

ENGLISH I Pre-AP

Ms. Ariann Burley

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Welcome to **our** English class!

This year will be one of the most challenging, and hopefully one of the most rewarding, years of your school-life so far. You are learning new things. New routines. New faces, new names, new places. New challenges. You are learning what it means to be you.

Amidst this sea of change, you are also being asked to engage with some of the most challenging material you have probably seen in school so far, at a pace that is faster than you are used to. You have more homework and more responsibilities. But you also have a greater desire to take control of your own life—to be who you want and do what you want, rather than what someone tells you to be or do.

The themes for this year in English I encompass your experience in relation to transformation in the world around us: Change. Challenge. Power.

In Pre-AP English I, we will explore what it means to be educated, who holds power or deserves to hold power, and what it means to challenge yourself, your world, and the people around you. We will do that through in depth reading of complex texts, including books, plays, film, poetry, and non-fiction. We will apply what we learn from our reading to ourselves and our world. We will learn to communicate what we think effectively and clearly in writing. Throughout this year, you, as a student, should strive to embody the following ideas:

"Responsibility to yourself means refusing to let others do your thinking, talking, and naming for you; it means learning to respect and use your own brains and instincts; hence, grappling with hard work."

-- Adrienne Rich, poet

"The playing adult steps sideward into another reality; the playing child advances forward to new stages of mastery."

– Erik H. Erikson, developmental psychologist

To embrace these ideas is to embrace your own role in your education. Seek. Strive. Grow. Welcome to Carnegie Vanguard—I'm so excited that you're here!



THINGS TO KNOW

1. Time management and organization will be CRITICAL to your success.

- Time management and organization is key to your success at CVHS!
- DO—use your planner (or an app or calendar) and WRITE. YOUR. ASSIGNMENTS. DOWN. The worst thing you can do is try to remember everything—it will not go well for you.
- DO—get your assignments done as soon as you can and schedule breaks for yourself to keep going.
 - Try using the Pomodoro Method. This one is great: <https://pomodoro-tracker.com/>
- DO—reach out to your teacher as soon as you start feeling overwhelmed or like you're falling behind. We will work with you! But, it's better to set up a plan before things get too dire.

2. PowerSchool (checking your grades) is a TOOL to help you—do not fear it, use it to your advantage!

- Grades are DATA & FEEDBACK from me to you to understand how you're doing with the skills and tasks.
- Check PowerSchool daily to see what assignments are due or upcoming or missing.
- Thinking of your grades as DATA and Power School as a TOOL for success is CRUCIAL.
- You are here to LEARN and not to already know everything.
- Grades let you know how your learning is going, and if you need to improve on anything or if you're right where you should be!

3. Late Work

- Write down due dates in your planner (check my board and Canvas).
- In order to help you develop the important skill of turning in work on time, there will be a grade JUST FOR this—a “Timely Work” grade.
- For example: A writing assignment can have two grades for it—a “Writing Grade” that is based on the quality of your writing AND a “Timely Work” grade that is based on you turning the work in on time.
- IF you do not turn in your work on time (for whatever reason), you will receive a “o” for the “Timely Work” grade, BUT you could do an amazing job on your writing and still get a “100” for the “Writing Grade.”
- “Timely Work” points are a lot less than the “Writing Grade” points, BUT it can still affect your overall grade if you are consistently turning in your work late.
- You have three class days to make up any late work or it will be a “o”

4. Absences

If you know you are going to be absent, it is your responsibility to check Canvas for class lessons and assignments, to speak to your classmates or to me, so that you understand the work, remain on schedule, and make up missed quizzes or assignments. **Be resourceful and proactive.**

5. Re-takes/ Tutorials

Please find the Carnegie re-take policy for in-class quizzes and tests in the student handbook. This class will have a separate policy for re-writing major writing assignments. A face-to-face conference and reflection will be required before completing the re-write. Writing under an 85 may be re-written for up to an 85. Major writing assignments receiving 75 or under will require a re-write. Tutorials are available during office hours or SSEP.

6. Plagiarism/Cheating

Per CVHS policy, plagiarism and academic dishonesty will NOT be tolerated in any form. Your work should always be your own. Absence of source citation is also an infraction. Working with a partner on a non-partner assignment is considered an infraction in some cases. Get clarification on a specific assignment about what is allowed. Plagiarism will receive a 0 and be referred for discipline.

To be perfectly clear, cheating includes the following:

- Using AI resources to complete assignments and projects without teacher permission.
- Submitting assignments that have been copied from other students.
 - If two or more students submit a copied assignment, all students involved have consequences.
- Using online resources to complete assignments without properly citing sources.
- Using online resources to write essays/short answer responses/projects without properly citing sources.
- Using online resources to write essays/short answer responses/projects when told by the teacher that you are NOT allowed to use online resources.
- Posting images on assignments without properly citing sources.
- Sharing assessment and classwork answers via email/phone/video/social media etc.
- Anything Ms. Burley told you NOT to do.

Consequences include:

- A grade of zero (0) on the assignment in question, without the opportunity to make it up.
- Meeting with the teacher to discuss the assignment in question.
- Parent contact.
- Discipline referral.

GRADING CATEGORIES

Grading Categories for English 1 Pre-AP in PowerSchool

- **50% Writing and Analysis Skills** (includes vocabulary and grammar grades)
- **20% Academic Skills** (includes timely work, group discussions, class participation)
- **30% Cumulative Skills** (includes essays, projects, and tests)

GRADES: What do they even mean??

- Grades are simply data about your progress with the skills and content in the class.
- You are MORE THAN YOUR GRADE!! Never forget this.
- Use your grades as a TOOL to help you improve and get stronger as a writer and critical thinker.

WHAT ARE MY GRADES TELLING ME??

While specific instructions and feedback will be provided on individual assignments, this general guide will tell you what you should understand from a number grade.

Score 95-100 Level: WOW—Extremely Advanced Skills

100= MATURE and INVENTIVE use of skill

95-99= DEMONSTRATES increasing degree of maturity and inventiveness

Score 90-94 Level: EXPERIENCED—Advanced Skills

90-94= ADVANCED use of skill: No flaws in demonstration of skill knowledge

Score 85-89 Level: SURPASSES Expectations

85-89= Minor flaws decrease as skill mastery increases

Score 80-84 Level: MEETS Expectations—Students' Skills Are Where They Should Be

80-84= SATISFACTORY use of skill: Minor flaws still present

Score 75-79 Level: EMERGING Skills—ALMOST meets expectations

75-79 = *Flaws decrease in number or severity*

Score 70-74 Level: DEVELOPING Skills

70-74= *PARTIAL grasp of skill, SOME sufficiency: Flaws overshadow skill demonstration*

Score 60-69 Level: ALMOST NOT YET—REQUIRES more practice to meet expectations

61-69 = *Attempts build towards some skill demonstration*

60= *ATTEMPTS use of skill, NO SUFFICIENCY demonstrated*

Score 0-50

Level: NOT DEMONSTRATED

50= *NO EVIDENCE of skill understanding/use*

Other grades:

√+ = 100 (mastery) √ = 89 (competent) √- = 70 insufficient (did not accomplish)

Supplies

The only mandatory supply for my class is your CHARGED school laptop and charger.

(Optional, but helpful) Please bring one of the following to contribute to the class supply: 1 box of Kleenex, college-ruled loose paper

Bring your laptop to class EVERY DAY, as it will be used everyday. If you choose not to get the HISD Power Up laptop, please be aware that you will still need a computer in class. In addition, personal computers tend to have trouble connecting to the school wireless, which you will need to be able to do to complete writing assignments via google docs and to access texts via Canvas or websites.

Required Memberships

There are several websites or programs that we will use repeatedly this year. Please join the following USING YOUR FULL REAL NAME: www.turnitin.com, noredink.com, vocabulary.com, and remind.com.

Class	Class ID for turnitin.com	Enrollment key for turnitin.com	Join code for Noredink.com	Join link for vocabulary.com (also on website)	Join Code for myap.collegeboard.com
Period 2	40281608	jayz2001	noredink.com/join/fast-doll-47	https://vocab.com/join/4JSWTR6	29PZ2V
Period 3	40281624	common2002	noredink.com/join/young-poster-27	https://vocab.com/join/2K0KA2Y	X6AY6A
Period 4	40281705	bunb2003	noredink.com/join/young-rake-46	https://vocab.com/join/3J9H5ZY	P3NG79
Period 5	40281731	cardi2004	noredink.com/join/cheerful-horse-84	https://vocab.com/join/3YHM8Y9	YJ4PGE
Period 6	40281772	nipse2005	noredink.com/join/friendly-pilot-9	https://vocab.com/join/4400Y9X	2Y32EX
Period 7	40281799	nokia2006	noredink.com/join/careful-bridge-44	https://vocab.com/join/4FPNSP5	34AE6D

Remind.com: Text @burleyEng1 to 81010

NOTE: Remind.com only allows free announcements to 150 people now, so parents PLEASE do not join the student class. If you would like to know what is happening in class, please check the class website.

Fall Semester:

1st 6-Weeks (5 weeks)—Unit 1: Building Community Through Learning

Essential Questions: What is the purpose of our education and learning? Do we see our education as a means to an end, to get a good grade so we can get into a good college and get a good job? Is it a means to become an agent of change in society? Or do we see learning as a goal in itself?

Objectives: We will use this time to build relationships with each other in order to create a supportive learning environment and explore what our education means to us in order to set our goals for the year.

Major texts: Summer Reading assignments

Unit 2: Belonging and Becoming

Essential Questions: How do our societal conditions shape our identity? How did others “name” or identify in the past? How have you changed in the past two years? How can you use this year to “rename” and start a new beginning for yourself?

Objectives: We will explore the themes of identity and growth through short stories, how to use different strategies to analyze a text’s literary craft and connect it to its meaning; and learn strategies for writing about literary fiction.

Major texts: Short Stories: Packet will be distributed

Major Assessments: Literary analysis writing using the Jane Schaffer writing model and an Identity Project.

Cycle 2– (6 weeks)--Unit 3: The Hero and the Human Condition- Archetypes Tying Time Together

Essential Questions: What common threads or patterns are there in narratives from ancient societies to the present? What are the origins and function of these common archetypes or tropes in narratives? Why do we have to journey away from home in order to be able to return home on our own terms and with a self-realized identity?

Objectives: We will study the classical text *The Odyssey* and connect the archetypes and patterns with contemporary cultural references in order to understand the connective threads in art and literature.

Major text: *The Odyssey*, Emily Wilson translation

Major Assessments: Interactive project and literary analysis writing

Cycle 3– (4 weeks)-- Unit 4: Dystopian Reality

Essential Questions: How do dystopian narratives help expose and highlight the problems in our contemporary reality? **Objectives:** We will explore what makes a dystopian society, in literature and in life. We will apply written and discussion-based analysis of the author’s literary craft in order to examine how authors craft dystopian texts to highlight contemporary issues.

Major text: Summer Reading texts, short stories, nonfiction articles

Major Assessments: Informational and argumentative writing, Socratic seminars, and project

Fall Skills: Annotation, discussion norms, literary analysis, visual rhetoric, grammar skills, vocabulary building, writing process, identification and use of literary and rhetorical devices, essay writing.

Spring Semester

Cycle 4 (7 weeks)-- Unit 5: Art and Activism through Poetry

Essential Questions: How is language an art form? How can we create music using words to articulate our ideas? **Objectives:** We will discuss poetry as an art form and connect it to other forms of expression. We will discuss how art, including poetry can be used expressively and subversively by activists to promote change. Students will be exposed to and use a multitude of poetic forms and techniques.

Major texts: Poetry packet will be provided

Major Assessments: Literary analysis essay and poetry anthology

Cycle 5 (7 weeks)-- Unit 7: Living Shakespeare—*Romeo and Juliet*

Essential Questions: How can we bring *Romeo and Juliet* back to life? How is the drama produced among characters in the play reflected in the lives of adolescents today?

Objectives: We will study the play as a way to discuss themes important in our own lives. We will also discuss the form of Shakespearean drama and why it is still considered a necessary piece of English language education. Finally, we will think about how directors adapt plays to the stage or screen and how that affects the themes communicated.

Major texts: *Romeo and Juliet*, William Shakespeare

Major Assessments: Interactive video project

Cycle 6 (7 weeks)-- Unit 8: To Be Determined

Spring Skills: expository writing, poetic writing and analysis, research and citation skills, critical thinking, analysis of literary devices for meaning, literary theories, media literacy

ENGLISH I SYLLABUS SIGN AND RETURN

Parents and students, please sign that you have READ AND UNDERSTOOD the syllabus, which is posted on Canvas and the school website. While I understand that you will receive many papers to sign this week, the signatures below will indicate to me that you are aware of class policies and rules, and in case of any misunderstandings, I will reference this document.

Student Name _____

Student signature _____

Parent/Guardian Name and Preferred Title _____

Parent/Guardian email _____
(or other preferred contact method)

Parent/Guardian Signature _____