

## Course Syllabus: Honors English II World Literature

Miss Joschak  
Smithfield-Selma High School

### Fall Semester 2016

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#### Course Description:

This class focuses on world literature from the earliest writings to the present and includes reading, speaking, listening, and writing components as well as preparation for the End of Course (EOC) exam. Students will write original compositions using grammar, language mechanics, and other conventions of standard written English to describe, analyze, persuade, and evaluate. Writing assignments and projects will be embedded into each unit. At least one Shakespearean poem or play will be included.

#### Curriculum Texts and Resources:

- **Textbooks:** World Literature, Common Core Coach book
- **Novels:** (*may include, but not limited to*) Night by Elie Wiesel, Things Fall Apart by Chinua Achebe, Life of Pi by Yann Martel
- **Short Stories/Poetry/Drama:** (*may include, but not limited to*) various myths and folktales, "How Much Land Does a Man Need" by Leo Tolstoy, "Carpe Diem" by Horace, "Theseus," "from *Kaffir Boy*" by Mark Mathabane, "The Second Coming" by William Butler Yeats, selections from The Iliad, Julius Caesar, The Tempest, various selections from Common Core Coach
- **NewsELA Articles:** One article will be assigned every week. They are posted on Mondays and must be completed by the end of the day Friday. These will not be accepted late. Individual instructions are on each article, each one contains a four question quiz and a writing element.

#### Materials Required for Class:

Please bring the followed with you to class every day:

- ❖ 3 Subject Notebook
  - Section One: Bellwork
  - Section Two: Class notes
  - Section Three: Vocabulary
- ❖ Folder for handouts, worksheets, etc
- ❖ Blue or black ink pens
- ❖ #2 pencils and erasers
- ❖ Textbook, novels, or handouts as directed

#### Grading Policy:

Grades are comprised of assignments in the following percentage categories:

- 20% Classwork/Homework
- 30% Major Writing Assignments
- 35% Tests/Projects
- 15% Quizzes

#### Grading Scale:

A: 90 - 100

B: 80 - 89

C: 70 - 79

D: 60 - 69

F: 59 and below

## Honors English II Pacing Calendar

Unit Title	Length	Unit Details	Readings
<b>Unit 1: Get the Point</b>	2 - 3 weeks	Common Core Standards (RL3, RI2, RL2, W3a) <ul style="list-style-type: none"> <li>● Determine and analyze theme</li> <li>● Write objective summaries</li> <li>● Write narrative essay</li> </ul>	<ul style="list-style-type: none"> <li>➤ Carpe Diem</li> <li>➤ How Much Land Does a Man Need</li> <li>➤ NewsELA articles</li> </ul>
<b>Unit 2: Make a Point</b>	2 - 3 weeks	Common Core Standards (W2a, W2b, W9b, W9a, RL1, RI1) <ul style="list-style-type: none"> <li>● Cite textual evidence</li> <li>● Support analysis</li> <li>● Make logical inferences</li> <li>● <b>Begin Research Paper</b></li> </ul>	<ul style="list-style-type: none"> <li>➤ “From <i>Kaffir Boy</i>”</li> <li>➤ <u>Night</u></li> <li>➤ NewsELA articles</li> </ul>
<b>Unit 3: Sharpen the Point</b>	3 - 4 weeks	Common Core Standards (RI3, L1a, L1b) <ul style="list-style-type: none"> <li>● Write informational text</li> <li>● Convey complex ideas</li> <li>● Analyze and organize information</li> <li>● <b>Complete Research Paper</b></li> </ul>	<ul style="list-style-type: none"> <li>➤ Online reliable sources for research paper</li> <li>➤ NewsELA articles</li> </ul>
<b>Unit 4: Points to Ponder</b>	3 - 4 weeks	Common Core Standards (RL3, RL5, RL6, W2a-f, W5) <ul style="list-style-type: none"> <li>● Analyze complex story elements</li> <li>● Analyze author’s structural choices</li> <li>● Analyze points of view across cultures</li> </ul>	<ul style="list-style-type: none"> <li>➤ <u>Things Fall Apart</u></li> <li>➤ <u>Life of Pi</u></li> <li>➤ NewsELA articles</li> </ul>
<b>Unit 5: What’s Your Point?</b>	1 - 2 weeks	Common Core Standards (RI5, W1a-e, L6) <ul style="list-style-type: none"> <li>● Create logical claims and counterclaims</li> <li>● Support claims with valid reasoning</li> <li>● Support claims with valid evidence</li> </ul>	<ul style="list-style-type: none"> <li>➤ Passages on Released EOC exams</li> <li>➤ Passages in Jumpstart Coach Book practice tests</li> <li>➤ NewsELA articles</li> </ul>
<b>Unit 6: Point of Attack</b>	2 weeks	<ul style="list-style-type: none"> <li>● Review for EOC</li> </ul>	

## Academic and Behavioral Expectations:

1. **Timeliness:** Be inside the classroom, starting on your warm-up when the bell rings. If you are not in the room when the bell rings, you are late and subject to the disciplinary rules of the school.
2. **Group work:** Be ready and willing to work individually and in both small and large groups with classmates. At times you may be able to choose who you work with, other times I will make groups.
3. **Respect:** Respect the ideas and opinions expressed in class, even if you don't agree with them. Respect yourself, your teacher, and your classmates. Acts of disrespect will result in a referral.
4. **Reading assignments:** Failure to keep up with reading assignments may result in an inability to participate or complete in-class work and negatively affect your grade in this class. Read and be prepared for pop quizzes.
5. **Late work:** Technology issues or problems are not acceptable excuses for late work. There are many computer labs in the school aside from the Media Center that can be used to complete work, including printing papers and completing NewsELA articles.
6. **Cheating:** Cheating, copying, and plagiarizing are not tolerated and will result in a zero grade, parent contact, academic referral, and notification to guidance, honor societies/clubs, and coaches.
7. **Cell phones:** Follow the cell phone policy of JCSD and Smithfield-Selma High School. You may not use your phone during instructional time, unless I have directed you to do so in aiding the completion of classwork. Failure to comply will result in a referral.
8. **Grades:** Know that grades are not something I give, but something you earn. If you continually fail to complete assignments, you will fail the class.
9. **Fire drill procedures:** We will exit as a class, walk down the back staircase, out the side doors, and across the circle to the sidewalk.
10. **Code 300 (Lockdown) procedure:** Go against the side whiteboard in the classroom. Remain silent until an announcement is made to resume activities.
11. **Tornado drill procedure:** We will exit as a class, down the back stairwell into the 1300 hallway, and sit against the lockers.
12. **Leaving the classroom:** Any time we leave the classroom, to go to an assembly, the Media Center, etc, we will walk as a class to our destination. Walk on the right side of the hallway, stay together as a group (do not speed ahead or lag behind) and refrain from making disruptive noises that would disturb other classes.

## Consequences:

As the rules are in place to ensure that our class runs smoothly, I do not expect to have problems. However, if problems occur, the following actions will be taken:

1. Verbal warning.
2. Referral and parent/coach contact.

## Absences:

The school policy states that you may not miss more than 4 days per quarter. You are responsible for checking to see what you missed and making sure that you are caught up. **Do not** come to me during class time and ask what you missed. Either ask a classmate or speak to me during SPARTAN Success.

## Late Work Policy:

- All assignments are to be submitted on the date designated by the teacher.
- Late work must be turned in by the Friday subsequent to attending SPARTAN Success.

## Tests and Paper Revisions:

- Students may revise any Major Writing Assignment (identified on assignment's sheet) (final copy) within a week of receiving the grade. You must conference with the teacher during SPARTAN Success before completing the revision. If you revise the essay, but have not met with me, the revised copy will not be accepted. **This includes rewrites for plagiarism that have not yet received a grade.** You are allowed 1 revision per writing assignment.

- In order to do test corrections, students must show Cornell Notes on the topic. Students must complete corrections during SPARTAN Success. Students will follow a form including: select a new answer, explain why it is the correct answer, and provide textual evidence supporting that choice. Students will only retest on questions missed and tests will be rescored.
- **Note that there are no revisions or retakes on quizzes.**

### **Essay Guidelines:**

All rough drafts and final papers are to be typed, double-spaced, and left-justified on standard letter-size paper (8 ½ x 11) with 1" margins all around. Essays must be shared with me via Google Drive (so that I can check formatting) AND printed out. **I will not grade electronic copies. Your grade on an essay will remain a 0 until a paper copy is turned in.**

### **Extra Help:**

I will gladly assist any student who is struggling or just needs extra practice with course concepts. **I will not, however, give you answers.** My goal is to see all students succeed and become better readers, writers, and thinkers.

**Please sign and return the separate Parent/Guardian Contact Record to indicate that you know and understand the expectations of this class. Please sign and return the plagiarism policy form.**

Student Name: \_\_\_\_\_

Block: \_\_\_\_\_

**Honors English II - Miss Joschak  
Parent/Guardian Contact Record**

Your child’s classroom behaviors and attendance can also be checked through a website and app called ClassDojo. You can find an invite to access at the end of this packet. I will be marking on the website both positive and negative behaviors, from cell phone use and sleeping in class to assisting others with assignments and being on task.

That being said, sometimes it is necessary to contact parents or guardians to discuss a student’s performance in the classroom, whether to praise or express concern. Please indicate the best way for me to reach you and feel free to contact me via email with any questions or concerns you may have.

*\*Because of my schedule with coaching, there are many times when I am not in my classroom during my planning, and therefore not available for phone calls. Email is always the best way to reach me, and we can schedule a time to speak on the phone or meet in person, if that is your preference.*

Thank you,  
Miss Joschak

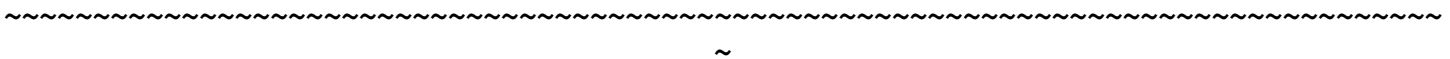
Guardian Name	Guardian Name
Preferred Method of Contact: <input type="checkbox"/> phone <input type="checkbox"/> email	Preferred Method of Contact: <input type="checkbox"/> phone <input type="checkbox"/> email
Phone #	Phone #
Email Address	Email Address

<p>Student has access to a working computer with Internet access at home:    <input type="checkbox"/> yes    <input type="checkbox"/> no</p> <p>Student has access to a working printer at home:    <input type="checkbox"/> yes    <input type="checkbox"/> no</p> <p><i>*Please keep in mind that a response of “no” to either of these is not an excuse for work to be turned in late or not turned in at all. There are plenty of resources available at SSS during Sparta Lunch for your child to access technology. This is to let me know if I need to remind your child to utilize these resources wisely.</i></p>
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**I have read and understand the expectations set forth in the course syllabus and know what is required for my son/daughter to be successful in Miss Joschak’s English II class.**

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

Please do not write below this line



Date & Time	Person Contacted	Reason for Contact	Notes
		<input type="checkbox"/> Attendance <input type="checkbox"/> Grades <input type="checkbox"/> Behavior <input type="checkbox"/> Cell Phone/Device <input type="checkbox"/> Dress Code <input type="checkbox"/> Class Supplies <input type="checkbox"/> Homework <input type="checkbox"/> Reading Concerns <input type="checkbox"/> Other: _____	
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		<b>Phone/Device</b> <input type="checkbox"/> Dress Code <input type="checkbox"/> Class Supplies <input type="checkbox"/> Homework <input type="checkbox"/> Reading <b>Concerns</b> <input type="checkbox"/> Other: _____	
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**Student Name:** \_\_\_\_\_

**Block:**

### Plagiarism Policy

Plagiarism is the use of someone else’s ideas or expression and representing them as if they were your own, without proper acknowledgement of their origin or author.

#### **Examples of Plagiarism**

1. Copying word-for-word
2. Rearranging: When you rearrange someone else’s words, you select phrases, sentences or longer passages and conceal them by adding in some of your own ideas.
3. Paraphrasing: When you rewrite someone else’s ideas in your own words without citing your source.

#### **Strategies to Avoid Plagiarism**

Below are three techniques illustrating how to properly punctuate and cite using the following excerpt found in From Literature: An Introduction to Reading and Writing edited by Edgar V. Roberts and Henry E. Jacobs.

In the early phase of the English Renaissance, then, there was a flourishing native tradition of theatre.

The bridge from religious dramas to the dramas of the Renaissance was created in a number of ways. Of great importance was the growth of traveling dramatic companies, who performed their plays in local innyards.

1. When **copying word for word**, add quotation marks and cite the source in parentheses.
  - a. “In the early phase of the English Renaissance, then, there was a flourishing native tradition of theatre. The bridge from religious dramas to the dramas of the Renaissance was created in a number of ways. Of great importance was the growth of traveling dramatic companies, who performed their plays in local innyards” (Roberts and Jacobs 1239).
2. When **rearranging**, be sure to add quotation marks as needed and cite the source in parentheses.
  - a. During the Renaissance, “...there was a flourishing native tradition of theatre” (Roberts and Jacobs 1239).
3. When **paraphrasing**, be sure to cite the source of the ideas, even when using your own words. Do not use quotation marks.
  - a. During the Renaissance, religious dramas gave rise to the traveling dramatic companies, which strengthened the English theatrical heritage (Roberts and Jacobs 1239).

***Consequences of Plagiarism***

Plagiarism is a serious academic offense. It is cheating. If it is determined that you have plagiarized, even unintentionally, expect the following consequences.

1. A zero on the assignment
2. Parent notification
3. Administrative referral
4. National Honor Society, coach, club, and guidance notification, where applicable.

Note that, per the syllabus, you are permitted to rewrite a final copy of a paper, which you allow you to fix the plagiarized passages. However, this will only remove the consequence of a zero on the assignment.

**I have read and understand the above plagiarism policy and consequences.**

**Signature of student:** \_\_\_\_\_  
\_\_\_\_\_

**Date**

**Signature of parent/guardian:** \_\_\_\_\_  
\_\_\_\_\_

**Date**