



PRE-AP ENGLISH I SYLLABUS



TEACHER INFO:

NAME: Rachel Hinshaw

LOCATION: B4

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TUTORING: every Thursday
from 3:15-4:15 OR by appointment

MATERIALS NEEDED:

- ✓ 3-ring binder and dividers
- ✓ #2 pencils
- ✓ Composition Notebook

GENERAL PRE-AP COURSE INFORMATION:

All Pre-AP courses share the following set of research-supported instructional principles that allow students to effectively extend their content knowledge while strengthening their critical thinking skills.

-Close observation and analysis

-Higher-Order Questioning

-Evidence-Based Writing

-Academic Conversation

The critical reasoning and problem-solving tools students develop through shared principles are highly valued in college coursework and in the workplace.

To learn more about Pre-AP classes, visit the College Board website at:

<https://pre-ap.collegeboard.org/about/what-is-pre-ap>

COURSE OBJECTIVES:

In Pre-AP ENG I, students will focus on three main tasks:

1) Students read closely and analyze a range of complex literary and informational texts.

Pre-AP English encourages a focus on equipping students with the skills to engage directly with a variety of literary and nonfiction texts. With that focus in mind, Pre-AP English is designed to include a culturally diverse body of texts that engage and challenge students with their range of complexity and use of compelling language. Priority is given to rich texts that invite close reading, analysis, and engaging text-based discussion.

2) Students value textual evidence and incorporate it effectively in writing and speaking.

Careful reading includes the ability to base conclusions on textual details. In Pre-AP English, students learn the importance of sifting through and synthesizing those details in order to identify the evidence that supports a position or analysis. Then, once the most relevant and compelling evidence has been identified, students learn how to embed that evidence seamlessly into their written analyses, academic conversations, and oral presentations.

Identifying and incorporating evidence is practiced extensively in the Pre-AP English classroom as students learn to prioritize evidence and to assess the arguments of others.

3) Students understand how writers and speakers use specific words and sentences to move the thoughts, emotions, and actions of readers and listeners.

Every word matters. This concept is reflected in Pre-AP English instructional resources through text-dependent questions and calling attention to “vocabulary across text,” which highlight how different authors use the same words in different ways to different effects. Students encounter word study throughout this course and confront questions such as “Why ‘squander’ instead of ‘spend’?” and “Is this writer using the word ‘narrow’ literally or figuratively?” These types of questions compel students to consider each word as a writer’s deliberate choice.

COURSE GOALS:

The goal of the Pre-AP ENG I course is to prepare students for AP courses and to give these students the language skills necessary to achieve their life goals, whether in college or in a vocation. The work and the reading required will not be unreasonable but will be steady.

EXPECTATIONS:

-Students will be responsible for reading anchor texts independently outside of class, taking appropriate notes, answering assigned questions, and preparing for class discussions and comprehension assessments by the specified dates.

-Students should arrive at class on time, be respectful of teacher, peers, and classroom property, and be ready to participate.

-Primary texts, current works being studied, notebook, handouts, and pen/pencil should be brought to class daily unless otherwise instructed.

-Deadlines will be strictly enforced. Unless otherwise approved, no late work will be accepted, and arrangements to turn in any work past the scheduled deadline must be orchestrated through the teacher.

-Discussion and collaboration are essential elements in this class. Cooperation and participation will be graded like other more tangible assignments, with teacher feedback given to those who aren't meeting expectations.

SUPPLEMENTARY RESOURCES:

The following list of resources are helpful in learning, but not required:

MLA Formatting Guide

<https://owl.english.purdue.edu/owl/resource/747/01/>

Citation Builder

<https://www.lib.ncsu.edu/citationbuilder/old/>

Writing

Writers INC: A Student Handbook for Writing and Learning

Reading

<http://www.readworks.org/>

<http://commonlit.org/>

MAKE UP/ LATE WORK:

- It is the student's responsibility to know when assignments are due and to complete the work on time. If a student is absent on a quiz or test day, they will have 1 week to reschedule and take the quiz/test. No late work will ever be accepted. Deadlines will be strictly enforced.
- Academic dishonesty and/or plagiarism on an assignment earn a zero and a parental contact. A second offense results in office referral, and additional offenses could result in course failure.

PROVIDED MATERIALS:

- Computer use during class
- Pre-AP ENG 1 textbook/workbook
- All other required texts
- Folders/Note Cards for Research Paper Project

COURSE PLAN:

The following texts may be covered in this course. However, changes may be made to the units based on availability of texts and time constraints. In addition to these texts, essays and selections of nonfiction will be used to supplement the study of the Pre-AP ENG 1 course requirements.

- Unit 1: Telling Details
 - Genre Focus: Short Stories and Visual Texts
 - Unit Assessment: Analyzing Telling Details (one-paragraph analysis of short fiction)
- Unit 2: Pivotal Words and Phrases
 - Genre Focus: Poetry and Drama
 - Unit Assessment: Analyzing Pivotal Words and Phrases (multi-paragraph analysis of a poem or drama excerpt)
- Unit 3: Compelling Evidence
 - Genre Focus: Essays and Arguments (Nonfiction)
 - Unit Assessment: Analyzing an Argument (analytical essay based on an argument)
- Unit 4: Powerful Openings
 - Genre Focus: Novels – Book of Choice
 - Unit Assessment: Writing a Literary Analysis Essay (analytical essay based on a fictional text)

Students will also be required to complete a practice Pre-AP exam at the end of each unit in order to prepare for the Pre-AP ENG 1 Exam at the end of the semester.

GRADING PROCEDURES:

60%: Major writings and projects, assessing the skills learned at the conclusion of each unit, as well as the research paper required for English II

40%: Class work, homework, and quizzes which includes vocabulary and grammar assessments as well as reading comprehensive checks

GRADING SCALE:

| Grade Earned | Grade Range |
|--------------|------------------------------------|
| A | 90-100 |
| B | 80-89 |
| C | 70-79 |
| D | 60-69 |
| F | Below 60 |
| FF | Failure due to excessive absences. |
| I | Incomplete |

SYLLABUS AMENDMENTS:

All information found within this syllabus is subject to change by Mrs. Hinshaw when needed. This includes curriculum, rule, and procedure changes. Changes will only be made to benefit the class as a whole. All novels are available in the RHS media center for preview. Any reading materials can be supplemented with a second option provided by Mrs. Hinshaw at the parent/guardian's request.

PLEASE COMPLETE THE SURVEY BELOW, AND RETURN THIS PAGE ONLY TO MRS. HINSHAW.

Student Name and Block:

Parent/Guardian Name:

Parent/Guardian Preferred method of contact: call text email

Phone:

Email:

I have read Mrs. Hinshaw's English I Syllabus. Yes No

Parent/Guardian Signature: