

Pre-AP English I
Challenge Early College High School
2010 – 2011

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Pre-AP English I is a literature-based writing course that explores issues of identity, relationship, structure, motivation, and creativity with pen and paper. Grounding the course on these topics allows students the advantage of using their knowledge while connecting writing and literature to life experiences as they improve upon their current abilities in reading, writing, and thinking. This course is a step by step regimen that begins at the student's current skill level and pushes them toward college coursework and Advanced Placement (AP) performance in Standard English and writing skills. It is crucial to student success that students make their best efforts to follow instructions. Students are preparing for college level work, so students should assume considerable responsibility for daily reading, reflections, and writing.

Writing: Students in Pre-AP English I will practice a series of writing techniques designed to develop their individual styles and voices. Appropriate diction, effective imagery, rich detail, deft manipulation of point of view, and purposeful use of various sentence structures will inform student writing in our class.

Revision—literally “re-seeing” a piece of writing—is the heart of a writing program. Student writers will re-work their pieces through multiple drafts in order to produce maximum clarity, to achieve fully the writer's purpose, and to develop the writer's skill in using language effectively.

Close Reading: Our class will focus on reading for more than plot, more than detail, more than incidents or characters. Student readers will learn to look for patterns, to detect tone and tone shifts, to analyze symbols, and to perceive layers of meaning in literature, film, art, and music. This kind of reading is merely practice for the “real” work of reading that forms the primary task of human beings—the task of “reading” the world, life itself, as a text. Students will “read,” analyze, and interpret experiences they encounter outside of the literary world.

AP Test Practice: The curriculum for this course is in preparation for college-level reading, writing, and language study designed to help students gain the skills outlined so that he/she will be ready to pursue advanced studies in literature. To meet this goal, students will practice advanced placement multiple choice and essay questions throughout the academic year.

Classroom Expectations

Be on time and be prepared for class each day by bringing all materials.

Have all homework and readings completed in preparation for daily work.

There will be reading and writing assignments every night of the school year.

The classroom is a professional working environment—no food, drink or electronic devices allowed.

Absenteeism

If students are absent, they will have 3 school days to make up the missed assignment. Within the first few weeks of school, students will need to find a study partner to get notes from him/her.

Tutorials

English I tutorials are Mondays/Wednesday from 3:30 – 4:30. Tutorials are times when students can schedule one-on-one time for assistance. Tutorials are not the time for the teacher to “pre-grade” or proof an assignment before submittal. Students are to come with specific questions on an assignment for the instructors to help them.

In the event a student cannot stay after school on Mondays/Wednesdays, other English instructors are available to assist at alternative times.

Supplies

- College ruled loose leaf paper
- Binder with 2 dividers labeled *Class Work* and *Copies*
- Pens (blue or black only)
- Highlighters
- USB/Flash Drive (mandatory)
- Spiral notebook—for Dialectical Reader Notes and Class Notes
- Post-its/sticky notes (various sizes) for annotating texts

Grading

Our evaluation of your work, both in and out of class, goes hand in hand with your own perception that you are making progress and becoming increasingly expert as a user and interpreter of language. You, your instructors, your peers, your parents, and others in the world around you best serve that function. As instructors we will assess your strengths and weakness as a reader and writer throughout the year.

All assignments will be graded on a total-point system consisting of:

- Daily Work
- Weekly practice with AP-style multiple choice questions and free response prompts
- Syntax and Grammar Study
- Essays, In-class writing, Dialectical Journals
- Vocabulary Study and Quizzes
- Text Based Discussions
- Style Analysis
- Research Process and Papers
- Highlighting and Annotation Checks
- Participation in Classroom Discussions (Seminar)
- Class Presentations
- Writing Conferences and Draft Revisions
- Individual student portfolios
- Projects

Scoring rubrics will be provided for each assignment and writing exercise.

No Incomplete Work Will Be Accepted

Late work will be penalized 10% per day

*After 5 days, the grade will be recorded as ‘0’ with no make up

Students are responsible to make up work missed due to absence and submit it at the very next class meeting.

Grades are never discussed during class. Students will have to make an appointment after school to discuss grades.

9 Week Cycles:

First 9 Wks Aug 23 – Oct 15 Report Card Date = Oct 22

Second 9 Wks Oct 18 – Dec 17 Report Card Date = Jan 7

Third 9 Wks Jan 4 – Mar 11 Report Card Date = Mar 25

Fourth 9 Wks Mar 21 – June 2 Report Card Date = June 8

Fall Final Exam REVIEW Dec 6 – Dec 13

Fall Final Exams Dec 14 – Dec 17

Spring Final Exam REVIEW May 16 – May 20

Spring Final Exams May 27, May 31 – June 2

Texts to be used throughout the year, as well as some to be offered as independent study:

Literature Grade 9 textbook Holt McDougal

Life of Pi by Yann Martel

Enrique's Journey by Sonia Nazario

Mythology: Timeless Tales of Gods and Heroes by Edith Hamilton

The Odyssey by Homer (translated by Robert Fagles)

The Catcher in the Rye by J.D. Salinger

The Road by Cormac McCarthy

Lord of the Flies by William Golding

To Kill a Mockingbird by Harper Lee

Slaughterhouse Five Kurt Vonnegut

The Devil's Highway by Luis Alberto Urrea

The Demon in the Freezer by Richard Preston

Fast Food Nation by Eric Schlosser

The Tragedy of Romeo and Juliet by William Shakespeare

Though not mandatory, students are encouraged to purchase their own copies of texts for ease of annotation and note-taking.

English I Course Overview

The Journey Begins

- Introduction and orientation
- Skill level assessments in reading, writing and vocabulary
- Review and close reading of Life of Pi
- Essay Writing & Rubrics (Intro, Definition, and Usage)
- In-Class Essay—Literary elements and thematic meaning
- Vocabulary Stems (prefixes, suffixes, and roots)
- Character, Setting, Plot and Style
- In-Class Essay—*My Personal Journey*
- Dialectical Reader Notebook and writing procedures
- Questioning strategies and drawing conclusions
- Building paragraphs: Syntax and Grammar Study
- Independent Reading & Supplemental texts—close reading and annotation
- Maintaining a *Portfolio*
- Enrique's Journey—rhetorical appeals and author's purpose
- Elements of Poetry
- Introduction to poetry vocabulary, mechanisms and writing
- TPCASTT
- Selected essays and poems with analysis of poetic thought
- Literary Circles
- Synthesis Project

Winter Break Reading and Analysis

- Mythology: Timeless Tales of Gods and Heroes by Edith Hamilton

A Hero's Journey

- The Odyssey by Homer
- Elements of the Epic
- Archetypes of the Hero
- Archetypes of the Journey
- Project (to be determined)
- Essay—Comparison and Contrast
- Literary vocabulary and devices at work in selected readings
- Elements of Fiction
- Essay—Literary Analysis
- Supplemental readings and related discussion

Relationships - Challenges and Choices

- Review of Winter Break Assignment
- Elements of Drama
- Essay—Coming of Age
- Intro to Shakespeare
- Sound devices and dialogue
- *The Tragedy of Romeo and Juliet*—close reading
- Selected critical essays, supplemental readings, and related discussion
- Timed In-Class Essay—Characteristics of Tragedy
- Essay—Recurring Themes and How They Play Out in the Work

The Quest for Justice and Equality

- Literary analysis and close reading
- Timed In-Class Essay—Irony, Symbolism and Foreshadowing in the Novel
- Supplemental readings and related discussion
- Essay—Literature as History
- The Catcher in the Rye by J.D. Salinger
- Analysis of a masterpiece of allegory
- Selected short stories and nonfiction essays
- Project (to be determined)
- Portfolio selections and reflections
- Independent Non-Fiction Study