



English 2 Syllabus 2012 - 2013

The Masters Program <http://www.themastersprogram.net/>

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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.

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

Tuesdays With Morrie, The Absolute True Diary of a Part-Time Indian, Farewell to Manzanar, Looking for Alaska, Ship Breaker, Miss Peregrine's Home for Peculiar Children, The Great Gatsby. It is suggested that you bring a notebook to class each day class is held.

(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 through ebooks.com or other online sources.)

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 5 paragraph essays (at least two 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 Paideia .

Learning Objectives, by Unit:

Unit Objectives

Unit 1: Writing. For the first unit we will be working on a variety of writing strategies and find ways to perfect the writing process. We will strengthen our writing skills by taking notes, writing informal outlines, researching, using informal, literary or technical language appropriate for the audience. We will organize our ideas in writing with a thesis statement, introduction, paragraph construction, conclusion, transition sentences that connect paragraphs into a coherent whole. Beginning with quick writes, extended writing responses and longer writing assignments and essays, we will create the following:

- Create narrative texts (biography, autobiography, history, personal anecdotes and short stories) that will: Engage the reader by establishing context and point of view, establish plot and setting, develop characters and use sensory details.
- Practice the creation of imaginative and expressive texts (poetry, drama, screenplays, monologues and song lyrics) that will: develop characters and plot and creatively employ figurative language.
- Create expository essays that will: clearly state the thesis or purpose, follow an organizational pattern, make use of factual descriptions, concrete images, direct and indirect quotes, etc.
- Revise documents to develop or support ideas more clearly.
- Edit work for grammar, style and tone
- Cite sources properly using the MLA Handbook
- Prepare written and visual materials using a variety of software programs (*Word, Excel, Powerpoint, iMovie, etc*)

Unit 2: Reading (*Tuesdays With Morrie, The Absolute True Diary of a Part-Time Indian, Farewell to Manzanar, Looking for Alaska, Ship Breaker, Miss Peregrine's Home for Peculiar Children, The Great Gatsby*)

- Focus on Culture and Character, both in the story and in our quest for human survival.
- Rewrite pieces of fiction from this unit from alternate perspectives.
- Describe the significance of selected works on societies and culture.
- Continued identification of literary elements, specifically SYMBOLISM and DRAMATIC IRONY.
- Create a personal definition of America and share in a developed essay.
- Create connections between literature and student life, digging for deeper meanings and prevailing themes in the novel.
- Write for different audiences and understand the conventions for those audiences.
- Examine oral histories of Americans during WWII.

Unit 3 - Research- We will be gathering information for a Multi-Genre research project. This will be a non-traditional research paper where students will create a research paper using unconventional methods to report on research findings. Primary and secondary resources will be used to develop a researched topic.

- Presentation of research topic
- Refine a question for investigation
- Use multiple resources to gather information

Unit 4 – Logic/Informational Text/Media

- Use critical thinking and abstract reasoning to evaluate experiences
- Distinguish fact from fiction
- Analyze deductive and inductive arguments to produce an informed opinion
- Recognize fallacies used in an argument
- Read technical texts, perform specific tasks, answer questions, solve problems
- Learn and identify informational texts, web resources, interactive media, etc
- Use graphical information to represent information
- Create a coherent media production using effective images, text, graphics, music, sound, etc.

Unit 5 – Literature – *The Great Gatsby* . We will be reading a variety of texts to support our understanding of significant literary works from around the world to include:

- 18th, 19th and 20th century works of literature
- World mythologies
- Analyze characterization, plot, genre
- Analyze specific elements of traditional poetic forms
- Analyze examples of acting conventions (monologue, soliloquy, etc)
- Analyze how theme in literature is related to historical and social/cultural issues.

Grading Policy: Grades will be based upon:

- 1) Essays and quizzes. There will not be high-value exams.
- 2) Individual unit projects, writing assignments, group projects, 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) Grading rubrics based on individual assignments.

▪ **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. 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.

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/Cell phones** 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.

Assignments and relevant due dates will be posted on the TMP website:
<http://www.themastersprogram.net/>

Grades will be posted to Edline.