

# English II Syllabus

2012-2013

<http://www.babcockenglish2.weebly.com>

Instructor: J. Babcock

Class: Room 323

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Tutorial Hours: M-Th 8:00-8:30,  
3:45-4:15

## INTRODUCTION

You have an exciting year ahead of you! You will be discovering a variety of literature while learning how to refine your reading, writing, listening, presenting, and thinking skills. Working with your classmates, you will examine and reflect on different works.

## COURSE OVERVIEW

Students enrolled in English II continue to increase and improve their communication skills while preparing to be successful in future work for high school, college, and beyond. High school students are expected to plan, draft, and complete written compositions on a regular basis. Students edit their papers for clarity, engaging language, and the correct use of the conventions and mechanics of written English, and are expected to produce final error-free documents.

In English II, students practice all forms of writing including: persuasive, literary analysis, expository, and research papers varying in levels of complexity. English II students read extensively in multiple genres from world literature and interpret the possible influences of the historical context on a literary work.

## CLASS WEBSITE:

We will be using a class website for this course that will act as a good way for parents and kids to keep up on work, due dates, or ask questions through the contact page. Please visit our website at:

<http://www.babcockenglish2.weebly.com>

Students are being given email addresses ([firstname.lastnameLastTwoIDNumbers@K12.leanderisd.org](mailto:firstname.lastnameLastTwoIDNumbers@K12.leanderisd.org)) and can share work with teachers via Google Docs. Thus they need to have access to their drives and email. Additionally, any document that is not a Google Doc can be accessed from home by logging on to:

**Waiting for this address:** \_\_\_\_\_

## ATTENDANCE

Students who arrive 10 minutes or more after the tardy bell will be counted absent. Attendance should be checked every grading cycle. Three tardies = 1 absence.

- Students will be allowed one day to make up work for each day missed (one day absent = one day make-up, two days absent = two days make-up).
- If a student is absent the day of an exam or major project, (s)he is still responsible for turning the work in on time and should come in before or after school to take any make-up quizzes/exams.
- **Papers should be e-mailed to the appropriate teacher, shared via Google Docs, or dropped off at the front office. Please do not slip work under my door or leave work in my classroom if I am not there.**

## GRADING POLICY

Each grading cycle average will be composed of

- Process Grades (Daily Work) 35%
  - Introductory Process Work 10%
  - Permeating Process Work 25%
- Product Grades (Major Work): 55%
  - Journals & SSR 15%
  - Projects/Presentations 20%
  - Assessments 20%
- |                     |     |
|---------------------|-----|
| On Time Performance | 10% |
|---------------------|-----|

  
100%

### Opportunities for Improvement

As outlined by district policy, students scoring less than 70% on any assignment will have the opportunity to revise. Students are given **one week** to improve their grade from the date the assignment is returned or feedback is given. The nature of the opportunity for improvement will be dictated by the teacher in response to the original grade, type and length of assignment, and the student's previous skill mastery. **The maximum grade a student can earn for a second attempt at a failed assignment is 70%.**

### On Time Performance (OTP)

Generally, there will be two grades given for every assignment. If a student turns in an assignment on time, he or she will receive a standard content grade regarding correctness of the work. Additionally, the student will be awarded a "100" for his or her On-Time-Performance grade (OTP) for the assignment being on time.

However, if the student turns in the assignment *late*, he or she will receive a "0" for the OTP grade. The student will be allowed a **one-week late window** from the original due date to receive credit for the *content* of the late work (but not the OTP). Once the one-week late window has passed, if the assignment has not been submitted, students may not recover credit for that assignment and the content grade joins the OTP grade in becoming a zero as well. Lastly, assignments are either turned in on time or not – only zeros and one-hundreds are awarded for OTP (this does not apply, however, to absences).

Using this method, parents can look at the online grade book and see that a student has mastered a key concept without late penalties clouding parental interpretation of grades. Generally, a student who makes a simple mistake or occasionally forgets an assignment will be penalized less under this plan, and enable parents to more easily recognize student strengths and weaknesses. The OTP grades will count as 10% of the student's overall grade. Please do not hesitate to call or e-mail me with any questions or concerns regarding this system.

### EXTRA CREDIT

If a student continually completes work on time, the OTP acts as a kind of extra credit for good study habits. Additionally, revision opportunities are available for failing grades (due within one week of returned work) and alternative extra credit assignments are available **upon request** for students who earn above 70% but are unsatisfied with their grade (also due within one week of returned assignment). Lastly, students are awarded extra credit bonus coupons to use at their leisure for winning study games and extra credit assignments. If students prepare and work diligently, it is completely possible to earn above a 100% in my class, or allow themselves some cushion when needed.

## SUPPLIES

Students will need:

- A three-ring binder
- At least four dividers
- Loose-leaf notebook paper
- A spiral or composition notebook for journal writing
- A pen and/or pencil daily.
- Access to student email, class website, and Google Docs to work from home when necessary (if not available at home, then please provide access via library, neighbor, or friend's for periodic work).

## DAILY PROCESS WORK

***Binder Checks:*** Students must have either a binder specifically for English or a section devoted to English in a binder for all subject areas. Students will need these by the **SECOND DAY OF CLASS** so we can assemble them and get organized for the year. Be aware that there will be periodic binder checks for students to ensure they are keeping all notes, handouts, and returned work. Generally these will stay with students, but if students are afraid of losing or forgetting binders before a check, I will have areas reserved to keep binders in the classroom, but they are not required to do so. This is an example of *introductory process work* – it measures a student's ability to process skills they have just been introduced to.

***Notes:*** Notes will be graded for accuracy and thoroughness in order to promote good study habits, listening skills, and student mastery. Notes should also be stored in the student binder. This is also a good example of *introductory process work* – it measures a student's ability to process skills they have just been introduced to, unless the notes also include class applications of concepts.

***Journal Writing (Interactive Notebooks):*** Students will use a spiral or composition notebook for journal entries and interactive writing activities that will be periodically turned in for review. Students will need these by the **SECOND DAY OF CLASS** so we can insert a table of contents and be ready to write. Notebooks will generally stay in the classroom, though students are free to take them home if they are not being graded at that time. This is more of an example of *permeating process work* – it measures the application of skills once students have been able to process these skills a bit more, once they have settled in, permeated, but are not yet ready to be formally assessed.

## MAJOR GRADES

***Sustained Silent Reading (SSR):*** Students are expected to read on their own and during class daily. We devote 10-15 minutes of *silent* time to read. This means students are required to bring a book to class every day for reading credit and need to keep on top of library fines, due dates, and SSR books. If a student fails to bring a book, does not read, or talks/is disruptive, this will result in a loss of points each day for their SSR grade, which is also **a major grade** since it is cumulative. Constant disruption will result in disciplinary action.

***Reading Project:*** For most major grading periods, there will also be a required reading project over the SSR book of the student's choosing, starting with the required summer reading. This project is self-paced based on how quickly each student completes their novel, thus a majority of the reading/work will need to be completed outside of class, though 10-15 minutes will be devoted to independent reading or project work most class periods. This is **a major grade**, so please note due dates posted on class calendars and website.

**Vocabulary:** Each grading cycle, we will study a minimum of 20 SAT words in addition to any content vocabulary, and a quiz will be administered each cycle. We will devote a small portion of class weekly to vocabulary games to help students prepare (usually 15-30 min/week for three weeks), but otherwise, students need to study on their own.

**Tests and Writing:** Additionally, other types of major grades include writing assignments based on what we are studying or a six-weeks content test checking mastery of ideas and terms, or both. Again, refer to class calendars and website for due dates.

## **READING**

Students will read works assigned from the following LISD approved list. With the exception of Shakespeare, students should be prepared to read independently outside of class. Parents please examine the list and sign on the attached page to indicate that you are aware of the literary works your child **may be** asked to read in English II. The titles in bold are the works planned for both semesters. If you have any concerns about any of the titles on this list, please contact your teacher. Thank you.

I am looking forward to a productive semester, and I am excited about our partnership in preparing students for college and beyond!

### **English II Reading List:**

**During the school year, students may be asked to read from the following books:**

<i>1984</i>	<i>Chinese Cinderella</i>	<i>Never Cry Wolf</i>	<i>Antigone</i>
<i>House on Mango Street</i>	<i>Code Talker</i>	<i>The Pearl</i>	<i>Cyrano de Bergerac</i>
<i>Animal Farm</i>	<i>The Good Earth</i>	<i>Rebecca</i>	<i>Henry V</i>
<i>The Adventures of Tom Sawyer</i>	<i>Hiroshima</i>	<i>Readings in World Literature</i>	<i>Inherit the Wind</i>
<i>The Alchemist</i>	<i>The Hollow Hills</i>	<i>Shabanu</i>	<i>Invasion from Mars</i>
<i>All Quiet on the Western Front</i>	<i>Invisible Wall</i>	<i>To Kill a Mockingbird</i>	<i>Julius Caesar</i>
<i>Anthem</i>	<i>Into Thin Air</i>	<i>A Town Like Alice</i>	<i>Medea</i>
<i>The Bean Trees</i>	<i>Kim</i>	<i>A Midsummer Night's Dream</i>	<i>Othello</i>
<i>Dandelion Wine</i>	<i>Life of Pi</i>	<i>An Enemy of the People</i>	<i>Twelve Angry Men</i>
	<i>Long Walk to Freedom</i>		<i>My Children! My Africa!</i>
	<i>Martian Chronicles</i>		<i>Women's Voices</i>

### **Teacher Contact Information**

#### **Dan Rucker**

Email: Dan.Rucker@leanderisd.org

#### **Anna McNay**

Email: Anna.Mcnay@leanderisd.org

#### **Jaime Babcock**

Email: Jaime.Babcock@leanderisd.org

#### **Faye Fregia**

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#### **Chris Tarbet**

Email: Chris.Tarbet@leanderisd.org

<b>GENERAL INFORMATION</b> (Please print)		
Birthday:		
Medical Concerns:		
Student's Non-District Email Address:		
Clubs/Sports:		
Activities for which student could miss/be late to class?		
<b>B.Y.O.D. Information: Students are now allowed to use electronic devices <i>for educational purposes only</i> in the classroom. Given this, some info is needed regarding availability of technology. Does your student have any of the following (please circle those answers that apply):</b>		
<i>[Have a cell phone? Y/N ] [Have a smart phone? Y/N ] [Have Internet access on phone? Y / N ]</i> <i>[Have texting? Y/N ] [If so, is it unlimited texting? Y/N ]</i>		
Parent/Guardian's Name:	Relationship:	
Home Phone:	Work Phone:	Email Address:
Parent/Guardian's Name:	Relationship:	
Home Phone:	Work Phone:	Email Address:

I am aware of the literary works that my child may read in English II. If I have questions or concerns, I will contact the teacher directly.

\_\_\_\_\_  
**Parent/Guardian (Printed)**

\_\_\_\_\_  
**Parent/Guardian Signature** **Date**

I have read and understand the above expectations for success in English II and agree to the aforementioned terms.

\_\_\_\_\_  
**Student (Printed)**

\_\_\_\_\_  
**Student Signature** **Date**

**PLEASE SIGN AND RETURN THIS FORM BY THE END OF THE WEEK FOR CREDIT.**  
Remember, if you have any questions, please ASK. Let's plan for success!