

English 2 Honors Course Syllabus

Teacher: Mrs. Taylor Goff

Room: 221

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English 2 Honors Course Description: Welcome! English 2 Honors is a reading and writing intensive course that is designed to help you become a more critical reader and authentic writer. Students will be exposed to the components of both the TDA Essay and multiple text forms. *Composition skills of those entering English 2 Honors must exceed mere proficiency and should exhibit the student's understanding of the writer's craft. Students in English 2 Honors will be expected to exhibit critical thinking skills when analyzing what they have read.* Careful reading and critical analysis of such works of fiction, drama, and informational text will provide rich opportunities for you to cultivate and develop an appreciation of literature, reading, and writing. *The rigor of this course will fully prepare students for all future Honors or AP English courses.*

Students will be required to check Mrs. Goff's website and Google Classroom to ensure the completeness of ALL the necessary assignments.

SC State Standards: Course standards are aligned with the South Carolina State Department curriculum standards and guidelines. You can find a copy of these standards on The School District of Greenville County website.

www.greenville.k12.sc.us

Major Areas of Study May Include Some or All of the Following: Selected short stories, poetry, informational text, nonfiction and fiction texts, novels such as *Long Way Down*, *Night*, and drama such as *Twelve Angry Men*, *Macbeth*, and others (See parent letter for descriptions) *The book list/synopsis is located at the bottom of the document.*

Course Goals: Students will complete sample multiple-choice tests and TDA essays for EOC Preparation weekly.

Assignments: Lots of reading, lots of writing! It's the only way to get better at both! You can expect to read, write, and discuss on a daily basis. You will earn grades for:

- Writing Assignments: daily writer's notebook entries, essays, in-class TDA timed essays
- Reading Assignments: Response journals, reading quizzes, tests, vocabulary quizzes
- Speaking: Socratic seminars, presentations, interactive orals

In this course, you will...

- Zoom in on an author's craft by identifying and analyzing literary and rhetorical devices.
- Analyze individual parts of a text and understand how they fit into the whole
- Write with more intention by choosing a variety of strategies to best suit your purpose
- Gain familiarity with types of questions on the EOC assessments through repeated practice
- Use technology to publish writing
- Read thought-provoking materials and discuss your ideas in class regularly.

Pacing Guide (tentative/can change):

- Informational Texts/Short Stories pulled from CommonLit and MasteryConnect
- *Long Way Down*
- Narrative Writing/Plot Elements
- *Twelve Angry Men* film
- Argumentative Writing
- Nonfiction texts
- *Fahrenheit 451*
- ★ *Hunger Games*
- *Macbeth* (if time permits)
- TDW Essays/Writing*

- Nonfiction texts*
- Grammar, Writing, Literary Devices, Vocabulary Lessons throughout

EOC ASSESSMENT

- This year's English 2 EOC will take place at the conclusion of the semester.
- Students will have the opportunity to take part in practice exams throughout the semester.

Grading Scale

- Major-60%: tests, projects, major writing assignments
- Minor-40%: quizzes, homework, participation in minor writing assignments
- EOC- 20% of final grade/final exam grade*

The Grading Scale:

A = 90-100 B = 80-89 C = 70-79 D = 60-69 F = 59 or below

What you will need...

- Chromebook
- Highlighters, pens, or pencils
- Binder
- Notebook to organize important notes
- Provided textbook from Mrs. Goff

Classroom Rules:

1. Obey all rules stated in the student handbook. All Greer High School and School District of Greenville County Rules must be followed at all times.
2. Arrive to class on time, be prepared for instruction, and have materials on desk as soon as the bell rings.
3. Check Google Classroom for assignments daily; make sure Chromebooks are charged for class.
4. Listen and participate in class discussions, while taking personal responsibility for ALL assignments—including MISSING assignments.
5. Respect all others in the classroom at all times.
6. NO sleeping in class. Will result in 0 for participation grades.
7. NO electronic devices in the classroom; Chromebooks will be mandated by the teacher.

Consequences:

1. Verbal Warning
2. Student Conference and Parent Contact
3. Discipline Referral to Appropriate Administrator

First 15 minutes and last 15 minutes:

- We collectively ask that students not leave the classroom during the first 15 minutes and the last 15 minutes of class.

Cell Phone/Earbuds Policy

- **NO CELL PHONES OR EARBUDS ALLOWED.**
- **The first violation will result in a warning. Continuous issues can result in removal from class, detention, or referrals.**

Disrupting the Learning Environment Policy:

- **1st Violation:** Warning
- **2nd Violation:** Administrative removal, referral written, and parent contact
- **Cutting By Being Out of Class (15 minutes or longer) Policy:** The administrator will be called, a referral will be written for cutting, and parent(s) will be contacted.

GHS Tardy Policy:

- 1st/2nd/3rd Offense - Warning, contact parent on 3rd tardy
- 4th/5th Offense - Lunch Detention
- 6th/7th Offense - ISS 2 days
- 8th + Offense(s) - OSS (increased with additional offenses)/Probation as needed

Teacher's Policies: *I will uphold IEP/504 accommodations.*

- **Plagiarism:** ANY plagiarism will result in academic and disciplinary action, including a zero on the assignment. This includes, but is not limited to, copying the work of another student or letting someone copy your work or papers, or using information from the web, a book, or other sources without giving credit. **This includes AI-generated essays/answers/assignments.**

Make-up Work Policy: YOU ARE RESPONSIBLE FOR ASKING MRS. GOFF ABOUT MAKEUP WORK AS WELL AS MAKING UP YOUR WORK!

- **If absent, please** check the teacher's website for the daily agenda and Google Classroom for uploaded assignments, and/or check with Mrs. Goff before school, after school, or through Email.
 - If you are absent the day a major project or assignment is due, you must turn it in the day you return, or it will be considered late.
 - If you are absent the day **BEFORE** a long-term assignment or test, it is still due on the assigned date, since you were already aware of the deadline.

Greer High School Makeup Policy:

- At a minimum, students may receive up to 75% on minor assignments turned in 1 day late.
- At a minimum, students may receive up to 50% on minor assignments turned in 2 days late.
- This policy does not apply to students who are absent for instruction. When considering absences, teachers will assign a reasonable amount of time for students to make up assignments that do not exceed 5 days.

Absences: Per district guidelines, students may not miss more than 5 days per semester or 10 days for a yearlong course. Please be aware of your absences and discuss missing work with Mrs. Goff.

Office/Tutoring Hours: Mrs. Goff's office hours will be:

- Monday through Friday before or after school. Email or see Mrs. Goff to schedule a time for tutoring after/before school.
- Brain Gym will be held after school from 4-5 PM. Check out the GHS website for details.

Short Stories:

- ["The Tell-Tale Heart"](#) by Edgar Allan Poe
- ["The Interlopers"](#) by Saki
- ["The Lottery"](#) by Shirley Jackson
- ["The Most Dangerous Game"](#) by Richard Connell
- ["The Pedestrian"](#) by Ray Bradbury
- ["2 B R 0 2 B"](#) by Kurt Vonnegut
- ["Harrison Bergeron"](#) by Kurt Vonnegut Jr.
- ["The Veldt"](#) by Ray Bradbury
- ["Examination Day"](#) by Henry Slesar
- *Note: EOC cold-read practices will focus on informational texts.*

Book Synopsis List:

The teacher will provide all excerpts in Google Classroom or via a hard paper copy.

- **Long Way Down by Jason Reynolds:** Long Way Down (2017) by Jason Reynolds is a young adult novel in free verse about Will Holloman, a young black boy struggling to make a decision after his brother Shawn is shot dead in the street. Will plans to seek revenge, but before he can leave the elevator of his building, he is greeted by a series of ghosts who confuse and complicate his perspective on Shawn's death and the idea of revenge killing.
- **Macbeth by William Shakespeare:** One night on the heath, the brave and respected general Macbeth

encounters three witches who foretell that he will become king of Scotland. At first skeptical, he's urged on by the ruthless, single-minded ambitions of his wife, Lady Macbeth, who suffers none of her husband's doubt. But seeing the prophecy through to the bloody end leads them both spiraling into paranoia, tyranny, madness, and murder. This shocking tragedy - a violent caution to those seeking power for its own sake - is, to this day, one of Shakespeare's most popular and influential masterpieces.

- ***Fahrenheit 451***: "Fahrenheit 451" by Ray Bradbury is a classic dystopian novel set in a future society where books are banned and "firemen" burn any that are discovered. The story follows the protagonist, Guy Montag, a fireman who begins to question his duty to the state and ultimately has to choose between his personal beliefs and his loyalty to the government. Bradbury's writing style is engaging and thought-provoking, drawing readers into a world where free thought is suppressed and conformity is valued over critical thinking and intellectualism. This classic novel is a must-read for anyone interested in science fiction, dystopian literature, or social commentary.

The following is a list of films/movies/videos/plays that English 2 teachers could include in his/her curriculum at Greer High School:

- *12 Angry Men* (1957 film)
- *Macbeth* Film (TV-14/PG)
- TED-Ed Videos (based on the unit of study)
- YouTube Videos (based on the unit of study)
- Rated G/PG Films (based on the unit of study)
- *The Hunger Games* (PG-13)

RETURN THIS PAGE TO MRS. GOFF

By signing this, I, _____ (Parent/Guardian's name), agree that I have read and understood all of the above information stated in the syllabus. I understand that my student will be held accountable for the information and expectations stated above for Ms. Gibson's English class. My student is also aware of the expectations listed.

Please CHECK which applies:

_____ I **DO** allow my student to participate in watching **all** listed films/movies for this course.

_____ I **DO NOT** allow my student to watch listed films/movies for this course.

Student Name: _____

PARENT Signature here: _____

Date: _____

Parent Contact Information Sheet (RETURN to teacher):

Student Name: _____

Parent's Name(s): _____

Email (s): _____

Parent 1 #: _____

Parent 2 #: _____

It is important for communication between the teacher and the parents to occur whenever possible. Please keep me informed of any changes at home that may affect your child's academic performance. I will also keep you informed. List any special information that would be beneficial to me as his/her teacher:
