**Mrs. Gines-Hoyes ginesa@gcsnc.com Price Hall, Room 101**

**Hello and welcome to Sophomore English!**

Semester 1: Multicultural Literature

Semester 2: AP English Language and Composition

**Multicultural Literature** provides opportunities to study ethnic writers in America with particular emphasis on dispelling stereotypes.

–Guilford County School High School registration book

This course also provides opportunities for students to read text by writers of various backgrounds and experiences locally and globally, allowing students to address diverse topics.

**MCL** also prepares students for second semester courses (which are typically Junior-level courses) such as:

**English III,** which is an in-depth study of U.S. literature and U.S. literary nonfiction especially foundational works and documents from the 17th century through the early 20th century…

–Public Schools of North Carolina, State Board of Education, Department of Public Instruction

**AP English Language and Composition Course Overview\*\*\***

An AP English Language and Composition course cultivates the reading and writing skills that students need for college success and for intellectually responsible civic engagement. The course guides students in becoming curious, critical, and responsive readers of diverse texts and becoming flexible, reflective writers of texts addressed to diverse audiences for diverse purposes. The reading and writing students do in the course should deepen and expand their understanding of how written language functions rhetorically: to communicate writers’ intentions and elicit readers’ responses in particular situations.

– <https://apcentral.collegeboard.org/pdf/ap-english-language-and-composition-course-and-exam-description.pdf>

\*\*\*unless you were told otherwise, you all will be with me next semester for AP English Language.

Two major topics that will pop up in all these courses are “Identity” and

“The American Dream”.

I am fully aware that we are at a STEM school. Therefore, it is important that we constantly consider how rhetoric, analysis, and persuasive (“RAP”) techniques affect the STEM fields and our overall lives.

**GRADING SYSTEM**

Grades will be used to evaluate and to provide feedback to students. Your grade will be determined according to the following percentages:

Tests 40%

Writing/Projects 30%

Quizzes 20%

Homework/Classwork/Participation 10%

The following grade scale will be used in this class:

A (90-100) B (80-89) C (70-79) D (60-69) F (59 and below)

I (incomplete)

**While I understand that you care about grades, remember the following are also important:**

**GROWTH, VIGOR, METACOGNITION, MINDSET, CHARACTER, INNOVATION, being a CHAMPION LEARNER, having GRIT and thinking OUTSIDE the box.**

**SUGGESTED INSTRUCTIONAL MATERIALS for the school year:**

Agenda/Homework log WITH A CALENDAR

Laptop computer/School Chromebook (bring to school each day)

Flash drive/device/digital platform to save your work as needed

Wi-Fi access

Earbuds for Chromebook/Laptop

Cell phone

Binder (2-inch minimum)

Paper (college-ruled)

Dark blue and black ink pens

Pencils

3-5 binder dividers (you choose labels)

Notecards (any size)

Printing access

Highlighters (your choice of colors)

Various Required Readings (will be notified in advance)

Email access

**ASSESSMENT METHODS**

See “Grading System”. Students will also receive assignments through Remind (formerly Remind101) texting program, Canvas, email, and other resources. Since all of these courses will have final exams, state final exams, or national Advanced Placement exams, students will also receive graded “practice” assessments.

It is important that students and parents understand the following from the school district office:

“Literary texts studied in the high school classroom are complex, higher-level texts which may contain mature content and themes. ‘Mature content’ may include, but is not limited to pervasive strong language, disturbing violence and behavior, sexual acts, drug/alcohol use or references, controversial content, or culturally diverse themes. These books are selected based on their literary merit and will be studied through their historical and cultural context. Our instructional purpose is to expose students to perspectives unlike or in opposition to their own in order to analyze complex themes and to promote individual reflection and academic growth.”

**ACADEMIC OPPORTUNITIES**

Policy supports the premise that all students can experience success. **At the end of each quarter, a student’s lowest quiz grade will be dropped.** Students are encouraged to **DO THEIR BEST THE FIRST TIME ON ALL WORK**! Students should not develop the habit of turning in work (such as homework and essay assignments) late. Any late work may receive a deduction of at least 10 points for each time the work is late (including the weekend). Students are responsible for seeking additional assistance as needed.

**CLASSROOM EXPECTATIONS**

You will be in college any day now, so let’s commit to the following ASAP:

-Respect yourself, others, and each other’s property.

-You are important. If you have concerns about something, please share with me or appropriate personnel.

-Communicate your concerns with me, including setting up a tutorial session with me as needed.

-Our health and safety are essential. You must follow all COVID guidelines (if there are any).

-Come to class on time. You’re a part of our learning community! ☺

-Do not cheat. It’s not a good look, and colleges will kick you out for this. See “Academic Integrity.”

-Do not interrupt me or your peers during the learning process. It’s rude. You don’t like it either. The End.

-When we’re at school, please use the bathroom before or after class. Avoid training your bladder to “go” during class.

-Avoid electronics, food, candy, gum or drinks in class. We will have opportunities in which we can indulge in some of these temptations. Until then, out of sight/smell, out of mind.

-Put your name, date, and block on your work.

-When we’re in the school building, note that we are in a small classroom, so the room can look messy quickly. Therefore, please return your chairs and supplies to proper locations, and use the trash can. Basically, clean up after yourself. I want to hear about your academic progress, not spend time on who has your phone, what happened to your charger, who squished gum into the carpet, nor how scared you are of roaches.

Note: I will provide you with a warning. I will call parents/guardians. I will notify administration. Good reports are always more fun! ☺

\*\* If there is a concern, a need, etc. please share with me or the appropriate school staff as needed. Let’s keep an open line of communication.\*\*

Students are responsible for complying with and are expected to be familiar with the GCS Code of Student Conduct and School Board policies governing student behavior and conduct.  All Code of Student Conduct policies are contained in the GCS Student Handbook and the STEM Early College Handbook, which is distributed to all students and parents at the beginning of each school year.  If there is a conflict between the rules expressed in this syllabus, the GCS Code of Student Conduct policies shall take precedence. Any violation in the code of student conduct will result in disciplinary actions.

**ATTENDANCE POLICY**

Please reference GCS Policy. Good attendance is essential for student achievement and success. Students must attend a 45 minute extra help session for each absence over 3 in a class period per nine weeks.

**It is the responsibility of the student on the first day of his/her return to school following an absence to arrange for make-up time and/or work. All assigned make-up work will be completed outside of regular class time within 3 school days (except in the case of consecutive multiple absences).**

If students knew they had an assignment, test, quiz, etc. due beforehand, and they were absent on the due date, they should be prepared for the assignment, test, quiz, etc. the day they return.

Students are expected to arrive to class on time. Arriving to class late may result in disciplinary actions. Excessive tardiness will result in an administrative referral.

**ACADEMIC INTEGRITY**

Students shall not engage in any act of deception or falsification of work product. This includes cheating by receiving any unauthorized aid or assistance of the actual giving or receiving of unfair advantage of any form of academic work, plagiarism by copying the language structure, idea and/or thought of another and representing it as one’s work, and a verbal or written statement of untruth.

Violation of this policy in high school may result in in-school disciplinary action up to 3 days OSS, a zero on the assignment, and an expectation to redo the assignment.

The school, your family and I are all on the same team: Yours. Let’s make this a great year!

Sincerely,

Mrs. Gines-Hoyes (Gines like “Hines” but with a hard “G”, and Hoyes like “toys” but with a hard “H”)

**ginesa@gcsnc.com**

SYLLABUS RECEIVED

Please complete and return this portion through Canvas. You may take a picture/scan to upload to Canvas.

I am aware of the syllabus and course description on Canvas (see “Getting Started”) and I understand that the teacher has the right to modify any part of the syllabus and course description as needed. I also understand that students should sign up for the course’s Remind texting service (parents may sign up as well…see Canvas course page) and that this course has a Canvas webpage, which parents can also view. I am aware that students can receive a grade for returning this documentation. I also understand that cheating is unacceptable and does not assist in learning content. I will not cheat (this includes copying, having someone else complete work for me, sharing my answers with others during quizzes and tests, and providing information about assessments to my peers who have yet to take the assessment).

1. **STUDENT (PRINT YOUR NAME HERE): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Student Signature:**

**Email:**

**Date:**

1. **PARENT/GUARDIAN (PRINT YOUR NAME HERE):\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Parent/Guardian Signature:**

**Date:**

**Email:**

**Phone Number:**

**Any Additional Contact Information:**