

MST Pre-AP English 10

**Sam Greene
Camas High School
26900 SE 15th St.
Camas, WA 98607**

**Room 710 / 360.335.3000 X 78401
Conference Period: 2:10 - 2:55 P.M.
E-mail: sam.greene@camas.wednet.edu
Class Web: <http://www.mistergweb.com>**

COURSE DESCRIPTION:

The Pre-AP English 10 MST course is primarily focused on the study of literature and composition with a special emphasis on developing student understanding of the research process. The overarching focus is to help develop students' ability to critically read, think, research, discuss, and write about the world they live in. Wherever it is logical and possible, activities and assignments in this course will be integrated either thematically and/or topically with MST coursework. Some of the coursework and time in this class (approximately 10-20%) will be devoted to students developing their sophomore MST research project(s).

COURSE OBJECTIVES:

The state of Washington has adopted the Common Core State Standards to guide instruction and facilitate student success in the classroom and other arenas. The following are some but not all of the core goals for the English portion of this course:

- Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence
- Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
- Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
- Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
- Draw evidence from literary or informational texts to support analysis, reflection, and research.
- Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
- Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
- Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
- Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task
- Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
- Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies
- Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

MAJOR UNITS OF STUDY/ MATERIALS & RESOURCES:

Students will use a variety of resources and learning materials to build their knowledge and skill base in the language arts. The following is a list of major anchor novels and texts we will possibly draw from this year, but it does not include all of the texts and resources that might get used. Please feel free to preview the literature and email or call with any questions or comments you may have.

- *Elements of Literature 4th Course*, Holt, Rheinhart, and Wilson.
- *Into the Wild*, Jon Krakauer
- *The Joy Luck Club*, Amy Tan
- *Julius Caesar*, William Shakespeare
- *Lord of the Flies*, William Golding
- *Macbeth*, William Shakespeare
- *Outliers: The Story of Success*, Malcolm Gladwell
- *Persepolis*, Marjane Satrapi
- *Poetry Out Loud Anthology*, NEA, Various Authors
- *Purple Hibiscus*, Chimamanda Ngozi Adichie
- *Secret Life of Bees*, Sue Monk Kidd
- *Separate Peace*, John Knowles

Students will need to supply the following materials for this class.

- 1 spiral-bound, 8 ½ x 11, college ruled notebook for in class notes or activities. It must be dedicated to this class. If you prefer binders, that's fine.
- A student email account to enroll and participate in [Turnitin.com](https://www.turnitin.com) and [Remind](#).

HOMEWORK POLICY:

Homework is a tool in the teaching and learning process when it has purpose and meaning as an extension of the learning in the classroom. In my classroom, work may be assigned to be completed outside of the normal school day for a number of reasons (absence; completion; extension; practice; preparation). In sum, studying at home enhances student achievement, helping to develop self-discipline and good work/study habits. Students in my classes should expect approximately 15-30 minutes of homework for every hour of time spent in class. Actual time spent on homework obviously varies greatly based on the individual and the degree to which they choose to maximize any given learning opportunity.

SUBMITTING COURSE WORK:

- Many of the written assignments for this course will be submitted via [turnitin.com](https://www.turnitin.com). Students will need to have a valid email address to use this function. Files may be submitted in a variety of formats. If this is problematic for any reason, please meet with me early in the year to see about possible alternate arrangements or modifications to this process.
- Students may re-write any extended take home writing for an averaged revised grade (e.g. 80% 1st try, 100% 2nd try = 90% for the revised grade). Revised work will only be accepted if the original, graded copy and rubric is attached to the final revised copy. If done digitally, that requirement is waived. Additionally, a brief, bullet point [summary of individual revisions](#) must also be submitted as a cover page with the revised work, digital or hard copy.

GRADING POLICY:

A student's letter grade in a course is just one of the ways progress and learning in a subject is measured. Progress report and semester grades will reflect work done up to that point in the grading cycle. In accordance with the school's grading policy, letter grades will be awarded using the standard grading scale in the CHS Student Handbook.

Grades are based on work done in the following weighted categories:

- **Homework and Projects:** This category accounts for *40 percent* of the student's grade in the course. Any assignment covering multiple days or one assigned for completion out of class falls into this category. The bulk of homework assignments will come from weekly readings and related assignments, including extended, take home writing tasks assigned for completion outside of class.
- **Quizzes/Tests:** Students are expected to demonstrate accountability in weekly reading assignments, the acquisition of relevant skills, and development and mastery of skills and content presented in class and practiced at home. Students will be assessed in various formats to achieve this goal, both formatively and summatively, but the main modes will include essays, short answer, some multiple choice and/or matching, and timed writings. This category is *30 percent* of the student's grade.
- **Daily Class Work:** Totalling *20 percent* of the course grade, this category covers student participation in and completion of in class activities and assignments. This could include participation in teacher led discussions, student led inner/outer Socratic seminars, forum/blog posts completed in school or out, cooperative learning

activities, simulations, review projects, or any other work assigned in class and completed that day or over the course of several days.

- **Seminar/Research:** This category covers participation, performance, and completion of MST activities over the course of the year. For more guidance on how “performance” is measured in this category, refer to the [Magnet Growth Rubric](#) that students and teachers use throughout the year for evaluation. Major “performances” in this category would include various drafts and stages of the MST research paper, attendance at the Magnet Student Research Symposium and other Magnet activities, including other possible research showcases/competitions. This category is *10 percent* of the student’s grade.

LATE WORK / ATTENDANCE POLICY:

Unexcused late work is not acceptable. While I encourage and expect every student to complete each assignment and/or project to the best of their ability, partial credit will be awarded, at my discretion, for incomplete work submitted on time, but not for work turned in late without prior arrangements having been made.

Missed quizzes must be made up by the following Wednesday to receive credit. While this may be difficult for some students to adhere to, doing so allows us to review old quizzes in class as part of our ongoing assessment and review process. Students may make up quizzes before school, during lunch (provided instructor and student have the same lunch), or after school during the daily conference period from 2:10 – 2:55. Arrangements for make-up quizzes should be made ahead of time to ensure coordination of schedules.

As always, late work issues not specifically covered in this policy will arise due to family emergencies, extenuating circumstances, etc. Students should see me with any individual concerns they may have, preferably prior to due dates. Please make every effort to minimize unnecessary absences. It is impossible to replace the learning situations and whole class activities students miss while out of the classroom. For specifics on the CHS attendance policy we adhere to, consult the student handbook. *Please note the following: Generally speaking, for each day of excused absence one day is given to complete or make up work.*

ACADEMIC HONESTY POLICY:

Plagiarism occurs when a person passes off someone else’s work as his or her own. This can range from failing to cite an author or source for ideas incorporated into a paper to handing in a paper or assignment copied completely or partially from the Internet, a book, or another person’s work. To be clear, collaboration is encouraged and desired in this course, but this should never be substituted for a student doing and submitting their original work on any given assignment. A student is guilty of plagiarism when he or she presents another person’s intellectual property, consciously or not, as his or her own. *For the purpose of this class, this would also include the academically dishonest practice of cheating on a test or stealing another person’s answers or work.*

Based on guidelines adopted by CHS, students caught plagiarizing or being academically dishonest will receive zero/”0” points for that assignment and a failing grade in the course until the assignment has been made up or original worked has been submitted. Additionally, students will be referred to CHS administration for disciplinary action. Depending on the degree, severity, and nature of the offense, an opportunity may be presented to the student by the instructor to earn back some but never all of the lost credit. We will spend a good deal of time in class addressing the issue through activities and discussion meant to clarify the nuances of the subject, but ultimately the responsibility lies with the student. They should protect themselves by erring on the side of caution and discussing questions they might have on the topic or specific instances with the teacher.

TIPS FOR SUCCESS:

A student’s introduction to AP/Pre-AP can be a harrowing event without an informed awareness of the course. Indeed, it is a challenging and demanding experience that has the potential to become unmanageable quickly without lots of encouragement and the proper support structure. For sure, there will be growing pains for all involved. That being the case, I highly encourage parents, guardians, students, and peers to work together as a team towards achieving success. Please, if you find yourself struggling, look at it as an opportunity to grow and learn; come see me early on so we can figure out a corrective course of action.

The following is a list of suggestions for doing so:

- Set aside a regular time and a quiet place at home to study and do homework.
- Form study groups with your peers that meet frequently and regularly.
- Set goals and deadlines for work to be completed and reward yourself when you’re done
- Build a daily habit of reading, writing, and completing homework in this class and others
- Take small steps on large projects ... don’t procrastinate

- Contact me via e-mail for clarification of assignments, projects, or progress
- Sign up for the class reminders via text and/or email at the [Remind site for this class](#)
- Access the class web page at <http://mistergweb.com> for updates on class happenings.
- Track your grade regularly by visiting the district's online grade book: [Skyward Family Access](#)
- Find a reasonable balance between the academic, social, and extracurricular; don't focus solely on one at the expense of the others.
- Relax and take a break from studying every once in a while ... go play.

CLOSING THOUGHTS:

If you have any questions regarding this syllabus, assignments, materials, or your progress, please feel free to contact me at school via phone or preferably e-mail. I am looking forward to working with you this year to create a positive and successful learning experience.

Good luck!

Mr. Greene