FM9

PreAP English I Humanities

2016-17

Instructor: Mrs. Wendi Baker

**Room: 9116**

# Conference Period: 2nd 9:45 – 11:15 A.M.

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**Website:** [**http://fm9english.weebly.com**](http://fm9english.weebly.com)

**Tutoring:** **Tuesday, Wednesday, & Thursday mornings 7:50 – 8:05 A.M.**

**After school by appointment**

**Course Description:**

Pre AP English I is an accelerated college-preparatory class for students with advanced writing and reading skills and a willingness to complete rigorous homework assignments. It provides students with the skills essential for success in the Advanced Placement English program in high school. Students in PAP English I are expected to meet higher standards in reading and writing. They will learn to use PAP skills and techniques to develop critical thinking skills in analyzing language and will learn to express their thoughts in clear, coherent and persuasive writing. Students will examine the full range of language arts skills, integrating vocabulary, grammar, writing and reading. The literary selections comprise essentially a genre study so students will examine with equal emphasis selections of poetry, drama, short story, and the novel from varied cultures and regions, and they will respond to this literature by writing formal and informal compositions. In addition, students will acquire a more sophisticated vocabulary and explore the grammatical skills essential to writing.

**Outcomes:**

* The learner will:
* identify grammatical elements in sentences
* write in complete sentences and identify fragments and run-ons
* write with a variety of sentence structures/styles
* spell and use capitalization and punctuation correctly
* write in formal and informal contexts
* write expository, persuasive, and informative papers
* understand appropriate essay structure (introduction, body, conclusion)
* write a thesis statement
* use topic sentences in paragraphs
* organize content
* write unified coherent paragraphs
* write with clarity and conciseness
* provide smooth transition between sentences
* document sources parenthetically
* include written quotations correctly
* provide support to argumentation (textual reference, logic)
* elaborate and clarify claims
* revise written work
* acquire a higher level vocabulary; learn SAT words
* distinguish different genres of literature
* demonstrate an understanding of the elements of fiction and poetry
* identify the main idea in a reading passage
* make careful observation of textual detail
* understand and identify literary device

**Assessment:**

Major Grades: 60% (tests, projects, essays/compositions, etc.)

Quiz Grades: 25% (vocabulary quizzes, reading quizzes, pop quizzes, etc.)

Daily Grades: 15% (grammar, vocabulary, class work and participation, quick writes, etc.)

**Graded Work:** Work turned in to be graded should be typed, double-spaced **or** neatly written in blue or black ink on notebook paper. Assignments submitted without a name will receive a ten-point deduction on the final grade. **Do not turn in anything torn from a spiral**.

**Late Work:** Work will be accepted one day after it is due **with a 30-point deduction**. No credit will be awarded for work submitted more than one day late. Homework is considered late if it is not turned in at the beginning of the class period.

If a student misses a due date, the assignment is due the first day s/he returns to class.

**Make-up Work:** Work missed due to absences will be handled according to district policy, which is explained in the student handbook. If a student is absent one day, he or she has one day to make up the missed assignments**. It is the student’s responsibility to attend tutoring for make-up work and to turn in late work on the next day.** **Requests for make-up work must be made before or after class.** **There is a time limit on make-up work. Students must follow the guidelines given in the student handbook.**

**Re-tests:** Objective tests may be retaken for the highest possible score of 70. Quizzes cannot be taken over. Students are responsible for scheduling a re-test time with the teacher within one week of receiving the failed test paper. Re-tests will not be offered after this period.

**Progress Reports:** Printed progress reports are provided every 3 weeks to students who have an average below 75. All students and parents are encouraged to follow student progress on the Skyward grade book program. If you have a question about your grade prior to the designated report dates, please refer to your student grade record and speak with Mrs. Baker after class.

**Supplies:**

* charged iPad
* one three-ring binder (1½ inch minimum)
* five dividers
* spiral or composition notebook
* wide-lined notebook paper
* 1 pkg of 4x6 index cards
* Post-It Notes
* blue and black ink pens
* red pen or pencil

Each student is requested to contribute to the class supplies. Please sign the class list for your item.

**\*Keep in mind that supplies need to be replenished throughout the semester.**

Final copies of essays must be typed. Students should be prepared in advance with appropriate printer supplies/cartridges etc. Papers may not be submitted via email or flash drive. The FM9 library is also available for your student’s word processing needs. Prior planning is the key.

### **BYOT:**

LISD is committed to make learning opportunities available through *Bring Your Own Technology.* It is our goal that students and teachers will collaborate in rich, engaging learning experiences using technology. Students may bring their own technology (notebooks, iPads, and e-Readers) and utilize personal electronic communication devices in the classroom when the teacher deems them appropriate for educational purposes. FM9 is a 1:X campus and the iPad is the preferred method of technology. All inappropriate and/or non-academic use of personal technology will result in disciplinary consequences.

CELL PHONES WILL NOT BE ACCEPPTABLE SUBSTITUES FOR IPADS.

Behavioral Expectations: THE POWER OF INTEGRITY

There are generally few “rules” in this class, but there is structure. I expect nothing less than your best behavior in this classroom, and this includes maintaining academic honesty and integrity at all times. It also involves listening to others and not talking out of turn.

Cheating/Plagiarism

In today’s world, more and more students are becoming complacent with the easy way out. As your teacher, I will not accept this mentality. In this class you will work hard, and with that, you will see benefits not only in your writing, but also in your thinking skills. With that said, cheating will not be tolerated under any circumstances.

Cheating/Plagiarism includes the following: *copying a classmate’s work, submitting another person’s work as your own (including taking someone’s revisions as your own), taking phrases, sentences, or larger sections of work from another source and putting it into your own work without quotations and citations, rephrasing someone else’s work without crediting the source from which you took it.*

As freshmen, you know what is right and what is wrong, and I expect you will always choose what is right. I respect honesty above all else and expect the best out of my students at all times. Cheating is, in my eyes, one of the grandest forms of disrespect: of yourself and of me. I am a teacher who reads all of your work, who knows your handwriting, and who has little patience and/or sympathy for excuses and apathy. There will be no “second chances” in terms of assignments if I suspect you of plagiarizing. You will receive a zero and disciplinary consequences.

Please do not put me in a position where I have to question your academic honesty and personal integrity.

Other Class Guidelines: Since you are enrolled in this course, I am to assume you have undergone academic success thus far. Congratulations. Because of this, though, it is very easy for you to walk into a class and make some assumptions of your own. It is easy, on your part, to presuppose you will earn a very high grade on every assignment because that is the way it has been in the past. It is great to have high expectations for yourself, but I would like to share with you a different perspective for this course. I want you to be willing to learn from your mistakes to become great thinkers and great problem-solvers, and I am here to help you get there. Please do not expect perfection because as you know, no one is perfect. I will grade you fairly and I will work with you to help you reach your goals. Please remember:

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1. Writing is a process. No piece of writing is perfect the first time one writes, and that is a fact. Speak to any writer or any editor, and you will hear the same.

2. You *must* make mistakes to learn. Let yourself; learn from them; move on. You will benefit so

much more.

3. I have a purpose in my teaching. If I grade a certain way, there is a reason. I do nothing without a rationale.

4. If I write all over your paper, it is because I took the time to give you feedback. Too often students see ink and assume that equals a ‘bad’ paper. Abolish this idea right now. My comments are my way of helping you improve. Read them. I take a lot of time writing them because I CARE and I want you to LEARN.

5. If you wish to discuss an essay, very well. I encourage all students, regardless of the grade, to schedule a conference with me to discuss the strengths and weaknesses of their writing. Please keep in mind, however, that the purpose of meeting is to improve your writing not to

challenge your grade.