

# *Sophomore English Syllabus*

## *Speech, Literature & Composition*

Welcome to Sophomore English! I have outlined information you will need to do well in this class. It will also give you an idea of what to expect throughout the school year.

### **Contact Information**

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<https://www.redfield.k12.sd.us/Page/134>

### **Course Description**

The components of Speech, Grammar & Composition, and World Literature are combined to form a year-long course. World Literature covers various works of literature that span the entire globe. The course aims for the students to deepen their appreciation for all works of literature as well as to appreciate cultural diversity. There will be special emphasis placed on literary analysis, reading and writing skills and vocabulary development. Grammar, usage, and mechanics will be discussed during the analysis of literature and during discussion of written work. Vocabulary development will focus on using words in context through informational texts.

Students will develop and revise essays that include: expository, persuasive, comparison & contrast, problem/solution, narrative, summary, autobiographical, response to literature and workplace writing.

Sophomore speech is designed to enable students, through practice, to develop communication skills that can be used in a variety of speaking situations. Students will research, prepare, and deliver a variety of speeches such as: impromptu, extemporaneous, expository, narrative, informative, entertaining and persuasive.

### **Standards**

The curriculum for this course aligns with the state standards for English Language Arts. The state standards can be found here: <https://doe.sd.gov/contentstandards/documents/1018-ELA-612.pdf>

### **Expectations**

1. All students are expected to participate and contribute to a positive classroom environment.
2. Respect your teachers, your peers, our school, and yourself.
3. Keep hands, feet, & belongings to yourself. Please keep your bookbags, computer bags, etc., next to your table and not in the walking space between tables.
4. Teasing, rude comments, rough-housing, and bullying will not be tolerated.
5. Please use the bathroom & get drinks between classes.
6. Be on time and be prepared. Bring your supplies EVERY day. This includes your computer, charger and headphones. HAVE YOUR COMPUTER CHARGED and ready for class!
7. Please refer to the Redfield MS/HS Student Handbook for additional policies about expectations and classroom procedures.

### **Grading Scale**

- A: 100-93
- B: 92-86
- C: 85-78
- D: 77-70
- F: 69-0

## **Curriculum**

*As each of you will have a laptop/tablet through the school, you will be required to use it for sophomore English. Weekly assignments will be posted on my web site (which can be found on the school website under staff). We will utilize sites such as Google Classroom, Canvas, Vocabulary.com and SadlierConnect.*

## **Texts**

Grammar & Writing for Standardized Tests (Sadlier) Copyright 2010

Glencoe Speech Copyright 2009

Informational Text: *A Night to Remember and Related Readings, The Martian*

World Literature Novels: *(choices will vary by school year)*

Africa: *Things Fall Apart* by Chinua Achebe (fiction)

India/Pakistan/Afghanistan: *The Kite Runner* (by) Khaled Hosseini (fiction)

*The Life of Pi* by Yann Martel (fiction)

Dominican: *In the Time of Butterflies* by Julia Alvarez (historical fiction)

Latino: *The House on Mango Street* by Sandra Cisneros (fiction)

Native American: *Ceremony* by Leslie Marmon Silko (fiction)

Chinese: *The Joy Luck Club* by Amy Tan (fiction)

Japanese: *Snow Falling on Cedars* by David Guterson (fiction)

## **Course Objectives**

### **Grammar & Composition Course Objectives:**

*At the completion of the course, each student will be able to do the following:*

- Use the rules governing capitalization, punctuation, spelling and vocabulary correctly while writing.
- Follow the rules of usage (phrases, clauses, word choice) while writing.
- Write in well-constructed and complete sentences, paragraphs, and compositions.
- Follow the writing and revision process, using the steps of the 6+1 writing traits.
- Write and present in several formats to reach specific audiences and to suit different purposes.
- Identify, study, and write about logical fallacies.
- Write research papers using the correct citation method.
- Summarize and paraphrase information effectively.

### **Speech Course Objectives:**

*At the completion of the course, each student will be able to do the following:*

- Use critical thinking in the design and delivery of public speeches
- Engage in appropriate research, organizing and outlining a speech, performing audience analysis, designing and using visual aids
- Use critical listening to make judgments about the effectiveness of public speeches
- Provide effective and critical feedback to public speeches
- Gain confidence in the design and delivery of public speeches
- Utilize critical thought while speaking in small groups

## **World Literature Course Objectives:**

*At the completion of the course, each student will be able to do the following:*

- Read literary works of a cultural variety of authors.
- Trace the history of literary ideas from the past to the present.
- Examine works of various authors according to genre, form and style.
- Explore the works of a variety of authors and show how these works reflect their assessment of the nature of the human character.
- Develop the ability to conceptualize ideas and themes inherent in various literary works.
- Foster writing experiences that parallel the students' reading of literature.
- Incorporate speaking experiences reflecting a study of worldwide ideals.

## **Assignment Completion (as found in the student handbook)**

The Redfield School District believes that our students need to learn and achieve at a proficient academic level. In order to reach proficiency, students are expected to complete ALL classroom assignments. If a student fails to complete an assignment, he/she will be subject to the following consequences:

- Students will receive one (1) free pass per class per semester where no detention will be given but the grade deduction still affects the assignment.
- Student will receive a 30 minute detention and grade deduction per teacher policy.
  - Date and time will be determined by the teacher.
- Students will notify their parent/guardian by phone of the unfinished assignment.
- Assignments that are three days late will result in a zero recorded in the gradebook and Saturday School.

## **Grade Deduction for Late Assignments**

- An assignment is considered late if you do not turn it in when I ask for it to be turned in. If you do not have your homework completed when you come to class, you will be given detention.
- Deduct 20% off the score if a late assignment is turned in by the next class period.
- Deduct 50% off the score if a late assignment is turned in within two class periods.
- No credit will be given for assignments after the third day without approval by the teacher of extenuating circumstances.

## **Makeup Work**

You will receive the same amount of days to finish your homework that you missed due to an illness. If you know you will be gone, makeup work must be completed and turned in prior to leaving. If work is not turned in prior to a leave, the assignments will be considered late. If a student is attending a school activity, work must be turned in before I will sign the blue sheet for that activity.

## **Discipline**

I will be following the point system that has been implemented by Redfield Public School. Refer to your Redfield Middle School / High School Student Handbook for specifications – this can be found on the school website at <https://www.redfield.k12.sd.us/>.

## **Headphones**

All students will need a set of headphones or earbuds to use when we are utilizing on-line textbooks / materials.