

**Challenge Early College High School
2011-2012 Pre-AP English II Syllabus**

Ms. M. Selvas
Tutorials: Tuesdays 3:30-4:30
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Pre-AP English II is designed to guide students through active reading of classic and contemporary American writers. The demands that are placed on the student in this course are comparable to a college-level course. Students will keep dialectical journals to deepen their comprehension of texts, to provide questions for group discussions, to organize their thinking around essay topics and to review for tests. The quality and effort invested in a student journals will serve as an indicator of how well he/she is performing in class. Weekly study of vocabulary will be used to reinforce and enhance students' written as well as verbal skills.

Course Standards

Upon completing this course, students should be able to:

- Analyze and interpret a variety of texts including: rhetorical strategies, literary devices and writing techniques.
- Apply effective writing strategies, techniques and diversity in their own writing.
- Create and support conversations and arguments based upon reading, research and experience.
- Demonstrate an understanding and mastery of standard written English as well as maturity and voice in their writing.
- Write in a variety of genres and contexts, both formal and informal.
- Move effectively through the stages of the writing process, including: drafting, peer editing, revising and review.

Central text for the school year: Holt McDougal's Literature: American Literature, Grade 11

Supplies

College ruled loose leaf paper	pens (blue or black only) pencils	6 Dividers: DR Notes, Essay, Grammar, Handouts, Poetry and Terms
1 ½ inch binder with dividers 1 folder with brads(Vocabulary)	USB/Flash Drive (strongly recommended)	Novels and non-fiction texts as specified

Grading All grades are total points **not** percentages.

The breakdown of assignments in Pre-AP English II is as following:

- Major grades which consist of:

Drafts of in-class essays/Revision of essays	Group projects
Vocabulary quizzes/vocabulary journal	Text-based quizzes/tests
Journals:	
Reading response and analysis	Dialectical reader notes
Class notes	
- Other in-class assignments
- Participation:
 - Keeping up-to-date journals/binders
 - Actively and respectfully preparing for and participating in text-based discussions

Course Overview – Fall

The Journey of the Mind and Nature

- Review and written reflection on summer selected text
- Review journals, reading and writing procedures
- Questioning strategies and drawing conclusions
- Essay writing and Rubrics (Introduction, Definition and Usage)

- Vocabulary Strategies and Grammar Conventions (This will be implemented throughout the year.)
- Poetic Analysis
- Introduction to visual Rhetoric: using SOAPS (a reading strategy)

The Power of the Human Condition

- Poetry: “Upon the Burning of Our House” and “To My Dear and Loving Husband” by Anne Bradstreet
- Close reading of
Sinners in the Hands of an Angry God by Jonathan Edwards
- Conventions of Drama
- *The Crucible* by Arthur Miller

Overview of the Puritan Tradition	Overview of McCarthyism
Themes	Literary Devices
Dialogue/Dialect	
- Persuasive Essay and Rhetoric

Note: There will be other supplemental texts throughout the year.

Course Overview – Spring

The American Dream (Illusion or Reality?)

- The Great Gatsby by F. Scott Fitzgerald
 - Defining the Era
 - Supplemental Poems
 - Compare and Contrast Essay
- Of Mice and Men by John Steinbeck
 - Close reading and Character Analysis of The Tragic Hero
 - “The Names” by Billy Collins
 - Quotes Identification Quiz
 - Essay on Internal/External Conflict
- Prepare for TAKS

Vocabulary Journal

Students will maintain a vocabulary journal of self-selected and assigned vocabulary words and will be regularly tested on the words.

Classroom Expectations

Be on time and be prepared for class each day by bringing all materials. Bring your enthusiasm too! Have all homework and readings completed in preparation for daily work. Keep binders organized, and plan the time and place to complete homework assignments. Do independent reading to build your vocabulary.

Absences

For an excused absence the student has three school days to make up the missed assignment; however, previously assigned work is due the day the student returns to class and is subject to late work procedures. **Students should consult the class calendar and other students in the class for missed information. Email me in the event of an emergency.**

Students should plan on attending the **Tuesday tutorial** after **any** missed class.

Policies:

Late work: All work is due at the beginning of the period (BOP).

Late work loses 10% after BOP. 20 % loss begins after 8:00 am the next school day. After 5 days the work is worth 50% of total points.