**English 2 Honors Mr. O’Lynnger-Room A 204**

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**Course Description**:

Welcome to English 2 Honors and to a new school year that will challenge you to become a stronger reader, writer and thinker! This year we will be focusing on strengthening the reading and writing skills you learned in English 1, as well as learning new strategies that will give you confidence as readers and writers of literature and the world, in general.

Some of these reading, writing and speaking skills are: *annotating various texts* (fiction and non-fiction), *analyzing* how authors use point of view, structure, word choice to convey meaning, *analyzing the impact of language* has on meaning and purpose (connotation, denotation, tone, diction), effectively *citing text* to support the big ideas, *analyzing how the style and content* of different writing pieces contribute to the overall persuasiveness of those pieces, *writing for different audiences and for specific purposes*, using specific language that denotes that awareness of the audience and purpose, *engaging in effective and dynamic* discourse with each other on a regular basis.

The big purpose for this class is to discover your authentic voice as a reader and writer by becoming genuinely curious about the world around you. Although each thematic unit has broad essential questions to guide our readings, the major assignments for this class will be centered on YOUR OWN QUESTIONS about the texts we are reading (novels, short stories, essays, poems, news articles as well as multimedia texts). We will be reading a variety of non-fiction (articles, essays, poetry) and fiction texts (short stories, novels) that will be tailored according to your individual reading preferences and learning styles.

Here is a brief synopsis of English 2 this year:

**Yearlong Essential Questions:** How do writers convey their ideas/form arguments about the world?

How do I use effective writing choices/devices to make a strong argument/convey complex ideas?

**Quarter 1** ***Social Injustice***

Major assignment: Literary analysis; Yearlong Portfolio Reflection

**Quarter 2** ***The Individual in Society***

Major assignments: Explanatory Essay (Literary Analysis) and Argumentative Essay; Yearlong Portfolio Reflection

**Quarter 3** ***The Self and Nature***: Exploratory Human Relationships and Nature

Major Assignments: Rhetorical Analysis and Informational Explanatory Text (Digital Public Service Announcement); Yearlong Portfolio Reflection

**Quarter 4** ***Technology and Society: Who’s Really in Charge?***Major Assignments: Comparative Literary Analysis, Research-based Argument, Yearlong Portfolio Reflection

**Grading Policy**

Grades are important to you as they reflect the effort you put in this class. For English 2, your grade will be the reflection of 4 major categories: Reading Assignments (25%), Writing (25%), Studying/Preparation (25%) and Participation/Sharing Ideas (25%). You will receive a different paper that would outline what goes in each category. Your grades will be input in PowerSchool for easy access.

**Parents/guardians, please feel free to email me in order to get access to your daughter’s/son’s grades.** I do not treat students based on preferences, but on hard work and serious academic commitment. Consequently, each day the work is late, the grade for that project/homework/essay will drop a letter grade. **No work will be accepted after one week unless in exceptional circumstances.** If the case of such unusual circumstances, you need to contact me and let me know.

If absent, it is your responsibility to make up the work and hand it in on time. You will find the work you missed in the daily folders and the classroom folders. If you need extra clarification, contact me **before or after class**. Poor attendance will affect your grade if the absences are not justified (medical or other valid reasons). **10 or more absences per year can result in missed credit for English 2, as per school policy.**

**Plagiarism** occurs any time you use someone else’s ideas, work or words without appropriately citing the original source. We will be using MLA format for the formal assignments. Final essays and written project components must be typed, double-spaced and stapled and must include: one-inch margins, page numbers, a title and a *Works Cited* page. When in doubt, check these helpful websites: <http://owl.english.purdue.edu/owl/resource> or <http://citationmachine.net> or come and see me**.** Plagiarism is a serious offense that will result in a “0” for the assignment. Parents/guardians and administrators will be contacted to let them know of this behavior.

**Materials Needed**

You need to get: You will need a three **ring binder** that will be divided into the following sections (use dividers or sticky notes for this purpose): **1-Looseleaf Papers (for in-class assignments) and a Notebook; 2-Helpful Handouts (that I will give you throughout the year); 3-Graded Papers (**this section will be emptied each MP, as we will be creating and organizing our Yearlong Portfolios)**.** By dividing your binder, you will ensure that you will stay organized and you will be able to keep track of your progress in this class.

Please have **writing utensils** (pen and pencils) each time you come to class.

Important: All students are required to maintain a yearlong portfolio. This portfolio will contain various pieces of writing from throughout the year, along with thoughtful reflections on your reading and writing skills. We will be working on this portfolio all year long. **KEEP ALL GRADED PAPERS THAT I RETURN TO YOU (**in Section number 3 of your binder).

**Extra Help/Tutoring**

My classroom door is always open for any questions you and your parents/guardians might have. Do not hesitate to ask questions-there are never any “dumb” questions than the questions you already know the answer to! I am available for extra help after school-please consult with me on the day and time.

**General Classroom Rules**

* Be prepared, present and ready to learn (that means-no cell phone use, disrespectful or foul language-to me or each other-, talking over me or each other). Keep the space clean (no food or “sticky” beverages!).
* Be positive when you enter the classroom. Each day is a new day to learn and better yourself. I have faith in you and will be there for you each step of the way this year.

I am looking forward to an exciting and productive year with you all!

Sincerely,

Mr. O’Lynnger

**TEACHER COPY (*return to school after completed)***

Dear Parents and Guardians,

I am excited that your child decided to take the challenge in enrolling into Honors English 2 course! I am excited about a year of working together to develop your child’s ability to read and analyze the world, communicate effectively with a variety of audiences, and think about complex issues in a deeper way. In order to ensure your child’s success, you need to be aware of key policies and expectations for this course. Please read over the following information and sign the statement at the bottom, including your preferred method of contact. If you have any questions or concerns about any of the policies and expectations outlined below, please note them in the comment section at the bottom. In addition, please tell me if there is anything I need to know about your child that would help us teach him or her better. Lastly, do not hesitate to contact me at any point during the course if you need further clarification or have any concerns.

**Policies and Expectations:**

* Students should expect to complete homework on a regular basis. I am not a fan of “busy” homework; if homework is assigned, it is for a good reason: that of cementing the skills we are working on in class.
* Please make it a priority to check regularly with me (either via email, phone or in-person appointment) on your child’s progress in class. If you have specific concerns about grades/overall progress in class, do not wait until the last moment (end of the marking period to address that). I will do my absolute best on my part to keep the communication open and keep you informed.
* Use Powerschool regularly to check your child’s grades and progress in class. I update the system daily.
* Students need computer and internet access on a regular basis; if this is a concern, please make arrangements for students to stay after school or go to the public library.
* Attendance in class is essential. When students miss class, most of what they miss cannot be duplicated or “made up” because it involves class discussions and peer-to-peer interactions. Each class discussion receives a grade in the Discourse category. If students are absent, they will receive a zero for the day, except in cases when they can provide documentation for an excused absence (parent’s note, doctor’s note etc.). Absences due to field trips will be addressed on an individual basis, depending on the student’s performance in class and responsibility for class obligations. For more information on the specific grading policy, please see the syllabus that was sent home with your child.
* In case of emergency or illness, please contact the teacher to make arrangements for make-up work and/or extensions in a timely manner. While I understand and am flexible in cases of emergency, I cannot do anything about missed assignments if I am not informed. Failure to inform me will result in zeroes on missed assignments.
* Assignments must be turned in on time. Late work (even one day late!) counts for 50% of the initial grade. Work handed in later than one week will not be accepted.
* Students should bring all final major papers and essays to class typed, and printed in hard copy. If students are unable to print, they may e-mail their work by 9 pm the night before the paper is due.
* Academic integrity is paramount. Any incidents of plagiarism will receive an irreplaceable zero on the assignment, and disciplinary action will be pursued at school.

Child’s name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Parent/Guardian(s) name(s) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

I have read the Policies and Expectations for English 2 Honors, as well as the syllabus and grading policy sent home with my child.

I have the following questions, comments, suggestions and concerns about the policies and expectations for this course:

In order to better teach my child, you need to know:

Signature:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Phone number(s): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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

Student Email address: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Home address: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Preferred method of contact (circle one): Phone Email

**PARENT COPY (*keep for your own records)***

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Honors English 2 Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Your quarter grades will be based on grading criteria that looks something like the following:

1. Your ability to put EFFORT into the kind of preparation and studying that is REAL. This means

* Coming to class, on time, physically and mentally prepared, which means
* Coming to class:\_\_\_\_\_\_\_absences and \_\_\_\_\_\_\_\_\_tardies  
  (A word here: absent is absent, regardless of the reason; arriving 20 minutes or more to class, regardless of reason, is an absence; one point is deducted from your effort grade for each one).
* Making your thinking VISIBLE
* Being engaged, bell to bell, with the business of class (notebook open, pen in hand at the start of class, not packing up early at the end of class)
* Avoid distractions (like your cell phone, homework for another class, the person in the hall…you know what I mean…)
* Taking responsibility for your learning, which means
* Leaving class knowing what you have to do each night, and then
* Making time to do it (and not just rushing through it)
* Coming to class prepared
* Turning assignments in on time
* Finding out what you missed when absent and making up the work quickly
* Catching up with assignments as quickly as possible if you fall behind

**Effort grade**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Your ability to PARTICIPATE constructively in conversation. This means being here and

* Sharing your ideas
* Signaling that you want to be heard
* Waiting to be acknowledged before speaking
* Waiting until your classmates are ready to hear you
* Reading your prepared (on paper) thinking
* Speaking loudly and clearly enough to be understood
* Offering your ideas as a jumping off point for discussion
* Listening to the things your classmates are trying to say to you
* Looking at the person speaking
* Listening with a pen
* Avoid private, exclusive conversations
* Responding to them in a way that encourages further thinking
* Asking them (your classmates) for clarification
* Following up and adding to what your classmates have said
* Offering a divergent point of view
* Doing your part to find out what the “quieter” members of the community think

**Participation Grade**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Your ability to make sense of the assigned (or independently chosen) READINGS. This means

* Being curious-really wondering why rather than jumping to conclusions/judgments
* Developing multiple theories in response to what you and your classmates are wondering
* Checking these theories out-against the texts and against the world around you
* Paying close attention to the longer, more philosophical passages that explain why the characters think/feel/act the way they do
* Making connections among the texts we’re reading and the “other” texts (including the world we’re walking around in)
* Making connections between those texts and the big ideas of the course

**Reading Grade**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Your ability to engage in the process of WRITING. This means

* Participating in writing workshops
* Sharing your writing
* Asking for specific feedback
* Providing feedback on your peers’ writing
* Revising your work based on those conversations
* Demonstrating that you
* Have an awareness of audience and purpose
* Can get your audience to take on “second thought” look at their world
* Think strategically about how you put your pieces of writing together
* Drawing your audience in with a strong lead
* Citing and analyzing philosophical passages to support your ideas
* Making a logical, coherent argument
* Are able to reflect on your writing to figure out how to get it to work better at creating the effect you want it to have on your audience
* Your ability to keep your work together in an organized way, to keep track of your progress and thoughtfully reflect on your progress. Keep all your papers organized in your binder (graded papers, important handouts) and use your working portfolio to constantly reflect on your progress.

**Writing Grade**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_