Syllabus for English II: World Literature

Teacher: Ms. Chidwick
Room: 205
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Class Website: www.edmodo.com/chidwick See attached instructions.
School Website: http://longleafschool.com
Office Hours/Tutorials: Monday-Friday from 7:50-8:20 and Friday from 3:35-4:35

Introduction

Welcome to the fall semester of the 2013-2014 academic year. I hope you had a restful summer and are ready for English II. This course will focus on the continued mastery of the critical thinking, reading, and writing skills necessary for further mastery of the Common Core Standards, successful completion of the English II EOC and preparation for future English coursework. Additionally, the thinking, reading and writing you engage in here will serve to develop your ability to identify and understand the voices around and within so that you may be better able to communicate your thoughts and feelings to yourself and others. Again, I welcome you, as you welcome this challenge.

Reading Focus

Major Texts: Students in English II will be exposed to a wide range of both classic and contemporary World Literature. Each major text will be examined in its cultural context to appreciate the history, diversity and complexity of world issues and their connections to your own experiences.

Complementary Texts: Additionally, your understanding of each major text will be enhanced by the reading of various complementary texts that are thematically matched. In general, these thematic units will consist of a major text, such as a novel, memoir, or play, with various complementary texts, such as essays, speeches, articles, letters, short stories, poems, and songs. Films, television shows, video clips and art works will also be “read” to both broaden and deepen your understanding, while expanding your literacy skills beyond conventional texts.

Critical Reading: As an English II student, your study of works in various genres will involve the following:

- close textual reading for comprehension and analysis
- vocabulary study to determine the meanings and effectiveness of words and phrases
- using advanced syntax and usage
- identifying and demonstrating an understanding of the use and effectiveness of various literary and rhetorical devices.
- citing strong and thorough textual evidence to support your analysis

Writing Focus

Most writing assignments will derive from the literary study in some way. Some will be formal and some will be informal; some will be processed and some will be timed; some will be researched and some will not. Regardless, all writing, in conjunction with the reading, will develop your awareness of the interrelationship between writer, reader and subject.

Informal: You will use a combination of annotations, dialectal journals and timed free writes to engage in a close study of literature with the aim to improve your ability to critically think, read and write. These exercises will be used to aid in your understanding of a text and/or to develop ideas for a formal piece of writing. Though informal, these assignments will be taught, modeled and assessed.
Formal: The major writings you are expected to compose in English II are narrative, informative, argumentative, and researched argumentative. Each of these will be taken through the writing process, which includes brainstorming, organizing, drafting, and revision. To prepare you for research, we will focus on choosing quality sources, note taking, summarizing, paraphrasing, choosing, using and integrating quotes, as well as documentation using the MLA format. You will also be expected to complete constructed responses, which are featured on the English II EOC.

Language Focus

Vocabulary, grammar, and mechanics will be taught and reinforced through mini-lessons and in conjunction with reading texts and writing assignments.

Grammar (syntax): You will be able to identify sentence types (declarative, imperative, interrogative, and exclamatory) and structures (simple, compound, complex, compound-complex) and general independent and dependent clause types. You will also use a variety of these structures with an increasing awareness as to their effect on the style and meaning of a piece of writing. You will practice applying correct and effective syntax within your own writings.

Vocabulary (diction): You will be taught vocabulary related to literary terminology associated with the fiction studied in class. You will also be taught the rhetorical terminology associated with the study and use of non-fiction texts. Additionally, you will study vocabulary in context to further expand your vocabulary, as well as your understanding of diction and its effect on the development of an author’s aim. Careful attention will be paid to the relationship between denotation and connotation. You will practice applying your newly acquired vocabulary and attending to effective use of diction in your speaking and writing.

Mechanics (conventions): You will review rules regarding mechanics with an emphasis on how the rules relate to grammar. You will practice applying correct and effective conventions within your formal writing. You will determine and analyze the use and effectiveness of conventions, both when they are used and when they are broken.

Speaking and Listening Focus

You will come to class prepared to draw on your homework to engage in class conversations and activities, and you will practice using effective speaking and listening techniques that will stimulate thought and encourage conversation. You will be expected to listen carefully so that you can take in new information, ideas and/or evidence, reevaluate your point of view and respond thoughtfully.

EOC Preparation

You will complete two state benchmarks which will help you become familiarized with the EOC test’s format. In addition to these benchmarks, you will prepare for the EOC by engaging in your daily activities. All activities will help develop the reading, writing, and critical thinking skills necessary to succeed on the test. There will be additional mini-lessons on successfully composing constructed writing responses and making your way through multiple choice questions.

Materials Needed in Class Each Day

- One binder with a divider for English II class and paper or a thin composition book within the binder
- One separate expanding file folder with several sections. Or several individual file folders within your binder
- Pencils and Pens (blue and black ink only)
- Two differently colored highlighter markers
- I-pad
- Paperback supplementary book as needed

If you cannot afford these supplies due to financial hardship, talk to me in person or email me by 5 p.m. on Friday, August 23, 2013.
Homework

You should expect to have 10-15 minutes of written homework each evening, plus reading. Homework assignments will be both overnight and long-range. Much of your daily homework in English II will involve reading with a corresponding written response. You can expect that written responses will be collected and assessed regularly. Homework will be posted on our blackboard and in the class calendar at our Edmodo class page. **Note: See additional handouts for directions on accessing our Edmodo class page.**

Grading

Your quarter grades will be determined, as per the English Department policy, by averaging the following:

- Major assignments: 45% (tests, timed writing responses, final draft essays, individual projects, etc.)
- Minor assignments: 25% (quizzes, writing responses, cooperative projects, etc.)
- Class work: 15% (class discussions, participation, worksheets, reading assignments, writing assignments, etc.)
- Homework: 15% (reading homework, writing responses, vocabulary exercises, and grammar exercises, etc.)

Academic Integrity

According to Merriam-Webster’s online dictionary, plagiarism is “to steal and pass off (the ideas or words of another) as one’s own: use (another’s production) without crediting the source.” All work that you put your name on should be your own, unless you indicate otherwise by citing your sources. Plagiarism is a serious offence, which violates our School’s Academic Integrity Policy. Other violations of the school’s Academic Integrity Policy include: inappropriate collaboration, inappropriate use of an outside source, interference with another’s work, purposeful absences, forgery, submitting the same work to multiple teachers for credit, purchasing completed work by another and cheating on a test or quiz. Violating the School’s Academic Integrity Code will result in one of the following consequences:

- Reworking and resubmission of the work in question for a reduced grade
- An alternate assessment
- A zero on the work in question

**Note:** The penalty will be determined at my discretion on a case by case basis.

Pledge: In an effort to affirm student commitment to academic integrity, all students will be required to write the following on all tests, major papers, projects, and homework assignments.

“On my honor, I have not sought, given, or received purposeful or inadvertent aid not permitted by the spirit of this assignment.”

Late Assignment Penalties

Late assignment penalties will vary according to the type of assignment. There are “finalized” assignments and “preparatory” assignments.

**Finalized Assignments:** Finalized assignments are not necessary to the operation of the class. For instance, final drafts of essays, final drafts on projects, and take home tests, **always** fall under this category. Should you be late in submitting a finalized assignment, you will be expected to fill out a late work form and attach the assignment to it. Work is considered late if it is not handed in at the time it is requested. For instance, if an assignment is requested at the start of class, it is considered late if you hand it in after the start of class. Please note that late finalized assignments do not go in the regular inbox. There is a special inbox for all late assignments. Late finalized assignments will result in a deduction of 4 points per day.
Preparatory Assignments: Preparatory homework consists of any reading assignment or writing assignment that is necessary to the functioning of the class. Reading homework is always preparatory unless I inform you that it is not. You need to read the materials assigned by a certain day so that specific class activities can be performed by you and/or your classmates. Some writing assignments will fall under this category too. I will always indicate whether or not a writing assignment is preparatory in nature.

Absences

Make-up Work: Students are not allowed to make up any work missed or not submitted on the day of an undocumented/unexcused absence. If you have an excused absence, you have the number of days you are absent plus three more to make up your work. For example: if you were absent five days, you have eight days to make up the assignment.

You are expected to check with Edmodo first for information regarding assignments missed and handouts needed. Once you have done that, you may see me for additional information, assistance, and support.

Tardies

One tardy warrants a warning from me. Two tardies warrant a phone call and/or email to a parent/guardian. Three tardies warrant another phone call and/or email to a parent/guardian plus an assigned task of my discretion to be completed within two days of the tardy. Four tardies warrant an office referral.

Leaving During Class

Restroom and Water: Use your time between classes to take care of your restroom and water needs. If you need to go to the restroom, please raise your hand to request permission. Once permission is granted, take the pass and exit the room as quietly as you can. Upon reentering the room, be mindful of not interrupting the lesson and return the bathroom pass to its appropriate place.

Emergencies: If there is a fire drill or a true emergency, stay calm, leave your belongings, exit the room by turning right out of the classroom and proceeding to the end of the hallway. Then turn left to go through the doors and down the stairs. At the bottom of the stairs, turn right to exit the building. Once everyone has exited the building, quietly form a line and wait for me to take attendance and give further instructions.

Note: These instructions are posted to the left of our classroom door.

Dress and Personal Grooming

Please follow the school’s Dress Code Policy by dressing appropriately. If I believe your attire is causing a disruption to the educational environment, I will refer you to an administrator to make a determination about how the situation will be handled.

Electronic Devices

All electronic devices are not to be visible unless I instruct you to take them out for educational purposes. The first time your phone rings, or you are caught using a device without my permission, I will confiscate the device and hold it until the end of the class period. The second time, I will confiscate the device, assign you a detention, and hold the device until you serve your detention. The third time, I will confiscate the device, and contact your parent or guardian to pick it up. The fourth time, I will confiscate the device, contact a parent or guardian, and refer you to an administrator to make a determination about how the situation will be handled.
Tutorials

You may elect to attend tutorials, or I may suggest you attend tutorials. Tutorials will be held Monday through Friday from 7:45 a.m. - 8:15 a.m. and on Friday afternoons from 3:35 – 4:05.

Classroom Rules and Expectations

We have a lot to accomplish this year; therefore, your cooperation is required. Here is a brief summary of my expectations.

Be On Time: For this class being on time means being in the process of sitting when the door is closed.

Be Prepared: This means having all necessary materials with you. (See materials list.)

Actively Focus: This means listen attentively. Ask questions directly of me or fellow peers by raising your hand. If you ask someone on the aside, you will miss more information and create a distraction, which inhibits you and others from learning. Take notes on classroom discussions. I will direct you by writing some things down or by specifically suggesting you write down what I or a peer, or an author, or a character just said. However, don’t wait for me. If you think something is important, interesting or well said, write it down. This practice will help you with tests, writing assignments, and projects. Plus, it will keep you awake!

Be Kind and Respectful: This class is full of human beings with different personalities, backgrounds, strengths and weaknesses. It is also full of people who are under pressure to process and produce a lot of material in a short period of time. Being kind and respectful to your teacher and peers alleviates stress and makes everything easier and more pleasurable. It’s the least we can do for each other and for ourselves.

Tips for Success in English II

- Learn to organize your time.
- You really have to read the book to pass.
- Take notes or annotate as you read.
- Great literature should be read and re-read.
- Don’t give up!
- Listen and take careful notes in class and review, rewrite and reorganize these notes when necessary.
- Be prepared to think.
- Learn to type proficiently.
- Be motivated and responsible.
- Ask questions.
- Come during tutorials for help.
- Use the dictionary when you read. Look up words you don’t know.
- Be prepared to write, re-write and re-write again.
- Do your own work.
- Set goals. Don’t be swayed by those who don’t have any.
- Keep and organize all teacher handouts effectively.
- When in doubt or need, check the Edmodo page; then ask me.

A Little Bit About Me

I am entering my 14th year of teaching and am licensed in both North Carolina and New Jersey. I have taught ninth through twelfth grade English, and various electives, including journalism, creative writing and communications. I have also served as a tutor at the middle school, high school and university levels. I hold a Bachelor of Arts degree in English and Secondary Education, and a Master of Arts degree in English with a specialization in the writing process. Originally from New York and New Jersey, I relocated to North Carolina eleven years ago and live with my husband, two children and dog. I enjoy teaching and learning very much and look forward to working you.
Dear Student and Parent/Guardian:

One of my top priorities is developing a strong, cooperative relationship with you. In order to open the lines of communication between us, I ask that you and your parent/guardian sign and date below after carefully reading the syllabus for English II. Then, detach this sheet from the rest of the syllabus and submit it to me as your first homework assignment. (Don’t forget to complete the both sides of this sheet.) Then, place the syllabus in your English II binder or folder.

STUDENT
I have read and understand the syllabus, as it relates to my performance in Ms. Chidwick’s class. I have chosen to enroll in this English II course. By enrolling I agree to:

- invest the time and energy necessary to be successful
- organize my time
- take responsibility for all work, whether I am present in class or not
- read the materials assigned
- complete my own work

____________________  ______________________________  Working email address: ______________________________
Signature                                      Date:__________

PARENT/GUARDIAN
I have read and understand the syllabus, as it relates to my performance in Ms. Chidwick’s class. My teen is responsible for securing my permission before enrolling in this course. By allowing my teen to enroll, I agree to:

- be familiar with the information in the packet given to my child the first day of class
- notify the instructor by email or telephone when I have questions or concerns which cannot be answered by visiting the class website (Edmodo page)
- support and encourage my teen whenever possible

____________________  ______________________________  Date
Signature                                      

Parent/Guardian Contact Information: Please fill in and then circle the best way for me to contact you.

Guardian Name: (Please Clearly Print) ________________________________
Phone # (cell)____________ (home)__________(work)____________ (Email)______________________________

Additional Guardian Name: (Please Clearly Print)
_______________________________
Phone # (cell)____________ (home)__________(work)____________ (Email)______________________________

Email Address #1:______________________________ Email Address #2:______________________________
Student Information Sheet

(Please Print Neatly.)

Student Name: ___________________________________________ What should I call you? _______________________

Grade: _____ Age: _____ Student ID: ________________________ Student Email: _______________________

Home Address: ______________________________________________________________________________________
____________________________________________________________________________________

Advisory Teacher: ______________________ Last Year’s English Teacher/School: _____________________________

English Level: _________________ English Grade: _____

1. What is your favorite subject? ________________________________

2. Do you have a computer at home? _________________ Internet access? ______

3. Do you plan to attend college, enter the workforce or enlist in the military? ________________________________
   Specifics? _______________________________________________________________________________________

4. Do you have a job? ____ If yes, how many hours a week do you work? ____ Where? ____________

5. Are you in engaged in any activities or sports this year? ____ (Note: Both inside and outside of school counts.)
   Please list them below.
   1. __________________________________________________ 3. _______________________________________________
   2. __________________________________________________ 4. _______________________________________________

Write one full paragraph to provide me with additional information about yourself. I would especially like to know what you are looking forward to accomplishing in class this year; and/or I would like to know more about you as a student, so that I might best address your academic needs. Use your best paragraph writing skills.
Texts and Other Resources:

**Textbook:** To Be Determined

**Major Texts might include but may not be limited to:** How’s that for being definitive? : - >

*Gilgamesh* by Anonymous

*All Quiet on the Western Front* by Erich Maria Remarque

*Night* by Elie Wiesel

*A Doll’s House* by Henrik Ibsen

*Oedipis Rex* by Sophocles

“Metamorphosis” by Franz Kafka

*Rhinoceros* by Eugene Ionesco

*Taming of the Shrew* by William Shakespeare

*Lord of the Flies* by William Golding

*Persepolis* by Marjane Satrapi

**Supplemental Texts:** See individual units for a listing of possible choices.

**Additional Resources:** OWL Purdue Online Writing Lab at [http://owl.english.purdue.edu/owl/resource/747/01/](http://owl.english.purdue.edu/owl/resource/747/01/)

Preliminary Unit: Introductions, Class Building, and Baseline Testing (Weeks One-Two)

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<tr>
<th>Assessments:</th>
<th>Reading Assessment (multiple choice)</th>
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<tr>
<td></td>
<td>Writing Assessment (constructed Response, brainstorm and narrative paragraph)</td>
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<tr>
<td></td>
<td>Grammar Assessment (multiple choice and sentence writing)</td>
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<tr>
<td>Activities:</td>
<td>Review of Student Handbook</td>
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<td>Speed Dating</td>
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<td>Symbol of Me Paragraphs and Presentations</td>
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<td>Animal Archetypes Activity (maybe)</td>
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<td></td>
<td>Plagiarism – Lessons on Paraphrasing and Summarizing (Bridge with major texts in next lesson)</td>
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Unit One: Reading, Writing and Story: Personal Histories, Processes (Weeks Three – Four)

| Major Texts:                          | *The Joy of Reading and Writing: Superman and Me* by Sherman Alexie (essay) |
|                                      | *Writing and the Labyrinth* by Christopher Fisher (essay) |
| Additional Texts:                    | *Snoopy* cartoon on writing |
|                                     | *Beatle Bailey* cartoon on reading |
|                                     | Punctuation Cartoon          |
|                                     | “Shawl” Goldbarth (poem option) |
|                                     | “Introduction to Poetry” Collins (poem option) |
|                                     | “Learning to Read” Wright (poem option) |
|                                     | “Catch” Francis (poem option)  |

| Visual and/or Audio:                | *Cheers: Reading a Tale of Two Cities* clip |
|                                    | *Two and a Half Men: vocabulary and gleaning from the context* clip |
|                                    | *Friends: Joey uses a Thesaurus to improve his diction* clip |
|                                    | *Odd Couple: “I’m Dying of Unger” - Oscar and the writing process* clip |
|                                    | South Carolina Beauty Contestant’s – What did she say? and syntax |
|                                    | Dog Photos – denotation and connotation |
|                                    | *PowerPoint on Narrative Essay Writing* clip |
|                                    | *Steve Jobs Charlie Rose* clip |

| Language/Vocabulary                | Introduction to the concepts of critical reading (interpretive vs. escape) and writing as a process, |
writing to learn, writing to communicate, diction, syntax, context clues, denotation, annotation, synonym, antonym, parts of speech, subject, main idea, specific detail, tone.

<table>
<thead>
<tr>
<th>Informal Writing</th>
<th>Reflective Surveys, annotations, paragraph responses</th>
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</thead>
</table>
| **Formal Writing** | Sentences for Vocabulary in Context and Application of lessons on context clues and parts of speech  
Timed EOC Constructed Response(s)  
Narrative Essay – Your version of Superman and Me or Your metaphor for your writing process (processed and major) Extension: Poem on this overarching theme |

**Unit Two: Genocide (Weeks Five through Eight)**

<table>
<thead>
<tr>
<th>Major Text</th>
<th><em>Night</em> by Elie Wiesel</th>
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</thead>
</table>
| **Additional Texts:** | Excerpts from *The Book Thief* (novel) (Testing for possible use as Summer Reading Assignment)  
“The 8 Stages of Genocide” Gregory H. Stanton (briefing paper)  
“Genocide Since 1945: Never Again? Scott Lamb (article)  
*An Ordinary Man* (excerpts)  
“A Survival Guide to Catastrophe” Amanda Ripley (article)  
*How To Read Literature Like a Professor* by Thomas C. Foster (Chapter 6) |
| **Visual and/or Audio:** | *Hotel Rwanda* |
| **Language:** | Memoir, Figurative Language, Imagery, Parallelism, Persuasion, Diction, Syntax, symbol |
| **Informal Writing:** | Annotations, Dialectal Journal |
| **Formal Writing:** | Sentences for Vocabulary in Context and Application of grammar rules (sentences types and parts)  
Timed EOC Constructed Response of Structure of “A Survival Guide to a Catastrophe”  
EOC Constructed Response of Wiesel’s use of language  
Visual/Written: Symbolic representation of their reading of *Night*, complete with a written analysis of their representation.  
Genocide Informational PowerPoint Group Project |

**Unit Three: Mortality and Immortality and the Hero’s Quest (Weeks Nine-Twelve)**

<table>
<thead>
<tr>
<th>Major Text</th>
<th><em>Epic of Gilgamesh</em>: Narrative</th>
</tr>
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</table>
| **Additional Texts:** | Additional Flood Stories, Old Testament, Aztec, Greek  
“You’ve got to find what you Love” Steve Jobs (Commencement Address)  
“A Sister’s Eulogy for Steve Jobs” Mona Simpson (Eulogy)  
“Death and Budgets” (editorial) David Brooks  
“2045: The Year Man Becomes Immortal” (Article) Lev Grossman  
*Big Bang Theory* “Cruciferous Vegetable Amplification” Singularity Episode  
*How To Read Literature Like a Professor* by Thomas C. Foster (Chapters 1, 5 and 7)  
“Margaret are you Grieving” Hopkins (poem- option)  
“The Journey” Mary Oliver (poem) |
| **Visual and/or Audio:** | Ook and Gluk’s “Heros Journey” David Pinkey cartoon (intro)  
“Holding Out For a Hero” music video clip (intro)  
“Epic Frog” video clip (intro)  
“On the Road to Find Out” by Cat Stevens (song)  
“My Way and/or that’s Life performer Frank Sinatra (song)  
“World Falls” Indigo Girls (song) – Use for final assessment |
<table>
<thead>
<tr>
<th><strong>Language</strong></th>
<th>Epic, archetype, archetypal, collective unconscious, Deductive and Inductive Reasoning, tone, diction, syntax, audience, paraphrase, summary, quotation, documentation, citation, claims, thesis statements, satire, irony, metaphor, rhyme (need to edit/complete this list)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Informal Writing:</strong></td>
<td>Annotations, Split Page Journals, Short Answer Responses with focus on Comparison Contrast (options: flood stories, excerpts from different Gilgamesh translations, writings by Jobs and Simpson, Singularity article and episode)</td>
</tr>
<tr>
<td><strong>Formal Writing</strong></td>
<td>Sentences for Vocabulary in Context and Application of diction, conventions, mechanics lessons EOC Constructed Responses (1) Modern Epic Project (individual or in pairs)</td>
</tr>
</tbody>
</table>