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## English I Pre AP- Literature and Composition Course Syllabus 2018-2019

Instructor: K. Tomkins

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Room: 2106

Tutorials: Wednesdays 7:50 a.m. – 8:20 a.m. & 11:50 a.m. – 12:20 p.m. Also, by appointment

Conference: 6th period

### COURSE OBJECTIVE:

Welcome to English I – Pre AP. This course is designed for highly motivated, independent learners who wish to build a foundation for college-level AP courses and exams. English I emphasizes the fundamental language skills of critical reading (read, analyze, and synthesize an array of literary pieces), critical writing (to enhance technical writing skills as well as expose students advanced stylistic writing systems), speaking, listening, thinking, viewing and presenting. An emphasis on vocabulary and grammar skills will be an on-going part of the program. The course includes studies of various literary genres: short story, poetry, novel, drama, informational text and non-fiction.

Pre-AP courses are designed to teach students the skills necessary to be successful in Junior and Senior level AP (Advanced Placement) courses. Students can expect 30 to 60 minutes of homework nightly for each Pre-AP course taken, which will include studying notes and materials covered during that day. Students can also expect work that is more rigorous including:

- Independent reading, textbooks, articles, novels, novellas etc.
- Reading and analyzing higher level reading materials
- Writing free response and document based essays
- Independent and directed note-taking and research
- Timed assessments

### COURSE EXPECTATIONS:

In order to achieve our goal of excellence in literary analysis and to master the skills of writing, students in this course are expected to be present, be prompt, be prepared, be polite, and be productive. Each student will be held accountable for class work, homework and tests.

## COURSE OVERVIEW:

Unit 1: **Identity** – What shapes my identity?

Unit 2: **Culture** – How does my culture impact my understanding of the world?

Unit 3: **Influence** – How am I influenced by the world around me?

Unit 4: **Justice** – How do I determine what is right?

Unit 5: **Choices** – How do my choices impact my life?

Unit 6: **Change** – How can I affect change?

## REQUIRED MATERIALS:

Students are expected to come to class prepared and with the required materials. Failure to do so will result in wasted class time, slower learning, and possible disciplinary action. Please have the following items with you every day. (Certain items may be kept in the classroom.) .

1 pack of loose-leaf paper	8 – Tab Dividers	1 box of Kleenex
Notebook paper	1 – 1” Binder	Blue/ Black Ink Pens and Pencils
Post-It notes	Multicolored Highlighters	1 bottle hand sanitizer
Charged Power-up laptop		Independent reading book

## TEXTS:

The textbooks for the course are as follows:

- The College Board’s *Springboard: English Textual Power*
- Holt McDougal’s *Literature*, grade 9
- Various fictional novels (provided)

## REQUIRED ONLINE RESOURCES:

Houston ISD uses the online platform the HUB for students to access assignments, class info, grades, etc. We will use the HUB throughout the year for different assignments, therefore a charged laptop is a requirement for my class.

## HOMEWORK REQUIREMENTS:

Homework will be assigned regularly. Consistent failure to complete homework assignments will result in slower learning, below level mastery of objectives, poor grades and parent/teacher/student conferences.

## GRADING SCALE:

Grading of student work is based on state and district-required learning standards (Objective) and should provide clear expectations for mastery (Closing Product). Expectations for grading should be clearly defined through rubrics, criteria charts, or other evaluative tools. Grades will be provided to students and entered into GradeSpeed in a timely manner. A minimum of two (2) grades should be recorded each week and Tests/Projects/Quizzes which may carry a heavier weight should be offered multiple times in a grading cycle so

that students have ample opportunity to show mastery of content. The following grade weights will be used to determine six-week grades:

Classwork/Homework	50%	(min 6)
Test/Project/Quiz	30%	(min 3)
Daily/Participation	20%	(min 6)

#### ACADEMIC HONESTY:

Plagiarism, cheating and unauthorized group work; fabrication, falsification, and misrepresentation; stealing and abuse of academic materials; complicity in academic dishonesty; and academic misconduct is unacceptable and will not be tolerated. Such decisions about academic dishonesty are at the teacher's discretion. If it is determined that cheating has taken place in any capacity, parent contact will be made along with a referral to your grade level AP, and a score of zero for that assignment.

*Classroom disruptions of any kind (including talking) during a testing period will not be permitted and will result in disciplinary action. Students who cheat or plagiarize on homework, class work, projects or tests will be given.*

- *a zero on the assignment*
- *notice to counselor*
- *teacher/parent conference*
- *will not be allowed to make up assignment*

#### REPORT CARDS:

Report cards with each student's grades or performance, conduct grades and absences in each class or subject are issued to parents once every six weeks.

#### EXTRA CREDIT:

Extra Credit assignments will be offered for each grading period at the teacher's discretion.

#### ATTENDANCE:

Student criteria for graduation is contingent upon accurate attendance being taken.

- ADA time is 9:45 each day.
- A student is TARDY when...
  - o he/she enters class within 15 minutes of start time on Monday, Tuesday, and Friday (traditional schedule).
  - o he/she enters class within 30 minutes of start time on Wednesday and Thursday (block schedule).
- A student is ABSENT when...
  - o he/she has enters class after 15 minutes on Monday, Tuesday, and Friday (traditional schedule).
  - o he/she has enters class after 30 minutes on Monday, Tuesday, and Friday (traditional schedule).
- To make an attendance correction, please see Mrs. Guidry in the attendance office.

### ABSENCE AND MAKE-UP LEARNING POLICY:

If you are absent, you are required to make up the learning that you miss. There is no way to recover the time lost when a student is not class. In an effort to keep your learning on track when returning from an absence, I may require one or both of the following: time in my classroom after school, work/reading to be done at home. These measures are the sole responsibility of the students to initiate and must be completed within one week of the absence(s). A student who does not make up assigned work within the time allotted by me will receive a grade of zero for the assignment. If you know you are going to be absent ahead of time, including absences for extracurricular activities, see me to get your makeup work prior to your absent.

HISD board policy states that teachers will provide a reasonable amount of time for students to make-up work. A rough standard is one to two days of make-up time for every school day missed. Even so, the district generally allows the teacher to determine what is reasonable given the particular circumstances of a student's absence and the activities missed. For example, in determining when a student should make up a missed test, the teacher might legitimately consider such factors as the amount of time the student was absent, whether new material was covered during the absence, whether there was notice of the date and nature of the test available to the student prior to his or her absence, and so on. HISD board policy states that missed tests and quizzes must be made up outside of class time, usually before or after school.

### TARDIES:

After the second tardy to class, the teacher will call home to inform the parent and seek parental assistance. The teacher will keep a phone log, whether hard copy or electronic, with records of who they called, the student's name, date of call, and a note about the outcome of the call.

➤ After the fourth tardy, the teacher will call home and request a parent meeting in the campus about the student's tardiness. The teacher should work to find out what is happening with the student and seek answers that can help the student get to class on time. At the fourth tardy the teacher will also assign the student a teacher-issued detention which may be served either before school, during lunch, or after school at the teacher's discretion.

➤ After the sixth tardy, the teacher will reach out to either a counselor or administrator for assistance with the student's excessive tardiness. It is at this time that an administrator may take disciplinary action including but not limited to restorative justice circle with stakeholders, small group conferences, administrator-issued detention or in-school suspension.

Note: All teachers will keep a tardy log.

*[Per the Waltrip High School Handbook 2018/2019]*

### LATE WORK:

Assignments are late if they are not turned in at the beginning of class. If you attend school at any time during the day you are required to bring me your assignment. Field trips are not excuses for not turning in your work. Students will be given at least one opportunity to submit late work following an absence. Grade penalties and the amount of time allowed to complete the assignment are as follows:

#### Late Work related to an absence:

3 days to turn in the assignment

no points deducted

full credit eligible

Late Work NOT related to an absence:

1 day late	-10 points	max 90
2 days late	-20 points	max 80
3 days late	-30 points	max 70
4 days late	-40 points	max 60
5 days or later	zero assigned to the grade book	

ACADEMIC DISHONESTY:

Except during designated group work, you are expected to complete homework, class work, and tests on your own. If you use someone else's work—even a phrase—in an essay or assignment, or talk during a NO TALKING assignment, such as a quiz or test, you will receive a ZERO and your parents will be notified of what has occurred. If you copy or otherwise cheat, you will receive a ZERO and your parents will be notified of what has occurred. In the event that this should happen, you will also be assigned detention. Cheating is morally unacceptable and will not be tolerated, but more importantly, cheating does not prepare you to make it on your own.

STUDENT ID BADGES:

Students will be required to wear (visibly) a current Waltrip High School issued student ID badge at ALL times while on school grounds, and must carry them to all school activities.

HALL PASS/NURSE PASS:

Students will not be allowed out of class during the first and last 15 minutes of any instructional period. To leave class, students must obtain a hall pass from their teacher after or before the previous amount of time. The student must fill out the hall pass. When using the pass, students are expected to go directly to the location named on the pass and only to that location. Once finished with their business at the assigned location, they are to return directly to class. There are to be no added stops, i.e. locker, restroom, telephone, etc. Failure to meet this expectation will result in immediate disciplinary action. It is the student's responsibility to take care of all academic and personal needs prior to arrival.

If there is a medical condition/ situation that requires the attention of the nurse, a nurse's pass will be issued.

TUTORIALS:

My tutorial hours are Wednesdays from 7:50 a.m. to 8:20 a.m. (before school) and 11:50 a.m. to 12:20 p.m. (during lunch) unless otherwise stated on my door or during class.

Tutorials are designed to address to any academic concerns faced in the class via re-teaching. Students must come prepared with questions or concerns regarding the material. Students are able to receive individualized assistance or work in small group settings. Tutorial time is also used to make up missing work. If the time allotted is not sufficient, please see me to schedule a time that will work better.

TECHNOLOGY IN THE CLASSROOM:

Texting, Snapchat, Facebook, Instagram: these are all very fun. The classroom is NOT the place, however. Upon entering the class, cell phones should be turned off and put away for the duration of the class period. Phones should not be on your desk or in your lap, but secured. If I see or hear a cell phone, it will be confiscated and turned in to your grade level AP. This is a non-negotiable.

Additionally, do not plug in or charge cell phones without permission. If you are found charging a cell phone during class, both the charger and cell phone will be turned in.

Laptops and tablets are allowed and must be brought everyday. Laptops may only be in use with teacher permission.

### CONFERENCE:

Appointments for a parent/teacher conference can be made during my conference period 2:15 p.m. to 3:05 p.m., after school or before school with an appointment with at least a 24-hour notification via email. Please e-mail me if you would like to schedule an appointment. Phone conferences are available by appointment as well.

### UNIT OVERVIEWS:

#### Unit One

This unit explores the theme of identity, asking students to consider the essential question, “What shapes my identity?” through the reading of literary nonfiction and expository texts. Students are introduced to the workshop instructional model and learn to utilize cognitive strategies to explore literary nonfiction, expository elements, and text structures by crafting precis responses. Students craft a personal memoir, an email, and begin drafting an expository essay. Students are introduced to the writing portfolio as a tool for reflection and tracking growth.

#### Unit Two

This unit explores the theme of culture, asking the students to consider the essential question, “How does my culture impact my understanding the world?” through the reading of expository and dramatic texts. Students continue to use a workshop instructional model and further develop comprehension strategies to analyze author’s purpose and exhibit higher-level thinking skills and analysis by crafting a precis response. Students continue the expository essay from Unit 1 and revise to create a 26-line STAAR expository essay. Students continue to build their writing portfolios and reflect on their growth as writers.

#### Unit Three

In this unit, students explore the theme of influence by addressing the essential question, “How am I influenced by the world around me?” through the analysis of persuasive techniques in text and media, fiction, and poetry. Students demonstrate their abilities to make connections to the text by crafting a precis response. Students write an argumentative essay utilizing persuasive techniques. In addition, students craft poetry. Students continue to submit selections to their writing portfolios and reflect on their growth as writers.

#### Unit Four

This unit explores the theme of justice by addressing the essential question, “How do I determine what is right?” Literary nonfiction texts are paired with fictional and expository texts. Students read and make connections between these paired passages, examining text structures and author’s purpose. Students continue to exhibit their analytical skills by crafting various precis responses. Additionally, students write an interpretive response and a 26-line STAAR expository essay. Students submit selections to their writing portfolios and reflect on their growth as writers.

#### Unit Five

This unit explores the theme of choices by addressing the question, “How do my choices impact my life” through reading and examining historical fiction, media, and expository texts. In addition, students analyze how social, cultural, geographical, and historical context affect the author’s organization and presentation of

ideas. Students further analyze texts by crafting precis responses. Students continue to focus on writing and revising a 26-line STAAR essay and will submit selections to their writing portfolios and reflect on their growth as writers.

## Unit Six

In this unit, students explore the theme of change by addressing how the question, “How can I affect change through reading and examining media and expository and procedural texts. Students conduct research, craft a research plan, and produce an abstract of findings. Students use their research to produce and present a multimedia presentation. Students will reflect on their growth as writers by examining their writing portfolios and selecting a piece for revision and presentation. The unit ends by focusing on what students have read in this course and planning for summer reading in preparation for English II.