



PRE-AP ENGLISH II SYLLABUS

FALL 2023

Ms. Anne Beatty

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Website [here](#); syllabus available under Course Expectations

Course Title: Pre-AP English II

Credit: One

Classification and Maximum Weight: Honors, 4.5 Quality Points

Prerequisites/Co-requisites: English I, Honors English I, or Pre-AP English I

Office Hours:

Before School: Thursday, 8:30 a.m.-9:10 a.m. I am also usually available by appointment, as long as you communicate with me ahead of time, to meet before or after school.

Lunch: Monday, 12:30-1:00 (or by appointment)

Course Overview: Welcome to Pre-AP English II at The Early College at Guilford! This course builds on the foundation of English I, with an emphasis on the recursive moves that matter in preparing students for the challenge of college-level reading, writing, and discussion. 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 and argumentative essays without losing sight of the importance of well-crafted sentences and a cohesive line of reasoning.

UNITS OF STUDY

This semester, we will follow the units established by the College Board's Pre AP curriculum. Students will be provided with copies of all readings; however, you may purchase your own copies of the novels if you wish to annotate (highlight, write in the margins, etc.).

The following is a schedule of our units and core texts we will study this semester. In addition, we will also study vocabulary and grammar and conduct research and informal presentations. Changes may be made as students' needs arise.

Unit I: Moves in Argument

EQ: How do people use language and images to document suffering, and to what end? How do authors use evidence, whether books or photography, to create a persuasive argument?

Unit Overview: In this unit, students will critically read print and non-print arguments, analyzing their rhetorical features and moves. We will consider the benefits and limits of both language and film to bear witness to suffering, whether writing about the Holocaust or taking photographs of the war in Ukraine. Ultimately, we will consider how the testimony contained in these arguments can bring awareness and effect change.

Unit Goals: Students will be able to

- Understand a nonfiction memoir's position within a greater historical context.
- Critically read a collection of print and non-print texts as arguments to analyze.
- Evaluate texts with different perspectives on the same topic.
- Practice close/deep reading and comprehension strategies, paying particular attention to language choices.
- Incorporate argumentative writing techniques, such as counterarguments, rebuttals, and concessions.
- Reflect upon the messages found in literature and their impact on daily life.

- Write an argumentative essay.

Anchor Text: *Night* by Elie Wiesel

Ancillary Texts:

- “How Film Transforms the Way We See the World” TED Talk by Sharmeen Obaid-Chinoy
- “The Ones Who Walk Away from Omelas” by Ursula Le Guin
- Selected photographs Lynsey Addario and LaToya Ruby Frazier

Major Assignments: Students will write an argument that establishes a line of reasoning and is well developed with evidence and commentary.

Key Standards Addressed:

- **RI.9-10.5** Analyze how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.
- **RI.9-10.1:** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- **RI.9-10.2:** Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
- **RI.9-10.3:** Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
- **RI.9-10.6:** Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.
- **W.9-10.1:** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- **RI.9-10.4:** Determine the meaning of words and phrases as they are used in a text; analyze the cumulative impact of specific word choices on meaning and tone.
- **RI.9-10.8:** Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.
- **L.9-10.5a:** Interpret figures of speech in context and analyze their role in the text based on grades 9-10 reading and content.

Unit II: Persuasion in Literature

EQ: What is the relationship between identity and culture? Who gets to tell the story of who you are?

Unit Overview: In this unit, students will learn about the complex history and political climate of Nigeria in a bildungsroman that wrestles with themes such as identity, freedom, oppression, love, and tradition. Students will consider the intersection of culture and identity in the characters as well as in their own lives.

Unit Goals: Students will be able to

- Write a personal narrative that includes specific details, scenes, and descriptions.
- Effectively use exposition and dialogue to convey meaning and add variety and interest to narrative writing.
- Define, identify, and analyze an author’s use of literary elements.
- Discuss and analyze an author’s choices, such as use of structure, as they apply to meaning.
- Analyze a character’s development over time.
- Track dynamic characters as they change in complexity.
- Write a literary analysis essay.

Anchor Text: *Purple Hibiscus* by Chimamanda Ngozi Adichie

Ancillary Texts:

- “My Single Story” TED Talk by Adichie

- Excerpts from *Things Fall Apart* and *Heart of Darkness*
- “The Second Coming” by W.B. Yeats and other selected poems

Major Assignment: Students will write a literary analysis essay that explores elements such as the author’s purpose, themes, and character development. Students will also write a personal narrative.

Key Standards Addressed:

- **RL.9-10.3:** Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
- **RL.9-10.2:** Determine a theme of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
- **RL.9-10.6:** Analyze a particular point of view or cultural experience reflected in a work of literature form outside the United States, drawing on a wide reading or world literature.
- **W.9-10.3:** Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences
- **RL.9-10.5:** Analyze how an author's choices concerning how to structure a text, order events within it, and manipulate time create effects such as mystery, tension, or surprise.

Unit III: Voice in Synthesis

EQ: How well does the literary canon serve us today (and especially that most literary of figures, Shakespeare)? To what extent should the canon be revamped or modernized, considering the benefits and drawbacks of studying classical literature?

Unit Overview: Students will read a Shakespearean play for enjoyment and understanding—and once they are experts (or at least a bit more informed) they will read arguments about the controversy surrounding teaching Shakespeare. Ultimately, students will form their own position on the literary canon.

Unit Goals: Students will be able to

- Understand and appreciate Shakespeare’s language, as it was intended (drama and entertainment).
- Analyze characters and themes in a dramatic work.
- Join a conversation among scholars about relevance and representation in the literary canon.
- Understand and evaluate arguments on opposing sides of a controversy.
- Support their own arguments with strong, cited evidence and commentary.
- Write a synthesis argument that brings several voices/sources into conversation with the student’s own position.

Anchor Text: *Othello* by William Shakespeare

Ancillary Texts:

- “Playing Othello” by Hugh Quarshie
- “Letter to the Editor of the Charleston Gazette” by Pat Conroy
- Selected articles by teachers and scholars on benefits and drawbacks of teaching Shakespeare

Major Assignment: Students will write a synthesis essay incorporating multiple sources to support an original argument about relevance and representation in the literary canon.

Standards Addressed:

RL.9-10.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

- **RL.9-10.5:** Analyze how an author's choices concerning how to structure a text, order events within it, and manipulate time create effects such as mystery, tension, or surprise.
- **RL.9-10.2:** Determine a theme of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

- **L.9-10.4:** Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies: context clues, word parts, word relationships, and reference materials.
- **L.9-10.5:** Interpret figures of speech in context and analyze their role in the text based on grades 9-10 reading and content.
- **SL.9-10.1:** Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

Unit IV: Purpose in Poetry and Prose

EQ: What is the relationship between language, power, and freedom? How do people find autonomy and empowerment in their lives?

Unit Overview: In this unit, students will critically read a collection of poetry and choose between James Baldwin’s *Go Tell It on a Mountain* and Toni Morrison’s *Beloved*. Although very different novels in some ways (style, time period, narrative voice), both grapple with the legacy of slavery and racism to examine the sacrifices and limitations that free people still face.

Unit Goals: Students will be able to

- Read, understand, analyze, and appreciate a range of poetry.
- Evaluate a rich literary text through analysis of complex ideas, concepts, and historical context.
- Write a literary analysis research paper that introduces and develops a strong thesis with well-chosen evidence and valid reasoning.
- Quote directly from the text with exact quotations; paraphrase ideas by restating in new words.
- Correctly integrate quotations and other evidence into written analysis; cite according to MLA format.

Anchor Text: *Beloved* by Toni Morrison OR *Go Tell It on a Mountain* by James Baldwin

Ancillary Texts:

Various works of poetry, both contemporary and historical

Major Assignment:

Students will write a four-to-six-page analytical research paper that discusses, in-depth, a particular aspect of the novel (imagery, symbolism, characterization, etc.).

Standards Addressed:

- **RL.9-10.5:** Analyze how an author’s choices concerning how to structure a text, order events within it, and manipulate time create effects such as mystery, tension, or surprise.
- **W.9-10.2:** Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
- **RI.9-10.7:** Analyze various accounts of a subject told in different mediums, determining which details are emphasized in each account.
- **L.9-10.1:** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the 9-12 grammar continuum.
- **SL.9-10.1:** Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

Unit V: “All That Glitters”

EQ: How do money and class affect our American ideas of happiness and success—both one hundred years ago and today?

Unit Overview: In this unit, students will be drawn into the social circle of a young millionaire living during the 1920s Jazz Age. The protagonist Jay Gatsby’s elegant life reveals not only his success, but also his hidden desires.

Unit Goals: Students will be able to

- Evaluate a rich literary text through analysis of nuanced language and themes.
- Participate in meaningful small and large group discussions.
- Analyze how authors convey complex ideas, concepts, and information.
- Write a rhetorical analysis essay that effectively introduces and develops a thesis with well-chosen evidence.
- Expand knowledge and use of academic and concept vocabulary.

Anchor Text: *The Great Gatsby* by F. Scott Fitzgerald

Ancillary Texts:

- “The Singer Solution to World Poverty” by Peter Singer
- “A Guerrilla Gardener in South Central LA” by Ron Finley

Major Assignment: Students will write a rhetorical analysis essay that identifies the author’s purpose, establishes a line of reasoning, and develops an argument with textual evidence and commentary.

Standards Addressed:

- **RI.9-10.2:** Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
- **RI.9-10.3:** Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
- **RI.9-10.5:** Analyze how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.
- **RL.9-10.2:** Determine a theme of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
- **RL.9-10.4:** Determine the meaning of words and phrases as they are used in a text; analyze the cumulative impact of specific word choices on meaning and tone.
- **RL.9-10.5:** Analyze how an author’s choices concerning how to structure a text, order events within it, and manipulate time create effects such as mystery, tension, or surprise.
- **W.9-10.2:** Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
- **L.9-10.2:** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; demonstrate proficiency within the 9-12 conventions continuum.

GRADING

The grade that you earn in this class is **your** grade – therefore, it’s up to **you** to be responsible for all notes, assignments, due dates, make-up work, and so forth.

Quarter 1: 40%

Quarter 2: 40%

Final Exam (EOC): 20%

Evaluation each quarter will be based on the following percentages:

- Classwork/Homework.....20%
- Quizzes, In-Class or Shorter Essays.....30%
- Tests, Projects, Out-of-Class or Longer Essays.....50%

Guilford County Schools Grading Scale:

A = 90-100
B = 80-89
C = 70-79

D = 60-69
F = 59 AND BELOW
INC = INCOMPLETE

Late Work Policy: If you turn in late work, your grade will receive a 10% deduction for each day it is late. (Example: If you earned a 90% but submitted your essay/project one day late, you'd receive an 80%.) *I do not accept late work more than a week after the due date.* If you experience extenuating circumstances, you should negotiate with me in person PRIOR to the day the assignment is due, whenever possible. Only then might I accept late work for full credit.

Make Up Work Policy: A student who misses the day before a test or quiz is still expected to take the test or quiz on the appropriate day. Exceptions may be made on a case-by-case basis for students, particularly for those students who have also missed two or more days directly prior to the test or quiz.

Students are expected to have their homework assignments completed regardless of whether they missed the prior day's lesson, unless that assignment was given in class on the day of a student's absence. A student who misses a test or quiz date must discuss a make-up date with Ms. Beatty upon return to school, within a week of the missed assessment.

Open Revision Policy: I firmly believe in revision as the path to improved writing. To that end, I have an open revision policy on all writing assignments, big or small. Once you receive a graded piece of writing, you have two weeks to revise and resubmit for a new grade (meeting with me or a TA is optional but sometimes helpful). When you turn in a revised piece of writing, you must include all previous drafts (stapled if hard copy; if on Canvas, you can resubmit to the same assignment and all drafts will be stored). You must also highlight (or otherwise signal by changing font, etc.) all the places you have revised the language/ideas. Best of all: once you have revised a piece of writing in the two-week window, you may continue to revise it as many times as you like unlike the end of the quarter (I'll set a deadline, usually about a week before the quarter ends, for all final revisions). It's win-win: you have the ability to earn the grade you want, and you become a better writer in the process.

CLASS EXPECTATIONS

1. **Respect** all around. Caring and consideration for others will be central to our class environment in every direction – from teacher to student, student to student, and student to teacher. In this class, you will regularly share your ideas with others—both verbally and in writing. Thus, respecting your classmates and their perspectives, opinions, and beliefs is of utmost importance. In this discussion-based class, we will honor and practice gracious honesty and constructive friction. Our classroom should be a safe space in which everyone is excited to present his/her viewpoints, and no one feels threatened, bullied, or belittled. Treat others and this space just as you'd like yourself or your room to be treated.

2. **Cell Phone Policy:** Cell phones should be neither visible nor audible during class time, unless the teacher has explicitly given students permission to use devices for class-related purposes. Do not keep your cell phone on your desk—it is too tempting. Place it in your bag or pocket during class time, and please ensure it is on silent. We live in a world of technology, and we are all learning to manage boundaries and attention. Students who cannot follow these guidelines will have a conference and may have to leave their phone in an agreed-upon location during class.

3. **Responsibility:** Take responsibility for your own learning. Use a planner or cell phone reminders to keep track of your assignments. Reach out to Ms. Beatty if you have questions or concerns about getting your work done well and on time. In terms of food and bathroom breaks, handle these discreetly and responsibly. If you need to eat a snack between classes, that snack should be consumed within the first 5 minutes of class. You may leave the class to use the bathroom during group work or individual work, but not during whole-class instruction or discussion except in cases of emergency. If leaving during class becomes a problematic pattern, we will have a conversation.

4. **Cheating:** In all its forms—copying homework, sharing test questions, “borrowing” information without citing it, using outside resources instead of your own, plagiarizing, etc. – cheating is academic and personal dishonesty. **DON'T DO IT.** All students involved in cheating will receive an F on the assignment with possible repercussions involving the ECG's honor code. Adhere to the honor code and ensure that all work you submit is of your own creation; approach all situations with honesty and integrity.

5. **Participation:** Participation has little to do with tests, papers, or projects; it has everything to do with the kind of person you decide to be in our classroom. Here is what I expect from you as a full participant in my class:

- Be prepared and fully present daily.
- Do not interrupt the teacher or classmates when they are talking.
- Help engender our daily class discussions by contributing your important comments, building off of what someone else has said, and listening well.
- Volunteer to read aloud or answer questions and speak up in large or small groups.
- Share your experiences, your insight, and your wisdom to the extent you are comfortable doing so; support your classmates when they share with you.
- Be daring in your willingness to explore, to share, and to push yourself.

Students: Please sign this sheet, give it to your parents/guardian to complete, and then detach it to turn in on

Monday, August 7, 2023.

Syllabus is also available on my webpage.

I have read the information on Ms. Beatty's syllabus handout.

Student Name (Printed)

Student Signature

Date

Parent/Guardian Signature

Date

Parent/Guardian Email (so I may contact you if necessary): _____

Questions or concerns? Please indicate them below or email me if you'd prefer.

Note: Much of our reading consists of literature written for adults, and this curriculum is designed to prepare students for success at the college level in two years. However, if you or your parent(s) have any concerns about readings, now or in the future, please don't hesitate to talk to me. I'm sure together we can work something out.