

# English 2

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## Course Description

*Prerequisite: English 1*

English 2 instruction includes writing, reading, speaking, listening, and related skills applicable to college or career environments, building on skills from previous years. Literature includes short stories, poetry, drama, autobiography, biography, and the novel. Informational text includes directions, letters, journals, essays, articles, reports, and argumentative writing. Writing skills focus on analysis, argumentation, criticism, exposition, and narrative for college and career audiences. Spelling and vocabulary are included. The class focuses on the Missouri Learning Standards for grades 9-10 in English Language Arts, and includes Missouri's End of Course Exam near the end of fourth quarter.

## Objectives

1. The student will be able to comprehend and interpret texts. (MLS RLT1, RIT1; SMS CA 2, 3, 5, Goals 1, 2)
2. The student will be able to analyze craft and structure in texts. (MLS RLT2, RIT2; SMS CA 2, 3, 5, Goals 1, 2)
3. The student will be able to synthesize meanings from multiple texts. (MLS RLT3, RIT3; SMS CA 2, 3, 5, 7, Goals 1, 2)
4. The student will be able to conduct research. (MLS W1, SMS CA 3 Goals 1, 2, 3)

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5. The student will be able to follow a writing process. (MLS W 2, SMS CA 1, 2, Goals 2, 3)
6. The student will be able to review, revise, and edit texts. (MLS W 3, SMS CA 1, 4, 6, Goals 1, 2, 3, 4)
7. The student will be able to evaluate statements, respond, and collaborate with others. (MLS SL1, SMS CA 6, Goals 2, 4)
8. The student will be able to speak to and connect with an audience while using commonly used presentation technology. (MLS SL2, SMS CA 6, Goals 2, 4)

## **Texts and required materials**

- A variety of readings shared through Google Classroom and *Common Lit*. (school provided)
- *To Kill a Mockingbird* (school provided)
- One folder for notes, handouts, and writing assignments
- Pens, pencils, and paper

*Students are responsible for coming to class fully prepared every day. Failure to prepare for class may result in failure of assignments, tests, and the class itself.*

## **Grading**

Grades are assigned according to a percentage of total points possible for the semester according to the school's standard grading scale. Points are assigned using a variety of scoring methods as appropriate to assignments. Participation is also worth points on some assignments. Not all activities are assignments. Some activities in class are for practice and will not be graded.

*Students who show evidence of effort or improvement may receive verbal praise and encouragement. Such praise is not a guarantee of a particular grade. Grades cannot be altered after the gradebook is locked by administration.*

## **Plagiarism**

Plagiarism is turning in someone else's work as all or part of one's own. It is a very serious issue in academics. Every instance of plagiarism will be subject to the consequences described in the student handbook.

## **Making up work**

All students are responsible for all in-class and out-of-class assignments as well as in-class participation. All work must be turned in on time. Late work will be accepted and graded, but is subject to all penalties described in the student handbook. For many assignments, corrections can be made to recover half of the points lost. *Work is considered late when students who were present turn it in after the time it is collected by the teacher.* For example:

- If it is turned in later during that class period, it is late.
- If it is turned in later that day, it is late.

- If a student cannot find work in a disorganized folder, bag, or locker and turns it in later than the rest of the class does, it is late.

*Participation in extracurricular activities is encouraged, but is not an excuse for turning in work late.*

Students who have not turned in work due to absences are covered by the policy for late work-due to absences stated in the student handbook.

Students who need extra help or computer time should schedule appointments with me during advisory time, before school, or after school. I do not stay late after school for no reason. If you need me or a place to work for an hour, I need to know in advance that you are coming.

## **Classroom procedures**

Students must be in the room when the tardy bell rings. Students in the hall without permission from a teacher or administrator will be counted tardy/absent. Students should take their seats as soon as possible and begin working on any activity displayed on the board or wait quietly for instructions. Talking and passing notes are not allowed while the teacher is taking roll or at any other times during class without specific permission from the teacher. Students with excused absence slips should raise their hands after roll and ask for makeup work if they do not already have it.

Students should not open the door for anyone. If someone is tardy and (consequently) stuck in the hall, wave at them in a friendly fashion and wait for the teacher to open the door.

Good attendance is a vital component of academic success. Students who are present for lectures, discussions, and in-class help will perform better than those who are not present.

Students should not sharpen their pencils, borrow necessary materials, or roam the classroom looking for necessary materials while the teacher is talking. He is the most educated person in the room, and he knows what will be on the test. If words are coming out of his mouth, you should be writing them down to memorize later. If you are

### **Ten ways to impress your teacher**

1. Show up. You can't win if you don't play.
2. If you miss, show up in class with a slip from Tracy. You know you need one, and I shouldn't have to remind you or waste class time waiting for you to get one. (We will wait for you like one pig waits for another, which is to say not at all.)
3. Show up on time. Tardy students waste everyone else's time. Being tardy breaks all three rules of thumb on page five.
4. Turn off your tech (especially your phone) unless I tell you to use it. If I see your phone, I write you up. This is your one warning.
5. Communicate with me in a mature fashion. Don't whine, scold, pretend you know more about the subject matter than I do, or make accusations when what you really want is help. Grownups have emotions too, and if you irritate them they will treat you like an irritant.
6. Help me out. If I'm moving desks, lend a hand. If I'm handing out papers, volunteer to help. (I can't let you hand back graded work.) If your classmates are off task, get them back on task. Remember though, don't open the door for anyone.
7. Deal with any problems with your grade before the last minute. I have too many students to check every assignment for a quarter on the last day of the quarter for everybody.
8. Follow directions. Different teachers have different procedures and requirements for good reasons. Don't expect assignments or standards to change to suit your whims.
9. Make a personal contribution to the class. Actually try to answer discussion questions. Encourage other students during group activities. Help those who are struggling with the material. I can't help everyone at once and neither can you. But we can both help someone.
10. Remember that you aren't better than anybody else. If you think you are, you certainly aren't. Everybody in this class has something to contribute, and everybody will need help from time to time. Do your part.

not taking notes, you are not likely to succeed.

Class time is not an appropriate time for students' pursuit of their social lives. Discussion should be appropriately timed and limited to appropriate topics. Distracted, distracting, or inappropriate talk and behavior will harm student performance and is a disciplinary issue.

Students are expected to do their own work unless they have been specifically instructed to work in groups (see the plagiarism section above).

## **Approach to teaching**

I am here to teach you English because skill with communication arts is a fundamental part of your education. You are here to learn English for the same reason. If you think you don't need to learn this subject, you are mistaken. People who are not good at communicating with others (or with themselves) will find their relationships to be frustrating and sparse. They will find themselves repeatedly having problems that could have been avoided if they had listened better, expressed themselves better, and understood their own emotions better. This class is your chance to develop your communications skills. Don't waste this opportunity.

Sophomore English is a big step up in academic difficulty in the Missouri standards for English language arts, so brace yourself. In many ways it will be more difficult than your junior and senior year English classes. I will be introducing new concepts and skills throughout the year while also pushing you to work at a higher level with the skills you already have. **It. Will. Be. Hard.** Expect to work a lot. Expect to work every day. We do not (as a rule) have free days. Don't waste time asking for them. We may, on occasion, have study days, review days, catch up days, and the like, but I will expect you to work every single day. If you tell someone that you didn't do anything in English class, you have confessed to your own failure. If you have been gone, don't ask me *if* we did anything. Ask me *what* we did. Remember, we do not rise to the level of our expectations; we fall to the level of our training (Archilochus). This class is your training in communicating.

School is a lot easier if we all get along. Consequently, I expect you to follow the rules in the student handbook and to behave like decent human beings. Many social expectations are unwritten, but they can be summarized by three rules of thumb:

1. Be kind.
2. Be trustworthy.
3. Work hard.

Follow these rules. I will be following them myself. I will be as kind to you as you let me be. If you mistake kindness for weakness or for an opportunity to con me or your classmates, then (as much as it will break my heart) I will have to stop being kind. At that point, you will be involved in a disciplinary process regardless of whether or not it reaches your parents/guardians (alien captors/robot overlords/whatevers).

You may earn whatever grade you want in this class. If you want an A, all you have to do is earn it. If you want to slide by with something less, then you are not following rule three (work hard), and you can expect me to devote my considerable ability at annoying people (ask my wife sometime) to encouraging you to make a better choice. (Seriously. It's like a super power.) So if you think you want a grade lower than an A, you will have to earn that too. To that end, I expect you to be checking your grade regularly on Lumen. You are old enough to do this yourself. Do not ask me to check your grades during class. I will not do it, even if you think we aren't doing anything (see paragraph two of this section). If you cannot check your own grade on your own time, see me during advisory, before school, or after school. I will check your grade with you at those times if I am not otherwise committed.

We are all in this together. Let's help each other out.