

English II
School Year 2018 to 2019
Duke Ellington School of the Arts
Ms. Gabrielle Dubose
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Course Description

English II is an intensive study of how authors use language, and practice of the writing process; from reading and annotating, to drafting/creating, then revising, and editing, students will individually and collaboratively experience the academic writing process. Students will build on their advancement from 9th grade, as they develop new skills and understandings of contemporary genres of Literature and informational text, in English II. Through an emphasis on close read, discussing, and written responses to high-quality, high-interest literary and informational texts, students will develop the ability to synthesize ideas within and across texts, analyze form/style, and use their knowledge of language with its conventions while writing literary analysis. Tenth grade students will acquire new vocabulary words, and foster an appreciation for reading. This class provides many opportunities to improve critical thinking skills to respond to questions of high complexity. Students should expect complex reading passages, i.e. fiction (short stories and novels) plus informational text assigned to be primarily read at home. Common Core Standards and DCPS Units are reflected throughout classroom and homework assignments.

Course Goals

Students will experience the use of collaborative discussions, assignments and activities that will enable them to appreciate the importance of various literary perspectives through the lens of diversity. Additionally, English II students will develop their written voice by responding to narratives through academic paragraphs, multi-paragraph essays and a research paper. Each advisory will alternately consist of:

- Close reading Literature and informational text
- An analysis and cross reference of major text with secondary text/critique
- Participate, actively and cooperatively, in critical “think tank” sessions known as Paideia/Socratic seminars, to assess content through open ended questions which facilitate in-depth meaningful conversation and prospective that can foster change within society
- Apply knowledge of reading material to individual life experiences
- Demonstrate a command of the English language by producing academic writing through correct MLA format and the standard conventions of writing
- Write narratives as a means of literary analysis and research, creating the opportunity to join the academic voices already in the conversation, and to look for ways to bring in new perspectives that foster change in society

****Parent Initials _____

Student Initials _____

Research Paper with Presentation
Text-Dependent Questions
Paideia Seminar
Stylized Sentence Test

Research Paper Preparation:

- MLA Format
- How to Research and Take Notes (Gathering Evidence)
- The Research Question
- Three-Point Thesis
- Body Paragraphs – Chunk Format
- MLA Works Cited Page
- The Research Log

Close Read Application:

- Context Clues: Discovering Them in Fiction and Non-fiction
- Annotating: Literary Devices, Plot Line Development, Text Structure (test prep)
- Word Parts: Discovering New Word Definition (test prep)
- Vocabulary: (Personal List Development)

Composition:

Sentence Styles, Writing Formats, Punctuation
Personal Corrections Page

Third Advisory: “Voices from the War”

Anchor Text: *The Things They Carried* by Tim O’Brien

O’Brien prefers to refrain from political debate and discourse regarding the Vietnam War, but has become jaded regarding the ignorance he perceives from the denizens of his home town toward the world.

Intertextuality:

Between the World and Me (Excerpt) by Ta-Nehisi Coates

Major Assignments:

Argumentative Multi-Paragraph Essay
Short Essay Questions (TDQs)
Reader’s Check
Paideia Seminar

Re-test – Stylized Sentences

Close Read Application:

- Context Clues: Discovering Theme in Fiction and Non-fiction
- Annotating: Literary Devices, Text Structure, and Complex Character Analysis (test prep)
- Word Parts: Discovering New Word Definition (test prep)
- Vocabulary: Personal List Development

Composition:

- Packets: Sentence Styles, Writing Formats, Punctuation

Fourth Advisory: “Virtue and Morality”

Anchor Text: *Hamlet* by William Shakespeare

The Tragedy of Hamlet, Prince of Denmark, is often shortened to *Hamlet*. *Hamlet* is Shakespeare's longest play, and is ranked among the most powerful and influential tragedies in English literature, with a story capable of "seemingly endless retelling and adaptation by others." The play's structure and depth of characterization have inspired much critical scrutiny.

Intertextuality:

Rosencrantz and Guildenstern are Dead (Excerpt) by Tom Stoppard

Major Assignments:

Promptbook / Annotated Script
Scene Writing
Hamlet Assessment
Scene Presentations - Assessment
Academic Paragraph

Close Read Application:

- Context Clues: Discovering Them in Fiction and Non-fiction
- Annotating: Literary Devices, Plot Line Development, and Complex Character Analysis
- Word Parts: Discovering New Word Definition (Prep for Test)
- Vocabulary: (Personal List Development)

Manadatory Supplies Needed for English II***

- One (2”) (3) ring binder with dividers that create the (5) **required** sections: #1 hand written notes, #2 handouts, #3 work in progress, #4 graded work, #5 booklets #6 blank paper
- Pencils with eraser – Keep Your Own!
- Blue or black pen ONLY (no pink, green, blue, red, etc. Ink EVER!) Keep Your Own!

- Highlighters: pink, blue, yellow, orange, green **MUST HAVE OWN SET!**
- Notebook paper – **YOUR OWN**
- Two poster boards (any color) Leave in the classroom
- **SPIRALS AND FOLDERS ARE NOT ALLOWED AS REPLACEMENT BINDERS**

Positive Attitude ☺

****Parent Initials _____

Student Initials _____

Grading, Daily work, LATE Assignments and Assessment Practices

Grading Policies- This class is a DCPS Standards-Based class. Each final grade for the advisory culminates with classroom assignments and assessments that reflect the following :

Participation Activities	10%
Practice & Application	50% [daily]
Assessments	40%
[Culmulative Examinations	20%] Final*
Total	100%

****Parent Initials _____

Student Initials _____

[If a final exam is given, that grade impacts (20%) of the students grade for the year]

Attendance impact on Grades****

***Grades will be reduced one point for (5) unexcused absences in a quarter for a single course**

***Students with (10) unexcused absences will receive an (FA) -failure due to attendance- in a quarter for a single course**

***Students will retain an automatic (F) for (30) unexcused absences in a year for a single course**

****Please check -Aspen Grade Book- Regularly with your parents****

PLEASE NOTE ON ASPEN POSTING --The complexity of the writing assignment/s may cause periodic delays in posting writing assignments to Aspen gradebook. Check on grades with teacher at appropriate times.

****Parent Initials _____

Student Initials _____

Practice & Application, and Participation Assignments are Important:

Every student is expected to **participate** in class discussions, assignments, projects, writing, and presentation work. Students should display leadership qualities according to their intellectual strengths.

Homework Significance:

The purpose of homework is to ensure a consistent developmental approach in practice to reflect Duke Ellington’s standards. This approach in excellence towards homework helps prepare students for the academic rigor of a college education.

****Parent Initials _____ Student Initials _____

Breakdown of LATE Assignments, whether daily or homework:

UNEXCUSED LATE ASSIGNMENTS WILL RECEIVE A (50%) POINT REDUCTION FROM ORIGINAL GRADE. ASSIGNMENTS MUST BE TURNED IN ON DATE DISCUSSED AND DETERMINED WITH STUDENT, SCHOOL ADMINISTRATION AND PARENTS

- a. What does this mean?
 - i. An assignment is considered **late** if student received the assignment, is aware of the due date, and simply did not turn it in on time. (50%) grade reduction.
 - ii. **Excused late work must** have an accompanying signed parent / doctor’s note, or school approved documentation in order to receive full credit because it is late
 - iii. **Assignments that are never received** (turned in) require a “0” mark. Zero marks will reduce the student’s overall grade point average (GPA)

****Parent Initials _____ Student Initials _____

Breakdown of Assessments:

Quiz and Tests

Make up assessments must occur within the next two class periods.

Failed assessment grades can be recovered the next class only and are subject to (50%) reduction of original points. **Failed** tests may warrant grade recovery; however, this is only with Teacher, Assistant Pricipal, or Dean of Student’s approval.

Missing work due to absences- If you are absent, it is **YOUR** responsibility to obtain make-up work due to abesences: consult the classroom binder for copies of missed work. If there are further questions about the assignment, students can talk with 1) a classmate or 2) the teacher. Please **DO NOT** disrupt class, to obtain your missed assignments. When necessary, talk with the teacher, during an offline time. (See D.E. handbook)

If your **absence** occurs on a date that was approved by the school, parents, or doctor then the missing work is due on the **day of your return to class** - for full credit (w/excuse). One day past

return day, the assignment will receive (50%) reduction of credit because it is unjustifiably late.

*****ATTENDANCE MATTERS!*****

*****STUDENTS MUST ATTEND ALL CLASSES THE ENTIRE YEAR*****

***Parent Initials _____

Student Initials _____

Other Important Matters:

Printing Assignments Policy – I recognize that not all homes are equipped with computers and printers, yet students are responsible to turn hard copy assignments during the year. Students, therefore, are **strongly encouraged** to set a plan in motion for computer usage and printing needs OUTSIDE of Duke Ellington. The school cannot become a regular resource to meet everyone’s printing needs. There aren’t enough printers/computers to fulfill the need. The school computers/printers are not always working. Here are options for you and your parents to consider at this time:

- Local Library
- Family and Friends
- An Approved Neighbor
- Mom and/Dad’s work place

My alternative plan/place _____

***Parents Initials _____

Student Initials _____

Internet Policy- I recognize the valuable resources that are available on the internet, and encourage you to utilize internet sites for sources of information/supplemental study tools. However, to ensure the integrity of the curriculum and your education, the following practices are unacceptable and will not be tolerated:

- a. **Plagiarism---give credit where credit is due!**
- b. **Improper use of internet (especially during class or on campus)**

If these policies are ignored, it will result in **zero credit** for the assignment, and a meeting with administration is set in motion.

***Parent Initials _____

Student Initials _____

Tardies- (5+) minutes late, requires a school issued pass

Please see the school handbook concerning tardies. The door may lock after (5) minutes.

Restroom Passes- No restroom during the first 15 minutes or the last 15 minutes of class. DON'T EVEN ASK.

Partnership – Duke Ellington, along with Ms. Dubose, is involved in a partnership with you and your parents for your English education. Our primary concern is **YOU THE STUDENT**.

Therefore please be advised that you may be asked to **txt or email** your parent immediately (during class time) for any of the following infractions

- *Disrespecting the teacher/class
- *Repeatedly coming without homework
- *Repeatedly coming to class unprepared
- *Repeatedly not completing class work
- *Repeated tardiness
- *Cutting class

Parents please be aware that contact may occur in the midst of the class. The purpose for such an action is not to embarrass the student, as much as it is to inform the parent/s so that we can work in our partnership to get the student back on track. **Parents** please be advised.

Special Note: Specific details in this syllabus -including material read or the time material may be presented- are subject to change at the discretion of the teacher with the best interest of the class in mind. When possible, students will be alerted prior to the change.

****Parent Initials _____ Student Initials _____

LET'S HAVE A GREAT 10th GRADE YEAR!

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PLEASE READ, SIGN THE NEXT PAGE, AND RETURN IT TO MS. DUBOSE BY THE NEXT CLASS TO RECEIVE PARTICIPATION POINTS!

English II SY 2018 - 2019
Ms. Dubose
Parent Signature Page
Participation Points (5)

I, _____, have read and understand the classroom policies and procedures; I will do my part to uphold them.

Student signature: _____ Date: _____

Student email address: _____

I, _____, have read and understand the classroom policies and procedures; I will do my part to help my child uphold them.

Parent/Guardian Signature: _____ Date: _____

Parent/Guardian email address: _____

Parent/Guardian contact phone number: _____

****Sign and return the next class to receive the participation points indicated above.**