

Course Syllabus for Honors English II
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Peabody High School
2021-2022

Course Description

Welcome to Peabody High School, the continuation of your high school career, and to English II. This second course of English is a reading, analyzing, and writing intensive. In this class, you will learn the skills necessary for success on the English II End-of-Course (EOC) test, the TNReady Writing Assessment, as well as preparation for the ACT and further English classes. Reading comprehension will be strengthened through the study of informational texts, short stories, poetry, drama, essays, and historical documents. Writing skill that began to blossom in middle school will be strengthened expanded upon and persuasive, narrative, expository, and argumentative writing will be emphasized for the writing assessment. While this course does not necessarily emphasize grammar, those skills are reviewed and strengthened through practice exercises. However, an emphasis will be placed on vocabulary with weekly vocabulary lessons and daily vocabulary words (*e.g.*, Word of the Day).

The aim of this course is to develop students into critical thinkers in order to prepare them for future English classes and the world beyond school. This will involve a mainly discussion-based class atmosphere and expressing original ideas through evidence-based written works. Discussions will range from small-group to whole-class discussions on a range of literature and informational texts. Students will be expected to participate in discussions and by the end of the course they will be expected to have the ability to develop and express original ideas/concepts using support from texts.

Students will read and respond to several pieces of text during the semester. English II will focus on 3 specific themes/units and each unit will also have a major text (such as a novel or book) that will tie into the theme of the quarter.

Unit 1: Love – *Romeo and Juliet*, “Was is a Dream?”

Unit 2: Rational vs. Irrational Thinking – Poe, Lovecraft, *The Picture of Dorian Gray*, “The Yellow Wallpaper”

Unit 3: How We Define Identity – *The Great Gatsby*, (“Do Androids Dream of Electric Sheep?”)

Honor’s students will have additional texts to read along with more complex assignments to complete; they will be expected to complete a moderate amount of their work on their own (outside of class) in order to leave room for more analysis and discussion in the classroom setting. This is a tentative list of texts (It is important to note that all readings are subject to change.). Since this is an Honor’s class, students are expected to have an additional independent reading assignment for each unit. A list will be provided later in the document.

Evaluation / Grade assessment

Each student is evaluated at the end of a nine-week grading period. Most of the assessments for understanding will come in the form of written and/or artistic projects to show comprehension. The students' grade will come from the following areas:

- Typed essays and papers
- Projects
- Benchmark assessments for TNReady EOC
- Vocabulary assignments
- In-class writings
- Homework
- Discussion / Participation / "Bellringers"

Grades are not dropped. However, daily and quiz grades may be raised by completing extra credit. Extra credit is earned by completing extra assignments/papers/projects that coincide with the theme/unit and it is given after school (or you may come by my room during Break). Extra credit is given in order to boost a low or failing daily or quiz grade. Students can earn a maximum of 10 extra credit points for individual additional writings and art projects but are allowed to attempt as many individual pieces of EC as they want (2 well-done ECs = 20 points). These additional point can be used each quarter, but do not roll over from semester to semester. Extra credit cannot be used for papers and/or projects; however, students are allowed to correct/rewrite papers and/or projects using comments from myself in order to earn a better grade.

TSSD uses the grading scale below. This scale is standard across all public schools in Tennessee.

100-93:	A
92-85:	B
84-75:	C
74-70:	D
69 or below:	F

Assignments are expected to be turned in on the assigned due date. If an assignment is late, students have 3 days from the due date to turn in the assignment for full credit. After that, Mr. Thomas has discretion as to how many points to take off for being late. **Assignments that are not done/turned in will be marked as missing (which counts like a zero) and will remain until the assignment is turned in.** No assignment that is turned in (and shows some sort of effort) will ever receive less than a 50.

Classroom Supplies and Materials

Each student is responsible for the following materials:

- Three-ring binder (1" - 1 ½")
- A package of **college-ruled** paper.
- Red pen for correction and/or peer editing

Most assignments and texts will be presented in a Virtual Format: everything will be provided through one of the platforms. The only thing you will need is access to the internet.

Technology

With technology being an ever-present part of our lives, both personally and academically, technology will be a part of the curriculum for our class. We will be using Google Classroom, Schoology, and Common Lit extensively. All major writing assignments should be typed and turned in electronically in order to prepare students for the next levels of high school and beyond. You are expected to charge your computer in preparation for class and be ready to use them for instruction and practice. Cell phones are to be put away during class; only students who ask permission (for use in place of computer or for emergency purposes) at the beginning of class will be allowed to have cell phones out during class.

Attendance & Late Policy

All make-up work is the responsibility of the student. English I is a class that demands a lot of reading, discussion, and writing; therefore, it is important to be in attendance each day. Student attendance is essential for success in this class. However, if a student is absent (excused or unexcused) then they will either be exempt from the assignment (if done in class) or be expected to turn the assignment in later. **A “Missing” (zero) will be placed for the grade** in the gradebook and it will be the responsibility of the student to get the assignment turned in to change the grade. Work will be accepted before the end of the quarter in which it was assigned, after that the grade is locked and cannot be changed without paperwork from the office.

If a student returns from an absence and an announced test or assignment is due upon the return, then the student is expected to take the test or turn in the assignment when he / she returns.

See Synergy and/or Google Classroom/Schoology for assignments that were missed and Mr. Thomas for clarification.

Expectations:

In this class, all students are expected to please:

- Turn in assignments electronically on time
- turn in applicable paper assignments in black or blue ink or pencil only.
- turn in all assignments with your name; otherwise, points will be deducted.
- print all typed papers and essays in black ink.
- have all relevant materials with you in class.
- keep all cell phones turned off and out away; cell phones are allowed for educational purposes and only with teacher permission.
- keep earbuds / headphones put away and out of sight; they will not be allowed under any circumstance.
- food in class will be handled on a case-by-case (class-by-class) basis. Mr. Thomas is okay with food in class as long as students clean up after themselves and do not leave a mess. If this occurs, eating privileges will be revoked for a student and/or class
- have drinks in a container with a twist-off cap or closed container with a straw. No open containers with drinks, please.
- be in your seat when the tardy bell rings. Please ask permission to get out of your seat.
- write down the “bellringer” as roll is being taken.

- stay in the classroom during the class period. Students may use the restroom in cases of urgent need. Students will be asked to leave their phone with Mr. Thomas during their trip out of the classroom (since they will not need it to do their intended business) in exchange for the restroom pass. When they return with the pass they will exchange it back for their phone. Students will not be allowed to leave Mr. Thomas's classroom during class to "see" another teacher unless that teacher has contacted Mr. Thomas by phone, email, or explanatory note and requested the student's presence.
- act like the young adult that you are.
- be responsible.
- be respectful of Liberty Tech faculty, staff, facilities.
- be respectful of your peers.
- be respectful of YOURSELF!

***Plagiarism Policy*:**

Much of my classroom management and instruction is based on **a foundation of mutual trust** between student, parents, and teacher. Most difficulties can be resolved quickly in the classroom. However, **there are some student behaviors which quickly erode mutual trust** in the classroom, and which should therefore be avoided. Some of these behaviors include truancy, subversive classroom disruptions, dishonesty, cheating, and plagiarism.

Plagiarism is an extremely important problem and is found at alarmingly high numbers among high school students. Plagiarism is actually **stealing** someone else's words and/or ideas. Plagiarism is "an act or instance of using or closely imitating the language and thoughts of another author without authorization and the representation of that author's work as one's own, as by not crediting the original author" (Dictionary.com Unabridged). In higher education, if a student is caught plagiarizing then it often results in a failing grade for the class and in some instances (depending on the severity) expulsion from the university/school. Getting ideas from other sources is fine (and even recommended) but proper credit must be given to these sources through the use of citations.

Plagiarism involves a student's submission of ideas, thoughts, phraseology, or organizational patterns that are not his or her own. It is the misrepresentation of one's own work and/or that of another, and/or the falsification of information, data, or records. Plagiarism also includes the stealing of tests, answers, or other academic materials, or the having of these on one's person.

Remember: **Plagiarism** is a form of theft and will not be tolerated (even in its most seemingly innocent form). **Students found cheating, copying without teacher permission, or plagiarizing in any other way will be subject to immediate disciplinary action by administration.**

The common punishment: If a student is found to be plagiarizing material, the student will receive a grade of a 0 for that assignment. They have the opportunity to complete the assignment within one week of receiving the 0 plagiarism grade; however, the highest grade that can be earned at that point will be a 60 (much better than a 0).

Parental support in upholding this standard is greatly appreciated.

I hope you find this class enjoyable, challenging, and ultimately rewarding. I hope you gain new insights about literature and yourself as a result of this class, and that you begin your journey toward becoming a successful person in both school and life. I look forward to a productive and meaningful semester.

Details of this syllabus are subject to change at the discretion of the teacher.

Contact:

The best way to contact Mr. Thomas is through email, which he looks at every morning and afternoon.

ryan.thomas@trentonssd.org

You can text Mr. Thomas through the Remind.com app. Instructions for this are included.

Additional Text Choices for Honors Class		
Unit 1: Love	Unit 2: Rational/Irrational	Unit 3: Identity
<i>Love in the Time of Cholera</i>	<i>Catch 22</i>	<i>Fight Club</i>
<i>Pride and Prejudice</i>	<i>The Stranger</i>	<i>Stranger in a Strange Land</i>
<i>Jane Eyre</i>	<i>Othello</i>	<i>The Catcher in the Rye</i>
<i>The Notebook</i>	<i>Sense and Sensibility</i>	<i>Passing</i> (Nella Larsen)
<i>The Fault in Our Stars</i>	<i>Predictably Irrational</i>	<i>The Hate U Give</i>
<i>Looking for Alaska</i>	<i>Stumbling Toward Happiness</i>	<i>Little Fires Everywhere</i>
<i>The Time Traveler's Wife</i>	<i>The Hidden Brain: How Our Unconscious Minds Elect Presidents, Control Markets, Wage Wars, and Save Our Lives</i>	<i>The Absolutely True Diary of a Part-Time Indian</i>
<p>Students are also free to choose their own book that centers (or touches) on the overall theme of the unit. These choices will need to be researched by the student and then approved by Mr. Thomas.</p>		

Sign up for important updates from R. Thomas.

Get information for **Peabody High School** right on your phone—not on handouts.

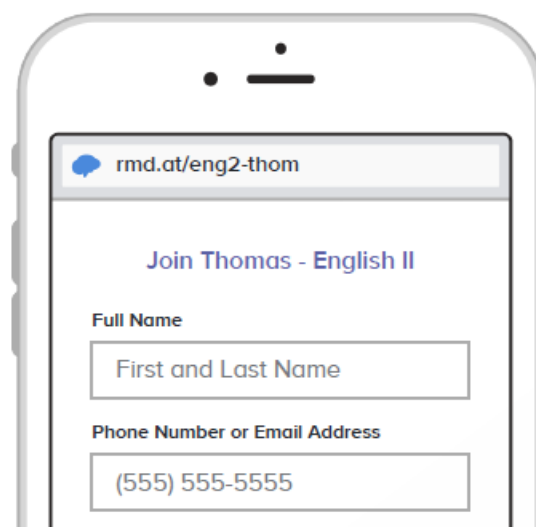
Pick a way to receive messages for **Thomas - English II**:

A If you have a smartphone, get push notifications.

On your iPhone or Android phone, open your web browser and go to the following link:

rmd.at/eng2-thom

Follow the instructions to sign up for Remind. You'll be prompted to download the mobile app.



B If you don't have a smartphone, get text notifications.

Text the message [@eng2-thom](https://t.me/eng2-thom) to the number **81010**.

If you're having trouble with **81010**, try texting [@eng2-thom](https://t.me/eng2-thom) to **(385) 202-2134**.

** Standard text message rates apply.*



Don't have a mobile phone? Go to rmd.at/eng2-thom on a desktop computer to sign up for email notifications.

PLEASE SIGN AND RETURN

WE HAVE RECEIVED AND READ A COPY OF THE COURSE SYLLABUS AND CLASSROOM RULES FOR MR. THOMAS'S CLASS IN **HONORS ENGLISH II**.

I UNDERSTAND ALL EXPECTATIONS AND POLICIES: INCLUDING ATTENDANCE AND PLAGIARISM.

PARENT NAME (Please print): _____

SIGNATURE: _____

DATE: _____

STUDENT NAME (Please Print): _____

STUDENT SIGNATURE: _____

PERIOD _____

DATE: _____

PARENT CONTACT INFO

Daytime/Work Number: _____

Home/Cell Number: _____

Email: _____

Annual Movie/Video Permission

Dear Parents,

During the course of the 2021 – 2022 school year, I plan to show video clips, commercials, and movies (in full or as excerpts) to enhance our class curriculum.

Our school requires parental permission for your student to view movies that are used in our curriculum which have a rating above “PG-17.” **No rated “R” movies will be shown under any circumstances.**

I believe showing your son or daughter movies such as *Romeo and Juliet* and *The Great Gatsby* enables them to benefit from visualizing the story for better understanding and application. Video clips and movies help generate discussion of theme, characterization, and other literary elements.

Movies, along with our hands-on activities such as reading, in-class discussion groups, and research projects, give students a well-rounded opportunity to discover the world of literature. Movies go beyond dry facts and helps to bring events “alive.”

Be assured that we will use proper discretion when showing film. Video clips, commercials, and movies will be selected based on their merit to our curriculum. Lesson plans related to video will be available upon request.

Thank you for taking the time to read and sign this permission form.

Sincerely,

Mr. Ryan Thomas
English Teacher

Student Name _____

Yes, I approve my child’s viewing of curriculum and school appropriate video.

No, I do not approve my child’s viewing of curriculum and school appropriate video. I understand alternate learning experiences will be provided for my child while the movie is being watched.

I have read and I understand the classroom policies, and have expressed my wishes regarding videos.

Guardian signature/date _____

Student signature/date _____