

English 2 Honors – Period 1

Google Classroom Code:

Mr. Yoder

Course Introduction and Policies/Procedures

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Welcome to English 2 Honors. Students will participate in an intensive study of literature from a variety of genres. Course instruction includes writing process taught in conjunction with reading and class discussion, emphasizing the development of planning, composing, revision, and editing skills. Students will practice various forms of writing, most pointedly literary analysis. Also, coursework emphasizes the modes of reading, writing, discussion, and collaborative learning for developing oral and written communication skills and critical thinking skills in each student.

This is an Honors course and as such is extensive, preparing students to succeed in college-level reading and writing. **Students should possess a high level of motivation** to complete all work on time, giving full attention and participation to all aspects of class activities.

Materials: You will need a 3 ring binder (tabs suggested), a composition book, notebook paper, highlighter, sticky notes, black pens, pencils. Retain your work and all handouts in your binder.

Grades/Assignments

- Grades are comprised of 2 categories as follows:
 - 50%: MAJOR: exams, major writing tasks, projects
 - 50%: MINOR: quizzes, class work, homework

Major writing tasks are graded on the English 2 Honors Numerical Scoring Guide

Students must provide verification for all EXCUSED (E) absences not provided by athletic coaches or extracurricular sponsors. **No credit given for UNEXCUSED (U) absences.** Make-up work for EXCUSED (E) absences will be eligible for full credit.

The penalty for late work is a 30-point deduction if received one class period late and a 50-point deduction if received two class periods late (includes unexcused absences). Any work received after two class periods will receive a zero. All zeroes will stand after grades have been submitted, both progress report and report card.

No points/grades will be earned for “**extra credit.**”

- If you are absent, it is your responsibility to find out what work you missed.
- Tutoring or study sessions are offered before school by appointment.
- Cheating or plagiarism of any kind will result in a zero and a referral to the Academic Dean

Major Reading Selections:

Throughout the year you will need to buy copies of the reading selections that are not in the literature book. Specific editions and ISBN numbers will be announced in advance. Please bring your books and annotations to class as we study them.

Fahrenheit 451 by Ray Bradbury ISBN 1451673310

Frankenstein by Mary Shelley ISBN 978-0-553-21247-1

The Great Gatsby by F. Scott Fitzgerald ISBN 0-7432-7356-7

Death of a Salesman by Arthur Miller ISBN 9780141180977

Siddhartha by Herman Hesse ISBN 0-553-20884-5

OR

The Catcher in the Rye by J D Salinger ISBN 978-0-316-76948-8

Reading / Writing Focus

Wide variety of clinical experiences in and out of the classroom to hone skills assessed by the AP exams in Language and Composition (May, 2023) and Literature and Composition (May, 2024) as well as preparing students for Junior Year On-Ramps English.

NOTE – EOC review in February/March and EOC testing on April ?

Civility

1. As this is an elective advanced English course, I expect you to consistently exhibit scholarliness and intellectual maturity.
2. Two basic rules:
 - When I am speaking to the class as a whole, you are not.
 - No electronic devices are to be used unless I give permission.
3. I expect you to carry yourselves as mature high school citizens and adhere to the BHS Student Handbook and Code of Conduct, *especially the BHS Academic Honor Code*.
4. Be in the room when the tardy bell rings, armed with writing utensils, paper, and relevant curricular materials, prepared, academically curious, and ready to excel.

Attendance:

1. This course focuses a great deal on interpersonal communication, including such things as a heavy emphasis on classroom discussion, modeled instruction, and presentations. It is imperative that students attend class, especially in a block schedule format -- students often absent will struggle.
2. Should there be an absence, it is the student's responsibility to contact the teacher or a trusted classmate to determine what was missed. Work due on the day of an **excused** absence is to be turned or completed the day you return to school. A parent must provide notification to the Attendance Office. As noted earlier, no work can be turned in or made up for an unexcused absence (U).
3. Please pick up class assignments prior to pre-arranged excused absences (athletic contests, field trips, family vacations, appointments, etc.).

Extra Help: The Boerne High School Advanced English program (Honors/On-Ramps/AP) requires substantial commitment from a student to succeed. Students like you tend to be overscheduled – multiple accelerated courses, heavy extracurricular participation, church, jobs, family obligations, and social life. Prioritize and plan wisely. I encourage students to schedule an appointment with me to come in *before school* should the need for tutoring arise.

English 2 Honors Major Writing Scoring Guide

- A+** These well-written essays meet all the criteria for “A” papers and, in addition, are especially sophisticated in their argument or demonstrate particularly impressive stylistic control.
- A** These essays offer a clear and insightful thesis. They present a well-developed, compelling argument supported with cogent reasons and factual elaboration from the text. The commentary and analysis synthesize and evaluate. Superior papers will be specific in their references to the text, cogent in the explanations, and free of plot summary that is not directly relevant to the validity of the assertion. These essays exhibit the writer’s ability to discuss a literary work with insight and understanding, as well as the writer’s ability to control a wide range of the elements of effective writing. These essays are well organized and consistently engaging.
- A/A-** Essays earning this score fit the description of B+/B essays but are distinguished by more complete or more purposeful evaluation of the assertion and more persuasive or stronger prose style.
- B+/B** These essays offer a generally compelling thesis. They present arguments that are generally sound and use appropriate examples, but they are less developed or less convincing than essays earning higher grades. Few lapses in syntax or diction may be present, but for the most part the prose conveys the writer’s ideas clearly.
- B-/C** Essays earning this score offer a reasonable thesis. Their arguments are generally clear but are limited, inconsistent, or unevenly developed. Some lapses in syntax or diction may be present, but for the most part the prose conveys the writer’s ideas clearly.
- C/C-** Essays earning this score inadequately respond to the question’s tasks. They may misunderstand, misrepresent, or oversimplify persuasive arguments. They may use examples that are inappropriate or insufficient to develop their own position. The prose usually conveys the writer’s ideas but may suggest less control over organization, syntax, or diction.
- D/F** These essays meet the criteria for a score of C/C- but are either less persuasive in illustrating how the author uses rhetorical techniques or display a more limited control over the elements of effective composition.
- OR**
- These essays achieve little success in examining author purpose and technique. They may on occasion misread the passage, fail to develop their argument to any substantive level, summarize rather than analyze, or display significant weaknesses in organization, clarity, fluency, or mechanics.
- OR**
- 1** These essays are either overly simplistic or marred by severe deficiencies in the elements of composition.
- OR**
- 0** These essays offer an off-topic response that receives no credit or is a mere repetition of the prompt.

Grade	Numerical Score
A+	98-100
A	95-97
A/A-	90-94
B+/B	83-89
B-/C	76-82
C/C-	70-75

**English 2 Honors – Period 1
Student and Parent Confirmation Document**

Student Name _____ Date _____ Period _____

Dear Student:

Please read and save the “English 2 Honors Course Introduction and Policies and Procedures” document. Please sign below and return the parent daytime contact information and signature to Mr. Yoder.

Dear Parent/Guardian:

In the event that I need to talk with you about your student’s classroom behavior or academic performance, please list the best daytime phone number and daytime email to contact you:

Parent/guardian name(s): _____

Parent daytime phone: _____

Parent daytime email: _____

Please feel free to email me with any questions at paul.yoder@boerneisd.net or call me at (830) 357-2279. To avoid interrupting student instruction, my classroom phone defaults to voice mail. I attempt to return all emails and phone calls by the end of the day.

Student/Parent Agreement

We have read the accompanying Introduction and Syllabus and understand the classroom policies:

Student signature _____

Parent signature _____