



Course Descriptions – English II introduces literary global perspectives focusing on literature from the Americas (Caribbean, Central, South, and North), Africa Eastern Europe, Asia, Oceania, and the Middle East. Students in English II read, discuss, and write about both classical and contemporary world literature through which students will identify cultural significance. They will examine pieces of world literature in a cultural context to appreciate the diversity and complexity of world issues and to connect global ideas to their own experiences. Students will continue to explore language for expressive, explanatory, critical, argumentative, and literary purposes, although the emphasis will be placed on informational contexts. Influential U.S. documents and a Shakespearean play will also be included in this course. *This course has an End-of-Course test requirement – students must score a Level III or above to be deemed proficient

This course is designed to provide opportunities for sophomore-level English students to engage in an in-depth examination of World Literature and the writing process as required by Randolph County and the North Carolina State Standards. Opportunities will be provided for the student to examine practical and creative applications of the course content in order to enhance reading and writing enrichment. According to state standards, students will be provided content in the following areas: Reading Literature, Reading Informational Texts, Writing, Speaking & Listening, and Language.

Classroom Expectations

1. **Be Kind** - Show respect for your peers, teachers, and yourself and have a positive attitude.
2. **Be Prompt** - Arrive to class on time/ready to learn.
3. **Be Prepared** - Bring all required materials to class (daybook, pencil/pen, glue stick, colored pencils, etc.)
4. **Be Productive** - Stay on task and complete assignments in a timely manner.

Classroom Procedures

- Be in your seat before the tardy bell rings.
- Quietly begin working on your Bell Ringers as soon as you enter class.
- Academic dishonesty of any kind, including plagiarism and/or cheating, is not tolerated.
- Assignments, projects, and essays are due at the beginning of class. Late assignments are only worth up to 60% if turned in the next day. Beyond the next day, I reserve the right to give you a grade of zero.
- Make-up work is the student's responsibility to make up any class assignments missed due to absence. All work that is missed must be completed and turned in within 3 school days.
- The school system-wide dress code will be enforced.
- Cell phones: Students should not use cell phones during class as indicated by THS policy. Phones should be put away during all instructional time. Phones should be in the phone pocket or left out of sight in a book bag or purse. The first offense will be a warning/parent contact, Second offense is a write up/parent contact.
- Students are allowed to have water bottles in class in a reusable bottle or water bottle with a screw-top. No other food/candy items are allowed in class.
- Students can make an appointment with me to make corrections on specific assignments that are below an 80. Through making ALL needed corrections, students can bring their grade up to an 80 to completely replace the prior grade. Corrections must be made by the end of each quarter to provide time for grading.

Students are encouraged to let themselves have fun while learning. I promise it is possible. Remember the cliché that is so true: **YOU GET WHAT YOU GIVE**. This will require you to read all assignments, write to the best of your ability, and push yourself beyond what you think you are capable of in all aspects of the class. Chances are if you did not get the grade you wanted, I did not get the work I wanted.

Classroom Management

Students must understand that school rules are set in place to protect their right to an education. Students that choose not to follow the classroom expectations will face consequences based on the severity of their actions. The following disciplinary measures will be taken:

1. Warning/Parent Contact
2. Office referral/Parent Contact

*Depending on the severity of student actions may result in an immediate office referral.

Grading:		A: 90 - 100
50%	Classwork/Remote Work/Participation	B: 80 - 89
30%	Tests/Projects/Major Writing	C: 70 - 79
20%	Quizzes/Homework	D: 60 - 69
		F: 0 - 59

Materials Needed/Required:

-Composition Book (sewn edge, not spiral)	-Coloring Items (colored pencils/crayons)
-Pencil or Black Pen	-Glue Sticks and Scissors
-Blue or Red pen for editing	-1 Three Ring 1 inch Binder (Highly Suggested)
-Highlighter(s)	

Wish List: Kleenexes, Hand Sanitizer, and Clorox Wipes

Possible Selections (May Include, But Not Limited To):

*Note: The teacher reserves the right to modify any and all title choices, assignments, and their due dates. Some of the content of our readings may be young-adult to adult-themed in nature. Our readings are chosen, not for shock value, but for proven literary merit and future reference material. You are expected to treat the material with the maturity and respect it deserves.

Origins and Folktales
A Midsummer Night's Dream

Nonfiction Selections
Select Poetry

I look forward to an exciting semester and a rewarding partnership with you to ensure your student has a successful year. Please feel free to call or email me if you have any concerns/questions ~ Mrs. Temple

Cell Phone Policy

The THS English Department is continuing our cell phone policy for **2020-2021**. Students will place the phone in a visible, secure location in the room in the first 5 minutes of class (or when directed by a teacher) and retrieve it in the last 5 minutes of class (or when directed by a teacher). Students should **ONLY TOUCH THEIR OWN PHONES!**

FAQs

What is the purpose of this policy?

- Protects instructional time
- Protects students from disciplinary action
- Promotes focus & limits distractions

Who will have access to my student's phone?

The student will be responsible for placing the phone in an individually assigned location. Only the student will access the phone -- no other student and not the teacher.

Will I be able to contact my student or have my student contact me in an emergency?

Yes. Parents may call the school at 336-861-6870, and students may use the classroom phone.

What happens if the phone is not placed in the assigned location?

If a student does not place the phone in the designated area and then has the phone out in class, we will use the THS policy detailed in the Student Handbook:

Consequences (from the THS Student Handbook)

FIRST OFFENSE: Verbal warning (your receipt confirmation of this policy counts as the warning)

SECOND OFFENSE: Phone call home by teacher

THIRD AND ALL FOLLOWING OFFENSES: Will be handled as Insubordination and/or Defiance of Authority. The teacher will make parent contact and refer the matter to an administrator.

I have read, understand, and will adhere to the cell phone policy as stated above.

You, the parent/guardian, will sign your confirmation and understanding of this policy through the parent syllabus/cell policy/questionnaire form that you will receive through email. If you need a printed copy, please contact your child's English teacher.

If your child will NEVER be bringing a cell phone to school, please indicate that in an email to the teacher.

The English Department appreciates your help implementing this policy. More on the efficacy of this policy can be found in the ABC News article included on the back of this handout.

Cellphones in classrooms contribute to failing grades: Study

By **DR. KEVIN RIUTZEL**

Jul 27, 2018, 10:31 AM ET

Cellphones and laptops can be distracting for students in classrooms, and new research also shows that using electronic devices can even lower students' grades.

Scientists who studied the effects of divided attention in people know that when attention is divided between two tasks, fewer items regarding those tasks may be recalled later -- a concept called "retention" in psychology.

Additional research on electronic devices shows that smart phones can reduce the ability to think to a person's full potential, and additional research from Stanford University reveals that intense multitasking decreases the efficiency of completing a given task.

While previous studies demonstrated that divided attention may induce poor performance on exams, two researchers from Rutgers University sought to dive deeper.

Dr. Arnold Glass, the lead researcher for the study and a professor of psychology at Rutgers University, told ABC News that he's long been intrigued by the notion of technology-enhanced classrooms.

"I was always interested in using technology in the classroom before it existed, but when it became apparent that it was affecting the classroom, it raised the question [of] what effect this was having," he said.

In a study published in the journal *Educational Psychology*, the two researchers divided 118 upper-level college students into two groups -- each enrolled in the same course, taught the same material by the same instructor, in the same classroom at roughly the same time of day.

The difference? One group was allowed to have laptops and cell phones open for non-classroom purposes, and the other group wasn't.

The group using devices scored about a half a letter grade lower on exams -- the difference between passing or failing for some students. Of note, students who didn't use a device but were in the same classroom with those who did also scored lower. This was likely due to distraction from surrounding devices.

The researchers noted that this study shows the minimum reduction in exam performance, because this particular course used in-class questions to help students remember course material instead of just passive listening.

So it's possible that students could do even worse in other courses, depending on how the class is taught and whether they're using electronic devices for non-classroom purposes.

Is this research applicable to high school, middle school or even meetings?

"No doubt," Glass told ABC News. "Absolutely for sure."

"These findings," he added, "should alert the many dedicated students and instructors that dividing attention is having an insidious effect that is impairing their exam performance and final grade."

Given the effects electronics have on students who were in the classroom but not using the devices themselves, Glass said in a press release that teachers need to "... explain to students the damaging effect of distractions on retention -- not only for themselves, but for the whole class."

Dr. Kevin Riutzel is a family medicine resident physician based out of Irvine, California and a resident in the ABC News Medical Unit.