

Pre AP English 10/English 2 Syllabus 2023-2024

STUDENTS MUST BRING LAPTOP TO CLASS EVERYDAY

Lucas Powell
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(256) 216-5313

- I. Course Description:** Read, analyze, and evaluate complex literary and informational texts written from various cultural perspectives, with an emphasis on works originating outside the United States and the British Isles from 1600 to the present, including various modes of student writing. *AL COS ELA 2021*

Across Pre-AP courses, students experience shared instructional practices and routines that help them develop and strengthen the important critical thinking skills they will need to employ in high school, college, and life. [...] English 2 requires students to apply [...] practices to a new host of nonfiction and literary texts. As readers, students develop a vigilant awareness of how the poet, playwright, novelist, and writer of nonfiction alike can masterfully manipulate language to serve their unique purposes. As writers, students compose more nuanced analytical essays without losing sight of the importance of well-crafted sentences and a sense of cohesion. Each unit of English 2 culminates in a writing task that reflects the rigor of similar tasks they will eventually encounter on standardized writing exams, in AP English courses, and in college classes. *Pre-AP English 2 Course Guide, Collegeboard*

- II. Course Objectives:**

Madison City Schools Course Catalog:
https://docs.google.com/viewerng/viewer?url=https://www.madisoncity.k12.al.us/cms/lib/AL50000433/Centricity/Domain/2281/HSCurriculumCatalog2021-2022_FINAL_COMPRESSED.pdf

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The Alabama Course of Study Guide is found here (grade 10 begins on page 165):

<https://www.alabamaachieves.org/wp-content/uploads/2021/08/2021-Alabama-English-Language-Arts-Course-of-Study.pdf>

III. Course Framework: Lessons in units will follow this framework:

- Daily Blasts and Vocabulary
- Skills and Reading (First/Close)
- Short-writes and Peer Reviews
- Writing, vocabulary, essays, content tests.

IV. Classroom Expectations: **Accommodations:** Requests for accommodations for this course or any school event are welcomed from students and parents.

Students must bring laptops everyday. Our Studysync textbooks have daily, online lesson components. Students will need to access our classroom on Collegeboard to view/turn in assignments as well.

Concerning laptop utilization: 1. Student laptops should not be hard wired to the network or have print capabilities. 2. Use of discs, flash drives, jump drives, or other USB devices will not be allowed on Madison City computers. 3. Neither

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the teacher, nor the school is responsible for broken, stolen, or lost laptops. 4. Laptops and other electronic devices will be used at the individual discretion of the teacher.

Turnitin Notice: The majority of writing assignments in this course will be submitted to Turnitin via the Schoology learning platform. The primary focus of this software is to help students become better writers and scholars. Turnitin generates a report on the originality of student writing by comparing it with a database of periodicals, books, online content, student papers, and other published work. This program will help students discern when they are using sources fairly, citing properly, and paraphrasing effectively - skills essential to all academic work.

Students will have the opportunity to review their Turnitin originality report and will have the opportunity to make revisions before submitting their work for grading. Once their work is submitted, teachers have the opportunity to view the student's originality report and grade accordingly.

Turnitin monitors for both plagiarized sources online and Chat GPT construction.

Responsibilities: Students are required to attend classes, turn in daily and weekly assignments, complete online activities, write essays, and read material outside of class. Students will submit daily assignments, Personal Progress Checks (PPC), and AP English 2 Syllabus Performance Tasks through myap.collegeboard.org and other assignments through schoolology.com

Schoology: <https://madisoncity.schoolology.com/home>

Classroom codes will be provided in class during the first week of school.

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Without these accounts, students will not be able to view content/lessons and complete/submit assignments for grading.

Attendance: Missing a day of class on a block schedule is equivalent to missing two days of class on a period schedule. Please, make every effort to attend class on-time and everyday. **Getting notes and assignments on a day of absence are required (and the student's responsibility), but missing class discussions and lessons put the student behind. Being in class everyday, paying attention, taking notes, and turning in daily work will always benefit the student.**

Jet Lag: any student who falls behind on work, needs to do makeup work, or needs tutoring will be assigned Jet Lag during Refuel. Jet Lag is mandatory and failure to show will result in Refuel detention.

- V. **Grading Policy:** Major grades will account for 70% of the semester grade, with the remaining 30% being determined by classwork/homework grades, or minor grades. The grading scale is as follows: A (90-100), B (80-89), C (70-79), D (65-69), and F (below 65). Make sure all absences are excused: major/minor grades can be made up only for excused absences.

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- VI. Make-up policy/late work policy:** **No make-up work for unexcused absences for minor grades or for minor grade work not turned in on time. Late work for major grades with an excused absence will have a two day-late penalty: one day late, -10 points, two days late, -15 points. No late work for major grades will be accepted after the two-day late period (if the absence is unexcused).** If a student misses a major or minor grade and the absence is excused, it is up to the student to contact the teacher and make arrangements for a make-up date/time and the absence must be excused. Failure to do so will result in a 0 for the major or minor grade. Students will have **three days from the last EXCUSED absence** to make-up and submit work. All make-up work must be approved (with an excused absence) and emailed directly to the teacher. For late work that is allowed to be made up (see requirements above), a **zero** must be entered into PowerSchool until the grade is made up (per school policy).
- VII. Plagiarism and Cheating:** Definition found on parent/student signature sheet below. If any student plagiarizes work or participates in cheating, he/she will receive a zero for the assignment: this includes all students involved. **Giving one's work to another student to copy is cheating--this student will receive a zero as well.**

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VIII. Texts and Vocabulary:

It is recommended that students have their own hardcopies of the anchor texts for this course: *The Autobiography of Frederick Douglass* (summer reading), *Night* (Elie Wiesel), and *Julius Caesar* (William Shakespeare). These works may have essay assignments so personal copies are encouraged; students will want to highlight, flag, and annotate their own copies for use on essays.

Students will have cumulative vocabulary lists of 20 words a week. Words will consist of vocabulary in texts and ACT/SAT lists. Students will have daily vocabulary checks for a pass or fail minor grade of 25 points. It is important that students either create index-flash cards or a Quizlet bank—they will need a fast way to review vocabulary words each night. Since vocabulary is cumulative, students will end up being responsible for between 140-160 vocabulary words each 9 weeks. Vocabulary is crucial to minor and major grades, including essay writing. Vocabulary lists will be posted on class Schoology page.

IX. Materials and Supplies Needed:

It is recommended that students have a 3-ring binder with pockets to keep writing handouts and notes, colored post-it tabs, highlighters (at least 3 colors), lined, loose-leaf notebook paper, and black ink pens. **No spiral notebooks or composition notebooks—work on non-lined, loose-leaf paper will not be accepted.**

Tardy:

All teachers will close their doors once the tardy bell rings. Any student outside of the classroom at this time should immediately go to the **Attendance Office for a class pass. Students will not be allowed into the classroom without a**

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pass from Attendance. Students are recorded for one tardy when they are given a pass to class. Once a student has accumulated three tardies (across any of their classes, not just this class) then they will receive a detention. Three detentions result in one ISS day. Any one case of skipping class results in one ISS day. Detention/ISS is in room C 106. No cell phones are allowed in C 106.

18 – WEEK PLAN*	
Summer Reading Unit:	Knowledge and Freedom. Literary analysis. Rhetorical choices used by writer and movement within writer’s argument, annotations and acronyms, CDC basics. DIDLS. Building structured arguments in paragraphs and essays. Writers’ diction, imagery, detail, and figurative language effectiveness. Close reading and evidence-based writing. Questioning for content understanding and writer’s choices. Offering evidence and commentary for the author's purpose. Themes and motifs in literature and nonfiction. Douglass, Equiano, Hayden, Wheatley. Content/grammar/vocab tests. Daily quick-writes. Anchor text: <i>The Narrative of the Life of Frederick Douglass: an American Slave.</i> Douglass essay. Narrative writing and Narrative Essay.
Unit 1:	Moves in Argument. Collegeboard Unit 1. Various nonfiction articles and essays. Rhetoric and rhetorical analysis. DIDLS. Rhetorical appeals, counterargument, tone. Vocabulary, short-writes, rhetorical essay. Daily Blasts, first reads/close reads, skill checks, collaboration and discussion, peer reviews. Content/grammar/vocab tests. Anchor text: <i>Night, Wiesel.</i>

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	<p>Moves in Argument. Nonfiction and fiction. Other authors may include Le Guin, Kahf, Charara, Mora, Bradford, Bradstreet, Edwards, etc. Rhetorical essay on <i>Night</i>. Content/grammar/vocab tests.</p>
Unit 2	<p>Persuasion in Literature. Collegeboard Unit 2. Twain, Achebe, Hansberry, King, Henry, Paine, Shakespeare, Walker. DIDLS. Writing analytical sentences, paragraphs, and essays. Expansion of sentence templates, CDC structure, and relationship of ideas. Organization and structure of writing for effectiveness. Continue questioning text for both insightful and accurate commentary. Rhetorical moves of authors and characters. Daily Blasts, first reads/close reads, skill checks, collaboration and discussion, peer reviews. Vocabulary and short-writes.</p>
	<p>Persuasion in Literature. Literature as an argument. Focus shifts from analyzing effective writing choices in nonfiction to analyzing effective writing choices in fiction. Literary devices used by the author (metaphor, personification, theme, mood, tone, etc.) and their effect upon the reader. Multiple audiences. Movement within literary argument.</p>
	<p>Persuasion in Literature. Content/grammar/vocab tests.</p>
Unit 3	<p>Voice in Synthesis. Collegeboard Unit 3. Nonfiction. Informational texts. Opposing viewpoints. DIDLS. Collection of sources on the same topic with differing perspectives. Relevance of historical texts, author’s rhetorical choices, and rhetoric effectiveness. Academic vocabulary and verbs conducive to analysis and argument (movement, transition, depth, relationships, etc.). Independent and collaborative research of legitimate sources. Increase complexity of writing: insight and craft. Research paper. Research paper will include counterargument, concession, and rebuttal.</p>

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	<p>Voice in Synthesis. Vocabulary and short-writes. Daily Blasts, first reads/close reads, skill checks, collaboration and discussion, peer reviews. Content/grammar/vocab tests.</p>
Unit 4	<p>Purpose in Poetry and Prose. Collegeboard Unit 4. Identify the style of poets through literary choices the author makes in his/her writings. Meter and rhyme. Poetic literary devices and their effectiveness. Author’s purpose and tone. Author’s choice affects meaning and sound. Anchor text: <i>The Tragedy of Julius Caesar, Shakespeare.</i></p>
	<p>Purpose in Poetry and Prose. TPCASTT. DIDLS. Writing analysis of poetry--sentences, paragraphs, and essays. Examining tone vs. mood. Other authors read may include Doyle, Neruda, Heany, Espada, Bishop, Collins, Mikhail. Vocabulary, short-writes, rhetorical essay. Daily Blasts, first reads/close reads, skill checks, collaboration and discussion, peer reviews. Rhetorical analysis writing (essay or short essay of monologues and soliloquies). Content/grammar/vocab tests. [FINAL EXAM]</p>
Block 2	<p>Schoology: PQPD-GW3M-R77FK</p> <p>Collegeboard: NMP4NG</p>

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Block 3	Schoology: QX87-GRC9-GPF5F Collegeboard: 79JGGV
Block 4	Schoology: MVV6-JMMT-BTNZT Collegeboard: 22XMZA
	For electronically-submitted assignments and difficulty submitting: email me directly with reason you can't post with a screenshot verifying this <u>before</u> the due date.

* The syllabus serves as a guide for both the teacher and student; however, **during the term it may become necessary to make additions, deletions, or substitutions.** Adequate notice will be provided to students of any necessary changes.

XI. Office hours:

Please come during Refuel to make up any makeup work/tests (must be previously scheduled and excused absences). Refuel is also a good time for any questions or extra help with work. If you know you need help or makeup work, please try to let me know a day or two before so that I know not to schedule other appointments during that planned Refuel day. Remember, come by and talk to me if you have any questions or concerns with the class. I'm happy to help and work with you as much as I can outside of class.

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The best way to reach me is through email (address in header). I try to respond to emails daily. Students should email using their @madisoncity.k12.al.us address. If you don't hear from me in a few days, follow up in person or with a phone call (parents)--sometimes the school filter will forward outside emails into my Spam folder and I won't see them.

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Dear Parents/Guardians/Students,

I look forward to having a great year! Please let me know if you have any questions or concerns. Please make sure you all read the syllabus and sign at the bottom. Students should return this signature page (page 9) printed and signed by both parents and students. This printed sheet will be **due Monday, August 7th for a 40 pt minor grade.**

Please note that any acts of academic dishonesty or plagiarism may result in any or all of the following consequences from Madison City Schools' policy on Cheating:

“C. Cheating. A student who cheats will not receive credit for the work in question. If any other student has cooperated in the cheating, that student is also considered to have cheated and will not receive credit. Cheating students will also be subject to the consequences in the disciplinary consequences in Section XXII of this CSC. 1. Cheating is defined to include, but is not limited to: (a) copying someone else's work in or out of class and identifying and submitting it as your own (b) failing to quote and/or list appropriate citations for material derived from published sources (including the Internet) and identifying and submitting it as your own (c) the use of unauthorized notes, other materials, or assistance during the accomplishment of graded work in or out of class (d) any other situation in which the student attempts to or accepts credit for work not his or her own” (14-15).

Madison City Schools Student Code of Conduct for 2022-23 (last updated CC) found here: <https://www.madisoncity.k12.al.us/site/handlers/filedownload.ashx?moduleinstanceid=3761&dataid=2020&FileName=Policy%20CSC-2022-2023.pdf>

Thank you.

Parent/guardian signature: _____

Print student name: _____

Student signature: _____

Any comments or concerns: