Pre-AP English 2 Syllabus

James Clemens High School
11306 County Line Road
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Course Description:	Pre AP English 10 is referred to as Pre-AP English 2 by College Board. English 2 builds on the foundation of the English 1 course, previously called Pre AP English 9, with an emphasis on the recursive moves that matter in preparing students for the challenges of college-level reading, writing, and discussion. Through the incorporation of the Pre-AP English 2 Areas of Focus, which are reading closely, valuing evidence, and noticing language choices, students will engage with content pertaining to the Alabama Course of Study. Each unit will be framed by Big Ideas, Enduring Understandings, Learning Objectives, and Essential Knowledge Statements. *Courtesy of www.CollegeBoard.org.*
Course Objectives:	While English 1 introduces the fundamental routines of close observation, critical analysis, and appreciation of the author's craft, English 2 requires students to apply those same practices to a new host of nonfiction and literary texts. As readers, students develop a vigilant awareness of how the poet, playwright, novelist, and writer of nonfiction alike can masterfully manipulate language to serve their unique purposes. As writers, students compose more nuanced analytical essays without losing sight of the importance of well-crafted sentences and a sense of cohesion. Each unit of English 2 culminates in a writing task that reflects the rigor of similar tasks they will eventually encounter on standardized writing exams, in AP English courses, and in college classes. *Courtesy of www.CollegeBoard.org.*
Course Requirements:	1. Bell work and exit tickets 2. Grammar, reading, and vocabulary quizzes 3. Essay and research writing 4. Novel and literary unit tests 5. Digital learning platforms
Materials and Supplies Needed:	1. Laptop, charged 2. Pencils or pens and whiteout 3. Highlighters-blue, green, and yellow 4. Coloring utensils of choice (markers, colored pencils, etc.) 5. English workbook 6. *The Autobiography of Frederick Douglass*, Elie Wiesel's *Night*, Jeanne Wakatsuki Houston and James D. Houston's *Farewell to Manzanar*, and William Shakespeare's *The Tragedy of Julius Caesar* *Used copies or side-by-side versions with the original and modern text are fine.
Grading Policy:	**Your grades will be maintained on PowerSchool, despite some graded assignments being posted on Schoology.** **Homework** Assignments are due at the beginning of class. If a student cannot produce the assignment on time, then it will be considered a zero. Homework ***may*** be submitted for ***partial credit*** at a later time, at the teacher's discretion, and with prior arrangements ***initiated*** by the student. **Late Work** Major grades of **100** points or more may be turned in the next day for a grade no higher than a **90**. The second day late, the grade can be no higher than an **80**. After this day, the grade will be recorded as a **0**.

Jet LAG

When I invite you to Jet LAG during our lunch hour, which is called Refuel, to improve your academic standing, attendance is mandatory. Neglecting to arrive at the beginning of Refuel twice in a row will result in being assigned detention during Refuel. I encourage you to bring your lunch when you have Jet LAG to avoid being delayed in the cafeteria. You're welcome to eat while we work.

Papers

1. Final drafts should follow MLA format, including being typed and double-spaced.
2. Follow the guidelines for each assignment.
3. Utilize Draft Coach on Google Docs and the Online Writing Lab during the writing process.

Grading Periods

This class is divided into nine-week categories. Report cards will be distributed at the end of each nine-week period, with progress reports available at three-week intervals. Hold yourself accountable by regularly checking your grades on PowerSchool. See your counselor or the registrar if you need help accessing PowerSchool.

The grading scale is as follows: A (90-100), B (80-89), C (70-79), D (65-69), and F (below 65). Grades will be a reflection of mastery of the standards. The final exam counts for 1/5 of the final grade.

Student grades will be determined based on the following percentages:

Major Tests, Papers, and Projects	70%
Quizzes, In-class assignments, and Homework	30%

*Cheating and plagiarism of any kind are never tolerated. Cheating is attempting to receive credit or helping someone else receive academic credit for work that was not personally done or for knowledge not personally mastered. Plagiarism is the use of another person's ideas or expressions in your writing without acknowledging the source. The academic misconduct policy of the school will be followed in this course.

*Please note that all requests for accommodations for this course or any school event are welcomed from students and parents. Any student who receives failing grades during this course is urged to reflect upon his/her personal choices, explain the cause and effect relationship between choices and outcomes to his parents, and discuss this with me right away so that we can devise a plan for improvement. However, I encourage you to be proactive and interact with me and your peers during class each day, in addition to frequently studying with your peers on your own time.

Absences:

1. If you're absent, please check about assignments prior to your return.
2. Homework is due the day you return from an absence. It is **YOUR** responsibility to submit it.
3. If you are absent the day a major project or assignment is due, you must turn it in the day you return or it will be considered late. If your absence is unexcused, your project will be considered late.
4. If you are going on a field trip, or any other school-sanctioned activity, previously assigned work should be completed prior to the trip. Work missed the day of the trip is due the day you return. Be proactive and email me the dates of your planned absence ahead of time and request the work that we will be completing while you are gone.
5. If you are absent the day before a long-term assignment or test, it is still due on the assigned day, since you were already aware of the deadline.
6. Always talk to me **IN ADVANCE** if you foresee a problem with an assignment.
*The attendance policy of the school will be followed in this course.

Make-up Test Policy:

Make-up exams will be given for **excused absences only**. The student must initiate arrangements with me to make up a test. If the student misses the agreed-upon make-up opportunity during Refuel without prior approval, **the missing grade will remain a zero.**

Classroom Expectations:	Jet Core Values - Be respectful. - Be responsible. - Be resourceful.

Discipline:	Obey all district and JCHS rules.
	Adhere to the MCS Student Code of Conduct
	Unacceptable behavior can be categorized as disruption, disrespect, and defiance and will not be tolerated. The following are consequences for unacceptable behavior:
	
	1st offense Verbal/ written warning
	2nd offense Parent contact
	3rd offense Administrator contact
	Any major offense can be referred directly to an administrator.
	
	Choosing to follow policies and procedures will result in one or more of the following:
	    *Verbal acknowledgment
	    *A stress-free learning environment
	    *A pleasant and secure atmosphere

Appropriate Use of Technology:	**Concerning Laptop Utilization:** 1. Student laptops should not be hard-wired to the network or have print capabilities. 2. Use of discs, flash drives, jump drives, or other USB devices may not be allowed on Madison City computers. 3. Neither the teacher, nor the school is responsible for broken, stolen, or lost laptops. 4. Laptops and other electronic devices will be used at the individual discretion of the teacher. **Turnitin Notice:** The majority of writing assignments in this course will be submitted to Turnitin via the Schoology learning platform. The primary focus of this software is to help students become better writers and scholars. Turnitin generates a report on the originality of student writing by comparing it with a database of periodicals, books, online content, student papers, and other published work. This program will help students discern when they are using sources fairly, citing properly, and paraphrasing effectively - skills essential to all academic work. Students will have the opportunity to review their Turnitin originality report and will have the opportunity to make revisions before submitting their work for grading. Once their work is submitted, teachers have the opportunity to view the student's originality report and grade accordingly. **Social Media:** Madison City employees frequently share education-related images and videos using #mcslearn. Please notify the teacher in writing if you prefer that your student not appear in these posts.

18 – WEEK PLAN	
Unit 1	**Moves in Argument** - CDC basics (claim, data, commentary), rhetoric, analysis, Degen's L1s and L2s - Rhetorical choices and movement within the writer's argument - Close reading, evidence-based writing, annotations, and acronyms - Building structured arguments in paragraphs and essays - Writers' diction, imagery, detail, and figurative language effectiveness - Questioning for content understanding and writer's choices - Offering evidence and commentary for the author's purpose - Themes and motifs in literature and nonfiction - Peer editing and revision of writing

	● Finding, documenting, and presenting evidence in writing ● Paraphrase, partial quotes, and summary ● Organizing, writing, and presenting written argument in professional, college-accepted format (MLA) ● Grammar development ● College Board Learning Checkpoints and Performance Task ● Narrative writing
Unit 2	**Persuasion in Literature** ● Build on skills from Unit 1 ● Writing analytical sentences, paragraphs, and essays ● Expansion of sentence templates, CDC structure, and relationship of ideas ● Literature as an argument ● Analyzing effective writing choices in nonfiction and fiction ● Literary devices used by the author (metaphor, personification, theme, mood, tone, etc.) and their effect upon the reader ● Grammar development ● College Board Learning Checkpoints and Performance Task ● Research Paper
Unit 3	**Voice in Synthesis** ● Build on skills from Units 1 and 2 ● Nonfiction and historical documents ● Collection of sources on the same topic with differing perspectives ● Relevance of historical texts, authors' rhetorical choices, and rhetoric effectiveness ● Academic vocabulary and verbs conducive to analysis and argument (movement, transition, depth, relationships, etc.) ● Independent and collaborative research of legitimate sources ● Increase the complexity of writing (insight and craft) ● Identify varied sources in one argument and evaluate their effectiveness and support of the overall argument ● Grammar development ● College Board Learning Checkpoints and Performance Task
Unit 4	**Purpose in Poetry and Prose** ● Build on skills from Units 1, 2, and 3 ● Poetry and prose across different literary movements and time periods in American Literature ● Identify the style of poets through literary choices the author makes in his/her writings ● Poetic literary devices and their effectiveness ● Author's purpose and tone ● Precise word choice ● Author's choice, affecting meaning and sound ● Writing analysis of poetry (sentences, paragraphs, and essays) ● Examining tone vs. mood ● Grammar development ● College Board Learning Checkpoints and Performance Task
	Review and Final Exam

*This is a tentative plan and is subject to change at the teacher's discretion.

Parent and Student Contract

Submitting this **completed** form via Schoology request will serve as a signature.

Dear Parent,

I look forward to having a great year getting to know your child and helping to develop his/her skills. Communication is key, so please reach out to me with any questions or concerns throughout the semester.

If there is anything you would like me to know to better work with your child, please let me know at your earliest convenience. My contact information is at the top of this syllabus.

Before signing below, ensure that you and your Jet have **read the syllabus** and are **prepared to meet the expectations of JCHS**.

Warmest regards,

Mrs. Meleighsa McLaughlin

After reading and discussing this classroom syllabus, my child and I are prepared to meet the expectations of JCHS.

Student Name (**Print**) _____   Date_____

Student Signature _____

Parent/Guardian Name (**Print**) _____   Date_____

Parent/Guardian Signature _____

Preferred email address _____

Preferred phone number _____