above are in place to ensure your success.  If you do not meet the expectations, you will face the following consequences, which may vary in severity depending on the seriousness of the infraction.

1. Teacher –Student Conference:  If you violate one of the rules listed above, I will ask to speak with you privately to gain a better understanding of the situation and remind you of the policy.
2. Teacher—Coach/Sponsor Conference: If applicable, I will reach out to your athletic coach or club sponsor requesting for help with your behavior.
3. Phone Call Home:  If you are unable to turn your behavior around or resolve the matter through communication, I will contact your parents.
4. Office Referral:  If the problem persists, I will refer you to administration or the intervention team, which includes your guidance counselor.

**Procedures**:

**Arrival & Departure:**  When you enter the room, prepare your materials for class, and begin working on the assignment on the board. There will be instructions on the board every day.  Avoid packing up while the lesson is in progress, and make sure to clean up after yourself.

**Grading**: Our class functions on a weighted system.

* 60% Tests and Projects (Formal)
* 40% Quizzes, homework and participation (Informal)

**Restroom Use:** If you need to use the restroom during class, please do not leave during instructional time. During individual work time, you will sign out and take a hall pass. When you return, please return the hall pass and sign back in. There is only one hall pass, so only one person may use the restroom at a time. You may leave class only up to once per day; if you use the restroom before class and are tardy as a result, that counts as your one time for the day.

**Cell Phones:** You will be required to put your cell phone in your assigned pocket in the organizer. Your phone must be in the pocket by the tardy/moment of silence bell. It will stay there until the bell to end class. Phones not being in their assigned pocket by the tardy bell will result in loss of participation points for the day and possible phone confiscation.

**Late Work:**  Assignments are due at the beginning of class unless otherwise stated. If you are absent the day work is due, you must turn it in on the day you return. If you miss class for a performance/field trip, your work is due before you leave. Daily classwork and homework will not be accepted late. If there is a special circumstance, please communicate that with me prior to class. Major assignments may be turned in late for a penalty of 10% per day late, including weekends.

**Tardiness and Absences:** Students are expected to be in their assigned seats when the final bell rings to begin working. If you were absent, check the hanging folder by the door for assignments missed. Students must be responsible for collecting assignments and coming in after school to make-up any tests/quizzes. If you were present for all instruction related to a test and miss the test day, you will be required to make it up the first day you return. If you are absent, it is **your responsibility** to turn in your work and obtain any missed assignments. I will not chase you down regarding what you missed. Additionally, “I wasn’t here that day,” isn’t an excuse not to have your work.

**Formatting:** Please format all written assignments using the MLA guidelines.



**Lockdown:** When a lockdown is announced over the speaker, you must STAY QUIET. There will be four drills this year. If you have any questions or concerns, please come see.

*Please be advised that at times, media and film will be used to enhance student understanding and critical thinking. Most of the texts and/or film in this course deal with content that may be considered mature or controversial. In signing this form, you give permission for your students to read and engage with these texts and films. Should you choose to have your student abstain from a particular text or film, an alternative comparable assignment will be provided.*

***Please print your name and sign the student information sheet to acknowledge that you have read and understood this syllabus.***

**Student: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Parent/Guardian: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**