



## CONTACT INFORMATION

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## ENG 2 OVERALL GOALS

- Engage in thought-provoking and in-depth analytical discussion seminars.
- Collaborate with each other in order to arrive at significant meaning.
- Sharpen our academic and real-life composition skills through consistent practice with grammar, informal writing, and formal writing.

## BATHJE'S EXPECTATIONS

### **BE RESPECTFUL**

- Be on time for class every day. This includes being in your seat and having your laptop powered on and logged in when the bell rings.
- Avoid interrupting. Work hard. Be nice.

### **BE RESPONSIBLE**

- Consistently check Google Classroom for weekly agendas and for copies of assignments.
  - Parents/Guardians are welcome to email me for information regarding agendas
- Have your CHARGED Chromebook ready at the beginning of class each day - our class assignments are almost exclusively digital
  - I do not loan supplies of any kind to students...so have your charged laptops/pens/pencils/highlighters/paper, etc...ready each day.

### **BE ENGAGED**

- Prepare to speak in class every day – choose to actively participate in your education.
- Synthesize what you've learned in your other classes – contribute what you know in order to make our classroom an exciting place to be!
- Speak articulately so all can hear and appreciate your ideas.

## BATHJE'S POLICIES

### **TEACHER AVAILABILITY**

- Unless I have a meeting/prior commitment, I am in my classroom from 8:00 a.m. to 8:45 a.m. Monday/Tuesday/Wednesday/Friday mornings. HOWEVER, I can't always guarantee that I'll be available for unannounced drop-ins if you need to come by for help or to talk.
  - To avoid confusion, I *highly* recommend that you email me at [kbathje@mcpsmt.org](mailto:kbathje@mcpsmt.org) to schedule a time to drop by - if you do this, I'll make sure that I'm in my room and ready to assist you!

- ***NOTE: I am not available during lunch periods or after school***

### **ASSIGNMENT FEEDBACK**

- My feedback on written and extended assignments will be focused on up to three areas of improvement.
  - Please note that I do not provide line edits of written material.
    - ***You must schedule a proofreading or editing session at least 48 hours before the due date if you require one-on-one assistance with organization, grammar, etc...!***
- Most often, I will utilize a holistic rubric or a specific scoring guide in order to communicate the justification for grades you have earned.
  - You are ALWAYS welcome to schedule an appointment with me (via email) to discuss any assignment or grade.

### **LATE WORK**

- All students will have the opportunity to submit late work. Please see below for the guidelines in this class regarding late work:
  - 1-3 School Days Late: 10% penalty toward earned assignment grade in Infinite Campus
  - 4+ School Days Late To End of Quarter: 40% penalty toward earned assignment grade in Infinite Campus
- Quarterly late work submission deadlines will be announced in class. Late work will be accepted up until the end of the quarter
  - Contact Ms. Bathje on a case by case basis for directions on whether or not missing assignments should be submitted in person or via Google Classroom.
  - Students may NOT submit missing work from previous quarters.
- Special Circumstances:
  - *Students may NOT resubmit corrections to incomplete work for additional points under the late work policy. Once an assignment has been submitted, the grade entered into Infinite Campus is final (unless a universal retake/correction opportunity has been given to all students).*
  - If unprepared for class including a reading deadline, students may NOT complete in-class reading quizzes under this late work policy.
    - In this case, a zero will be assigned without opportunity for retake.

### **DAILY WARM-UP ASSIGNMENTS**

- Students are responsible for being seated and prepared with their laptops at the bell every day. Many of our classes will begin with a written warm-up focusing on a variety of topics (analysis, creative writing, grammar, literature review, etc...)
  - Warm-up prompts for the week will typically be posted to Google Classroom every Monday.
  - In the event of absence, students are responsible for making up warm-ups by referring to the weekly agendas and warm-up assignments on Google Classroom.
    - Daily warm-ups are evaluated according to a holistic rubric posted on Google Classroom: <https://docs.google.com/document/d/1zQx6oW-c9ggx6Xfp-TEJNVyU0jyh9x7UQ-azwP25qIE/edit>

## ATTENDANCE

- Students who arrive late to class without an official pass within the first 10 minutes of class will be counted as tardy in Infinite Campus.
  - **NOTE: If you come to my class tardy, I will NOT stop teaching in order to catch you up with what we are doing. It is your responsibility to ask a peer and to be on task as soon as possible upon getting seated.**
    - *Once three tardies have been accumulated, an office referral may be issued*
- Students will be marked as absent in Infinite Campus if they arrive without an excused pass beyond the first 10 minutes of class. Absolutely no exceptions.
- I am extremely prompt with attendance and I will mark you as absent in Infinite Campus if you are not present right when the bell rings (regardless of the reason). Please understand that I do not wait until 11 minutes into my class to take attendance.
  - **SUMMARY: I will revise your attendance to “present” if you arrive late to class with a pass / “tardy” if you arrive without a pass within the first 10 minutes of class.**

## EXCUSED ABSENCES

- Students will have one additional day per day of excused absence to submit any missing work without penalty.
- Past this allotted grace period, the late assignment will be subject to the late work policy as outlined in this syllabus.

## HOMEWORK

- Up to 20-30 minutes of homework per night are possible on school nights.
  - When asked to read at home, general expectations are 20-30 pages per night (depending on the text being studied).
  - Whenever possible, I will provide you with links to online audio versions that you can use alongside the text. These will be posted to Google Classroom for your access at any time you wish.
    - **NOTE: Not every text that we study will have an audio version freely available online. Under these circumstances, you will be expected to practice the very important skill of reading on your own.**

## CELL PHONES & PERSONAL DEVICES

- Cell phones and AirPods, etc... may be used at my request – otherwise, I request that they are set to silent and zipped up securely in the pouch attached to the back of your individual seat within the first minute of class.
  - As per school policy, the following steps will be taken to ensure your compliance so that we are able to focus on the tasks at hand without unnecessary distraction:
    - Level 1: Student possession or visible to a staff member (not in use/turned “off”).**
    - Consequences:
      - 1st: Technology goes into the caddy with a warning.
      - 2nd: Confiscation, teacher keeps the device until the end of the period. Parents/guardians are contacted by the teacher.
      - 3rd: Confiscation, the device will be held at the Main Office until the end of the day. Parents/guardians are contacted by administration to pick up the device. Device is only transferred to the parent/guardian.

**Level 2: Chronic usage.**

Consequences:

- Beyond 3rd referral: Confiscation parent/guardian must retrieve the phone, and the student is assigned to consequences (may include lunch detention and/or ISS). A device plan will be developed by the administration and parents/guardians.
- Technology suspension for 1 week (device turned in at attendance office each day and remains in the office for the entire day; Chromebook not included).

**Level 3: Disorderly conduct: examples (arranging or videoing fights/confrontations, cyber bullying, indecent acts/photos, cheating, etc. and/or refusal to turn over the phone to a Sentinel staff member).**

Consequences:

- Confiscation and ISS/OSS (length to be determined), a parent/guardian will be required to pick up the device and meet with an administrator, possible technology suspension until further notice, possible school Threat Assessment, and/or referral to the School Resource Officer for possible citations.
  - ***Refusal to surrender a cell phone at the request of a teacher/administrator is an act of willful defiance and could result in out-of-school suspension and/or a referral to the SRO.***

## **LAPTOP/PORTABLE DEVICE REQUIREMENT**

- I expect every student to digitally submit the majority of our classwork and activities to Google Classroom (including additional online learning platforms).
  - **You are expected to come to class prepared with either a personal laptop/tablet OR with an MCPS Chromebook signed out on contract from the SHS library.**
    - I will not be sending students to the library to check out Chromebooks or laptop chargers for any reason.
    - Cell phones are NOT a permissible replacement for completing classwork.
      - If you do not have your approved device with you for classwork, you will be completing it on paper, taking a picture of it with your phone when finished after class (possibly with late deduction), and then submitting via Google Classroom.

## **ONLINE LEARNING PLATFORMS**

- **No Red Ink**
  - This year we will be using the No Red Ink online platform for grammar review, assignments, and assessments.
  - If you have not done so already for a previous class, you will be required to register for an account with No Red Ink using your MCPS email address.
  - Check your weekly agendas for all deadlines pertaining to our grammar units of study.
- **Padlet**
  - Occasionally throughout this year, we will be using Padlet for online discussion forums in order to supplement our in-class seminars.

- You will be required to register for an account with Padlet using your MCPS email address.
- Check your weekly agendas for all deadlines pertaining to assignments requiring postings on this private online platform.

### **NO-NAME ASSIGNMENTS**

- This year, the majority of our work will be submitted digitally via Google Classroom.
  - HOWEVER, in the event that Ms. Bathje asks for hard copies of an assignment, no-name work will not be graded until claimed by the owner. Please check the tray in front of the classroom door if you think you have a no-name paper.
- It is the student's responsibility to contact Ms. Bathje to discuss any missing work.
- Unclaimed papers will be discarded after one week and will remain as a "0" in the gradebook.

### **RED DOT REQUIREMENT**

- You are required to read one outside Red Dot (Accelerated Reader) book per semester
  - Your book must be approved by me in class according to the deadline communicated in weekly agendas. Your approved book must be age/curriculum appropriate - *I reserve the right to require you to choose another title.*
  - Your Red Dot test must be taken in the library; I will only accept a hard copy of the printed test score stamped by the SHS library.
  - You must score a minimum of a 70% on your Red Dot test in order to earn 40 points credit in Infinite Campus.
    - ***Semester 1 Red Dot Deadline: Friday, November 3, 2023***
    - ***Semester 2 Red Dot Deadline: Friday, March 13, 2024***

### **EXTRA CREDIT**

- **Open Extra Credit**
  - Even if you are missing quarter assignments, you will still qualify to complete extra credit assignments as they are announced in class.
  - Our class late work policy DOES NOT count on extra credit opportunities! You either submit these open opportunities on time, or you lose the ability to earn extra credit for that assignment.
- **Limited Extra Credit**
  - If you are NOT missing any assignments in Infinite Campus for the semester, you may redeem your semester hall passes for 100% full face value towards your semester grade.
  - If you ARE missing any assignments in Infinite Campus for the semester, you may redeem your semester hall passes for 25% of the face value towards your semester grade.

## ACADEMIC INTEGRITY

Plagiarism is the representation of another's words or ideas as one's own in any academic work. To avoid plagiarism, every direct quotation and paraphrase/summary must be identified with proper citations. Common forms of plagiarism may include:

- using AI (ex: Chat GPT, etc...)
- copying from the internet, downloading printed materials from the internet, using computerized resources or databases without correctly citing sources and turning it in as your own work *even if you change a few words*.
- copying from books, magazines, or other printed materials without correctly citing sources and turning it in as your own work *even if you change a few words*.
- copying from another student (word-for-word or main ideas) on homework, essays, tests, quizzes or any written assignment and presenting it as your own work. Students who allow others to copy their work are also guilty of academic dishonesty.
- failing to give credit for an author's ideas that you have quoted, paraphrased, or summarized in your own words

There is a school-wide zero tolerance policy for plagiarism:

- First Infraction: Automatic Zero
- Second Infraction: Automatic Zero / Administrative Referral / Possible Removal from Class

## REMOTE LEARNING ETIQUETTE & EXPECTATIONS

In the event that we are required to participate in remote learning, we will primarily use Google Classroom (in addition to a few other websites and applications). If necessary, please follow these general guidelines to ensure that your remote experience in this course runs smoothly.

- Check your MCPS issued gmail account at least once a day. When we are in remote learning, your [@student.mcpsmt.org](mailto:@student.mcpsmt.org) email is the only way that I can contact you specifically rather than the entire class.
- Make sure that you are logging into Classroom with your MCPS gmail account, NOT with your personal email.
- Use proper email etiquette.
- Log into Classroom and first check the Stream for any important announcements from Ms. Bathje.
- Read and follow the directions of ALL assignments posted under the Classwork tab on Google Classroom.
- Adhere to deadlines and due dates.
- Participate in Google Meet sessions as if you are in my classroom at Sentinel. In other words, you need to be prepared, engaged, and respectful of the remote learning environment. Your setting, clothing, and behavior must be appropriate.

## COURSE OUTLINE

### **September/October/November:**

Reading, viewing and discussion will revolve around topics present in/related to *Othello* by William Shakespeare.

### **November/December/January:**

Reading, viewing and discussion will revolve around topics present in/related to *The Catcher in the Rye* by J.D. Salinger.

### **February/March:**

Reading, viewing and discussion will revolve around topics present in and related to *Lord of the Flies* by William Golding.

### **April:**

Reading, viewing and discussion will revolve around topics present in and related to *The Marrow Thieves* by Cherie Dimaline.

### **May/June:**

Reading, viewing and discussion will revolve around topics present in and related to our end of the year TED Talk final research presentation.

Supplementary materials will be used to address the following learning standards and targets:

- Montana Standards
  - <https://opi.mt.gov/LinkClick.aspx?fileticket=Z8dNciM1TAo%3d&portalid=182>
- ELA Standards - Montana Parent Guide
  - [https://opi.mt.gov/Portals/182/Page%20Files/Just%20for%20Parents/ParentGuide\\_ELA\\_HS.pdf?ver=2019-11-26-113122-630](https://opi.mt.gov/Portals/182/Page%20Files/Just%20for%20Parents/ParentGuide_ELA_HS.pdf?ver=2019-11-26-113122-630)

*Bathje - Sophomore English  
2023-2024 Syllabus*

English 2 2021-2022 (flexible on sequence)

	Standards	Common Formative and Summative	Literary Terms And Vocabulary	Speaking and Listening	Grammar	Reading/Other	Writing Assignments	Research
Q1	RL2 RI 1-2 W1a W6 LS1a L1-2 LS	RL2 : Theme Identification Exit Tix  RI 1-2: Block Worksheet RI2S: Summary Worksheet L1-2 F: Grammar Pretest	<input type="checkbox"/> Allegory <input type="checkbox"/> Allusion <input type="checkbox"/> Analogy <input type="checkbox"/> Antagonist <input type="checkbox"/> Anthropomorphism? <input type="checkbox"/> Characterization <input type="checkbox"/> Connotation <input type="checkbox"/> Denotation <input type="checkbox"/> Diction <input type="checkbox"/> Figurative Language <input type="checkbox"/> Foil <input type="checkbox"/> Hyperbole <input type="checkbox"/> Point of View <input type="checkbox"/> Protagonist <input type="checkbox"/> Stream of Consciousness? <input type="checkbox"/> Symbol	Year Long:  <input type="checkbox"/> Multi-Media Presentation-optional to do as a group <input type="checkbox"/> 3 minute+ solo presentation <input type="checkbox"/> Socratic seminars and various discussion formats.	<input type="checkbox"/> Phrases and Clauses <input type="checkbox"/> Suggested: Review Sentence structure <input type="checkbox"/> Parallel Structure <input type="checkbox"/> Commas <input type="checkbox"/> Semicolons	1. <i>Lord of the Flies</i> 2. <i>Marrow Thieves</i> 3. <i>Heroes, Gods and Monsters</i> (or other mythology unit to be determined) 4. <i>Literary Circle with an emphasis on social justice: Born a Crime, Dreamland Burning, &amp; The Hate U Give, and All American Boys</i> (alternate titles for literacy) 5. Minimum of One Other Title <b>Titles Commonly Taught:</b> <input type="checkbox"/> <i>Illustrated Man</i> <input type="checkbox"/> <i>Life of Pi</i> <input type="checkbox"/> <i>Catcher in the Rye</i> <input type="checkbox"/> <i>Othello</i> <input type="checkbox"/> Honors titles	All papers must have an outline and at least two drafts. Use common rubric to grade  <input type="checkbox"/> 2 page Narrative <input type="checkbox"/> 5 paragraph Analysis (characters)  Suggested Practice: Smaller pieces (1-2 paragraphs) spanning arg, inf, analysis	1. Reinforce 9th grade skills:  MLA In-Text Citations  MLA Works Cited Page with Correct Citation Format (no URLs)  Review Differences Between Summary, Paraphrase, and Direct Quotes  Review Plagiarism
Q2	RL3 RI8 WR1 SL1A LS2 W3	RL : STEAL Chart RL3: Lit Analysis Essay RI8 (character) SL1A LS2 W3 F: Narrative Arc/Plot Chart W3 S: 2-Page Narrative	<input type="checkbox"/> WOD or other ACT/SAT vocab prep		<input type="checkbox"/> Colons <input type="checkbox"/> Hyphens <input type="checkbox"/> Apostrophe <input type="checkbox"/> Numbers and Abbreviations <input type="checkbox"/> Capitalization	5. Career Unit Job Application, Mock Interviews, MCIS  6. Minimum of Two Reading Counts Books Per Year  7. Study of a minimum of 5 Poems (as a single poetry unit or integrated with other units throughout the year)	All papers must have an outline and at least one rough draft. Use common rubric to grade  <input type="checkbox"/> 5+ paragraph Argumentative Essay/Speech Script with Research <input type="checkbox"/> Informative - doesn't need to be an essay (2-pager works)  Suggested Practice: Smaller pieces (1-2 paragraphs) spanning arg, inf, analysis	2. Differentiate from 9th: Continue building on skills related to using multiple sources in single paragraphs, including source introduction and integration  3. MLA citations for images  4. Media Literacy Lesson with librarians
Q3	RI4 W7-8 SL5 LS1b W2	WR1: Skeleton Outline Essay W1: Arg Essay/TED Talk Script (full sourcing) RI4 SL5 LS1b						
Q4	RL6 RI7/8 W1 L1-2	W 7-8 F: One-Pager L1-2: Grammar Post Test						

## ABOUT BATHJE



- This is my 21st year as an English teacher (19 of which have been spent teaching sophomores!)
  - I taught in Arizona for the first 13 years of my career - this will be my eighth year teaching in Montana.
    - Before coming to Sentinel, I was a long-term substitute at Hellgate and Florence-Carlton high schools.
- I have three dogs and a husband, and we all live on a 20-acre farm in the Bitterroot. When we're not working our day jobs we're busy raising large flocks of sheep, chickens, ducks, and turkeys.
  - *Fun Fact: I live over 30 miles away from Missoula. This is just a heads up for if you ever wonder why I'm not available past 4:00. It's nothing personal...I love my job, but as you can see I have quite a bit going on outside of work and can't be on campus all the time!*
- I love music, film, and most of pop culture in general.
- I'm the newspaper (*Spartan Scoop*) adviser - if you're interested in being a part of our staff, consider registering for Intro to Journalism so you can eventually join!
  - Check out our campus publication at <https://spartanscoop.org/>
- After 20 years of teaching, here's what I think:
  - All of my students are capable of great things.
  - It's my job to inspire you to get there, and it's your job to always try your best.