

# PAP English II Syllabus

Hendrickson High School 2020-2021



## English II Teacher Contact Information:

Teacher	Room	Extension	Email	In Person Tutorial Times
Kat Gurganus	E205	ext. 41307	<a href="mailto:Kathryn.gurganus@pfsd.net">Kathryn.gurganus@pfsd.net</a>	Tues, Wed, Fri 8:00 am-8:50 am Mon, Wed 4:15-5:00 pm
Emily Overton	E215	ext.41314	<a href="mailto:Emily.overton@pfsd.net">Emily.overton@pfsd.net</a>	Mon, Tues, Thurs, Fri 8:00-8:50 Tues 4:15-5
Mack Guthrie	C205	ext.41287	<a href="mailto:Mackenzie.guthrie@pfsd.net">Mackenzie.guthrie@pfsd.net</a>	A Days: 4:15-5:00 PM B Days: 8:00-8:50 AM
Lucinda Handshoe	E209	ext. 41309	<a href="mailto:Lucinda.handshoe@pfsd.net">Lucinda.handshoe@pfsd.net</a>	8:00 am to 8:50 am Monday -Friday

## Course Overview:

### 1. Course Objectives:

By the end of this course, students will: demonstrate effective writing skills in a variety of forms. Writing will include: rhetorical, personal, literary, and persuasive texts for various audiences. Students will comprehend literature selections using a multitude of strategies. Also, students will maintain control over grammatical elements including rules of grammar and usage to write clearly and effectively.

### 2. Course Requirements:

- Students are expected to attend class on a regular basis, turn in all assignments, and take responsibility for absent work. Students may be assigned academic and disciplinary consequences if they fail to complete work in a timely manner.
- Course readings: Students will read excerpts and plays, as well as entire novels.

### 3. Required Materials:

Students are responsible for having the following materials and bringing them to class every day:

- Virtual:
  - Text we are reading
  - Chromebook
  - Google Classroom
  - Headphones (optional)
- In Person:
  - Text we are reading
  - Writing Utensils
  - Paper/Chromebook
  - Other requests of the teacher

### 4. Course Textbook:

*Pearson: myPerspectives*. Grade 10. Students will not be issued an English II textbook. We will utilize an online version of the textbook at Pearson Realize.

English II classes will read novels as a whole class throughout the year. Below is a **tentative** list of reading for the year. Because of limited supply of school books, students

are encouraged to purchase their own copy. Please see the [Book Letter](#) for more specific details.

- *To Kill A Mockingbird* by Harper Lee
- *March* by Andrew Aydin and John Lewis
- *In Cold Blood* by Truman Capote
- *Animal Farm* by George Orwell
- Selected Works by William Shakespeare
- *Jane Eyre* by Charlotte Bronte

**5. EOC / STAAR Information:**

Students will take the End of Course (EOC) / State of Texas Assessments of Academic Readiness (STAAR) in the spring of the calendar year. The English EOC/STAAR consists of one five-hour test. Each student is required to pass the English II EOC/STAAR assessment. For more information, please refer to the HHS and/or PfISD websites or ask your child's English II teacher for details. English II teachers do not teach students how to pass a test. English I teachers guide students to become more accomplished writers and teach them techniques for greater reading comprehension. These skills in critical thinking and application provide students with many beneficial and cross-curriculum strategies, as well as help them to prepare for the EOC/STAAR assessment.

**6. Advanced Placement (AP) English Preparation:**

PfISD offers PreAdvanced Placement (PreAP) classes in middle school and high school. These courses are designed to prepare students for college level AP classes that are typically taught in 11th and 12th grade. The amount of skills and content that must be covered in a PreAP course requires that students read and write extensively. Students who complete AP courses are more likely to have college admission advantages, specialize in more challenging majors, perform significantly better in college, and are twice as likely to go into advanced study programs in college.

**7. AP Essay Scores Converted to Classroom Scores:**

Essays written in response to AP style prompts will be scored on a 0 - 6 scale with the following point breakdown:

- Thesis = 20 pts
- Content = 70 pts
- Sophistication = 10 pts

\*Students will be afforded the opportunity to rewrite all AP essays to achieve a higher grade. In order to re-write an essay, the student will be required to conference with the teacher during morning tutorials and complete the essay during tutorial time.

**8. Curving AP Multiple Choice:**

All AP Multiple Choice practice taken for formative and summative grades will be curved according to the square root curve. On a calculator input the original score, press square root and multiply the new score by 10 (moves the decimal one place to the right).

**Ex. Original Score = 93**

$$93\sqrt{\phantom{x}} = 9.64 \times 10 = 96.4$$

## Virtual Learning Expectations:

### 1. Zoom:

- a. Be on time:
  - i. Log into Zoom before class time- we will start promptly at the beginning of class
- b. Be prepared:
  - i. Make sure your computer is charged and ready to go
  - ii. Find a quiet place to zoom in your house
- c. Be professional:
  - i. Have a background that is appropriate and not distracting
  - ii. Mute your microphone when you are not talking
  - iii. Use the chat for questions instead of interrupting others
  - iv. Sign in with your real name
  - v. Participate in class discussion - the class is what you make it!

### 2. Google Classroom:

- a. Check your Google classroom daily for updates
- b. You are responsible for anything posted on to Google Classroom

### 3. Virtual Bell Schedule:

## Hendrickson High School Online Learning Bell Schedule

*Bell Schedule for Virtual Learning*

Parent Contact	8:00-8:50	Monday, Tuesday, Thursday, Friday Staff Meetings--Wednesdays
Period	Time	Type of Learning
1A/5B	9:00-10:00	Synchronous/Asynchronous
	10:00-10:30	Asynchronous (Support)
2A/6B	10:35-11:35	Synchronous/Asynchronous
	11:35-12:05	Asynchronous (Support)
LUNCH	12:05-12:55	
3A/7B	12:55-1:55	Synchronous/Asynchronous
	1:55-2:05	Asynchronous (Support)
4A/8B	2:10-3:10	Synchronous/Asynchronous
	3:10-3:40	Asynchronous (Support)
TALON	3:30-4:00	Synchronous (Support)
Office Hours/Tutoring	4:00-4:50	

*\* (270 min for classes that meet 5x a week, 100 min for classes that meet 2x a week)*

## **Grading Policy:**

### **1. Timeliness of Posting Grades:**

Teachers will refresh on-line grade books weekly.

### **2. Four 9-Week Grading Periods:**

First 9 Weeks: 8.13 – 10.8 / Second 9 Weeks 10.13 – 1.5.21

Third 9 Weeks 1.6 – 3.11 / Fourth 9 Weeks 3.22 – 5.27

### **3. Grading Criteria:**

Major Grades 70%, Minor Grades 30%

a. **70%** = tests, projects, formal writing assignments (at least four major grades per 9 week period)

b. **30%** = independent practice, quizzes, daily assignments, homework

### **4. Make-up Work:**

In order to provide multiple opportunities for students to demonstrate mastery of learning, students who have been absent are eligible to do make-up work, regardless of the reason for the absence or school related activity. A student should be given three school days to make up the work. In the case of extended absences, one day will be allowed per day of absence for make-up work beyond the initial three days. For example, a student who is absent on Monday, would have 3 school days (Tuesday, Wednesday, and Thursday) to make up the work, and the work would be due on Friday.

### **5. Late Work:**

In order to provide multiple opportunities for students to demonstrate mastery of learning, students who have not turned in work on time will be allowed **five school days**, from the date the assignment was due, to complete and submit any late work. A maximum of a 20% penalty may be applied to late work. Extenuating circumstances may occur that are out of the control of the student and which prevent him/her from completing and returning homework assignments. The student is responsible for informing the teacher of any such circumstances that prevented the completion of the assignment. Teachers may grant exceptions to this policy as appropriate.

### **6. Retest Policy:**

Students scoring below mastery of “70” on a major grade (assessment) shall be allowed to redo the assignment after completing prerequisite work. Prerequisite work may include re-teach, corrections, tutorials, or intervention work. Prerequisite work should be completed within 3 days of the date the student received the original grade. The higher grade, with a maximum of “70”, will be recorded. All prerequisite work and reassessments **MUST** be completed in the presence of the teacher.

### **7. Assignment of Grades:**

The teacher has the discretion to drop grades as long as minimums above are maintained.

## **Academic Dishonesty:**

### **1. Academic Dishonesty:**

Academic dishonesty includes cheating or copying the work of another student, plagiarism, and unauthorized communication between students during an assignment or examination. The determination that a student has engaged in academic dishonesty shall be based on the judgment of the classroom teacher or another supervising professional employee, taking into consideration

written materials, observations, or information from students. Students found to have engaged in academic dishonesty will be subject to disciplinary penalties. *HHS has a zero-tolerance policy for academic dishonesty and plagiarism. Working with another student on an assignment that was not explicitly assigned as group work will be considered an act of academic dishonesty.*

**2. Code of Conduct/Academic Integrity:**

Each student will abide by the Pflugerville ISD Code of Conduct and Student Handbook. Refer to the Pflugerville ISD Code of Conduct and Student Handbook for expectations and regulations (including dress code, cell phone use, etc.).

**3. Hendrickson High School’s Procedure on Plagiarism:**

**Plagiarism** as defined by the *Modern Language Association Style Guide* (1999) is the “false assumption of authorship: the wrongful act of taking the product of another person’s mind, and presenting it as one’s own ... to use another person’s ideas or expressions in your writing without acknowledging the source” (p.30); “forms of include the failure to give appropriate acknowledgement when repeating another’s wording or particularly apt phrase, when paraphrasing another ... or when presenting another’s line of thinking” (p.30).

Teachers will file plagiarism issues in folders according to the levels indicated below and violations will be tracked.

<u>Level I</u>	<u>Level II</u>	<u>Level III</u>	<u>Level IV</u>
<b>Defined:</b> In less than one fourth of the paper, the student failed to “distinguish between [his or her] thoughts and the material gathered” (Gibaldi, 1999, p.30).	<b>Defined:</b> In less than one fourth of the paper, the student used uncited material when paraphrasing or quoting from other sources.	<b>Defined:</b> Less than half of the paper includes material from other sources that is presented in the student’s paper without citations whether paraphrased or quoted.	<b>Defined:</b> More than half of the paper includes material from other sources that is presented in the student’s paper without citations whether paraphrased or quoted or 2 <sup>nd</sup> offense of Level II or III plagiarism.
<b>Consequence:</b> The student will be able to redo the assignment for full potential credit if this is the first offense, and if he or she completes the supplemental review on plagiarism.	<b>Consequence:</b> Upon the first offense, the student will be able to redo the assignment for a maximum of a 70 if he or she completes the supplemental review on plagiarism; the student will receive an administrative consequence.	<b>Consequence:</b> Upon the first offense, the student will be able to redo the assignment for maximum of a 50 if he or she completes the supplemental review on plagiarism; the student will receive an administrative consequence.	<b>Consequence:</b> The student receives a zero for the grade.

\*Contact your child’s English II teacher if you would like to meet for a face-to-face or virtual conference. Please make sure that your contact information, including cell/home phone numbers and email addresses are up-to-date in the front office in case a classroom teacher or the front office needs to get in touch with you for any reason. Thank you.

The English II teachers of Hendrickson High School welcome you and your student to Hawk Nation! We welcome parents and community leaders to support and encourage the educational process by being active in the classroom and school. Let us know of any special skills that you are willing to share with us. We are committed to providing your child with a professional, academically challenging experience at HHS that will prepare your student for success in and out of school. Thank you!

**Parent and Student Signature:**

**This portion of the syllabus must be digitally completed on the google form sent out by your teacher by Wednesday August 19, 2020 (A) or Thursday August 20, 2020 (B).**

I, \_\_\_\_\_, have read and agree to follow the policies as outlined in the English II syllabus. I understand any questions or concerns about the class policies can be discussed with my English teacher and the outcome will consistently follow the syllabus as these policies fall in line with district policies.

\_\_\_\_\_  
(Student Signature)

\_\_\_\_\_  
(Date)

I, \_\_\_\_\_, parent/guardian of \_\_\_\_\_ have read and agree to follow the policies as outlined in the English II syllabus. I understand any questions or concerns about the class policies can be discussed with my student's English teacher and the outcome will consistently follow the syllabus as these policies fall in line with district policies.

\_\_\_\_\_  
(Parent/Guardian Signature)

\_\_\_\_\_  
(Date)