

G. Golden-Cole, Teacher
ggoldenc@houstonisd.org
281 920-8000 ext. 6139
Conference 5th period

English 2 Prep Syllabus
Fall 2007, Westside HS

Power Standards: Language Arts Objectives and Student Expectations

Language: Analyze and evaluate aesthetic language in literature and in spoken language
Reading: Analyze/interpret characteristic of text: grammar, usage and stylistic or literary devices.

Writing: Organize ideas in writing to ensure coherence, logical progression, and support for ideas.

Vocabulary: Describe how meanings are communicated through elements of language

COURSE FOCUS:

“In English class, critical thinking centers on the text, not on an individual teacher’s interpretation or guess, nor on a student’s individual intuition or unsupported assertion.”

“The facts are the bedrock of critical thinking.”

“Students who practice specific skills by analyzing complex texts – who learn grammar in combination with reading and writing – who learn actively and express themselves freely – who routinely think critically will most likely become highly competent adults whose high level of expertise in language will open many doors.”

Course Description/Objectives

Students will read extensively in multiple genres from world literature such as reading selected stories, dramas, novels and poetry. Students learn literary forms and terms associated with selections being read. Students will be able to interpret possible influences of historical context of and on a literary work. Students will also focus on vocabulary/SAT preparation, grammar and usage and research.

Students enrolled in English 2 continue to increase and refine their communication skills. High school students are expected to plan, draft, and complete written compositions on a regular basis. Students edit their paper for clarity, engaging language and the correct use of the conventions and mechanics of written English to produce error-free drafts. An emphasis is placed on organizing logical arguments with clearly expressed related theses and evidence.

INSTRUCTIONAL METHODS:

Through exercising close reading skills, students will acquire a deeper understanding of the works and how the author uses specific devices to affect his tone and the mood created by the piece. Students will also analyze passages to determine theme, characterization, author's purpose, as well as mastering inference. The introduction of new literary terms and review of materials previously covered will occur as the terms occur - in context. Identifying the terms and devices as they are encountered

offers constant reinforcement of the material. Repetition is the key to mastering these concepts.

COURSE CONTENT:

The 10th grade curriculum team for prep is closely aligned. Course content is consistent with all teachers at our level. Each six weeks of the course will include analysis of a variety of selections, TAKS practice exercises, and writing exercises, vocabulary in context, independent reading of at least one work of fiction or non-fiction assigned across the grade level.

Genre and topics of study by six weeks include:

1st six weeks - Memoir/Elements of writing (Farewell to Manzanar)

2nd six weeks - Science fiction, TAKS preparation

3rd six weeks -- Short stories/Poetry, TAKS preparation

4th six weeks - Biography, TAKS preparation

5th six weeks - research paper

6th Six weeks - Shakespeare (Julius Caesar)

Week 1 Aug 27- 31

Intro to class

Short answer response writing

Revising and editing

Week 2 Sep 3-7

Diagnostic test

Summer reading assignment

Week 3 Sep 10-14

Subject verb agreement

Intro to novel

Memoir, journal writing

Author's purpose

Week 4 Sep 17-21

Sentence structure

Story elements: tone, irony, conflict

Analyze excerpts

Journal writing

Week 5 Sep 24-28

Theme - search for identity

Characterization

Journal writing

Six weeks test

Week 6 Oct 1-5

Intro to sci-fi

ASSESSMENTS:

The curriculum team strives to provide a common assessment for every six weeks exam, mid-term and final exams, and exit tests over fiction pieces.

COURSE POLICIES:

The Westside English Department has established common policies as follows:

1. Students who do not run in an assignment will receive 50% of its worth. Students must attend English detention within one week of the assignment for full credit to be potentially returned. English detention will begin after the first six weeks progress report.

2. Academic dishonesty will not be tolerated. Zeroes will be given to all participants for copied work or acts of plagiarism.

3. The total point grading system will be used.

4. All class work and homework should be completed in blue or black ink. Pencil work is acceptable for rough drafts and Scantron test entries. Work should be done on one side of the paper unless otherwise specified.

5. Tests will be given on days allocated to the English Department for this purpose. Daily grades or small quizzes of less than 25 questions may be given on any day.

6. Homework or practice assignments are integral to mastery. Homework assignments will be made with discretion.

7. Common assessments by curriculum level will be given each six weeks, at the mid-term and year end and will be skills based. Additionally, common assessments will be given on literary works.

*Excused absences will be allowed make-up days appropriate to the time missed by the student.

Grading Policy

Tests, projects 100

Essays/Analysis 50

Daily/Homework/Quiz 20

Vocabulary: Students are expected to learn at least 10 vocabulary words per week from the Vocabulary Wordskills workbook. Expect weekly quizzes.

COURSE SUPPLIES:

1. college ruled notebook paper and binder (at least a 2" size)
this will be used exclusively for English class,
2. blue or black pens, #2 pencils, and adequate erasers,
3. college ruled spiral notebook - the notebook must be a "5 section" notebook with pocketed dividers - each section will be designated for a specific purpose