

English II Syllabus 2015-2016

INSTRUCTOR	Ms. Alanna Knapp	Days/Period:	MWF 10:16-11:16 AM TR 10:16-10:45 AM
PREREQUISITE	English I	Duration:	School Year
TEXTBOOK	Glencoe Literature, Course 4		
CONTACT INFO.	Office Hours: M-F 7:45-3:30 Email: aknapp@battlecreekacademy.com Cell phone: 906-281-1011, office ext: 1017 I am available as much as possible via email, and also by phone before 9 p.m.		

PURPOSE OF COURSE: To teach Jesus through English Literature and Writing. To prepare students for English III.

CONTENT DESCRIPTION: This course is designed to continue development of skills in various modes of composition, along with analytical reading and thinking. The first nine weeks is dedicated to the basics of formal speech including the following types: introduction, information, demonstration, persuasion, and the report. Appearance before an audience is required. Students will also study Biblical Literature and World Literature.

REQUIRED TOOLS FOR SUCCESS: Paper, pens, pencils, highlighters, a composition notebook, and a positive attitude.

EXPECTATIONS OF STUDENTS:

1. **Be Prompt.** This means sitting in his or her assigned seat before the bell rings, quietly working on the assignment for the day. This also means turning in assignments in a timely manner. Unless prior arrangements have been made, late work is unacceptable for a successful student.
2. **Be Prepared.** Each student is responsible for bringing all his or her materials to class. Additionally, a successful learning experience takes three! (Teacher, Student and **God**). There are three tips that can help a student be prepared each day, which include a good night's rest, personal time with God each morning, and a healthy breakfast.
3. **Be Respectful and Kind.** Students are expected to be kind and respectful to fellow classmates and teachers. There will be no tolerance with bullying in the classroom or outside.
4. **Be Engaged.** Give nothing but the very best. Participate in class discussion. Ask questions to learn, as opposed to debate. Seek to be excellent in all assignments. Anything less than the student's best work will be returned with a request to resubmit the assignment.
5. **Be a Model BCA Student.** "Higher than the highest human thought can reach, is God's ideal for His children." (Ed. p.18) As a teacher, I desire each student to reach the highest potential spiritually and academically. Each student will be responsible for the guidelines and policies that are in the Battle Creek Academy Student Handbook. I will follow the same guidelines and policies in my classroom.

COURSE FOCUS

LA.10.1 Identify SDA Christian principles and values in correlation with language arts.

- LA.10.1.1 Broaden intellectual abilities through the study of God's Word.
- LA.10.1.2 Discover personal meaning that leads to enjoyment in the study of God's Word.
- LA.10.1.3 Apply Biblical principles of Christian morality, integrity, and ethical behavior to all aspects of life.
- LA.10.1.4 Value God's inspired writings and created works as sources of His revelation.
- LA.10.1.5 Make Biblically-based choices when encountering all forms of media communication.
- LA.10.1.6 Employ Christian principles as a basis for appreciation and expression.

COURSE ABILITIES

LA.10.2 Develop abilities in language arts.

- LA.10.2.1 Develop higher thinking (analyze, evaluate, classify, predict, generalize, solve, decide, relate, interpret, simplify)
- LA.10.2.2 Utilize appropriate communications (present, demonstrate, persuade, collaborate, explain, defend, recommend)
- LA.10.2.3 Develop goal setting/attainment skills (brainstorm, envision, research, plan, organize, persist)
- LA.10.2.4 Understand and utilize the writing process (plan, draft, analyze, and revise)
- LA.10.2.5 Develop vocabulary (root, prefix, suffix, etymology, usage)
- LA.10.2.6 Evaluate media (accuracy, validity, reliability, manipulation)

LA.10.3 Be able to read, write, speak, and listen for a variety of purposes.

- LA.10.3.1 Use multiple sources of literature, including mass media.
- LA.10.3.2 Conduct research (locate, observe/gather, analyze, conclude).
- LA.10.3.3 Read/write/present technical material (charts, graphs, bids, etc.) using technology.

COURSE CONTENT

	SDA Language Arts Standards		Michigan State Standards
LA.10.4	Be able to read/write/view various forms of literature to develop a better understanding of self and others and be able to analyze interpret, and draw conclusions.	1.1 1.2 1.5	Understand writing as a recursive process. Use writing and speaking for personal growth. Produce a variety of written, spoken, multigenre, and multimedia works.
LA.10.4.1 LA.10.4.2	Identify and use literary devices, explain/analyze, with specific references, how these devices contribute to the impact of literature.	3.1 3.2 3.3	Develop the skills of close and contextual literary reading. Read and respond to a variety of literary genres representing many time periods and authors.
LA.10.5	Be able to compose research-supported essays and technical forms.	1.4	Develop and use the tools of inquiry and research.
LA.10.6	Be able to make a variety of presentations using appropriate language and technical information for particular audiences and purposes.	1.3	Communicate in speech, writing, and multimedia using content, form, voice, and style appropriate to the audience and purpose.
LA.10.6.1	Prepare and deliver organized and concise presentations.	4.1 4.2	Understand and use the English language effectively. Understand how language variety reflects and shapes experience.
LA.10.7	Be able to listen/view actively and critically to reach a conclusion or form an opinion.	2.1 2.2 2.3	Develop critical reading, listening, and viewing strategies. Use a variety of reading, listening, and viewing strategies. Develop as a listener and viewer.

ASSESSMENT AND GRADING

Component	% or points	Details for Grading
Journals/Bell work	10%	An opening assignment will be given each day in class. Students will be asked to work quietly on that assignment until class begins.
Homework/Reflections	20%	Homework is due at the beginning of the class period immediately following the one during which it was assigned. Weekly scripture reflections will be graded for content and application.
Articles	10%	Weekly articles will be submitted and graded for proper MLA in-text citation, reference, and thesis.
Projects	30%	Projects will be assigned periodically throughout the year. Individual as well as group projects will be part of the curriculum.
Exams/Quizzes	30%	Weekly quizzes will cover the current content and will not always be announced. Students should come prepared each day for the possibility of a quiz.

COURSE CONTENT

Journals/Bell work

Class will begin each day with 3-5 minutes of bell work. This will generally involve the students retrieving their journals, reading their assigned book and writing quietly. Students will be required to work quietly until time is called for each class period to begin.

Homework/Reflections

Homework will be assigned as needed to reinforce classroom instruction. Weekly reflections submitted to Bible will also be given English grade based on the connected thought and personal application.

Articles

As students submit their weekly article reviews for science, students will also receive an English grade for proper citation, reference list of source, and proper identification of thesis statement.

PROJECTS: Reading

Students will be asked to read the book *Prophets and Kings* for the year. There will be NO weekly reading log. The weekly benefit of reading will be dependent on the student. Each quarter the student will be expected to complete a book report on one of the chapters. Preapproval is required for chapter and the project. Book reports can be done in a variety of formats, **but no format may be repeated in a given semester**. Formats include but are not limited to:

- A physical re-creation of one of the pivotal scenes of the book
- A movie trailer
- A radio broadcast
- A timeline
- A news report
- A character resume
- Rewrite the book as a third grade picture book
- Write an alternate ending

- A game
- A speech one of the characters might give
- A brochure advertising the book
- A book poster
- Any creative idea, as long as you get it approved ahead of time.

PROJECTS: Team

Increasingly, employers are interested to know how well a person is able to work on a team. Therefore, an emphasis will be placed on group work (i.e. team projects). Students will be given projects periodically throughout the year that must be completed as a team. Students will receive a grade for the team project, as well as individual grades for input and participation.

Exams/Quizzes

Because a large part of English is literature, homework will quite often involve reading for class. Reading takes quite a bit of time, and often will require out of class time to complete. Students are strongly encouraged to keep up with assigned reading, as intelligent class discussion cannot take place if students do not know the material. I reserve the right to give a quiz at the beginning of the following class period when reading has been assigned the previous day. There will be time for review at the beginning of each class period. Final exams are cumulative.

Papers

Every paper, regardless of what assignment it is fulfilling, must be typed in basic MLA format. This includes heading (Student Name, Teacher Name, Assignment, Date) in a column in the top left hand corner of the paper, and a header containing the student's last name and the page number on the top right hand side. Example:

John Smith Ms. Knapp Essay 08/31/2018	Smith 2
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Plagiarism

Plagiarism is defined as taking anyone's work from any source and passing it off as your own. This includes music, video, and other media, as well as written work. Plagiarism of any kind will not be tolerated. The first time plagiarism is discovered, the assignment containing the plagiarism will be returned, and the student will be required to completely redo that assignment in order to get a grade. After the first time, any time plagiarism is discovered, the work will be given a zero and the student will not be allowed to resubmit it for a grade.

Media

This class will involve media of all kinds. Students will be viewing and analyzing media, as well as creating media of their own. It is imperative that students keep Christian principles (Philippians 4:8) as a guide at all times while creating or exploring media. This includes, but is not limited to video, print sources, audio, and still photography. Any media creation that a student completes is the property of BCA and may be posted online via a social media site.

Late Work

Late work is unacceptable. Any work that is submitted after it is called for will be eligible to receive only 50% of the available credit. There are very few exceptions to this rule, except sudden illness. For any prearranged excused absences, work must be turned in before the student leaves unless prior arrangements have been made. If a student has not completed an assignment when it is due, they will be asked to submit a missing homework form stating the reason the homework was not completed on time. This form will be kept on file as a record of missing work. If a student submits the assignment late, a copy of the form will be attached to it when it is returned.

SEQUENCE FOR THE YEAR

<i>UNIT</i> Standards	Quarter	Approx. # Weeks	Textbook Chapter
<i>Unit 0: Preparation for Successful Learning</i> LA9.1 Identify SDA Christian principles and values in correlation with language arts.	Q1	1 Week	None
<i>Unit 1: Grammar and Vocabulary</i> LA10.4.1, LA10.4.2, LA10.4.3, LA10.4.4, LA10.4.5	Q1	1 Week	Handout
<i>Unit 2: Grammar and Vocabulary</i> LA10.4.1, LA10.4.2, LA10.4.3, LA10.4.4, LA10.4.5	Q1	3 Weeks	R40-57
<i>Unit 3: Introduction to Speech</i> LA10.6.1, LA10.6.2, LA10.6.3, LA.10.6.4, LA.10.7.1, LA.10.7.2, LA.10.7.3	Q1	4 Weeks	GL 396-418
<i>Unit 4: Introduction to Literature: Poetry</i> LA10.4.1, LA10.4.2, LA10.4.3, LA10.4.4, LA10.4.5	Q2	3 Weeks	GL 466-472
<i>Unit 5: Introduction to Writing: Essay</i> LA10.5.2, LA10.5.4, LA10.5.5, LA10.5.6, LA10.5.7	Q2	4 Weeks	GL 3665-373
<i>Unit 6: Literature: Non-Fiction</i> LA10.4.1, LA10.4.2, LA10.4.3, LA10.4.4, LA10.4.5	Q3	5 Weeks	GL 278-282
<i>Unit 7: Writing: Creative Writing</i> LA10.5.2, LA10.5.3, LA10.5.4, LA10.5.5, LA10.5.6, LA10.5.7	Q3	4 Weeks	Handouts
<i>Unit 8: Literature: Biblical and World Literature</i> LA10.4.1, LA10.4.2, LA10.4.3, LA10.4.4, LA10.4.5	Q3/Q4	3 Weeks	Bible, GL 894-896
<i>Unit 9: Writing: Research</i> LA10.5.2, LA10.5.3, LA10.5.4, LA10.5.5, LA10.5.6, LA10.5.7	Q4	3 Weeks	Handouts
<i>Unit 10: Speech and Presentation</i> LA10.5.2, LA10.5.3, LA10.5.4, LA10.5.5, LA10.5.6, LA10.5.7	Q4	3 Weeks	Handouts

TEXTBOOK KEY: Glencoe Literature: The Reader's Choice=GL

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Parent-Teacher-Student Agreement

Parent Rights and Responsibilities

1. I have the right to accurate weekly grade reporting.
2. I have the right to clear and timely communication from the teacher.
3. I have the responsibility to cooperate and communicate with the teacher.
4. I have the responsibility to keep abreast of my child's progress.

My best mode of communication is (email, cell, text message, etc.):

Student Rights and Responsibilities

1. I have the right to regular, coherent classes with clear and consistent expectations.
2. I have the right to ask for assistance or clarity.
3. I have the responsibility to cooperate and communicate with the teacher.
4. I have the responsibility to fulfill all course expectations, including regular attendance.

Teacher Rights and Responsibilities

1. I have the right to be the first contact for concerns of instruction, assessment, or reporting.
2. I have the right to use professional discretion in matters of instruction and assessment.
3. I have the responsibility to provide regular and consistent feedback to students and parents.
4. I have the responsibility to provide quality instruction, assessment and weekly reporting.

_____ Parent/guardian name	_____ Parent/guardian signature	_____ Date
_____ Student name	_____ Student signature	_____ Date
_____ Teacher name	_____ Teacher signature	_____ Date