



ENGLISH II SYLLABUS



TEACHER INFO:

NAME: Rachel Hinshaw

LOCATION: B4

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ext. 45214

EMAIL:

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TUTORING: every Thursday
from 3:15-4:15 OR by appointment

MATERIALS NEEDED:

- ✓ 3-ring binder and dividers
- ✓ #2 pencils

GENERAL COURSE INFORMATION:

The focus of the Eng. II course is the study of world literature by unit and standard(s). This course will continue an in-depth study of the short story, poetry, drama, and non-fiction genres that began in the Eng. 1 course. Selections of short stories, poetry, drama and nonfiction from the textbook will be studied and used as a springboard for discussion and composition. The K-12 College and Career Readiness Anchor Standards in Reading, Writing, Speaking, and Listening, and Language will be implemented this school year and can be found in more detail in the 10th Grade Parent ELA Guide.

COURSE OBJECTIVES:

In English II, students will:

- Identify explicit textual evidence
- Support inference using several pieces from the text (evidence)
- Analyze theme /central idea development
- Identify multiple/conflicting character motivations
- Understand casual and complex relationship of dialogue and/or events on plot development
- Determine figurative, connotative, and technical meaning
- Understand how word choice impacts tone and meaning
- Identify the influence of cultural experiences on point of view
- Identify the emergence and refinement of the central idea in a text
- Understand, identify and analyze the use of rhetorical devices (i.e., repetition, parallelism, slogan, rhetorical questions)
- Understand the differences in various mediums (print, video, multimedia)
- Outline or trace the arguments and claims in text
- Understand various writing text types and their organizational structures
- Conduct research drawing on multiple sources
- Synthesize and summarize information
- Adapt speech delivery to audience and purpose
- Understand presentation elements. (i.e., eye contact, gesture purposefully, enunciate words, and speak using an appropriate volume and rate.)
- Understand concepts of parallelism (i.e.; repeated grammatical patterns, types of phrases, and types of clauses)
- Know standard English grammar, punctuation, and capitalization

PURPOSE OF THE COURSE:

Eng. II introduces literary global perspectives focusing on literature from the Americas (Caribbean, Central, South, and North), Africa, Eastern Europe, Asia, Oceania, and the Middle East. Students in English II read, discuss, and write about both classical and contemporary world literature through which students will identify cultural significance. They will examine pieces of world literature in a cultural context to appreciate the diversity and complexity of world issues and to connect global ideas to their own experiences. Students will continue to explore language for expressive, explanatory, critical, argumentative and literary purposes, although emphasis will be placed on informational contexts. Influential U.S. documents and a Shakespearean play may also be included in this course. *This course has an End-of-Course test requirement – students must score a Level III or above to be deemed proficient.

COURSE GOALS:

The goal of the Eng. II course is to prepare students for Eng. III and IV and to give these students the language skills necessary to achieve their life goals, whether in college or in a vocation. The work and the reading required will not be unreasonable but will be steady.

FACILITIES AND TEACHING METHODS:

-Students will sometimes be responsible for reading anchor texts independently outside of class, taking appropriate notes, answering assigned questions, and preparing for class discussions and comprehension assessments by the specified dates.

-Students should arrive at class on time, be respectful of teacher, peers, and classroom property, and be ready to participate.

-Primary texts, current works being studied, notebook, handouts, and pen/pencil should be brought to class daily unless otherwise instructed.

-Deadlines will be strictly enforced. Unless otherwise approved, no late work will receive full credit and arrangements to turn in any work past the scheduled deadline must be orchestrated through the teacher.

-Discussion and collaboration are essential elements in this class. Cooperation and participation will be graded like other more tangible assignments, with teacher feedback given to those who aren't meeting expectations.

SUPPLEMENTARY RESOURCES:

The following list of resources are helpful in learning, but not required:

MLA Formatting Guide

<https://owl.english.purdue.edu/owl/resource/747/0>

1/

Citation Builder

<https://www.lib.ncsu.edu/citationbuilder/old/>

Writing

Writers INC: A Student Handbook for Writing and Learning

Reading

<http://www.readworks.org/>

<http://commonlit.org/>

MAKE UP/ LATE WORK:

- It is the student's responsibility to know when assignments are due and to complete the work on time; no late work will ever earn full credit. Deadlines will be strictly enforced. All assignments will begin at a 95 if a day late. An additional 5-point deduction will follow for each additional day the assignment is late IF the parent writes a note to the teacher explaining the extenuating circumstances.
- Academic dishonesty and/or plagiarism on an assignment earn a zero and a parental contact. A second offense results in office referral, and additional offenses could result in course failure.

PROVIDED MATERIALS:

- Computer use during class
- Eng. II textbook

Prentice Hall Literature. Penguin Edition. Prentice Hall. 2007.

- All other required texts
- Folders/Note Cards for Research Paper Project

COURSE PLAN:

The following texts may be covered in this course. However, changes may be made to the units based on availability of texts and time constraints. In addition to these texts, essays and selections of nonfiction will be used to supplement the study of the Honors Eng. II course requirements.

- **Unit 1 – Nonfiction Analysis**

- *Novel Choices:*

- *Burned Alive* by Souad, *A Long Way Gone* by Ishmael Beah, *Night* by Elie Wiesel, *Refugee* by Alan Gratz, *Salt to the Sea* by Ruta Sepetys, *The Kite Runner* by Khaled Hosseini

- Various essays, news articles, speeches, and digital media

- Culminating Assessment: Research Paper

- **Unit 2 – Fiction Analysis**

- Various short stories, drama excerpts, novel excerpts, and digital media

- Culminating Assessment: Fiction Analysis Project

- **Unit 3 – Poetry Analysis**

- Various poems and song lyrics

- Culminating Assessment: Poetry Portfolio

- **Unit 4 – EOC Review**

- **Grammar/ACT Prep – throughout the**

EOC Exam Preparations:

- All 10th grade students are required to take one District Benchmark Test and complete biweekly practice exams throughout the semester in order to assess their skill level and generate projected grades for the Honors Eng. II EOC.
- Test-taking strategies and practicing constructed responses will be practiced throughout the semester in order to prepare for the Honors ENG II EOC.

GRADING PROCEDURES:

60%: Major writings and projects, assessing the skills learned at the conclusion of each unit, as well as the research paper required for English II

40%: Class work, homework, and quizzes which includes vocabulary and grammar assessments as well as reading comprehensive checks

GRADING SCALE:

Grade Earned	Grade Range
A	90-100
B	80-89
C	70-79
D	60-69
F	Below 60
FF	Failure due to excessive absences.
I	Incomplete

SYLLABUS AMENDMENTS:

All information found within this syllabus is subject to change by Mrs. Hinshaw when needed. This includes curriculum, rule, and procedure changes. Changes will only be made to benefit the class as a whole. All novels are available in the RHS media center for preview. Any reading materials can be supplemented with a second option provided by Mrs. Hinshaw at the parent/guardian's request.

PLEASE COMPLETE THE SURVEY BELOW, AND RETURN THIS PAGE ONLY TO MRS. HINSHAW.

Student Name and Block:

Parent/Guardian Name:

Parent/Guardian Preferred method of contact: call text email

Phone:

Email:

I have read Mrs. Hinshaw's English II Syllabus. Yes No

Parent/Guardian Signature: