

**English II – American Literature  
Syllabus and Policies**

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*"If people cannot write well, they cannot think well,  
and if they cannot think well, others will do their thinking for them."  
~ George Orwell*

**Course Description:** This course introduces students to some of the best writers of United States' literature. Students should be prepared to do a considerable amount of reading and to demonstrate his/her understanding of the readings. The other areas covered are vocabulary building and writing improvement. Students will write for a variety of audiences and purposes. Concepts such as personal writing, the essay form, mechanics, vocabulary, and usage will be stressed. The emphasis will be on clear writing, literary analysis, and trends in American styles of writing.

**Below are *some* of the questions we will consider throughout the year:**

- What is prejudice? How does prejudice lead to injustice? How should individuals respond to prejudice?
- What is empathy? Why is it important for individuals to empathize with others?
- What factors influence our moral growth? What kinds of experiences help us learn how to judge right from wrong?
- What is the true meaning of courage? How can individuals uplift unheard voices and fight for social justice?
- What is identity? To what extent do we determine our own identities? What influence does society have?
- How does community determine what one values and what is worth defending?
- To what extent should individuals change to accommodate the community? To what extent should the community change to accommodate the individual?
- What does who we are suggest about what we should do? How do we negotiate conflicts within the various roles we fill?

**Materials:** Students should have a folder or three ring binder and a notebook exclusively dedicated to this class. Additionally, pens and pencils should be brought to class each day.

**Grading:** Students' grades will be determined by the following:

- Class participation and completion of class assignments (15%)
- Completion of homework (15%)
- Mastery: projects, quizzes, and tests (50%)
- Growth (10%)
- Final Exam (10%)

**Grading Scale:**

<b>A</b>	<b>90-100</b>
<b>B</b>	<b>80-89</b>
<b>C</b>	<b>70-79</b>
<b>D</b>	<b>60-69</b>
<b>F</b>	<b>59 or Below</b>

### **WHAT ARE THE CLASSROOM EXPECTATIONS?**

During the first few days we will create norms and guidelines for our class community. These expectations will align with three guiding principles: respect, responsibility, and academic rigor. Profanity and hate speech will not be tolerated in our classroom.

Upon entering the room, check the whiteboard for the "Do Now" or directions and proceed accordingly. This will ensure that you are focused and ready for class each day. Please be seated before class begins; remain seated until AFTER you are dismissed (*these are two of Ms. Sack's pet peeves*).

**Student Tasks:** Students are expected to keep a folder with all handouts, assignments, and are to bring required materials to class each day. Students must complete all assignments on time and participate in all activities. Assignments are due at the beginning of the class period on the day specified. 50% of the grade will be deducted for any homework, projects, essays, and presentations handed in late (work handed in extremely late will receive credit at teacher discretion). **Official School Policy will be followed for incidents of missing homework, cheating or plagiarism.** Students should expect daily homework and reading assignments.

**Absences:** Absence for class has a direct impact on a student's level of success. In the event of an absence, it is the responsibility of the student to find out and complete make-up work. The student must meet with the teacher during the beginning of class on the day he/she returns for make up assignments, handouts that were distributed, and to turn in work that was due while the student was absent.

**Absence procedure:**

When you arrive to class, go directly to the cabinet and grab any handouts from the make-up work folder. Then, come directly to me and hand me your absence form. You should also remember to turn in any homework that was due on the day of your absence. I will explain and clarify directions for completing make-up work, and I will hand you back your signed absence form. It is your responsibility to remember to turn in your assignment the next day in order to receive full credit. **If your absence was unexcused, you will not receive credit for missing assignments.**

**LAST BUT NOT LEAST...**

Success in school depends greatly on cooperation between parent/guardian(s), teachers, and students. By supporting one other, we will open opportunities and create a learning environment for students that will encourage creativity, leadership, and achievement of goals. I welcome any questions that you might have throughout the school year. I am available before and after school as well as by appointment.

Each of you is a unique individual who has something valuable to offer to our class with your skills, backgrounds, and perspectives. I know that while it's important for you to develop responsibility and organizational skills, your life consists of more than just the time you spend in our classroom each day. It is important that we treat one another with kindness and respect at all times.

My goal is for *each* of you to become better readers, writers, listeners, speakers, and above all, better THINKERS. Please talk to me about any concerns you may have. I am here to help you succeed. I'm looking forward to a memorable and exciting year!

I have read the above and accept and understand the policies/guidelines of the English II Course.

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Parent Name (Please print)

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Parent Signature (Please sign)

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Student Name (Please print)

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Student Signature (Please sign)

Name:

**Syllabus Scavenger Hunt**

1. Which question from the syllabus are you most interested in exploring this semester? Why?
  
  
  
  
  
  
  
  
2. What are the materials needed for this class?
  
  
  
  
  
  
  
  
3. In this class, the expectations align with three guiding principals. What are they?
  
  
  
  
  
  
  
  
4. What are you expected to do immediately upon entering the classroom?
  
  
  
  
  
  
  
  
5. What is the consequence for missing homework and assignments?
  
  
  
  
  
  
  
  
6. What are you supposed to do if you were absent from class?
  
  
  
  
  
  
  
  
7. How can I help you be successful this year?



