



CHAPIN HIGH SCHOOL

<https://www.lexrich5.org/chs>



district five
OF LEXINGTON & RICHLAND COUNTIES

Course: English 2	Length of Course: year	South Carolina Uniform Grading Scale A= 90-100 B= 80-89 C= 70-79 D= 60-69 F= Below 59
Instructor: Amy Carter	Number of Credits: 1	
E-mail: acarter@lexrich5.org	Type: Honors (ALA)	
Web site: www.lexrich5.org/webpages/acarter or www.carterclasschs.weebly.com	Enrichment: T, Th: 11:33 – 12:03 W: 12:03 – 1:03	
Remind: Text your class code to 81010 to receive occasional class updates and reminders. 2A class code = @2acarter	Voice Mail: 803.575.5400 ex.5513	

*"A course in reading and writing whose goal is to empower students must begin with silence, a silence students must fill. It cannot begin by telling students what to say."
- (David Bartholomae and Anthony Petrosky)*

Welcome! I'm so glad you're here! It's going to be a great year!

Course Description

This course meets the state requirement for honors courses and meets the requirements for English 2. In this course students will read extensively to strengthen their skills and deepen their understanding of literary and informational texts. This course will expose students to literary and informational texts that will steadily increase in sophistication and complexity. Emphasis will be placed on drawing evidence from literary and informational texts in order to support analysis, reflection, and research. Additionally, this course will challenge students to apply their skills and knowledge in the areas of writing, speaking and listening, word study, and language. Writing instruction will focus on teaching students to assert and defend claims and in order to demonstrate what they know about a topic. Students will learn to consider task, purpose, and audience as well as how to combine information, structures, and formats deliberately to make their claim. Students will participate in research that requires them to gather information, evaluate sources, and cite material accurately. Students will become skilled in determining and clarifying the meanings of words and phrases in order to comprehend complex texts and build extensive vocabularies. Because of the pace, depth, and rigor, this course is highly recommended for students who plan to take Advanced Placement or International Baccalaureate courses in the future.

As part of the Academic Leadership Academy, we fully expect students to engage in a variety of challenging ideas, to think critically, to debate each other respectfully, to keep up with all readings and assignments in a fast-paced course, to contribute to the classroom community, and to move towards becoming a global thinker. While attention will continue to be given to the ways in which life shapes literature and in which literature reflects life, we will also be evaluating the other various nonfiction modes of discourse, specifically argumentation, and determining what creates an effective argument. Students will be constantly challenged to answer the question, "**How can I use my learning and skills to serve and to lead?**" In an attempt to answer this question, we will examine various motifs in literature, including but not limited to the following: justice, identity, sacrifice, societal expectations, responsibility, and integrity.

Course Objectives

In correlation with all levels of Bloom's Taxonomy, Webb's DOK, the South Carolina College and Career Ready ELA Standards and the idea that students will develop skills as readers, writers, listeners, speakers, and researchers

The students will be able to:

- determine the central ideas in a work of fiction and informational texts.
- analyze informational texts and fiction
- write informative/explanatory and argumentative/persuasive writing
- analyze drama and argument and become familiar with identifying rhetorical devices in literature and informational texts
- analyze the development of a character or central figure in works of both fiction and nonfiction
- research through an historical and/or biographical lens
- improve oral and written communication skills through studying vocabulary, grammar, literary techniques, and research options
- develop an in-depth understanding of important issues and events that focus on the past, present, and future
- gain an understanding of similarities and differences of human experiences through literature
- recognize patterns of interdependence in local, national, and international settings in order to prepare to make informed choices in the future

- incorporate the broader elements of humanities into the focused study of literature
- analyze different literary genres from various perspectives with ample opportunities for reading, writing, publishing, listening, speaking, and research
- become aware of the intentional use of rhetorical and literary devices in a variety of genres
- examine recurrent motifs and themes in order to become responsible servants and leaders of society.

Standards

<http://ed.sc.gov/scdoe/assets/File/instruction/standards/ELA/ELA%20Standards/SCCCR%20Standards%20One%20Pager%20English%202.pdf>

Texts

Beers, Kylee, Martha Hougen, Carol Jago, William L. McBride, Erik Palmer, and Lydia Stack. Collections: Grade 10. USA: Houghton Mifflin Harcourt, 2015. Print.

Shostak, Jerome. *Vocabulary Workshop*. New York, NY: Sadlier-Oxford, 2002. Print.

Supplemental readings TBA (Refer to “Scope and Sequence” below.)

Various novels (Refer to “Scope and Sequence” below.)

Visual literacy and film excerpts as determined by the demands of the curriculum

Scope and Sequence

The South Carolina College and Career Ready English Language Arts Standards for English 2 are incorporated into the curriculum and covered within the scope and sequence of the course. Please note that all information in this section is subject to modification. In addition, due to the sharing of resources the units may not be taught sequentially.

UNIT 1

Main Focus

determining the central ideas (themes) in fiction; vocabulary study

Power Standards

E.2-RL.5.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text; identify multiple supported interpretations.

E.2-RL.6.1: Determine a central idea of a text and analyze its development over the course of the text including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

E.2-RL.11: Explain how the author’s ideas or claims are supported through the use of text features and structures.

E.2-W.2.1: Write informative/explanatory texts that:

- introduce a topic;
- use relevant information from multiple print and multimedia sources;
- organize complex ideas, concepts, and information to make connections and distinctions;
- assess the credibility and accuracy of each source;
- include formatting, graphics, and multimedia to aid comprehension as needed;
- develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic;
- quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation;
- develop and strengthen writing as needed by planning, revising, editing, rewriting;
- use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts;
- use precise language and domain-specific vocabulary to manage the complexity of the topic;
- establish and maintain a consistent style and objective tone while attending to the norms and conventions of the discipline; and
- provide a concluding statement or section that follows from and supports the information or explanation presented.

Focal Text Options

Short stories

Poetry

Film Excerpts

Related Informational texts

Animal Farm

1984

Independent reading

Leadership skills and ALA portfolio

UNIT 2

Main Focus

analysis of informational texts and informative/explanatory writing; vocabulary study

Power Standards

E.2-RI.5.1: Cite significant textual evidence in order to articulate explicit meanings and meanings that can be inferred from the text; identify multiple supported interpretations.

E.2-RI.6.1: Determine a central idea of a text and analyze its development over the course of the text including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

E.2-RI.9.2: Build upon and continue applying previous learning. Determine or clarify the meaning of a word or phrase using knowledge of word patterns, origins, bases and affixes.

E.2-W.2.1: Write informative/explanatory texts that:

- a. introduce a topic;
- b. use relevant information from multiple print and multimedia sources;
- c. organize complex ideas, concepts, and information to make connections and distinctions;
- d. assess the credibility and accuracy of each source;
- e. include formatting, graphics, and multimedia to aid comprehension as needed;
- f. develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic;
- g. quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation;
- h. develop and strengthen writing as needed by planning, revising, editing, rewriting;
- i. use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts;
- j. use precise language and domain-specific vocabulary to manage the complexity of the topic;
- k. establish and maintain a consistent style and objective tone while attending to the norms and conventions of the discipline; and
- l. provide a concluding statement or section that follows from and supports the information or explanation presented.

Focal Text Options

Short stories
Poetry
Film Excerpts
Related Informational texts
Blink
"Politics and the English Language"
Independent reading
Leadership skills and ALA portfolio

UNIT 3

Main Focus

drama and argument; identifying rhetorical devices in literature and informational texts; utilizing rhetorical devices in their own writing; vocabulary study

Power Standards

E.2-RL.5.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text; identify multiple supported interpretations.

E.2-RL.6.1: Determine a central idea of a text and analyze its development over the course of the text including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

E.2-RI.11.2: Analyze and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.

E.2-W.1.1: Write arguments that: introduce a precise claim and differentiate between the claim and counterclaims; use relevant information from multiple print and multimedia sources; assess the credibility and accuracy of each source; use an organizational structure that logically sequences and establishes clear relationships among claims, counterclaims, reasons, warrants, and evidence; develop the claim and counterclaims ethically without bias, providing credible evidence and accurate interpretation of data for each while delineating the strengths and limitations of the claim and counterclaims; develop and strengthen writing as needed by planning, revising, editing, rewriting; quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation; avoid logical fallacies and demonstrate an understanding of objectivity and subjectivity; provide a concluding statement or section that follows from and supports the argument presented; and include a call to action.

Focal Text Options

Short stories
Poetry
Film Excerpts
Related Informational texts
Julius Caesar, Othello, or King Lear
Independent reading
Leadership skills and ALA portfolio

UNIT 4

Main Focus

analyzing the development of a character or central figure in works of both fiction and nonfiction; research through an historical and/or biographical lens; vocabulary study

Power Standards

E.2-RI.5.1: Cite significant textual evidence in order to articulate explicit meanings and meanings that can be inferred from the text; identify multiple supported interpretations.

E.2-RI.11.1: Explain how the author's ideas or claims are supported through the use of text features and structures.

E.2-RI.7.1: Explain how the use of different mediums, modalities, or formats impacts the reader's understanding of events, topics, concepts, and ideas in argument or informative texts.

E.2-W.2.1: Write informative/explanatory texts that:

- a. introduce a topic;
- b. use relevant information from multiple print and multimedia sources;
- c. organize complex ideas, concepts, and information to make connections and distinctions;
- d. assess the credibility and accuracy of each source;
- e. include formatting, graphics, and multimedia to aid comprehension as needed;
- f. develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic;
- g. quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation;
- h. develop and strengthen writing as needed by planning, revising, editing, rewriting;
- i. use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts;
- j. use precise language and domain-specific vocabulary to manage the complexity of the topic;
- k. establish and maintain a consistent style and objective tone while attending to the norms and conventions of the discipline; and
- l. provide a concluding statement or section that follows from and supports the information or explanation presented.

Focal Text Options

Short stories

Poetry

Film Excerpts

Related Informational texts

A Doll's House

All Quiet on the Western Front

The Strange Case of Dr. Jekyll and Mr. Hyde

Independent reading

Leadership skills and ALA portfolio

UNIT 5

Main Focus

literary analysis and the writing process; argument and rhetoric in both reading and writing; vocabulary study

Power Standards

E.2-RL.5.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text; identify multiple supported interpretations.

E.2-RL.6.1: Determine a central idea of a text and analyze its development over the course of the text including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

E.2-RL.11: Explain how the author's ideas or claims are supported through the use of text features and structures.

E.2-W.1.1: Write arguments that: introduce a precise claim and differentiate between the claim and counterclaims; use relevant information from multiple print and multimedia sources; assess the credibility and accuracy of each source; use an organizational structure that logically sequences and establishes clear relationships among claims, counterclaims, reasons, warrants, and evidence; develop the claim and counterclaims ethically without bias, providing credible evidence and accurate interpretation of data for each while delineating the strengths and limitations of the claim and counterclaims; develop and strengthen writing as needed by planning, revising, editing, rewriting; quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation; avoid logical fallacies and demonstrate an understanding of objectivity and subjectivity; provide a concluding statement or section that follows from and supports the argument presented; and include a call to action.

Focal Text Options

Short stories

Poetry

Film Excerpts

Related Informational texts

The Other Wes Moore

Independent reading

Leadership skills and ALA portfolio

UNIT 6

Main Focus

synthesizing and applying the skills learned throughout the year as a whole in preparation for E3H ALA or AP Language and Composition; vocabulary study

Power Standards

E.2-RL.5.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text; identify multiple supported interpretations.

E.2-RL.7.1: Trace the development of a common theme in two different artistic mediums.

E.2-W.1.1: Write arguments that: introduce a precise claim and differentiate between the claim and counterclaims; use relevant information from multiple print and multimedia sources; assess the credibility and accuracy of each source; use an organizational structure that logically sequences and establishes clear relationships among claims, counterclaims, reasons, warrants, and evidence;

develop the claim and counterclaims ethically without bias, providing credible evidence and accurate interpretation of data for each while delineating the strengths and limitations of the claim and counterclaims;
develop and strengthen writing as needed by planning, revising, editing, rewriting; quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation; avoid logical fallacies and demonstrate an understanding of objectivity and subjectivity; provide a concluding statement or section that follows from and supports the argument presented; and include a call to action.

Focal Text Options

Short stories
Poetry
Film Excerpts
Related Informational texts
The Count of Monte Cristo or *A Tale of Two Cities*
Independent reading
Leadership skills and ALA portfolio

Websites:

- <http://carterclasschs.weebly.com> My teaching website – You will use this DAILY to access information and materials. Please make sure that you have a charged device so that you are ready to learn. Think of this website as one of your textbooks for class.
- www.easybib.com (Students can use this tool to help them properly cite sources for their research.)
- <http://owl.english.purdue.edu/> (online writing lab)
- <http://www.ccc.commnet.edu/grammar/> (grammar review for specific areas of language usage; allows for individualized instruction on grammar usage)
- <https://wordcounter.net/> (Students can paste in a paper or text, and the application will analyze the paper for overused words, as well as give word count and character count totals.)
- <http://www.collegeboard.com/student/testing/ap/about.html> (AP Central: information for students and parents about AP courses and testing)
- <http://www.quickanddirtytips.com/> ("Grammar Girl provides short, friendly tips to improve your writing. Covering the grammar rules and word choice guidelines that can confound even the best writers, Grammar Girl makes complex grammar questions simple with memory tricks to help you recall and apply those troublesome grammar rules. Whether English is your first language or second language, Grammar Girl's punctuation, style, and business tips will make you a better and more successful writer. Mignon Fogarty is the creator and host of Grammar Girl. Grammar Girl is a Quick and Dirty Tips podcast" [website]).

Methods of Evaluation

Students will be expected to participate in large group discussions, Socratic seminars, small group work, independent research and study, and student presentations. Assignments include timed writing, papers written outside of class, speeches, seminars, class discussions, non-fiction and fiction reading assignments, projects, in-class student analysis and reflection, quote analysis various rhetorical modes of writing, studies of best practices for writing/language usage, and graphic organizers to aid in analysis. Specific activities within these broad categories will include, but are not limited to:

- **Timed Writings and grading calibration:** the students will be expected to become proficient in analyzing and addressing a variety of prompts within a specified time limit. They will also be expected to analyze their writing as well as the writing of their classmates in a holistic manner based on the AP rubric.
- **Objective tests and quizzes** will be given periodically throughout the year to assess the students' knowledge of the literature and how to apply rhetorical analysis strategies we have discussed over the course of the year.
- **Formal essays** will require students to synthesize and evaluate literature.
- **Group and individual presentations** assess not only their knowledge of their subject, but also students' presentation and collaborative skills. They will be required throughout the year.
- **Grammar and vocabulary lessons:** The purpose of studying language is to incorporate appropriate devices successfully into our own writing, therefore, we will be focusing on diction (the vocabulary element), organization (repetition, transitions, quote tags, etc.), details (proof from research and self assertions), voice, and syntax. These items, along with an obvious need to write for a specific audience, will be addressed by reading a variety of texts and through careful composition and editing.
- **Socratic Seminars** will be conducted on a variety of texts. Students should always read expecting to participate in a formal discussion of their observations of the text.
- **Prose and poetry responses** are informal essays. These responses direct class discussion and encourage continuous practice with close reading.
- **Projects:** A sample of a class project involves qualifying tone words on a "tonal" scale. The students are given a list of common tone words that they have to define, group, place on a hierarchy, and present to the class in a creative fashion.
- **Reading assignments:** The students are expected to read novels, short stories, poems, and plays as they are assigned. We may also read some short nonfiction pieces in order to understand the history and culture that accompanies a piece of fiction.

- **Independent reading:** Since the class is limited in terms of actual classroom time, students are expected to read independently outside of class and complete any assignment that assesses their understanding of the standards that relate to that outside reading.
- **Student-teacher conferences:** Occasionally time is scheduled for one-on-one conferences with the students in order to discuss any concerns the teacher may have or the student may have with his/her performance. Conferences allow focused instruction based on individual student needs or concerns. Additionally, the students know where they need to improve based on information from the conference.
- **Best Practices:** Save the Last Word (Students find a predetermined number of quotes from a reading that they write on one side of a note card. On the other side they are to write the relevance the quote had to them. The student reads his quote, it is discussed by the rest of the group, and then the original reading has the last word on that quote.), Silent Conversation (In small groups a student is expected to answer a question about a piece of literature and then create his own question. This question then gets passed to the next person who answers it and comes up with his own question. This continues silently until the entire group has participated in the discussion), Affinity Charts (Students are given a concept or word. In very little time they have to write the first things that come to mind about the word or concept. As a class we then qualify the words into categories such as synonym, antonym, example, connotation, etc.)
- **Graphic Organizers:** DIDLS (Students analyze a piece for diction, images, details, language, and syntax, in order to determine tone), SOAPStone (Students analyze a piece for subject, occasion, audience, purpose, and speaker in order to determine tone), TP-CASTT (Students analyze poetry for title before reading the poem, paraphrase the poem, contemplate connotations, determine speaker and poet attitude, note any shifts, re-examine the title, and finally determine theme), TWIST (Students analyze a piece for tone, word choice, imagery and detail, style, and theme), SMELL (Students analyze a piece for sender-receiver relationship, message, emotional strategies, logical strategies, and language), PAMDISS (Students analyze their own writing for purpose, audience, mode, diction, images, syntax, and structure), SIFT (Students analyze a piece of literature for symbol, imagery, figurative language, and tone and theme)
- **Final ALA Portfolio:** The specifications for this assignment will be given in class.

Grading

Student progress is determined through both formative and summative assessments. Although all assessments will be evaluated, not all formative assessments will figure into the student's overall course grades. Graded assignments will fall into two categories, major assignments and minor assignments. A particular assignment's category will be determined based on complexity, amount of time required, and overall assessment of the course standards. Formative assignments may include but are not limited to quizzes (vocabulary, reading, skill-based), informal writing assignments, general class work and homework. Summative assignments may include but are not limited to tests, formal writing, research-based products, and culminating products. While students will have fewer major assignments than minor assignments per grading period, the major assignments will comprise a greater percentage of the average. In this class, grades will be determined by a weighted system. Major assignments will be weighted 60% of a student's average; minor assignments will be weighted 40% of a student's average. Individual assignments within these weighted categories will be scored by total points.

Make-up Opportunities & Late Work Policy

A student will be permitted to make up work missed during an absence. At Chapin High School students are encouraged to attend school regularly. Nevertheless, students are absent for a variety of reasons, but students should understand the responsibility of making up work that belongs to them. The following guidelines are established for make-up work:

1. It is the student's responsibility to make the necessary arrangements for making up work due to any absence.
2. There are a variety of options available to students to schedule make-up work before, after, and during the school day. For example, during school/class hours at the teacher's discretion, and/or during scheduled enrichment times.
3. Students who miss scheduled make-up appointments and/or assignments may be penalized.
4. Students will have 6 days or 3 class periods to make-up missed work
5. Students missing three or more consecutive classes in a course will be given 10 school days to complete assignments unless other arrangements have been made.
6. Pre-assigned work (i.e. long term assignments, tests, presentations, etc.) is due at the beginning of class upon the student's return to class. If a student is not prepared upon return to turn in make-up work, the teacher will assign a zero unless other arrangements have been made.
7. The teacher will enter a "0" in the gradebook with the "M" comment, deducting from the grade 10% per day the assignment is late. If a student does not make up work during the prescribed time, the teacher may assign a zero unless other arrangements have been made.
8. A student who misses classes because of a school-sponsored function is responsible for long term assignments that will be missed before going on the trip. Students should be prepared to make up any missed test/quiz and/or give any presentation the day they return to class unless other arrangements have been made.
9. Students whose lawful absences result in missing a final examination in a semester or yearly course will be provided a scheduled opportunity to make up the exam missed. Make up exams will not be scheduled during regular school hours. Exams must be taken on the scheduled day(s).

Avoiding a due date by not attending class is strongly discouraged and not a valid excuse for turning in late assignments; however, if a student must be absent from school, it is their responsibility and in their best interest to make-up all work missed as soon as possible.

Deadlines and Due Dates

Please note that unless otherwise specified, an assignment is “due” at the beginning of class. Because we will deal with both digital and paper work, please listen carefully for the submission guidelines for each assignment. Digital work will still carry due dates, and occasionally, “hard copies” will still be required. When actual paper copies are due, the assignment must already be printed BEFORE you come to class. Coming into class and asking to print a paper or an assignment is unacceptable, and the assignment will be counted as late until I have a paper copy. You are responsible for having your assignment in class on time. I will consistently provide you with an updated course calendar, which will list tests, major assignments, and topics for the month. Thus, it is **your responsibility** to keep up with all assignments and to complete your work on time; I will accept no excuses for late work. In addition, an assignment is “finished” when I determine you have submitted satisfactory work. If a student hands in an assignment I deem unacceptable, I may require several revisions before accepting the assignment. Do it right the first time!

Academic Assistance

Enrichment is held Tuesdays and Thursdays from 11:33-12:03 and on Wednesdays from 12:03-1:03. If possible, please notify me 24 hours in advance so that I can prepare appropriately to address your concerns.

Technology: Policies, Procedures, and Expectations:

Please be certain to have your mobile device with you and charged for every class. All course information, including your class calendar with assignment due dates, will be housed on my website. You will need to reference this site frequently. The web address is www.carterclasschs.weebly.com.

I. District Chromebook or Comparable “Bring Your Own Device” (BYOD)

- a. **File Management:** You are expected to organize your electronic files in a way that makes it easy and efficient for you to access materials for class. While you are responsible for keeping an organized device (the same way you would keep an organized class notebook), there will be times when the instructor dictates the organization or offers organizational suggestions. When submitting files to the instructor:
 - i. all documents will be sent in GoogleDoc or PDF format unless otherwise stated
 - ii. all documents must contain a meaningful file name; the format for naming a document will be (BlockLastNameAssignment). Note that there should not be spaces in file names.
 1. Example 1: 2aDoeGlassEssay.pdf
 2. Example 2: 2aDoeHamletPic.jpg
- b. **Emailing Your Instructor:** Because much of our communication will occur via email, the following guidelines must be used in order for me to answer questions or address concerns in a timely manner. **Failure to use this protocol may result in your email not being opened, read, or responded to.**
 - i. *All email must have a meaningful subject line.* Until I really know you, please also include your last name and class block in addition to your clear subject.
 1. Example1: 2aDoe Glass essay due date?
 2. Example2: 2aDoe Glass essay attached
 3. Example3: 2aDoe Question about Glass essay
 - ii. In the body of the email, keep your message appropriate and succinct.
 - iii. Do not use an old email chain/thread to ask a new question. Start a new email with a new subject line. Don't be lazy.
 - iv. End your email with a closing that has your full name. This is especially important if your email address does not indicate your name. Keep in mind also that you may not be the only student I teach with your first name.
- c. **Use of Devices in the Classroom:**
 - i. Please remember that Chromebooks/smart phones should only be used for academic purposes and with teacher permission. There will be times when we put all our technology to sleep, and learn “old school.” This is good and healthy. Listen and abide by my expectations so that these devices serve us as learning tools, rather than distractions. Non-academic use of devices will not be allowed during instruction. Consequences for this behavior include discipline referrals, phone calls home, detention, or losing the device for the class period or school day, and thus having to complete assignment(s) outside of class.

- ii. Cell phones: More and more, cell phones (namely texting/tweeting/snapchatting/etc.) are inhibiting genuine conversation and social interaction. They interrupt the flow of ideas in the classroom, and believe it or not, I believe that kids crave a break from the constant onslaught of these little dings and notifications. I want to provide that break. I want my classroom to be a place where we can quiet these devices, and let them sleep for a while. I want to provide a place where we can talk, interact, discuss and experience real social interaction, rather than being enslaved to a backlit screen. I want students to leave my 90-minute class and actually have new things to say from one really good class conversation and new things to hear from their friends that they missed while being “off the grid.” I don’t want students leaving my class exhausted after being a part of class, several text chains, snapchats, and tweet conversations simultaneously. To that end, I will require that cell phones be put away during class. I have a designated drawer (that locks) where each student will be assigned a numbered slot to keep his/her phone during class. The only exception to this will be if the cell phones are being used for instructional purposes. I will determine when or if that need arises.

“These kids know where everyone is at every moment of the day. Remember when you used to wonder if the cute boy was going to be at the hangout and you got all dolled up and excited in anticipation? That’s a thing of the past. These kids know who’s there before they ever leave their house because they are actively participating in dozens of group conversations at the same time. It’s like standing in the center of seven cocktail parties at once!”

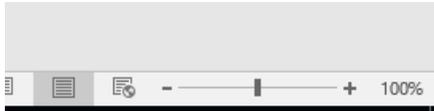
Bottom line: Our children need a break.”

- excerpted from: “Teen Texting: The Ruin of Romance” by Katie D. Anderson

- Procedure: The cell phone drawer will be open when class starts. By the time the tardy bell rings, your phone should be placed in your designated space with the ringer turned to silent or the phone turned off. I will lock the drawer at the tardy bell. I will unlock the drawer and allow you to pick up your phone a few minutes before the final class bell.
- Smart Watches: This policy and procedure also applies to any watch that has camera or texting/communication capabilities.

- iii. When using Chromebooks/BYOD at your desk, the device must be positioned according to your instructor’s guidelines.
- iv. **You must charge your Chromebook/BYOD each night so you have a full charge at the beginning of the school day.** Electrical outlets are extremely limited in my classroom, so it is important that you come to class with a charged device. On the rare occasion that you must charge a device, **please ask permission before plugging into an outlet, especially if you must remove/replace something that I already have plugged in.**

II. Paper/Essay Submission and Formatting:

- a. When submitting papers, submit them based on your instructor’s guidelines for specific assignments.
- b. Submit word processed email attachments with the document view set at 100% (MS Word documents on a PC/Pages documents on a Mac). I will show you how to do this.  A red arrow points from the text to the screenshot of a document viewer interface. The screenshot shows a toolbar with a zoom icon, a minus sign, a vertical slider, a plus sign, and the text '100%'.
- c. Works Cited/References should be included on a separate page in the correct MLA/APA format; however, the Works Cited/Reference page **does not count in the total page count for the assignment.** For example, if I tell you to write a three-page paper, three pages must be content and a fourth page would be the Works Cited/Reference page.

- II. **Turnitin.com:** Once I give you our class ID and password, please enroll in my turnitin class. If you have been a student at CHS before, you should already have a turnitin.com account. Log into your account and enroll in my class. If you need assistance creating an account or enrolling in my class, you can visit the [student training page on turnitin.com](#), or the [turnitin.com help page on my website](#).
- III. **Cloud Storage:** Because you will need to access your writing from home and school, I expect you to find a cloud storage tool that suits you.
- IV. **Remind:** Please sign up for my Remind class account so that I can send you occasional class updates and reminders via text or email. Please refer to the header information on this syllabus for your specific class code.
- V. **Introduce yourself:** Your first homework assignment is to write a **business letter in the body of an email message** in which you introduce yourself in no more than 400 words. (Remember, my email address is on this syllabus.) Don’t know how to write a business letter? Check out reputable online resources and search “business letter.” This is where I am

asking you to figure it out. There is more than one way to write a business letter. You may use any business letter style that suits you, as long as you are consistent with one style.

- a. Content Considerations: In your letter, please include/consider the following:
 - i. **Do NOT be too wordy.** I teach 132ish kids each year, so I don't want a novel from each of you. Keep your letter between 300-400 words. Use <https://wordcounter.net/> if you need help with these limits. (For visual reference, the course description at the beginning of this syllabus contains 359 words.)
 - ii. Restate your name (yes, this is redundant, but most introductory letters begin with a variation of "Dear Mrs. Carter, My name is...")
 - iii. Introduce me to your "school self".
 1. Ideas include: What are you like as a student? What are your strengths and weaknesses? What are you like as an ELA student in particular? Are you concerned/worried about anything in ELA? What goals/hopes do you have academically this year?
 - iv. Introduce me to your "non-school self" (caaaaaareful, be nice/appropriate/mannerly/etc. – don't embarrass yo mama).
 1. Ideas include: Extra-curricular activities? What do you have to do/like to do outside the walls of CHS? Where do you work? What makes you unique? Where will I run into you in 20 years?
 - v. Tell me about your future plans: This could mean what you are interested in/what you want to be when you grow up/what you would like to major in/where you want to go to college/what you want to do post CHS. Even if you are "undecided" about some/most of this, tell me something about your future interests. Remember your word count.
 - vi. Include one picture attachment to your email. Attach a headshot of yourself. A headshot is just that – a picture of your head and neck. It does not include pets, other people, or anything that would not be considered professional. Refer to my headshot on my website if you need an example. This would be a picture that you would be OK using for an interview or application. You do NOT need to go get your picture made if you can't find one. Just have a friend take a picture of you with your phone or device.
- b. Style Considerations:
 - i. Write appropriately for your audience. Your audience is most definitely ME (your instructor); however, you should also write in a way that you would be comfortable with anyone in the class reading your letter.
 - ii. **Make me laugh or gasp or sigh.** I do not want to be bored reading your letter. I want you to imagine reading 132ish of these. Is yours going to stand out? Is yours going to make me want to retire early from the sheer boredom of reading letter number 131? Good writers elicit emotional responses from their audience. I want to be able to remember something about you.
- c. Submission Guidelines: If you do not follow my guidelines, I will return your email with a message to "Please resubmit." You should resubmit your letter, correcting any submission or content error, but you will lose points for each resubmission. Please make sure you read the submission guidelines here carefully so that you do not lose easy points on this assignment. There is a lot of leniency to the first person to submit his/her letter.
 - i. Submit this letter to me via email (find my email address on this syllabus)
 - ii. Use a specific subject line for this email submission: ClassBlockYourLastNameIntroduction. (For example: 2A Potter Introduction).
 - iii. **DO NOT SUBMIT YOUR LETTER AS AN ATTACHMENT!** This means DO NOT SUBMIT A GOOGLE DOC, A WORD FILE, A PAGES FILE, or a PDF FILE. Simply type the letter into the body of your email. If you've already typed it up in GoogleDocs, please just copy and paste the text into the body of the email, correcting any formatting issues from the copy/paste. This will prevent me from having to open 132 attachments and will also allow me to respond more easily.
 - iv. Proofread what you write. I want to see that you are a competent writer AND that you can follow directions.
 - v. **Submit your letter to me by 11:59 p.m. the second day of class.**

Classroom Management

- I. **Discipline Philosophy:** Students will be intimately involved in the development and maintenance of the classroom community. From rules to responsibilities to issues of respect, students will help me create the best possible learning environment. ***Basically, discipline for me involves making sure that no student takes away the rights of any others to learn. Your behavior governs mine!***
- II. **Respectful Debate:** We will be engaging in many debates and discussions on controversial issues throughout the year, and you will most certainly disagree with some comments that are made. Yet, above all, the teacher and students are responsible for maintaining a community of respect in which everyone feels free to express his/her ideas openly and without restraint. When engaged in class discussions, please refrain from calling fellow students by name and personalizing your comments;

your disagreement should be with the idea and not the person. Ex. "The idea that _____ was brought up earlier..."

III. **Academic Integrity:** "Honesty is the best policy!" I promise! Character and integrity are extremely important to me, and I expect honesty on all assignments and in all discussions. When I write college recommendations for students, integrity shares a place with work ethic as **the most important factors** in my comments, **even outweighing any particular grade that you earn**. Plagiarism will not be tolerated and will result in an automatic "0" on that assignment. Please note that this expectation includes a requirement that students complete all written work by themselves unless the assignment is designated as a partner or group project.

IV. **Classroom Rules**

- a. Be ready to learn.
- b. Be respectful of others.
- c. Be responsible for yourself.

V. **Contact with Parents:** I will send e-mails and make phone calls home, but you ultimately determine the nature of these conversations. These phone calls usually occur on Friday afternoons. [Insert maniacal laughter here.]

VI. **Expectations for All Students:** Finally and most importantly, I expect the best from each and every one of you! While I will do my best to assist each of you every step of the way, you are ultimately responsible for making the grade; you must earn it! Remember that each letter grade carries a descriptor: "A" indicates "excellent" work, "B" indicates "good" work, "C" indicates "average" work, "D" indicates "fair" work, and "F" indicates "poor" or "unacceptable" work. How many times do we

submit average level work expecting an excellent label? Each of you can be successful and reap both tangible and intrinsic rewards through diligent work, creative and analytical thought, and a willingness to accept serious academic challenges.

*"Our deepest fear is not that we are inadequate. Our deepest fear is that we are **powerful beyond measure**. It is our light, not our darkness, that most frightens us. Your playing small does not serve the world. There is nothing enlightened about shrinking so that other people won't feel insecure around you. We are all **meant to shine** as children do. It's not just in some of us; it is in everyone. And as we **let our own lights shine**, we unconsciously **give other people permission to do the same**. As we are **liberated from our own fear**, our presence automatically **liberates others**."*

- from Marianne Williamson's A Return to Love & featured in the movie Coach Carter

District 5 of Lexington and Richland Counties' High School Honor Code

Belief: In order to foster an environment of mutual trust and respect, we believe, within the community of School District 5 of Lexington and Richland Counties, each individual should accept the personal responsibility to exhibit and promote academic and social integrity.

Pledge: I will not cheat, plagiarize, steal, misrepresent the truth, and/or treat others in a disrespectful manner. I accept the personal responsibility that all work I submit is my own, and I will neither give nor receive unauthorized assistance.

Code: We expect all students to:

- use electronic devices such as calculators, computers, cell phones, and PDA's in a legal and appropriate manner as directed by the school or teacher.
- work independently and without assistance from others and avoid giving assistance to others unless specific permission is given by the teacher with regard to that particular assignment.
- prepare properly for a test or graded assignment without accepting information in advance from others who have already completed this work and without disseminating information to someone who has not yet taken a test or worked on a graded assignment.
- follow teacher directions for the taking of tests or graded assignments without the use of notes or other sources of information unless specifically allowed to do so.
- be forthright in properly acknowledging the source(s) of all non-original words, phrases, and ideas by using standard rules of documentation or other appropriate stylistic formats approved by a teacher.

Definitions: **Cheating** is defined as giving or receiving unauthorized assistance. **Plagiarism** is defined as presenting as one's own the words, phrases, and ideas of another, either on purpose or through carelessness. It also relates to borrowing the sequence of ideas, the arrangement of material, and the pattern of thought of someone else without proper acknowledgement.

Academic consequences: Teachers may assign a grade of "0" for the assignment.

Consequences: Consequences will include, but are not limited to,...

- **First Offense**
Referral to guidance or administration
Teacher call to parent
- **Second Offense**
Loss of exam exemption for the course per district policy
Conference with teacher(s), parent/guardian, student, and counselor and/or administrator
- **Third Offense**
Administrator call to parent
Loss of exam exemptions (any and all exams possible to exempt)
- **Fourth Offense**
Meeting with parent/guardian, student and principal to discuss behavioral consequences