



English 2 & English 2 Pre-AP

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Conference Period: 10:00 – 10:50 (2nd Period)

Tutoring Opportunities: Tutorials are offered M-F before school, after school, and during student lunches by appointment only.

Class Materials:

- 1 pack of college ruled filler paper
- Blue or black ink pens
- No. 2 pencils
- Highlighters
- 1 Box of tissues (optional)
- Literature textbook will be provided in class / can be checked out as needed
- Access to Canvas and Office365 tools is available to students through our [Single Sign-on Portal \(SSO\)](#). Students receive their SSO login during enrollment.

Course Description:

In English II, students will engage in activities that build on prior knowledge and skills in order to strengthen their reading, writing, and oral language skills. Students will read and write on a daily basis. Students read extensively in multiple genres, such as stories, dramas, novels, and poetry, from world literature, learn literary forms and terms, and interprets the possible influences of the historical context on a literary work. A writing emphasis is placed on persuasive forms of writing such as logical arguments, expressions of opinion, and personal forms of writing (i.e., response to literature, a reflective essay, or an autobiographical narrative). Composition practice is coordinated with guided reading of fiction, nonfiction, drama and poetry. Students will revise and edit their writing as part of the writing process. The course will focus on critical thinking skills, literary analysis and development of writing styles. English II students are required to pass the State of Texas Assessments of Academic Readiness (STAAR) end-of- course (EOC) exam to meet part of the graduation requirements.

Course Goals:

Students who complete this course successfully will be able to:

- Analyze how the author's use of syntax, diction, and sensory language in literary nonfiction and short story supports meaning.
- Identify the implicit connections and thematic links between texts representing similar and different genres.
- Demonstrate an adequate command of written conventions.
- Write a persuasive essay that contains a clear position, uses a logical organizing structure, sufficiently develops relevant reasons and evidence, creates an appropriate tone through clear and specific word choice, and demonstrates an adequate command of written conventions.
- Edit drafts to correct errors in grammar, sentence structure, capitalization, punctuation, and spelling.
- Revise drafts to strengthen the introductory and concluding paragraphs, add facts, specific details, and relevant examples to bolster the author's thesis, strengthen transition within and between paragraphs, improve the effectiveness of sentences, and demonstrate appropriate style and word choice.

Student Evaluation:

The grading system for this course is as follows:

- Grade averaged 60% Major 40% Minor (PAP courses 70% Major 30% Minor)

- Major grades – tests (including District Common Assessments, six weeks assessments, projects, final essays, research papers, presentations); minimum three per six weeks
- Minor grades – quizzes, daily assignments, journals; minimum four per six weeks
- Semester exams will count 1/7 of the semester grade
- A letter system (S, N, U) is used to report a student’s conduct based on proper/responsive conduct and citizenship
- Per Board Policy EIA (LOCAL), “The District shall permit a student who meets the criteria detailed in the grading guidelines a reasonable opportunity to redo an assignment or retake a test for which the student received a **failing** grade. This policy applies only to initial identified major grades and does not apply to daily assignments, quizzes, six-week test, and semester final examinations. Upon reteach and retest, the new test, project, etc. recorded will be a high score of 70%.

Assignments, exams, expectations outside of the classroom:

The student will be given adequate time to work on and complete assignments in class, so if he/she is making efficient use of this time there will rarely be homework in this course.

Attendance/Tardy Policy/Make-Up Work:

- Students are considered tardy to class if they are not inside the classroom when the bell rings. Excessive tardiness will be addressed by campus administration. Repeated instances will result in more severe disciplinary action.
- If a student is absent he/she will have the amount of time equal to days absent from class plus one day to complete all missed assignments. It is the student’s responsibility to get the makeup work.
- Late assignments: 1 day late is a max score of 85; 2 days late is a max score of 70; 3 days late is a max score of 60. No late work will be accepted after 3 days.
- If a student fails a test grade (major assignment) he/she may bring the failing grade up to a possible 70 by retaking the test. School policy states this must be done within 3 days of the student receiving the failing score. Tests will be made up during tutorials, and the new test might not be the same as the original test.

Classroom Expectations:

Students are expected to come to class on time and prepared. They should expect to read and write every day, and they should be respectful of the learning environment. Extra credit will rarely be offered at any time during this course, so students should use class time to complete and turn in all assignments on time.

Preliminary Schedule of Topics, Readings, and Assignments

- 1st six weeks: Literary Nonfiction
- 2nd six weeks: Developing complex arguments through research
- 3rd six weeks: Literary Analysis
- 4th six weeks: Persuasive Essays
- 5th six weeks: Preparing for High-Stakes Testing
- 6th six weeks: Process Analysis

Academic Integrity:

Academic integrity values the work of individuals regardless if it is another student’s work, a researcher, or author. The pursuit of learning requires each student to be responsible for his or her academic work. Academic dishonesty is not tolerated in our schools. Academic dishonesty, includes cheating, copying the work of another student, plagiarism, and unauthorized communication between students during an examination. The determination that a student has engaged in academic dishonesty shall be based on the judgment of the classroom teacher or other supervising professional employee and considers written materials, observation, or information from students. Students found to have engaged in academic dishonesty shall be subject to disciplinary and/or academic penalties. The teacher and campus administrator shall jointly determine such action.