

# English II

## Course Syllabus

Instructor: Mr. Hibbard

Location: Monday-Friday during 1<sup>st</sup> and 2<sup>nd</sup> hour in Room 113.

Planning Period: 7<sup>th</sup> hour; available to meet before and after school, by arrangement.

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### INSTRUCTIONAL GOALS

This is a course designed to broaden your reading and writing skills. It aims to cover literature via genre study (fiction, nonfiction, poetry, drama), and writing through the study and practice of both composition and grammar. These two areas—literature and writing—are strongly intertwined, so expect to do a fair amount of both during the coming school year. This course expands on English I by going into a greater degree of complexity in the material presented and learned.

At the end of this course, you will (among other things):

- Have a greater understanding of the components of literary genres
- Be able to appreciate (even a little bit more) the various types of literature
- Understand what makes an effective piece of writing
- Be able to successfully write in order to fulfill a variety of purposes

### NEEDS AND RESOURCES

#### Required Background

To successfully complete this course, you must:

- Attend class.
- Thoughtfully and competently participate in class discussions and activities.
- Complete and submit *all* work in a timely fashion and a satisfactory manner.
- Give your best effort towards understanding and mastering the course material.
- Follow all classroom rules and policies (some to be negotiated).
- Follow all school rules (set in stone—no negotiation here).

#### Required Materials

To successfully complete this course, you will need:

- Probst, Robert E. *Elements of Literature. Fourth Course* Austin: Holt, Rinehart and Winston, 2000. Print.
- One or two novels &/or plays, to determined later (likely *Night* and one other).
- A willingness to stretch your mind, even when you're not quite sure why I'm asking you to read/write something or do a project.
- A notebook and writing materials.
- A folder in which to store materials.
- A flash drive may be helpful, though it is not required.
- Note: a three-ring binder may be helpful, and can substitute for both the notebook and folder.

## Online Resources

- Given in class as they become necessary.

### TENTATIVE COURSE SCHEDULE FOR THE FIRST WEEK

		Reading and In-Class Activities	Homework
	Monday Tuesday Wednesday Thursday Friday	Introduction Grammar diagnostic; begin parts of speech review Parts of speech: nouns and verbs Finish nouns and verbs; begin adjectives and adverbs	All homework to be announced in class.

Subsequent assignments will be announced in class.

### POLICIES AND PROCEDURES

#### General Rules:

In short, you are expected to be here every day that school is in session and to behave yourself in a manner appropriate to a high school student. If you even remotely *think* that I won't be happy with something that you are doing, odds are that you are correct. What it comes down to is this:

- Come to class with all needed materials and be in your seat *before* the bell rings.
- Take care of the things in the classroom. You have been trusted enough to have the use of your books, your desk, and other materials. Do your best to live up to that trust.
- When other people are speaking, please do not interrupt them.
- All handbook rules apply at all times, along with their consequences.

#### Grading Policies:

Grades are generally assigned only to completed work, and all assignments are due at the time designated in class. Assignments missed because of an excused absence are due **one school day for each day absent from the time you return to school**, not one school day from when you come speak to me about what you missed. At the end of that time, missing work receives **no credit**, though I reserve the right to accept the work for reduced credit under **extremely** unusual (and documented) circumstances. (See also the "Make-up Work" section of the Student Handbook.)

With respect to your grades, I also require that any conversations about grades, etc. take place no sooner than one calendar day **after** the submission or return of a piece of writing. Grades are obviously both a source of stress and a source of concern for students and parents. Waiting a day to discuss the basis for a grade allows for emotions to cool, clearer heads to prevail, and leads to a much more productive discussion (as well as a chance for me to read the work in question, if it has just been submitted).

## Grading Scale:

All assignments are converted to 100 points (unless otherwise specified), with tests counting as 400 points (again, unless otherwise specified). Your semester exam will be worth 20% of your final English II grade, with each quarter being worth 40% of the final grade.

Your grade, then, becomes a simple matter of adding up the points you have earned, dividing by the total points possible, and seeing the resulting percentage falls on the following scale:

### High School Grading Scale

A	90-100
B	80-89
C	70-79
D	60-69
F	0-59

## Academic Dishonesty/Plagiarism:

Presenting another's information or work without attributing the source (or giving the impression that the material is your own) is plagiarism/academic dishonesty. While the scale may be different, this is akin to stealing (commercially, this gets very expensive: see *Apple, Inc. v. Samsung Electronics Co., Ltd.* for an idea of how messy this can be), and cannot be tolerated.

Should you present another's work as your own in any form (whether in whole or in part, purposely or accidentally) or collaborate on an assignment where permission to do so is not expressly given, you have committed academic dishonesty/plagiarism. The consequences for committing either can be rather severe: expect to fail the assignment on the spot. Subsequent instances may result in further disciplinary action.

### ADDITIONAL INFORMATION

I reserve the right to change or modify any part of this syllabus according to the needs of the class, the needs of the instructor, any administrative requirements, or any unforeseen changes in the calendar. Such changes may or may not be announced in class, depending upon the nature of the change being made.

We have read and understand the policies and information laid out in this syllabus. We further acknowledge that the student will be bound by the information presented here, regardless of whether or not we agree with said information.

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Parent Signature: \_\_\_\_\_ Date: \_\_\_\_\_