

Pre-AP English 9

Sam Greene
Camas High School
26900 SE 15th St.
Camas, WA 98607

Room 707 & 710 / Phone: 360.833.5750
Conference Period: 2:10 - 2:40 P.M.
E-mail: sam.greene@camas.wednet.edu
Class Web: <http://www.mistergweb.com>

COURSE DESCRIPTION:

The Pre-AP English 9 MST course is largely based upon the study of literature and composition. Its primary focus is to help develop students' ability to critically read, think, research, discuss, and write about literature and the world they live in. To help them strive toward this end, students should expect an extensive amount of challenging and rewarding activities and performances throughout the school year. Wherever it is logical and possible, activities and assignments will be integrated either thematically and/or topically with the MST Pre-AP Biology/Chemistry and Introduction to Principles of Engineering courses. Along those lines, students should expect to complete at least one multi-disciplinary MST project each semester.

COURSE OBJECTIVES:

The state of Washington has established Grade Level Expectations and learning outcomes in content areas to guide instruction and facilitate student success in the classroom and other arenas. The following are some but not all of the core goals and objectives for the English portion of this course:

- Analyze and evaluate the great literary works from a variety of cultures to determine their contribution to the understanding of self, others, and the world.
- Evaluate traditional and contemporary literature written in a variety of genres.
- Evaluate reading progress and apply goal setting strategies and monitor progress toward meeting reading goals.
- Evaluate books and authors to share reading experiences with others.
- Analyze and evaluate the reasoning and ideas underlying author's beliefs and assumptions within multiple texts.
- Analyze informational/expository text and literary/narrative text to draw conclusions and develop insights.
- Develop a topic or theme; organize written thoughts with a clear beginning, middle, and end; use transitional sentences and phrases to connect related ideas; write coherently and effectively.
- Understand and apply content/academic vocabulary critical to the meaning of the text, including vocabularies relevant to different contexts, cultures, and communities.
- Know and apply correct spelling, grammar, sentence structure, punctuation, and capitalization
- Use a variety of forms/genres, including but not limited to memoirs, essays, research papers, proposals, satires, editorials, blogs, etc.
- Analyze effectiveness of own writing and set goals for improvement.

BASIC STANDARDS & POLICIES:

In order for us to have a successful year, classroom members need to strive to adhere to the following standards and policies:

BE PROMPT

- When the bell rings be inside the classroom (*class tardy/attendance policy is outlined in the CHS Student Handbook*)

BE PREPARED

- Come to class well-rested and ready to learn with your classroom materials, supplies, and homework.

BE POLITE

- Respect everyone's personal rights, property, and opinion

BE ATTENTIVE

- Practice active listening skills when the teacher, visitors, or other students are addressing the class. If you have a question or would like to contribute to the discussion, please raise your hand

BE COOPERATIVE

- Cooperate with your teachers and classmates

BE RESPONSIBLE

- Ask for help when you need it
- Keep track of your books and assignments
- Turn your work in on time
- Do your part in cooperative learning projects
- Challenge yourself to grow
- Accept responsibility for your grades and actions

COURSE MATERIALS & RESOURCES:

Students will use a variety of resources and learning materials to build their knowledge and skill base in the language arts. The following is a list of major anchor novels and texts, but it does not include all of the texts and resources we will draw from this year. Please feel free to preview the literature and email or call with any questions or comments you may have.

- Animal Farm, George Orwell
- Anthem, Ayn Rand
- The Best American Science Writing 2006, Atul Gawande
- Blink: The Power of Thinking Without Thinking, Malcolm Gladwell
- Elements of Literature 3rd Course, Holt, Rinehart, and Wilson.
- The Odyssey, Homer
- Romeo and Juliet, William Shakespeare
- Tuesdays with Morrie, Mitch Albom
- To Kill a Mockingbird, Harper Lee

Students will need to supply the following materials for this class.

- 1 spiral-bound, 2 or more subject, 8 ½ x 11, college ruled notebook for reading notes and in class notes or activities. It must be dedicated to this class.
- 50-100 3x5 or 4x6 (one or the other) note cards for research paper with ring binder or card box to organize.
- 1 package of colored makers
- 3.5" diskette or storage device (USB flash drive); please label with name. *This is optional, but certainly handy.*

HOMEWORK POLICY:

Homework is a tool in the teaching and learning process when it has purpose and meaning as an extension of the learning in the classroom. In my classroom, work may be assigned to be completed outside of the normal school day for a number of reasons:

- *Absence:* to make up work missed during an excused absence
- *Completion:* to finish work not completed at school for which time has been given to do so in class
- *Extension:* to provide students with opportunities to transfer specific skills or concepts to new situations
- *Practice:* to help students master specific skills which have been presented in class
- *Preparation:* to help students prepare for the next step in a unit or study for a quiz or test

In sum, studying at home enhances student achievement, helping to develop self-discipline and good work/study habits. Students in my classes should expect approximately 15-30 minutes of homework for every hour of time spent in class. Actual time spent on homework obviously varies greatly based on the individual and the degree to which they choose to maximize any given learning opportunity.

SUBMITTING / DOING COURSE WORK:

Written Work:

- Outside written work, unless otherwise noted, must be typed double-spaced on 8½" x 11" paper with 1" margins. 12-point Times/Arial or another standard font is acceptable. Identifying information must be included on a cover page OR in the upper margin, unless otherwise noted (name, date, subject/period, assignment title, etc.).
- In-class written work must be hand written on 8½" x 11" college ruled paper in black or dark blue ink. Identifying information must be included on the first page in the upper margin (name, date, subject/period, assignment title, etc).
- Students may re-write any extended take home writing for a revised grade. Revised work will only be accepted if the original copy is attached to the final copy and it includes a brief summary of revisions

- Many of the written assignments for this course will be submitted via turnitin.com. Students will need to have a valid email address to use this function. Files may be submitted in a variety of formats. If this is problematic for any reason, please meet with me early in the year to see about possible alternate arrangements or modifications to this process.

Readings:

- Students will be assigned a variety of readings and assignments each week from our class text, novels, and supplemental articles handed out in class. In order for us to make good use of our class time together, students will obviously need to complete these and related assignments prior to their due dates. It is essential that students keep up with the weekly reading.

GRADING POLICY:

A student's letter grade in a course is just one of the ways progress and learning in a subject is measured. Progress report and semester grades will reflect work done up to that point in the grading cycle. In accordance with the school's grading policy, letter grades will be awarded using the standard grading scale in the CHS Student Handbook.

Grades are based on work done in four weighted categories:

- **Homework and Projects:** This category accounts for *40 percent* of the student's grade in the course. Any assignment covering multiple days or one assigned for completion out of class falls into this category. The bulk of homework assignments will come from weekly readings and related assignments including extended, take home writing tasks assigned for completion outside of class.
- **Daily Class Work:** Totalling *30 percent* of the course grade, this category covers student participation in and completion of class activities and assignments. This could include participation in teacher led discussions, student led inner/outer seminars, forum/blog posts completed in school or out, cooperative learning activities, simulations, review projects, or any other work assigned in class and completed that day or over the course of several days.
- **Quizzes:** Students are expected to demonstrate accountability in weekly reading assignments, the acquisition of relevant skills, and development and mastery of AP Habits of Mind presented in class and practiced at home. Students will be tested and quizzed in various formats to achieve this goal, but the main modes include essays, short answer, some multiple choice and/or matching, and timed writings. This category is *20 percent* of the student's grade.
- **Unit Tests:** Review is an essential component of success in this course. To help encourage students to do so, *10 percent* of their grade will be based on unit review tests given at the completion of both major and mini units of study.

To help improve communication with home and empower students to be responsible for their academic progress, students and parents will have access to grades and class information online through the Skyward Family Access grading system. Passwords and individual logons, if not already held, will be established and communicated in the first few weeks of school.

LATE WORK / ATTENDANCE POLICY:

Unexcused late work is not acceptable. While I encourage and expect every student to complete each assignment and/or project to the best of their ability, partial credit will be awarded, at my discretion, for incomplete work submitted on time, but not for work turned in late without prior arrangements having been made. As always, late work issues not specifically covered in this policy will arise due to family emergencies, extenuating circumstances, etc. Students should chat with me about any individual concerns they have or specific situations that arise.

Missed quizzes/tests must be made up within one week of the original date. While this may be difficult for some students to adhere to, doing so allows us to review old quizzes/tests in class as part of our ongoing assessment and review process. Students may make up quizzes/tests before school, at A lunch, or after school during the daily conference period from 2:10 – 2:40. Arrangements for make up quizzes should be made ahead of time to ensure coordination of schedules.

In closing, please make every effort to minimize unnecessary absences. It is impossible to replace the learning situations and whole class activities students miss while out of the classroom. For specifics on the CHS attendance policy we adhere to, consult the student handbook. *Please note the following: Generally speaking, for each day of excused absence one day is given to complete or make up work.*

ACADEMIC HONESTY POLICY:

Honesty, integrity and mutual respect are necessary for true learning. The Camas High School SMT program's aim is to foster a community of trust that will enhance student achievement. Students who accept responsibility for creating a climate of academic integrity reap lifelong benefits. Our Honor Code (see separate handout for specifics) represents expectations of student behavior that are consistent with fully preparing future citizens in a democratic society.

We will address this code and the topic of academic integrity in class through activities and discussion meant to clarify the nuances of the subject, but ultimately the responsibility for understanding and submitting original, honest work lies with you. Protect yourself by erring on the side of caution and discussing questions, concerns, or specific instances with your teachers.

A major tool available to help instructors promote academic integrity in the classroom and at home is the use of Turnitin.com. Students should expect to be asked to use this tool regularly throughout the year, not just to prevent plagiarism, but for peer reviews of writing and by the teacher for online grading of essays and assignments.

TIPS FOR SUCCESS:

A student's introduction to AP/Pre-AP can be a harrowing event without an informed awareness of the course. Indeed, it is a challenging and demanding experience that has the potential to become unmanageable quickly without lots of encouragement and the proper support structure. For sure, there will be growing pains for all involved. That being the case, I highly encourage parents, guardians, students, and peers to work together as a team towards achieving success. Please, if you find yourself struggling, look at it as an opportunity to grow and learn and come see me early on so we can figure out a corrective course of action.

The following is a list of suggestions for doing so:

- Set aside a regular time and a quiet place at home to study and do homework.
- Form study groups with your peers that meet frequently and regularly.
- Set goals and deadlines for work to be completed and reward yourself when you're done
- Build a daily habit of reading, writing, and completing homework.
- Take small steps on large projects ... don't procrastinate.
- Contact your teacher via e-mail for clarification of assignments, projects, or progress
- Access the class web page and blog at www.misterqweb.com for links to assignments and updates on class happenings and goings on.
- Take ownership over your grade and check the online grade program regularly.
- Find a reasonable balance between the academic, social, and extracurricular; don't focus solely on one at the expense of the others.
- Relax and take a break from studying every once in a while ... go play.

CLOSING THOUGHTS:

If you have any questions regarding this syllabus, assignments, materials, or your progress, please feel free to contact me at school via phone or preferably e-mail. I am looking forward to working with you this year to create a positive and successful learning experience.

Good luck!

Mr. Greene

Pre-AP Participation Rubric

Several times per semester you will help to evaluate your class participation. This assessment will be part of your course grade. To be clear, "A" level participation requires excellence and mastery in each of the categories. Achieving this level of participation is hard work, but it is doable.

Circle individual bullet point descriptions that are "true" about your work in each category then give yourself an overall letter grade (A-F) for participation. Your ability to follow these directions, by the way, is part of this assessment.

1st 6 Wks / 2nd 6 Wks / 3rd 6 Wks (Circle One) Name: _____

Overall Letter Grade: _____ Comments: _____

| CATEGORY | Excellent / "A" | Good / "B" | Satisfactory / "C" | Poor / "D-F" |
|-----------------------------|--|---|---|---|
| Assignment Content | <ul style="list-style-type: none"> Maintains consistent focus on assignments. All parts completed Abundant and relevant use of supporting details in responses/work. High level of analysis with mature interpretation of the content demonstrated. Assignments reflect extra attention to detail, guidelines, and overall assignment specs. Clear and compelling evidence of learning and demonstration of AP Habits of Mind. | <ul style="list-style-type: none"> Maintains good focus on assignments. All parts completed Good amount of and relevant supporting details in responses/work. Good level of analysis of the content, though a few interpretive gaps may exist. Assignments reflect good attention to detail, guidelines, and overall assignment specs. Good evidence of learning and demonstration of AP Habits of Mind. | <ul style="list-style-type: none"> Demonstrates a developing and/or inconsistent focus on assignments. Most parts typically completed Supporting details included, but some extraneous or loosely related support in responses/work noted. Developing level of analysis of the content; many interpretive gaps noted. Assignments reflect some attention to detail, guidelines, and overall assignment specs. Some evidence of learning and demonstration of AP Habits of Mind. | <ul style="list-style-type: none"> Demonstrates little or no focus on assignments All or most parts NOT completed Few if any supporting details included; those present may be irrelevant or interfere with the meaning in the responses/work. Little if any analysis of the content demonstrated. Superficial observations demonstrating little or no critical though process in responses/work. Assignments reflect virtually no attention to detail, guidelines, and overall assignment specs. Little if any evidence of learning and demonstration of AP Habits of Mind. Schedule a conference with me. |
| Class Activities | <ul style="list-style-type: none"> Dutifully records detailed notes on activities/lectures. Actively participates in classroom discussions. Thoughtfully attends to visual media presented in class. Frequently uses conference and rewrite opportunities. Always follows directions. Is a highly positive, supportive member of the classroom community during presentations and group activities: active listening, applause, respectful, etc. | <ul style="list-style-type: none"> Records good notes on activities/lectures. Often participates in classroom discussions. Attends to visual media presented in class. Often uses conference and rewrite opportunities. Typically follows directions. Is a positive, supportive member of the classroom community during presentations and group activities: active listening, applause, respectful, etc. | <ul style="list-style-type: none"> Typically makes an attempt to take note on activities/lectures. Sometimes participates in classroom discussions, but usually only if called on. Usually attends to visual media presented in class. Rarely uses conference and rewrite opportunities. Often follows directions. Is mostly a positive, supportive member of the classroom community during presentations and group activities: active listening, applause, respectful, etc. | <ul style="list-style-type: none"> Seldom if ever records notes on activities/lectures. Rarely if ever participates in classroom discussions unless called on. Fails to attend to visual media presented in class: sleeping, talking, doing homework, etc. Does not use conference and rewrite opportunities Rarely follows directions. Is not a positive, supportive member of the classroom community during presentations and group activities: fails to listen, applaud, be respectful, etc. Schedule a conference with me. |
| Overall Class Effort | <ul style="list-style-type: none"> Student consistently goes above and beyond basic assignment expectations. Demonstrates consistent desire to reach individual potential, as evidenced through work Excellent use of class time provided to complete work. Excellent, positive attitude No redirection by teacher required; student manages independently. | <ul style="list-style-type: none"> Student typically meets the minimum requirements for the assignment; in some cases they perhaps go beyond basic requirements. Demonstrates good desire to reach individual potential, as evidenced through work Good use of class time provided to complete work. Good, positive attitude Typically no redirection required by teacher. | <ul style="list-style-type: none"> Student usually meets the bare minimum requirements for the assignment; rarely if ever do they go beyond basic requirements. Demonstrates haphazard desire to reach individual potential, as evidenced through work Mostly satisfactory use of class time given to complete work, though room for improvement noted. Satisfactory attitude Frequent redirection required by teacher. | <ul style="list-style-type: none"> Student largely fails to meet most or all of the assignment requirements. Rarely demonstrates earnest desire to reach individual potential, as evidenced through work Poor use of class time provided to complete work; more focus needed. Poor attitude Excessive redirection required by teacher. |
| Miscellaneous | <ul style="list-style-type: none"> Attends class regularly and always on time. Always uses seating chart seat. Uses hall pass when outside of room. Always uses class for class activities (doesn't finish/copy homework for other classes) Always respects and adheres to school wide rules and policies.: food, drink, iPods, cell phones, PDAs, hats, etc. Always cleans up work space | <ul style="list-style-type: none"> Attends class regularly and typically on time. Typically uses seating chart seat. Often uses hall pass when outside of room. Mostly uses class for class activities (doesn't finish/copy homework for other classes) Typically demonstrates respect and adherence to school wide rules and policies.: food, drink, iPods, cell phones, PDAs, hats, etc. Almost always cleans up work space | <ul style="list-style-type: none"> Attends class on fairly regular basis, but with noticeable number of tardies. Often uses seating chart seat. Often uses hall pass when outside of room. Mostly uses class for class activities, but sometimes not. Haphazardly demonstrates respect and adherence to school wide rules and policies.: food, drink, iPods, cell phones, PDAs, hats, etc. Sometimes cleans up work space | <ul style="list-style-type: none"> Attends class on irregular basis; frequently tardy. Rarely if ever uses seating chart seat. Rarely if ever uses hall pass when outside of room. Rarely if ever uses class for class activities, but sometimes not. Rarely if ever demonstrates respect and adherence to school wide rules and policies.: food, drink, iPods, cell phones, PDAs, hats, etc. Rarely if ever cleans up work space |