Tates Creek High School

Honors English II – ACE Pre-IB Syllabus

Block: B4

2015-2016

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| **Instructor** | Amy Fields | **Room Number**  | Room 212 |
| **Credentials**: Bachelor and Master of Arts in Education, with an emphasis in Secondary English Language Arts, from the University of Kentucky.  |
| **Phone** | 859-381-3620 Ext. 212 | **Office****Hours** | Planning periods are A1 & B1. Schedule appointments by email. |
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| **Connect** | www.mrsfieldstchs.weebly.com | **Book** | Used in classroom |

**COURSE DESCRIPTION:**

The Tates Creek High School English II – ACE Pre-diploma course is a rigorous study of literature and the writing process, focusing on multiple genres and perspectives. Students will read and write to analyze and evaluate writers’ techniques, application of literary elements, and themes. Students will develop analytical and critical thinking skills while learning to communicate their ideas and interpretations to a variety of audiences.

Texts chosen for the English II – ACE Pre-diploma course represent a wide variety of genre, styles and cultures. Although many of the works focus on the American perspective, students will be challenged to evaluate how writers of many cultures use language to affect readers. Students will draw comparisons between and among texts, using inquiry based learning and research to arrive at conclusions. The wide range of texts and writing styles will allow students to prepare for the International Baccalaureate Diploma Programme.

Assessments will measure student ability to communicate ideas and interpretations of literature in a variety of contexts. The course will focus on application of writing processes to communicate and support original interpretations of the texts, and assessments will model International Baccalaureate assessments, whenever possible. Students will be assessed according to IB and Common Core standards, using oral commentary and presentations in addition to creative and analytical writing assignments. Students will complete multiple choice and timed essays to prepare for the EOCS and On Demand Writing test, along with analytical and comparative literary papers.

**COURSE GOALS:**

Throughout the year, students will learn to:

* Write with focus and clarity, as well as write descriptive, narrative, expository, persuasive, and creative essays. Write for a variety of purposes and audiences.
* Use correct grammar, spelling, punctuation, capitalization and structure.
* Read with an emphasis on synthesis, word knowledge, analysis, interpretation, and evaluation.
* Comprehend meaning in literature from a variety of perspectives including: author’s style, textual comparison, major themes, textual structure, and student viewpoints.
* Listen and speak effectively in a variety of situations including formal and informal oral presentations.
* Conduct research using a variety of sources.
* **TEXTS:**

*Elements of Literature* (stays in classroom) – 64.95 to replace

*Elements of Language (*assigned*) -*  57.95 to replace

Supplemental texts

 $15 replacement fee for supplemental texts

 $5 replacement fee for workbooks.

 Additional teacher selected supplemental texts, including short fiction, short non-fiction, and poetry.

**EXPECTATIONS AND PROCEDURES**

**General Expectations:**

* Daily attendance is required. Students must attend class in order to stay current with class work and assignments. Multiple unexcused absences will reduce a student’s overall grade.
* Students will be notified of assignments and assessments at the beginning of each unit, via dated unit calendars.
* Students must come to class prepared with their textbooks/novels, binder and pens.
* All students must participate in class discussions, group projects, public speaking, and collaboration with peers.
* Above all, students and teacher will show mutual respect at all times.
* No food or drink in class, other than bottled water.

**TCHS Guidelines for Success**:

Take Responsibility

Commit to Learning

Honor Self and Others

Serve and Contribute

**Are You a College & Career Ready Commodore?**

* Are you using personal technology responsibly with faculty/staff permission?
* Are you dressed appropriately and professionally?
* Are you on time, prepared and following the 10-10 rule?
* Are you speaking and acting in a respectful manner?

**Classroom**:

* Be here on time, prepared with all materials, and ready to work.
* Stay positive.
* Treat yourself, your classmates, the faculty and staff, and the school with respect at all times.
* Follow all school rules.

When a discipline issue arises, the following procedures will be taken\*:

- Conference between student and teacher

- Phone call to the parent or guardian

- Conference with student, parent, and teacher present

- Written referral

\*I reserve the right to refer students to administration at any time for extremely inappropriate behavior as defined by the school’s Code of Conduct.

**TECHNOLOGY**:

All students are responsible for signing and abiding by the school’s technology agreements and contract. Violations of the technology policy will be referred to administration.

When turning in assignments, technology excuses are not accepted. “My printer didn’t work” or “My computer crashed” or “I emailed it to you” are not tolerable excuses. Tates Creek provides computer access via the Media Center every morning, lunch, and afternoon. It is your responsibility to make sure your assignment is completed by the time you come to class.

I do not print papers from disks, emails, or jump drives. Printing is part of the assignment.

Not only should you save all of your work, but you should also back it up on your G-drive and a removable disk. There will be many times when you need to refer to or revise something you have already typed and saving will keep you from re-doing work you have already completed.

**CLASSROOM PROCEDURES**

**Entering the classroom & locating assignments**

* Students are to be in their seats and beginning the bell work when the bell rings.
* A daily agenda is located on the white board beside Mrs. Fields desk.
* Bell ringers are located on the center side of the whiteboard or on the projector screen.
* Bell ringers will be collected 10 minutes after the tardy bell.

**Ending Class**

* + Work will continue until the bell rings. ALL time is useful!
	+ Remain in seats until the bell rings. Class will not be dismissed until all students are seated.
	+ DO NOT line up at the door.
	+ General rule: teachers dismiss classes, not bells.

**WORK, WRITING, AND ASSESSMENTS**

**GRADING SCALE:**

Grades are weighted according to category. Formative assessments (journals, homework, classwork, quizzes) are worth 50% and summative assessments (tests, major writing pieces, projects, Socratic seminars) are worth 35%. The EOC exam taken in the spring is worth 15% of your final grade.

**Fayette County Grading Scale**

A = 92-100

B = 83-91

C = 74-82

D = 65-73

F = 64 & below

**ASSESSMENTS:**

**Formative: 50%**

 Journals and Class work

 Homework and Quizzes

**Summative: 35%**

 Writing, Projects, and Socratic Seminars

 Unit Exams

**Final Exam: 15%**

Fall final and Spring EOC exams are 15% of your final grade.

**HOMEWORK:**

Homework will be assigned on a daily basis. Students should expect to spend about an one half hour to one hour per day on English work, depending on learning speed/style. I reserve the right to quiz students over nightly reading assignments.

**Collecting work**

* + Homework is to be placed in your blocks folder on the student desk and collected at the beginning of class.
	+ IF YOUR DAILY WORK IS NOT IN CLASS AT THE BEGINNING OF CLASS, IT WILL BE CONSIDERED LATE AND WILL RECEIVE HALF CREDIT AT MAXIMUM. Major papers are the only exception. See proficiency clause.

**Returning work**

* + Graded papers will be placed in a folder on the student table in the back of the room.
	+ Folder will be labeled with your block and “Graded Work”.
	+ Please collect your graded work before or after class.
	+ Save all returned work. No graded paper, no grade.

**WRITING**:

During the writing process, you will often turn in papers at a quick turnover rate. For example, you may turn in a rough draft on Monday, I may return it to you on Wednesday, and a revised draft might be due on Friday. If you are late on Monday’s deadline, you have already guaranteed to earn a late grade for Friday’s deadline as well. To ensure that you are earning points at your full potential, do not be late when turning in writing assignments. If you are late, make sure that you turn in the assignment as soon as possible to prevent future deductions\*.

\* Proficiency clause

If a student does not meet proficiency on a major assignment, the student is given one re-write opportunity to improve his/her grade. An average of the two grades determines the student’s final grade on the assignment, and the re-submission must be submitted within one week of receiving the first grade.

**Formatting for writing assignments:**

All written assignments longer than one page must be typed and submitted to [www.turnitin.com](http://www.turnitin.com) . Handwritten work will not be accepted. Word processing and internet research are essential to the class. Students may access computers at:

 home, Tates Creek’s computer labs, or their local public library. All work using outside sources is to be cited using MLA citation format. All major essays will be uploaded to turnitin.com to check for plagiarism.

**LATE WORK/MISSING WORK (department policy)** (Some circumstances may require teacher discretion)

 Students will be able to turn in late work only when submitted during the time frame of the unit that is being taught and the student can not earn more than half credit. This policy does not apply to students with unexcused absences; when a student has an unexcused absence, the student earns a zero with no chance to make it up.

**After an absence**: Students will have **one day** for each excused absence to make up homework (Fayette County Policy).

No missing/late work will be accepted after the following dates:

1st semester: December 5th

2nd semester: May 8th

**SUPPLIES:**

Students must have all supplies in class – binder, book, homework & writing utensils. Passes will not be issued to send students to lockers for forgotten binders, books, or homework.

* + Class Supply List:
		- Binder for English II
		- Loose leaf paper – college rule
		- Dividers for notebook
		- Black/blue pens
		- Highlighters
		- Post-It Notes
		- Red pen for editing
		- # 2 pencils
		- Flash Drive
		- Assignment notebook/calendar (the back of the hand doesn’t count ☺)
	+ You are expected to donate **one** of the following items unless otherwise discussed. These are items that are used exclusively by students, so you are expected to help supply the classroom with the materials. Once the tissues run out, the class is responsible for refurnishing them.
		- box of tissues
		- hand sanitizer

WHEN IN DOUBT, ASK FOR HELP!!!!! I am here to help you learn, but I can’t do that if you don’t let me know what’s going on. I can be reached by email, before school, after school, and during 1st block.

*Please print legibly*

**Students:** Please read the agreement and sign. Also, fill in any additional information that I may need to know about you in order to help you succeed in my class.

I have read these guidelines and understand them. I also understand that I will be responsible for the above information. Mrs. Fields has given me the class syllabus for the year as well, and I am aware of what we will be covering and of the expectations in place for this class.

Student name (printed) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Student signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Extracurricular activities:

Job location and schedule:

Concerns you have about this class:

Strengths in English class:

Weaknesses in English class:

**Parents:** Please read this information and sign below. Also, by completing the contact information below, I can keep you updated on your child’s progress in my class. Please only complete contact information that you feel comfortable giving to me. Feel free to communicate any questions, concerns, or uncertainties through phone calls, emails, or this paper. Thank you for your cooperation and support.

I have read the previous information concerning my son’s/daughter’s English class. I understand the information, and I am aware of the expectations and requirements.

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 Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Name of Parent(s)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Work Phone \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Home Phone \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Email address \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

How would you prefer I update you on your child’s progress in my class? (Please circle all that apply).

Home Phone Work Phone Email

Questions/Concerns: