



South Garland High School

Pre-AP English I Syllabus "Coming of Age" 2015-2016

HIGHLIGHTS

- Choice of "Coming of Age" novel (summer rdg)
- *The Strange Case of Dr. Jekyll and Mr. Hyde and Other Stories*
Robert Louis Stevenson
- *Romeo and Juliet*
William Shakespeare
- *To Kill a Mockingbird*
Harper Lee
- *Go Set a Watchman*
Harper Lee
- MLA formatting

COURSE DESCRIPTION

The Pre-AP program is designed to give students the skills necessary to be successful in the AP Language and Literature exams. These exams are not taken until a student's junior and senior of high school; however, we begin to build and sharpen these skills in 9th grade. Pre AP English works to give students a head start that better prepares them for their eventual AP English courses. Pre-AP English I requires dedication and commitment, but the results are definitely worth it! I am always available to help you when you get confused. If you ever need help, send me an email and I can meet with you before or after school to clear up any confusion and to help you be successful in my class.

THEMATIC FOCUS

Unit 1	Coming of Age
Unit 2	Defining Style and Purpose
Unit 3	Exploring Poetic Voices
Unit 4	Interpreting Drama
Unit 5	Coming of Age Amidst Controversy

WRITING

Essay writing is an integral part of higher education. Students should embrace the opportunity to practice writing as much as possible prior to their collegiate careers. In this class, students will need to follow certain guidelines and procedures when writing. A rubric will accompany the first formal writing piece and may vary from assignment to assignment. The goal is to prepare you to receive commended performance on the EOC English test and to help you develop your own personal writing style that doesn't follow a prescribed formula.

Ms. Graham

Room 215

lvgraham@garlandisd.net

Class website- <http://grahamar.weebly.com>

NOTEBOOK

Students are required to keep a very rigidly organized notebook. Grades may range from a daily notebook check to a major grade at the end of the grading period.

JOURNALS

Journal will include, but not limited to, the following:

Dialectical Journal- Students will be required to keep a dialectical journal. Journal formats are very specific, and each focuses on a particular element or skill students are expected to learn.

Allusion documentation- Students research and analyze the effect or purpose of the author's choice of allusions in the literature studied. At the end of each semester, students will compile an allusion notebook (guidelines will be provided).

MATERIALS:

- 2-inch Binder
- Agenda (school provided)
- Highlighters
- 5 dividers
- Black and Blue Pens ONLY
- Pencils
- Wide-ruled Notebook Paper
- 2 x 2 Post-It Notes
- USB Flash Drive

WRITING PORTFOLIO

Students will have a writing portfolio that will be added to each writing assignment. Portfolios will contain paragraphs and papers written in a variety of modes, as well as timed and process papers. Writing types will include, but not limited to, the following:

- Reorganize a paper written in a formulaic style
- Analyze the variety and effectiveness of the syntax within a paragraph and rewrite it, adding advanced syntactical structures and varied sentence structures
- Make observations about their personal development as a writer and, with input, formulate a personal focus for improvement.

RUBRIC RESPONSE

Students are required to write a rubric response each time they receive a grade based on a rubric. They must argue (in writing) that the assigned grade was too low, justified, or too high by using elements of the rubric and references to their work. Grades may be adjusted upward if students persuasively prove that their papers met the criteria for the higher score. In no case are grades lowered.

LITERARY ANALYSIS TESTS

Students will take times, open-book literary analysis tests over each long work studied throughout the course of the year.

INQUIRY-BASED/COLLABORATIVE WORK

The nature of this course will include many collaborative, project-based or inquiry-based opportunities. Students will be graded based on their preparation and participation in these assignments.

SENTENCE COMPOSING

Students will work on grammar/syntax strategies and activities from various sources. Additional lessons will be developed from the works students study in class

ARTICLES OF THE WEEK (AoW)

Students will receive weekly reading and analytical assignments to be completed for homework. Guidelines will be provided, based on each article assigned.

GRADING AND EVALUATION

Not all assignments are graded. Sometimes students practice skills just because practicing is a part of education.

- Major grades— 60 percent (tests, projects, presentations, process and timed essays, allusion notebook and lengthy or detailed dialectical journal assignments)
- Daily grades— 40 percent (quizzes, homework, rubric responses, AoWs, text annotations, essay corrections, short dialectical journal assignments, multiple choice questions)

GENERAL CLASSROOM EXPECTATIONS

- No headphones
- No food or drink (except bottled water) is to be brought into the classroom. *NO OUTSIDE CUPS.*
- I dismiss you, not the bell.
- Respect me and your peers.
- Keep me informed and ask questions.
- Follow the School Student Code of Conduct.

BYOD

You will be notified if your device (phone, tablet, etc.) may be utilized, during the class period.

- Green- Students may have devices out and use them without asking first AS LONG AS they are used to enhance the lesson/assignment. Student must stay on task. *NOT FREE TEXTING TIME.*
- Yellow- Devices FACE DOWN on the corner of desk. Must be on Silent or Vibrate. Student may ask to use their devices when they feel it is appropriate to enhance the lesson or their learning.
- Red- POWERED OFF or UP (Not on Silent or Vibrate)

LATE WORK

I will not accept late work. The only exception is in the case of an absence or extenuating circumstance. I would expect the assignment submitted to me upon your return to school or at an agreed upon time.

ABSENCES

On the day you return to class, you must see me immediately for any work you missed or to make an appointment for a make-up quiz or test. If you do not approach me with this information, I will not be reminding you to do so.

August 2015

Dear Student and Parent(s)/Guardian(s):

Education is a collaborative endeavor with all parties concerned working together towards a common goal: success in the classroom. In order for students to prosper academically and meet the challenging Texas State Standards, effective communication must take place between the students, teacher, and parents. Included in this packet are the goals and expectations of our English class.

After reviewing this letter, the expectations, and the course studies, I am asking both student and parent/guardian to sign the declaration at the bottom of this letter and return it to school by Friday, September 4, 2015. I am looking forward to your help and support throughout the year. Parents and students are both welcome email me with questions and/or concerns at lvgraham@garlandisd.net.

Sincerely,

Laketa V. Graham

* Please sign the declaration below and return by Friday, September 4, 2015.

I have read and/or discussed the attached goals and expectations of English class this year.

Student Signature

Date

Parent/Guardian Signature

Date