English II  2018-2019

 **Mr. Redmond**

 **Room #207**

**Website:** [**https://redmondlchs.weebly.com/**](https://redmondlchs.weebly.com/)

 **Email:** **Bredmond@lcusd.net**

**GOOGLE CLASS CODE:**

**Course Description:**

English II is an intensive study of comparative themes in literature that is designed to broaden the students’ humanities and literary perspective. The course will provoke critical thought, engagement and appreciation for the exigencies of the human condition. This class will strengthen skills such as close reading, literary analysis, argumentation, and research. Students are expected to convey their thoughts in a competent and substantive manner through multiple writing assignments, formal essays, verbal communication and presentations. The course will ultimately reflect a scholarly pursuit that requires critical thinking and demands an awareness of the historical and contemporary world.

**Course Texts:**

*Quarter 1: Place in Society*

*The Epic of Gilgamesh* – Penguin Classics translated by Andrew George

ISBN: 978-0-14-044919-8

*The Oedipus Plays of Sophocles* – translation by Paul Roche

ISBN:0-452-01167-1

Quarter 2: Responsibility & Civic Duty

*Frankenstein* by Mary Shelley - Penguin Classics or Signet Classic

ISBN: 978-0-14-143947-1

Quarter 3: Disintegration

*1984* by George Orwell  -Signet Classics or the Anniversary Edition

ISBN: 978-0-451-52493-5

*Night* by Elie Wiesel – Bantam Books

ISBN: 0-553-272-53-5

Quarter 4: Endurance & Persistence

*Siddhartha* by Hermann Hesse translated by Hilda Rosner

ISBN: 0-553-20884-5

*The Catcher in the Rye* by JD Salinger (any edition)

ISBN: 978-0-316-76948-8

\*This not an exhaustive list of the all the texts that you be reading this year. These selections are subject to change throughout the year.

\*Books are available for you to check out from the IRC. Students are encouraged to purchase the books listed above as this will allow you to annotate the text and refer back to it for various writing assignments and quizzes. Books can be purchased on Amazon or at the Flintridge Bookstore (818-790-0717) which donates 10% of sales back to the PTA.

**Classroom Expectations:** Arrive on time and be prepared to learn.  When the bell rings, class starts. You will be in your assigned seat and will begin the “**Warm Up**”. You will take out your notebook, required texts, and/or assignments that are due. You will be marked TARDY if not prepared. Regular attendance is expected. Class time will be devoted to discussions, group collaboration, and lessons necessary for success on all assignments.

**Classroom Etiquette / Restroom Policy**

You may not eat or drink in class (only upon teacher pre-approval. Water is fine). If you must use the restroom during class time please do so at an opportune time (not in the middle of a lecture or discussion). Restroom is available after the first 10 minutes of class and before the final 10 minutes of class each day. Try to return at an equally unobtrusive time and to do so quietly.

 **Respect**

If your classmate or the teacher is speaking, do not interrupt, talk over, or otherwise demonstrate disrespect to whomever has the floor. If you disagree with someone, this is essential in argumentation. However, be respectful of others ideas and treat them with respect in such argumentative engagements.

# Google Classroom

We will be using Google Classroom frequently throughout the year.  This will provide me with an opportunity to update you on pertinent information relating to the class, provide forums for various assignments, and the housing of your work. Any work submitted to Google Classroom via Google Docs. must be the original document with full access to the revision history. Failure to do so will result in late credit (-50%) for that particular assignment.

**Course Materials:**

-Pens, Pencils, Highlighter (multiple colors), Eraser, College Ruled Lined Paper

Each student will be expected to keep and organize a three-ringed binder solely devoted to the study of literature.  **Notes**, **in-class essays**, **formal essays**, **handouts**, and **tests** will all find their way into the notebook representing each student’s progression toward mastery.

3 Sections in 3 Ring Binder:

\*Class Notes/Handouts

\*Essays

\*Quizzes/Tests

**Mr. Redmond’s Cell Phone Policy**

Prior to entering each class, students must silence cell phones and place them either in their backpack. With my expressed permission, a cell phone may be taken out in class and used ONLY for the purposes stated by the teacher.

Unauthorized use of a mobile device will result in confiscation of the device, possible parent conference, student detention, and/or suspension. LCHS is not responsible for damaged, lost or stolen items.

For more information, please review the [LCHS Cell Phone Policy.](https://drive.google.com/file/d/1yS4mOV8a_SJelLse6rj_18s0I8WrbHk0/view)

**English Departmental Technology Policy:**

We, as a faculty, believe that in order to effectively educate students to be critical thinkers, problem solvers, communicators and collaborators in the 21st century, we should require that they use technology responsibly.  Recognizing that this modern technology tempts us with more and more compelling distractions, we do see the need for some regulation. The goal, therefore, of our technology policy has to be to encourage students to use technology in the classroom solely as a learning tool. Technology misuse disrupts class goals and will not be tolerated. Any infractions will result in consequences described in our school’s cell phone policy.

The following are examples of ways that technology should/will not be used in the classroom:

* Interacting on social media
* Sending or receiving text messages
* Engaging in irrelevant/inappropriate chats
* Playing online or digital games
* Any other use of the technology which distracts from the learning objectives of the day

**Academic Honesty Policy**

**Plagiarism -** The practice of taking someone else's **work or ideas** and passing them off as one's own.

Cheating and plagiarism are considered serious offenses and will not be tolerated. Such acts are a fundamental betrayal of the ideal of academic honesty and will include the following consequences:

* Receive no credit on the assignment
* Conference with parents
* Negative impact on citizenship grade
* Denial of a letter of recommendation
* Disclosure of cheating or plagiarism to colleges
* Multiple offences will be cause for removal from the course or other disciplinary action deemed appropriate by the instructor, working in consultation with the school administration, and the parent(s) of the student.

For more information, please review the [LCHS Academic Honesty Code](https://drive.google.com/file/d/1NwZHFQ1aGwd_35qrI4E_GhmwuueUjC11/view).

# Grading System

**Essays (50%) -** In this course students will be expected to write formal essays. All essays, whether they are completed in classor at home, will be graded by the *English Essay Rubric*. Revisions and the length of the drafting process will be available throughout the year at the teacher’s discretion.

**Assignments (25%)  & Tests (25%) -** All other student work completed throughout the year (creative writing, Socratic discussions, multimedia projects, etc.) will be graded accordingly to the *English Assignment Rubric.* Tests and/or quizzes will be graded accordingly at the teacher’s discretion.

**Grading Percentages**

|  |  |  |  |
| --- | --- | --- | --- |
| A+ 98-100% | B+ 88-89% | C+ 78-79.99% | D+ 68-69.99% |
| A  93-97.99% | B 83-87.99% | C 73-77.99% | D 63-67.99% |
| A- 90-92.99% | B- 80-82.99% | C- 70-72.99% | D- 60-62.99%F   0-59.99% |

**Important Policies:**

* **Late Work and Revision:**

Late work may be accepted late with the following conditions: Each assignment will go down one grade level for every school day it is late. After five days, no credit will be given. Students will not be able to rewrite writing assignments turned in late. To emphasize the cyclical nature of the writing process, students will be given opportunities to rewrite formal written assignments for a higher grade, **only if** the assignment was turned in on time.

**There will be minimal forms of extra credit offered throughout the year.** I will round up grades if at a student is within .5 of the high grade (89.5% = A-).

## Absences

If you are absent on a day that an assignment is due or a test/quiz is given and you were present when the work was assigned then you are required to turn in the assignment or make up the test/quizzes on the day that you return to school.  For instances when absences are not known in advance, you will have the number of days absent plus one to finish the work/tests. You are responsible in getting this missed work in. If you neglect this responsibility your grade could suffer from a “0” on that assignment. For more information, please review the [attendance policy.](https://4.files.edl.io/f280/07/10/18/191258-9c0e598f-16c0-49dd-bb46-dfd752c5dd51.pdf)

**Homework Policy/Expectations:** In English 2, learning and practicing the art of active reading will be a major part of homework. Additional assignments will support subject matter and develop the historical context needed to comprehend the text. Some class periods will be dedicated to prewriting activities for major writing assignments, but some drafts will be completed at home. Class time will also be given for group projects, but outside meetings are allowed and encouraged. Expect weekly reading quizzes. All homework in the class will be assigned according to the [district’s homework policy](https://docs.google.com/document/d/1l1HFPoMF6HYv9jJ0QIQHy7pknlku_MgCBBV-liwgLXA/edit).

**Assessments:** Various forms of assessment will be present in this course. Rubrics and/or criteria charts will accompany assignments. The purpose of my assessment, formal or informal, is to gauge student progress and identify strengths and weaknesses that need to be addressed. At any time, you are more than welcome to view your child’s notebook which will contain assessments throughout the year from quizzes, tests, timed writings, and formal essays. All of the aforementioned will hopefully allow us to determine what is best for your child.

**Sample Assessment Questions:**

1. What similarities are found in the epics of *Gilgamesh* and the *Iliad*? How do these works reflect major cultural concerns of their time period?
2. How does Bartleby embody the changes of the industrial revolution?
3. Define supercilious and use it in a sentence with context clues.
4. What is the significance of the words sneer and visage in the poem “Ozymandias”?

**Contact Information:** We are will be available for comments, questions, and concerns by appointment or before/after school. We check my email regularly. We also make every attempt to get back to each email as quickly as time affords. Please use**Bredmond@lcusd.net** as well as **Scronon@lcusd.net**. We are always open to provide extra assistance and clarification, so please meet with us.

**Turnitin.com** will be used for major writing assignments. Instructions will be given out in class. This requires you to have an email address. Classroom behavior should reflect that of a responsible high school student. I expect you to come to class with an open mind, a willingness to learn, and able to foster basic courtesy among peers.

**Parents/Students: Please sign the following page and return to receive credit for assignment #1 and start the year with an A! Thank you!**

**Student Name (print clearly) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_    ID# \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**English 10, Period \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Assignment #1: Syllabus**

**I have read the class guidelines for Mr. Redmond’s English class.**

Student’s signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_                  Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Parent/Guardian Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_            Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Contact Information:**

Best phone number: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Circle One: Home Cell Work

Parent Email: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Parent: What should I know about your son or daughter that will help us to have a productive and enjoyable year? Does he/she have any special interests or hobbies? What strengths and/or needs have you perceived?