English II is designed to develop students’ critical thinking, analytical reading, and writing skills. Students will improve their abilities in each of these three essential areas, equipping them for future academic successes and preparing them for everyday life.

**Grading:**

Minor grades: 50%

This will include daily writing, grammar and vocabulary exercises, participation in and completion of in-class activities, as well as reading and vocabulary quizzes.

Major grades: 50%

Writing assignments, tests, and major projects comprise this portion of the overall grade.

**Expectations:**

1. Demonstrate honor in word, deed, and attitude for the teacher, fellow students, and school property.

2. Be prepared, prompt, and positive.

**Class Participation:**

**1.** Participation in class discussions and group work is expected by all students.  You each have something valuable to contribute to our learning. The more you engage in class, the more you will learn, and the more enjoyable class will be.

2. I am glad to answer your questions about assignments. However, I cannot read your mind. It is your responsibility to communicate with me. I am here to help you learn and succeed when you give me the opportunity.

**Absences:**

If a student is absent, it is his/her responsibility to come to me and get the missed work or set up a time to discuss any missed information. If a student is tardy, it is his/her responsibility to get missed information or work from a classmate.

**Late Work:**

Assignments that are not turned in by the end of the day on which they are due will be assessed according to the situation. Extremely late work will receive a maximum grade of 70. Work should always be turned in; any grade is better than a zero.

**Plagiarism:**

Plagiarism demonstrates a lack of integrity. A student must acknowledge the original source of all borrowed writings and ideas. Failure to do so will result in a failing grade for the assignment and may result in a zero.

**Materials:**

A spiral **notebook, three colors of highlighters, one package of 3x5 lined note cards, and a folder with pockets and brads** are required. All but the highlighters will be left in the room for use throughout the year.

Every student will check out a library book or bring one from home. This book must be with the student in class every day. Each student is expected to arrive with a writing instrument and paper every day, as well.

**Contact Information:**

Mrs. Andrea Folse

Room H207

afolse@weatherfordisd.com

817-598-2858 ext. 3604

Online Classroom: [www.weatherfordisd.com](http://www.weatherfordisd.com); School Websites, Weatherford High School, Online Classrooms, Andrea Folse **or** http://mrsfolse.weebly.com

Tutorials: Wednesdays, 7:30 – 8:00 am or 4:00 – 4:30 pm or by appointment

 **Syllabus**

**Fall Semester 2013: Many Voices**

**Unit I: Modes of writing**

We will read and analyze non-fiction works that include the effective use of description, narration, and compare/contrast to achieve the authors’ purposes. We will then translate this understanding of the various modes into our own writing. Each student will write a final unit essay demonstrating his/her ability to incorporate multiple modes to achieve a specific expository purpose.

**Unit II: Persuasion and Poetry**

We will explore non-fiction as a means to express and defend positions as well as influence the thinking of others. We will examine successful examples of visual and written persuasion. We will build the foundational skills for our own writing: creating a strong thesis and effective topic sentences, choosing appropriate evidence, and developing convincing commentary. Each student will write a persuasive essay at the unit’s end. In addition, we will read and analyze poetry, focusing on the consolidated use of literary elements to communicate meaning and emotion in a poem.

**Unit III: Short Fiction**

As we read a variety of short works, students will study archetypal patterns and literary elements. We will analyze how these elements contribute to the meaning of both short stories and some poems. Our writing will develop students’ written skills of analysis in both paragraph and essay form. Again, we will focus on effective theses and topic sentences. In addition, we will incorporate embedded quotes supported by well-developed commentary as evidence of literary insight.

**Spring Semester 2014: Choice and Consequences**

**Unit IV: Persuasion through Speeches and Drama**

This unit will examine the power of persuasion in speech and essay form. We will also take an analytical look at persuasion and argument through a selected play. Writing will focus on argument and the skilled use of the foundational skills and persuasive techniques we developed in the first semester and expanded with this unit’s evaluation of additional forms of persuasion. Writing topics will be derived from the topics explored in the play.

**Unit V: Media and Research**

Students will study the influence of media on modern society and discuss controversial ideas in visual and written texts in order to formulate opinions and explore/evaluate topics. This discussion and evaluation will lead to a researched paper that is argumentative in nature, and skill development in the analysis of sources, evaluation of credibility of source information, selection of evidence from sources, and documentation of sources will be the focus.

23 August 2012

Dear Parents:

Thank you for the privilege to teach your student this year. I look forward to the opportunity to contribute to his or her academic growth. The English II curriculum focuses on improving student writing, analytical reading, and critical thinking. To ensure successful progress, please encourage consistent school attendance and completion of all assignments.

Of course, students sometimes miss class due to illness or extra-curricular activities. I am available before and after school on Wednesdays for tutoring or extra help. I am also available by appointment if Wednesdays are incompatible with a student’s schedule. Please encourage your child to seek help when it is needed. You can also send an email, contact me by phone, or check my class webpage for additional information.

 I look forward to an enjoyable year filled with student success.

Sincerely,

Andrea Folse

**English II/Pre-AP English II**

**School email:** **afolse@weatherfordisd.com**

**School phone: 817-598-2858 ext. 3604**

**Online classroom: ww.weatherfordisd.com; School Websites, Weatherford High School, Online Classrooms, Andrea Folse**

**Tutorial Times: Wednesdays, 7:30 – 8:00 am or 4:00 – 4:30 pm, or by appointment**

**Please complete, sign, and CUT HERE: Retain the preceding information for your records.**

**Student Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**\_\_\_\_\_\_\_ I have received a copy of the course introduction, grading policy, and syllabus for English II.**

**\_\_\_\_\_\_\_ I give permission to communicate with me, the parent, via text messaging. If yes,**

**please provide the preferred contact number here.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Parent Signature\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Printed Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**