

English 2



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Course Description:

Students taking this course will have the opportunity to explore literature in new and exciting ways. From classic pieces of literature to more modern works of fiction, students will be given an overview of different genres of literature and different authors. Included in the course will also be a study of poetry and a short story unit focusing on Native American and Southwestern literature. Through literature, students will learn literary elements, literary criticism, grammar, and vocabulary. Students will also write various persuasive, creative, and multi-paragraph essays designed to both create connections to the literature as well as to draw deeper themes from the literature in class. The course will focus on the following standards and benchmarks: Reading, Language, Communication, Writing, Research, Logic, Informational Text, Media and Literature.

Required Materials/Principal Texts: Over the semester, the following texts will be used.

Brave New World, Tuesdays With Morrie, The Absolute True Diary of a Part-Time Indian, Heart of Darkness, Things Fall Apart, Farewell to Manzanar, On the Sidewalk Bleeding,

(Note: other texts will be read during the course of the semester, but these will be available online or they will be given to you as copies. Additionally, many of the principle texts MAY be available on the internet or as audio books.)

TMP COURSE POLICIES

1. Cheating and plagiarism will not be tolerated and will result in a zero for that assignment. In addition, SFCC will place a student on academic probation if the student violates the academic integrity policy (see SFCC Student Handbook).
2. Assignments are due at the **beginning** of class. Be sure to complete each assignment before the start of class and be ready to turn it in when you get to class.
3. If you are **absent** from a class, it is **your responsibility** to get caught up. Come meet with me so that I can help you with what was missed. You can always stay up to date with assignments and materials on our class website: <http://tmpenglish.yolasite.com>

4. In order to better prepare our graduates for the strict deadlines and realities of college, TMP has adopted a policy that TMP teachers will not accept any assignment after the due date for full credit.
 - An assignment turned in within 24 hours of the class period it was due will be dropped 11 points on a 100 point scale (or one letter grade).
 - An assignment turned in within 48 hours will be dropped 21 points (or 2 letter grades) and after 48 hours, the assignment will receive a 0.
 - Students with IEPs whose accommodations include extra time must ask their teachers for the time that they need ahead of the assignment due date.
5. **Excused Absences:** When a student misses class because of illness or any other excused absence, **assignments are due the day that the student returns**, not the next time that the class meets. **Tests** must be made up during free time on the day of return. If there is a protracted illness that makes this difficult, the student or parent needs to contact each teacher to set a date for assignments to be due.
6. **Unexcused Absences:** If a student misses a class period and the absence is unexcused, the student may not turn in the work due that class period and they receive a zero for the assignment.
7. **Revision of Work:** Students who turn assignments in **on time** are allowed to revise them based on the teacher feedback. Students are allowed **three days** from the day the assignment is returned to revise an assignment and turn it in for a higher grade. We believe that there is more value in revision than in throwing away a paper that is not very good. **Assignments that are turned in after the due date are not allowed to be revised.**
8. **Tardiness** to class is disruptive to the learning process and **does not reflect excellence.** Any unexcused tardy to any TMP class of 10 minutes or more will result in a detention. Any three tardies to the same class of less than 10 minutes will result in a detention as well. Tardies will be tracked in each class. Detention is run from 7 to 8 AM and from 4 to 5 PM each day in the TMP office.
9. **Netbooks/laptops** are not to be used in the classroom unless other circumstances are needed (discuss this with me) or if the instructor directs the students to use them.

Course Overview: This is a sophomore English class and serves as a general survey class. During the time you are enrolled in this course, you will be:

- 1) Reading short stories, novels, plays, scholastic articles and poetry.
- 2) Writing 3-5 paragraph essays (at least one per month).
- 3) Learning/reviewing grammar and vocabulary words.
- 4) Reading books independently - of your choosing.
- 5) Journaling about concepts and ideas learned in class.
- 6) Learning to be critical thinkers who question, evaluate, analyze, and synthesize information through Socratic Seminars and Paidea .
- 7) Using Wikispaces to communicate and collaborate with classmates on assignments.

Learning Objectives, by Unit: First Semester

Unit Objectives

UNIT 1- Semester 1 (*The Absolute True Diary of a Part-time Indian, Things Fall Apart, Heart of Darkness*)

1. Identify consistently how WORD CHOICE contributes to character development.
2. Compare and contrast ways in which life is like a classroom.

3. Draw connections between protagonists of two novels and understand their similarities.
4. Create and defend a social justice plan of action.

Unit 2 - Semester 1 (*On the Sidewalk Bleeding*, etc.)

1. Focus on SYMBOLISM, both in the story and in our quest for human survival.
2. Rewrite pieces of fiction from this unit from alternate perspectives.
3. Examine the OUTLAW as a SYMBOL of human survival.

Unit 3- Semester 1 (*Farewell to Manzanar*)

1. Continued identification of literary elements, specifically SYMBOLISM and DRAMATIC IRONY.
2. Create a personal definition of America and share in a developed essay.
3. Create connections between literature and student life, digging for deeper meanings and prevailing themes in the novel.
4. Write for different audiences and understand the conventions for those audiences.
5. Examine oral histories of Americans during WWII.

Unit 4- Semester 1 (N.Scott Momaday, etc)

1. Understand the role that Southwestern literature plays in the broad spectrum of literature in our nation.
2. Meaningfully analyze the elements of a poem using the systematic TPCASTT approach.
3. Connect VOICE in writing with IDENTITY in Southwestern literature.
4. Recreate poems in desired formats using models from Southwestern authors.
5. Create lasting multicultural connections with Southwestern poetry.

(See Curriculum Matrix for alignment of Units to New Mexico Content Standards and Benchmarks.)

Language Arts (9-12) Standard 1

Reading. Students read and understand a variety of materials.

1. Use comprehension strategies for unfamiliar vocabulary.
2. Use comprehension strategies to understand the meaning of a text.
3. Infer, analyze and synthesize to increase comprehension.
4. Use meta-cognitive strategies;

Language Arts (9-12) Standard 2

Language. Students write and speak using correct grammar, syntax, usage, punctuation, capitalization and spelling.

1. Demonstrate control of standard English through the effective use of syntax.
2. Demonstrate control of standard English through correct grammar and usage
3. Demonstrate control of standard English through the correct use of punctuation, capitalization and spelling.

Language Arts (9-12) Standard 3

Communication. Students communicate effectively through listening and speaking.

1. Give spoken instructions to perform specific tasks, to answer questions or to solve problems.
2. Make oral presentations with a logical structure appropriate to the audience, context and purpose.
3. Follow spoken instructions to perform tasks, to answer questions or to solve problems.
4. Summarize and paraphrase information presented orally by others.
5. Identify the thesis of a speech and determine the essential elements that elaborate it, including logos, ethos and pathos
6. Participate productively in self-directed work teams for particular purposes (e.g., to interpret literature, critique a proposal, solve a problem or make a decision).

Language Arts (9-12) Standard 4

Writing. Students write effectively for a variety of purposes and audiences.

1. Demonstrate proficiency in producing a variety of compositions.
2. Plan writing by taking notes, writing informal outlines and researching.
3. Use formal or informal literary or technical language appropriate for the purpose, audience and context of the communication.
4. Organize ideas in writing, with a thesis statement in the introduction, well-constructed paragraphs, a conclusion and transition sentences that connect paragraphs into a coherent whole.
5. Drawing on readers' comments on working drafts, revise documents to develop or support ideas more clearly, address potential objections, ensure effective transitions between paragraphs, and correct errors in logic.
6. Edit one's own work for grammar, style and tone appropriate to audience, purpose and context.
7. Cite sources properly when paraphrasing or summarizing information, quoting or using graphics.
8. Present written material, using basic software programs (e.g., word, excel and power point) so that graphics can be incorporated to present information and ideas best understood visually (e.g., charts, ratios and tables).

Language Arts (9-12) Standard 5

Research. Students utilize the research process to produce a variety of products.

1. Define and narrow a problem or research topic.
2. Gather relevant information for a research topic from a variety of print and electronic sources as well as from direct observation, interviews or surveys.
3. Make distinctions about the credibility, reliability, consistency, strengths and limitations of various resources, including those on the internet.
4. Report research findings in an effective manner appropriate to a designated audience.
5. Compose a researched project to be shared with an appropriate audience

Language Arts (9-12) Standard 6

Logic. Students employ critical thinking and abstract reasoning to make and assess inferences, conclusions and predictions.

1. Distinguish among facts and opinions, evidence and inferences, true and false premises.
2. Describe the structure of a given argument; identify its claims and evidence; evaluate connections among evidence, inferences and claims.
3. Evaluate the range and quality of evidence used to support or oppose an argument (including the use of logos, ethos, pathos).
4. Recognize common fallacies used in an argument.
5. Understand the distinction between a deductive argument and an inductive argument in order to evaluate an argument's effectiveness.
6. Construct oral and written arguments that demonstrate clear and knowledgeable judgment.

Language Arts (9-12) Standard 7

Informational text. Students read and interpret a wide range of reference materials and other informational documents that may contain technical information.

1. Follow instructions in informational or technical texts to perform specific tasks, answer questions or solve problems
2. Summarize informational and technical texts and explain the visual components that support them
3. Synthesize information from a variety of informational and technical sources or texts.
4. Analyze the ways in which an informational or technical text's organizational structure supports or confounds its meaning or purpose.
5. Evaluate informational and technical texts and presentations for their clarity, simplicity and coherence, and for the appropriateness of their graphic and visual appeal.

Language Arts (9-12) Standard 8

Media. Students create and evaluate a variety of media for particular purposes.

1. Evaluate aural, visual and written images and other special effects used in television, radio, film and the internet for their ability to inform, persuade and entertain.
2. Evaluate the effectiveness of a particular medium (e.g., verbal, visual, photographic, television and the internet) in achieving a particular purpose.
3. Create coherent media productions using effective images, text, graphics, music and sound effects to present a distinctive point of view on a topic.

Language Arts (9-12) Standard 9

Literature. Students read and interpret a variety of literature to develop an understanding of people, societies and the self.

1. Demonstrate knowledge of significant literary works from around the world.
2. Interpret significant literary elements across all forms of literature; use understanding of genre characteristics to allow deeper and subtler interpretations of texts
3. Analyze setting, plot, theme, characterization and narration in literary prose, particularly in classic and contemporary short stories and novels
4. Demonstrate knowledge of the common elements of poetry: metrics, rhyme, rhythm, structure, diction, devices and other conventions.
5. Identify how elements of dramatic literature articulate a playwright's vision
6. Analyze works of literature for what they suggest about the time period and social or cultural context in which they were written.

Grading Policy: Grades will be based upon:

- 1) Essays and constructed response writing assignments.
- 2) Individual unit projects, writing assignments, etc.
- 3) Class participation and effort – effort on work throughout the semester could increase your grade if you are close to the next letter grade.
- 4) There will be approximately 2000 total points available per semester. All assignments will have the same weighted averages.
- 5) 6+1 Traits Grading Rubric.

GRADING

- Grades will be posted on Edline. Please stay up to date with your Edline account as teachers do make mistakes!
- TMP Grading Scale:
 - A+(97-100)=4.0; A(93-96)=4.0; A-(90-92)=3.7
 - B+(87-89)=3.3; B(83-86)=3.0; B-(80-82)=2.7
 - C+(77-79)=2.3; C(73-76)=2.0; C-(70-72)=1.7
 - D+(67-69)=1.3; D(65-66)=1.0; F(below 65)=0.0

Assignment Descriptions: There are a series of assignments that you will be completing on a regular basis all year long. These are always in addition to your regularly assigned unit assignments. Assignments will be posted on the TMP English 2 calendar on the website. Also note the due dates for these assignments. If you have any questions about these, please let me know. You will have the option to revise any assignments for a better grade. Assignments not turned in by the due date will receive a drop in a letter grade for each day the assignment is late. After three days past the due date the assignment will not receive a passing grade.

Student printed name _____

Student signature _____ Date: _____

Parent/Guardian signature _____ Date: _____

Please return this portion of the Syllabus to me: English 2

“I have read this syllabus and understand the expectations and policies described.”

Student printed name _____

Student signature _____ Date: _____

Parent/Guardian signature _____ Date: _____