**English 9: Titan Academy**

**Mrs. Lisa Muñoz**

**Fall 2013 Course Syllabus**

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| **Room:** A217**School phone #:** 574-295-4700 Ext. 2030**Cell phone #:** 574-850-1141 (Please call or text by 9 P.M. or after 6 A.M.)**E-mail address:** lmunoz@blueblazers.org**Website address:** munozblazersenglish.weebly.com**Twitter:** @lgmunoz85 |

**Course Philosophy**

Ninth grade students are only two years away from taking an AP English Exam and only one year away from taking the ECA, an exam which must be passed in order to graduate. Many freshmen who have not previously been in English classes using Pre-AP strategies do not have highly developed study skills. Often bright students in “regular” classes rely on superior memory or listening skills and make high grades without intense study or sustained effort. In a class focusing on Pre-AP strategies, students will learn to organize and plan ahead. They will realize that, to succeed, they must put forth the effort, be prepared, and use higher levels of thinking. This year there will be emphasis placed on these learning these Pre-AP skills in conjunction with writing, language, and literary analysis.

In the past, students were taught the *form*—historical background of literature, themes, tone, character development, conflict, and other elements of literature—but often did not learn to connect the *language*—the way the words work together on the page—with meaning. My goal is to help freshmen students begin to discover this connection so they are able to excel not only on AP Exams but in college classes. Pre-AP English students should also develop fluency, creativity, and a sense of risk-taking in writing. Students will write often—both graded and non-graded writing—fully developed essays, short paragraph answers, highly structured responses to specific questions, and original pieces in genres such as poetry. My goal is to help mold my students into readers, writers, and most importantly, *learners*. Furthermore, my aim is to help my students grasp what it means to be an active and questioning citizen in today’s world through engaging, relevant lessons.

**Course Objectives**

Refer to the ninth grade Skill Progression Chart

**Ongoing Assignments**

* Students will study vocabulary from the *Sadlier-Oxford Level D* book.
* Students will study grammar and language conventions from multiple sources.
* Students will respond often to writing prompts, both timed and not timed.
* Students will keep a portfolio and will revise essays they wish to improve, lengthen, and polish.
* Students will be responsible for increasing their literacy by reading both in and out of class.

**Grading and Evaluation**

All student projects, presentations, process (multi-draft) papers, and timed writings will be evaluated using scoring guides or rubrics that target specific objectives. Sometimes I will evaluate student work; at other times, the students will receive commentary and feedback from other students from their own class or from a different class. *This will account for 40% of the students’ grade.*

All vocabulary is essentially done outside of class, so time management and organization are vital. Vocabulary units are done in two week loops (note: at times the schedule is modified due to holidays, shortened school weeks, etc.). As a class we will go over the words together. During the first week, students will chose a strategy that best helps them learn the word in addition to spelling out the word ten times. These assignments are ALWAYS turned in on Thursdays. The second week allows students the opportunity to work from their books to deepen their knowledge of the words in order to prepare for the quiz. These book assignments, again, will ALWAYS be turned in on Thursday and the quiz will be given the following day. *This will account for 20% of the students’ grade.*

Other homework and in-class discussions and assignments will be given to help students practice necessary skills. Depending where we are in the skill progression, these activities may or may not be graded. *This will account for 30% of the students’ grade.*

It is imperative that you be here as much as possible and active in the learning process. I only see you for 50 minutes each day, and I try to pack as much instruction into those 50 minutes as I possibly can. To encourage you to attend class regularly and to come on time, I give students participation points. If you are not here, you cannot earn any participation points (note: if the absence is excused, it is the student’s responsibility to see me about recuperating those missed points). If you are late, off task, in ISS, or get a referral, participation points will be deducted. *This will account for 10% of the students’ grade.*

**Additional Resources**

* Blazer Connections
	+ Every day (except Tuesdays) from 3:00-4:00 in the Media Center. Students can come to get help on their homework from teachers or other students.
* Advisory period
	+ Students can travel with a pass to their teachers several days a week to get additional help or make up missed work.
* Helpful websites
	+ Vocabulary-www.quizlet.com; [www.sadlier-oxford.com](http://www.sadlier-oxford.com)
	+ Grammar-www.chompchomp.com
	+ Research and Writing-http://owl.english.purdue.edu/owl/

**Plagiarism**

The school guidelines will be enforced regarding plagiarism. Review your student handbook for specifics. Don’t do it! You could fail the assignment and possibly the course. Your original ideas are so much more interesting to me!

**The Grading Scale**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| 100% | A+ | 88 – 89 | B+ | 78 – 79 | C+ | 68 – 69 | D+ |
| 93 - 99 | A | 83 – 87 | B | 73 – 77 | C | 63 – 67 | D |
| 90 – 92 | A- | 80 - 82 | B- | 70 - 72 | C- | 60 - 62 | D- |

**Discipline Plan**

I use a progressive discipline plan within the classroom.

* Verbal warning
* Conference with student
* Phone call home
* Referral to office

It is possible students can receive an immediate referral for one of the following:

* “Nuggeting” or tampering with another’s personal property
* Truancy
* Bullying

My classroom is a Bully-Free zone:

* I will not bully others.
* I will help students who are bullied.
* I will help and include others.
* I will report all bullying.

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| CHMrB4.JPG | **Elkhart Central High School is a place where all feel safe and welcome, aspire to learn, find their niche, and pursue their dreams**. |

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Review your course syllabus with a parent/guardian and return this portion signed by a parent/guardian on or before August 19, 2013 to receive full credit for this assignment. If you have any questions or comments, please, do not hesitate to contact me via one of the listed methods. I look forward to a fun and successful year!

Name of student: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Signature of parent/guardian: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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