

Welcome to

Pre-AP English I

@ **Austin** High School



Janis Bellon and Melodi Wyatt,
Instructors

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Summer Reading Edmodo Code:
9ccnpg

WELCOME TO HIGH SCHOOL.

“So, teacher...how is reading a book going to help me when I have a real job?”

I am so glad you asked. 😊

There are numerous skills that will be needed for you to navigate the real world successfully, and many of them are acquired during the high school years. One of those skills that may be most overlooked is the necessary ability to read and write with absolute clarity. It does not matter if you are an engineer, a lawyer, a writer, or a construction worker – The need to write, read, and interpret is omnipresent, and you have taken the first step to master those skills with more finesse and ease than your peers.

The freshman year is the best indicator of success in the high school years. Those students who leave 9th grade with As and Bs in their coursework tend to maintain that throughout their high school career (and often in college!). This packet is, simply, a way to help you get your high school experience started the right way.

And, yes...We know that summer work is not the *ideal* way to spend your summer, especially when you feel like you’re doing the work on your own. That’s why this packet is for you. We have included as many hints and helps to assist you with the assignment. The work does not have to be perfect; We are looking for your best effort. If you do your best, it makes your first year in high school a bit more fun and a little less stressful.

We look forward to having you in our classrooms. 😊 Have a fantastic summer vacation, in between reads. See you in August.

Until,

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Pre-AP English 1: The Class Expectations

English 1 Pre-AP is not a normal English classroom. The major expectation in your first two years of high school English on an advanced level is to prepare yourself for college level coursework, beginning in your junior year of high school.

In order to accomplish this, we must cram a lot of reading and writing into two years. In high school Pre-AP classes, there is more reading and writing, period. There is no intent to scare anyone away from that, but it is necessary to understand that there is a necessary time commitment to reading, independent study, and writing. The good news is that the teachers give intensive practice so you can receive assistance and feedback.

Most reading will be completed outside of class, and homework will be given daily. Maintaining a schedule and completing your assignments on time will be necessary for passing the course. If you have difficulty completing an assignment, or if there is a concept that you don't understand, tutorials will be given on a regular basis to receive small group feedback from me. It is imperative that you ask questions when you fail to understand a concept or lesson – it is difficult for me to know how to help you, otherwise.

These assignments are here to help you prepare for the independent element of the course. While some hints and assistance will be posted to the Austin AP English website from time to time, a large part of the discovery is yours, through reading the stories assigned.

Don't be afraid of being wrong...in fact, think different! Think outside the box. The most insightful discussions come from one person who dares to think differently. Begin that, starting now.

Hidden Book (get it?)

Your Reading Assignments

Any book from the Master Summer Reading List: We've changed things up a bit – we are encouraging ALL high school students to do a bit of reading this summer, and we wanted to give you some choice. Though pre-AP students do have a few extra readings to complete, you also have 18 books to choose from, covering various genres. The list is attached at the end of the packet. Select one from the Suggested Reading List, and finish the novel before school begins.

The following short stories have been included in many anthologies, but can also be found online for free at the AHS Summer Reading Edmodo Page

[“The Tell-Tale Heart”, by Edgar Allan Poe](#): A horror tale with lots of interesting diction and syntax...and guilt.

[“The Lottery”, by Shirley Jackson](#): The story seems simple enough...what happens when we dig further? Someone gets a stone...

[“To Build A Fire”, by Jack London](#): What makes a story...a story? How do we pick it apart? Let's find out when a man decides not to trust his instincts...

[“Lamb to the Slaughter”, by Roald Dahl](#): Hell hath no fury like a woman scorned, so let's find out what the characteristics of such a woman look like!

Now, for the assignments!

“To Build A Fire” With Annotation – How To Really Take Notes

Annotation has been taught to many a student as “pick up a highlighter and highlight something”, but it needs to be more purposeful. If annotation is done with commitment and purpose, it can help to unlock the meaning behind the reading, as well as the author’s purpose. In “To Build A Fire”, Jack London throws his protagonist into an incredibly harsh environment, and he has to make a choice which will decide his fate.

Let’s annotate to see which direction his fate will progress. Follow the steps below while reading “To Build A Fire”. After reading, choose a section of text that you will submit with the rest of your assignments (at least 5 paragraphs long). Don’t lose the highlighter...you’ll need it for the assignment.

1. As you read, circle any unfamiliar vocabulary (either vocabulary you have never read, or vocabulary that you cannot readily define). Look up the definition for each word you have located. In the margin, write a shortened definition to help you retain the meaning of the word.
2. When you find an important detail, highlight the detail (should be no more than two phrases/sentences at a time). Ask yourself this question: “Why could this detail be so important to the story?” Write the answer to this question in the margin. This is your annotation, so there is no wrong answer. Write away.
3. When you approach something that confuses you, or provokes a question, use your highlighter to bracket the text [like this]. Write your question in the margin. Attempt to answer it as you continue through the story.
4. Every 2-3 paragraphs, write a 1 sentence summary of the events in the story so far. This helps you keep track of where certain annotations are located for future reference.
5. If something surprises you as you read, write an exclamation mark (!) by the detail. Write why it surprises you.
6. Think about what you might do/say/react to in such situations as you read. Does the story remind you of anything? Make connections to the reading; write any connections you can think of as you read.

Highlighting is important, but should be kept to a minimum – your paper should not be covered in highlighter ink. Search for key elements that help to reveal the story from the inside out. What we want to see is *writing* – any question, summary point, confusing vocabulary or details...we want you to think with your pencil on the page. We are searching for lots of written commentary. The margins should be filled with annotations.

Some points you may wish to take notes on using “To Build A Fire”:

- Why did the protagonist go into the wilderness alone?
- What are the protagonist’s feelings for the dog?
- What would you do in extreme weather conditions?
- What is the perception from the dog’s point-of-view?
- Why is setting essential to the construction of this story?

3 Levels of Reading – Taking “The Tell-Tale Heart” to the Next Level

You’ve probably read “The Tell-Tale Heart” before...English teachers love this story around Halloween time. So, you ask, “Why am I reading this again?” First, it’s a story with wonderful, yet complicated word choice. In order to get how truly *creepy* the story is, understanding the diction is a part of “getting the whole story”. Second, there’s a bit more we could try to understand about humanity, and how we react when we’re guilty. Let’s explore.

On the next page is a concentric circle diagram, which you will turn into a ‘shovel’ to dig into “The Tell-Tale Heart”, all beginning with a single word.

First, you will read and annotate “The Tell-Tale Heart” using the same steps shown with “To Build A Fire.” Submit a passage from your annotations (around 5 paragraphs).

Step 1: Reading On The Lines – Choosing The Best Word

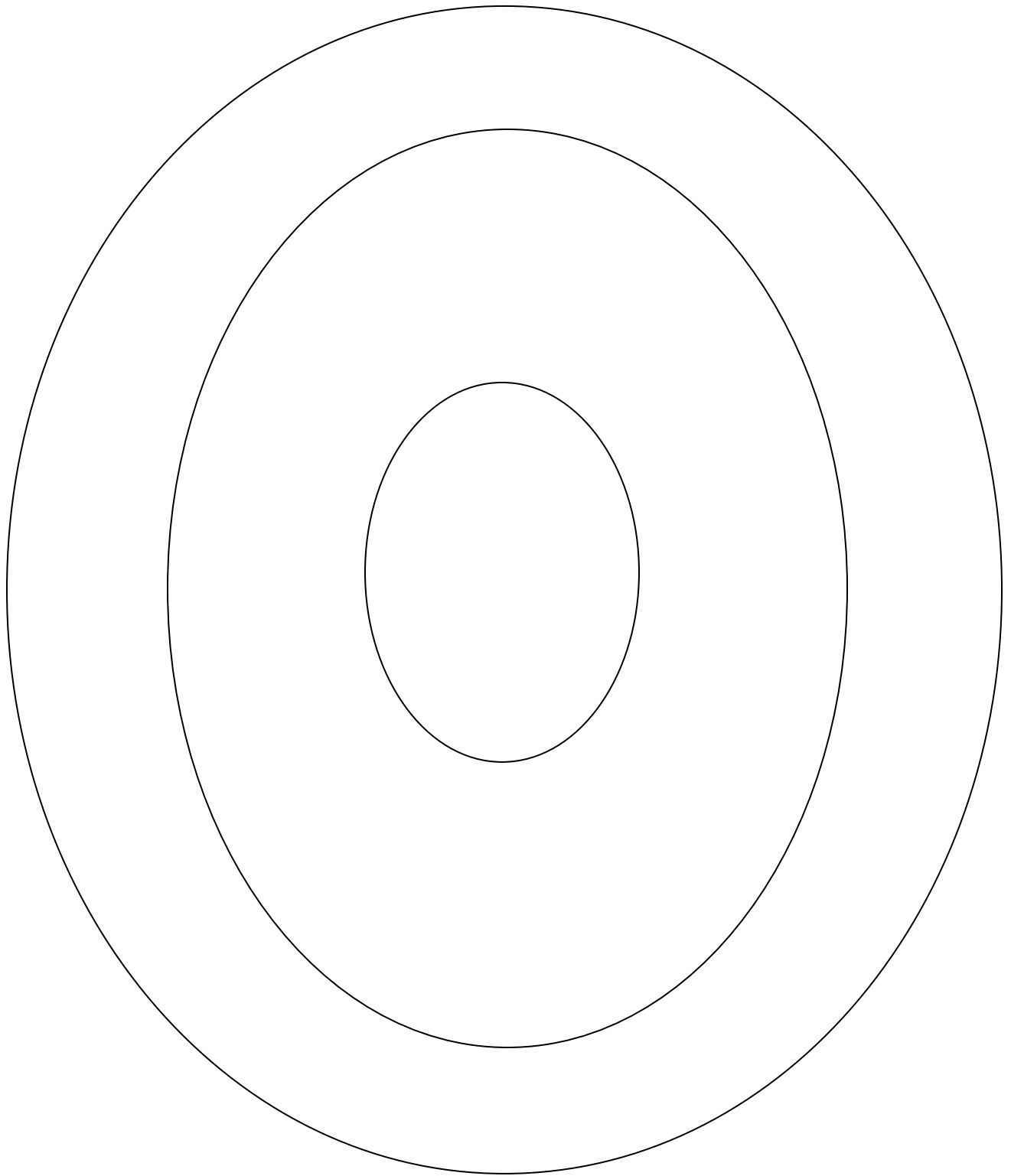
Choosing the most important word in a Poe story must be difficult... Now, you try. Select one word that you believe is *the* key word to understanding this story. Write your word in the smallest circle. Then, write the definition which connotation matches the connotation of the word in the story.

Step 2: Reading Between The Lines – Visualizing The Word in the Story

Now, you need to show the importance of the word, using your analysis skills. Draw 4 pictures in the second circle that somehow represent your chosen word. Then, write a statement that connects the word to the image, and demonstrates the importance of the word in the story.

Step 3: Reading Beyond The Lines – Creating Thematic Statements

You have created meaning for this word in the context of a story. Now, you must think about a *theme* statement using the word. Pretend your chosen word is an *idea*; what does the author want us to understand about this *idea*? In the outermost circle, write two possible theme statements that help us to understand what this story is truly about.



“The Lottery”: Elements of a Story and Plot

You will use the table below to help you analyze Shirley Jackson’s “The Lottery”. The story itself is a classic, but unsettling in its casual morbid existence. Using “The Lottery”, you will pick out particular quotes and set them up in a dialectical journal, commenting on particular elements throughout the story. Pay attention to which element each part of the table requires.

First things first: you will annotate the story, following the steps set forth in “To Build A Fire.” Submit a sample of your annotations (about 5 paragraphs) along with your assignment.

Now, using your annotations, pick out short excerpts that match each of the following story elements. Answer the questions that the table provides, using the assigned story/plot element.

Story Element	Excerpt from the text which highlights the story element	Answer each question below...
<p>Setting: the location and time in which a story occurs. Mood can enhance setting as well.</p>	<p>Quote:</p>	<p>Describe the setting of the story. - How does the setting contribute to the overall mood of the story?</p>
<p>Conflict: the ultimate problem within a story. Some problems are more ‘important’ than others in a story; choose the problem that drives the story forward.</p>	<p>Quote:</p>	<p>What is the conflict in the story? How does the conflict move the story forward?</p>
<p>Climax: the pinnacle of excitement, and a turning point; at the climax, something has occurred that changes the story forever.</p>	<p>Quote:</p>	<p>What is the climax of the story? What has changed within the story, and cannot be reversed? Why?</p>

<p>Tone: the “feeling” of a passage/story. Enhanced by diction and sentence structure (syntax).</p>	<p>Quote:</p>	<p>What is the tone of the story? How does the author’s word choice and sentence structure contribute to tone?</p>
<p>Theme: the big idea in the story; an idea that the author wants us to understand. Theme is general; it can be applied to <i>any</i> story.</p>	<p>Quote:</p>	<p>In your opinion, what is the theme of the story? What ‘big idea’ does the author want us to understand after reading the story?</p>

Characterization in “Lamb to the Slaughter”

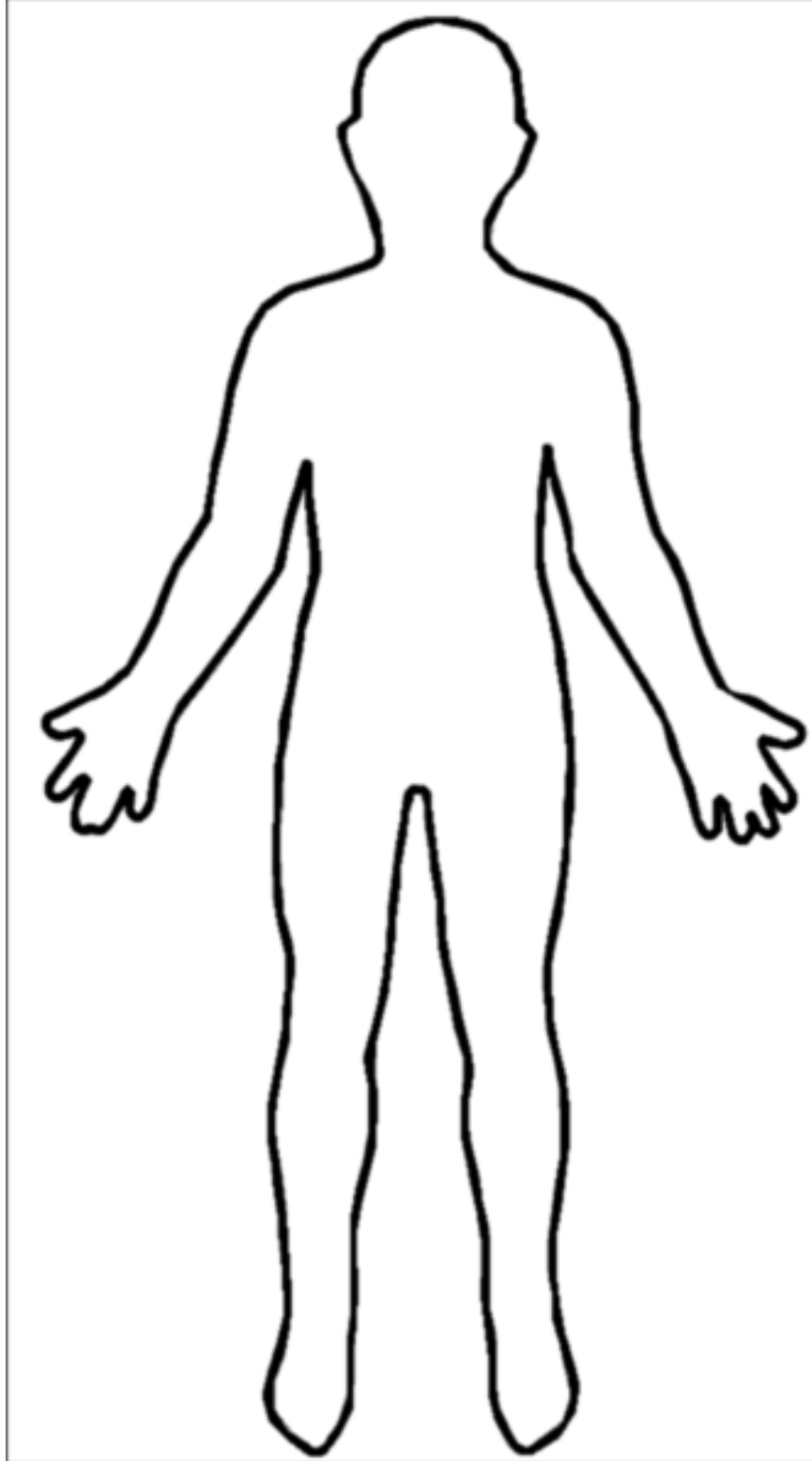
Our protagonist, Mary Maloney, can be interpreted as either the ‘good guy’ or the ‘bad guy’ in this tale of impassioned revenge. What many people immediately interpret about her is that she is a psychopath, but there might be more to her than we understand. You are going to “dissect” her character, pulling out details that help to build her personality throughout the story.

First things first: you will annotate the story, following the steps set forth in “To Build A Fire.” Submit a sample of your annotations (about 5 paragraphs) along with your assignment.

On the next page is a diagram of a body. Using the parts of this body diagram, you will fill in specific details about Mary Maloney in the empty space around the diagram.

The Body Parts- You must complete **ten of the following twelve** body parts for your character. This is where you will analyze your character using the following parameters. You may use post-it notes to complete this section, and then attach them to the body diagram sheet. Include text evidence to bolster your argument.

- **Head**-Intellectual side of the character-What are his or her dreams? What are his her thoughts about life? They may or may not share this information with other characters in the story.
- **Eyes**-Seeing through the character’s eyes-What memorable sights affect him or her? How and Why?
- **Ears**-Hearing through the character’s ears-What does he or she notice and remember others saying to him or her or about him or her? How is the character affected?
- **Nose**-Smelling through the character’s nose-What smells affect him or her? How? Why?
- **Mouth**-The character’s communication-What thoughts about life does the character share with others in the story?
- **Arms**-Working-What is the character’s relationship to work in general? Does your character have a specific job? How are they affected by their work? Why?
- **Hands**-The practical side of the character-What conflicts does your character deal with in the story? How is your character affected?
- **Heart**-The emotional side of the character-What or whom does your character love in the story? Why? How does it affect him or her?
- **Torso**-The instinctive side of the character-What doesn’t your character like about himself or herself? What does he or she hide from others? What brings your character pain? What does he or she fear? Do they have a dark side?
- **Legs**-Internal and external motivations-How is your character motivated internally? How is your character affected externally?
- **Feet**-Character’s mobility-Where has your character been (literally/figuratively)? How has your character been affected by the setting? What is the significance of the setting to the plot of the story or the individual character?
- **Wings**-The character’s future-What prediction can you make about where or what your character will be in the future?



The Essay – Analyzing A Theme Throughout A Story

Your final assignment is to take one of the short stories you have read and break them down to find a theme. All of the short stories share at least one motif: violence.

Using this motif, we must answer the question: “What does the author want us to understand about violence?” The creation of this statement must then be defended and discussed, using text evidence.

Your final summer reading assignment is to write a 4-5 paragraph essay discussing a theme centered around violence in the short story of your choice. Follow the steps below:

- Select a short story to write about.
- In your thesis statement, answer the following question: “What does the author want us to understand about violence and violent behavior?”
- In your body paragraphs, use selected text evidence to discuss how your theme is demonstrated throughout your story.
- Conclude your essay by reflecting on the theme and discussing violence in a way that does not merely restate the thesis, but makes a connection to the greater world outside of the story.

The essay should be typewritten, in 12 point font, using only Arial, Calibri, or Times New Roman fonts. The essay should be double spaced, and in MLA format. The heading should look like this:

Your Name

Ms. Bellon

Pre-AP English I

Day Month Year

Please print your essay in black ink. Maintain 1 inch margins on all sides of the paper, and to place quotations around *any* text you borrow from another text.

When you arrive in August...

When you arrive at Austin in August, **your assignments in this packet (except the essay) will be due for collection on the fifth day of school, August 28th, 2017** – no exceptions, no excuses. Your essay will be due on Monday, August 29th, 2016. My recommendation is for you to space out your work gradually. The selection of novels is meant to be enjoyable, easier reading, and the short stories are easy enough to annotate and complete in an hour. Take a little time every day to do the reading and work assigned to you.

On day one, you will receive your syllabus with course readings and assignments for the year. Again, this assignment is your “bridge” – it helps the entire class to hit the ground running so we can get to the meaty content that Pre-AP English 1 has to offer.

If you need assistance with your assignments, go to the Summer Reading Edmodo Page. On this page, we can communicate with you and give you feedback. Our email addresses are also posted on the Edmodo page. We will help as much as we can, and we will reply to every comment made on the blog – if there is any delay...remember – it is summer! It is worth repeating that if you find something difficult, it is more important for you to give your best effort rather than give up, because the attitude needed to be successful in Pre-AP coursework is one of perseverance and questioning...not just quitting when things become difficult.

Check Edmodo from time to time. We will do our best to post hints and helps to get you through the summer reading. Happy reading, and enjoy your summer!

Our best,
Ms. Bellon and Ms. Wyatt

Here at Austin High School, we are promoting reading for all students over the summer. The books below are from the YASLA recommended book list and awards from various genres to pique your interests. When you get back to school, you will discuss the books you read over the summer to share your interests, likes and dislikes.

Austin High School: 9th Grade Summer Reading Book List:

Romance:

Romeo/and or Juliet: A Choosable Path Adventure by Ryan North, published by Riverhead Books, an imprint of Penguin Random House (9781101983300). Take the lead in this choose-your-own-adventure graphic novel. Fantastic, dense illustrations draw you into a Romeo and Juliet retelling like none other you've ever experienced. Romance isn't dead and in the end, maybe Romeo and Juliet aren't either.

In the Country We Love: My Family Divided by Diane Guerrero with Michelle Burford, published by Henry Holt and Co. (9781627795272). After Diane Guerrero returned home from school one day to find her family deported, the 14-year-old went on to combat self-injury and suicidal thoughts, finish her education, and to become a successful actress and citizenship activist.

Thriller:

Bad Monkeys By Matt Ruff Horror, Thriller ISBN 9780061240423

Jane Charlotte earns her living by killing bad people for good reasons in this high-octane, clever thriller of conspiracies, revenge, and secret government agencies.

Confessions By Kanae Minato Mystery, Thriller ISBN 9780316200929

Japanese teacher Yuko knows two middle-school students killed her daughter, and nothing in their explanations of why and how will stop her revenge.

Help for the Haunted By John Searles Horror, Thriller ISBN 9780060779634

Sylvie has been dealing with taunting classmates, her erratic older sister and the unsolved murder of her ghost-hunting parents. But perhaps more problematic are the cursed remnants of her parents' work still lingering in the basement.

The Unraveling of Mercy Louis By Keija Parssinen Mystery, Thriller ISBN 9780062319098

Mercy, a high-school basketball star, lives under the thumb of her grandmother, a fierce believer in Y2K as the apocalypse. The year 1999 alters Mercy's life in a small Texas refinery town and gives her a future beyond

Fantasy/Science Fiction:

Arena By Holly Jennings Fantasy, Science Fiction ISBN 9781101988763

Virtual gaming: Kali's team is competing to win, not to die.

Essex County Vol. 1: Tales from the Farm By Jeff Lemire

Fantasy, Science Fiction ISBN 9781891830884

In this stark, moving graphic novel, Lester, a recently orphaned 10-year-old, finds escape in a private fantasy world of aliens and superheroes with his friend, a former hockey player.

Every Heart a Doorway By Seanan McGuire Fantasy, Science Fiction ISBN 9780765385505

Sometimes kids disappear. Sometimes they come back. And when they come back, they need a place to go. At the Home for Wayward Children, everybody has a story, and some stories have better ending than others.

***Gil's All Fright Diner* By A. Lee Martinez**

Fantasy, Science Fiction ISBN 9780765311436 In this gruesome and wacky tale, can two travelers (one vampire, one werewolf) save a roadside diner, besieged by zombies and ghouls, from dark forces and find true love?

***Lock In* By John Scalzi**

Fantasy, Science Fiction ISBN 9780765375865 A virus leaves millions as “Hadens”—locked in and fully aware, but unable to move or speak except when linked to androids. Chris is one of them, working as a rookie FBI agent hunting a murderer who is targeting Hadens.

***Never Let Me Go* By Kazuo Ishiguro**

Fantasy, Science Fiction ISBN 1400043395 There's a dark secret at the Hailsham School, where the students live in carefully planned, idyllic isolation, ignorant of the future that's been planned for them.

***The Particular Sadness of Lemon Cake* By Aimee Bender**

Fantasy, Science Fiction ISBN 9780385501125 Being able to taste people's emotions in food may at first be horrifying. But young, unassuming Rose Edelstein grows up learning to harness her gift as she becomes aware that there are secrets even her taste buds cannot discern.

***The Regional Office is Under Attack!* By Manuel Gonzales**

Fantasy, Science Fiction ISBN 9781594632419

Fraught with explosive action, female assassins, teenage crushes, and even a cyborg, this fast-paced, dynamic story of revenge explores what happens to a group of woman hell-bent on defending the world from evil forces.

***Wolf in White Van* By John Darnielle** Fantasy, Science Fiction ISBN 9780374292089

After his face is destroyed, Sean manages to carve out a life for himself as a designer of virtual role-playing games. When two teens take the game too far, Sean is forced to relive all his moves

Graphic Novel:

***Roller Girl* By Victoria Jamieson** Graphic Novel ISBN: 9780525429678

As Astrid discovers that best friends aren't always forever, she falls in love with roller derby.

***This One Summer* By Mariko Tamaki, Jillian Tamaki (Illustrator)**

Graphic Novel ISBN: 9781626720947 Rose loves the lake house getaway where she can hang out with her friend Windy. This year she needs a distraction from her parents' constant fighting and starts following a group of teens that has some serious drama.

Dystopia:

***Legend* By Marie Lu** Dystopia ISBN 9780142422076

From different worlds and pitted against each other, June and Day are obvious enemies. When sinister secrets about the Republic of America come to light, Day and June are also their own best allies in a search for the truth.

English 1 Pre-AP Syllabus – Austin High School

COURSE DESCRIPTION:

Advanced Placement English classes serve two purposes: to prepare high school students for college level work, and to allow students to receive college accreditation upon successful completion of the College Board Advanced Placement Exams in Language and Composition and/or Literature and Composition.

Pre-Advanced Placement English classes give students the opportunity to improve and practice skills that will enable them to be successful in Advanced Placement coursework (grades 11 and 12). Pre-AP classes will expose students to the type of activities and expectations required by the AP program. Such classes lay the foundation for success in college course work as well. They also foster organizational skills and study habits that provide excellent preparation for the university years.

Successful Pre-AP students are typically task-oriented, proficient readers who are able to set priorities with regard to time and responsibilities. Parental support also plays a key role in the success of these students. Homework is assigned often, and outside reading is required.

REQUIRED MATERIALS (Acquire all materials by Tuesday, 3 September 2013)

- **One 5-subject spiral notebook, preferably with durable plastic cover (for this class only)**
- **Composition notebook (for this class only)**
- **One pocket folder, with constant supply of loose leaf paper**
- **Pencils**
- **Pens (blue or black ink only, please)**
- **Highlighters (several, different colors. A selection of 4-5 colors is advised.)**
- **Colored pencils**
- **Media storage (USB memory drive will suffice. Please label with your name and class period.)**

To be accepted, all major papers must be typed, double-spaced, and in 12 point Times New Roman, Arial, or Calibri font. Any assignment of two or more pages must be stapled.

ALL papers turned in should have the proper MLA heading:

Your name	Bartholomew J. Simpson
English I- period #	Pre-AP English I-Period 2 (or whatever period you are in)
My Name	Ms. Teacherperson
Day Month Year	25 August 2014

Other materials will be provided when needed. Some books may be needed over the length of the course for outside reading, and additional materials may be required for different assignments.

CLASSROOM EXPECTATIONS

THE BIGGIES – I have three big house rules...from the minute you enter my classroom to the moment you leave, you are expected to:

1. **WORK HARD**
2. **RESPECT EVERYTHING**
3. **RESPECT EVERYONE**

This is a *reciprocal* relationship: I will always work hard and give effort because I respect you. All I expect from you is the very same.

THE FINE PRINT – This is the stuff that is completely in your responsible hands...

1. All assignments submitted for grading will be written in **blue or black ink** (or, if you are desperate, a **pencil**). Though I am a young teacher, my eyes are not strong. All that hot pink and purple stuff is not nice to my eyes. At all. If you are not nice to my eyes, I will not be nice to your grade (read=point deduction). Save those other pens for grading...
2. All assignments will be submitted **on time!!! NO daily assignments will be accepted for credit if late. NO exceptions.** Specific assignments that have been assigned for an extended period of time are due on the day announced even if you are absent that day. This applies to school activity absences also and is stated in the handbook.
3. **Major Grade Essays:**
 - Major grade essays will be accepted as follows (this is the hard copy of the essay that must be turned in to the teacher):
 - Essays turned in 7 a.m.- 3 p.m. on the due date will receive no penalty.
 - Essays turned in 3:01 p.m.-7:25 a.m. will receive a 10 point deduction.
 - After 7:25 a.m., an additional 10 points will be deducted for each day the essay is late.
4. **Turnitin.com:**
 - Every major grade paper (hard copy) must be turned in on the specified due date at the beginning of the period.
 - The paper must also be uploaded to turnitin.com on the day the hard copy is due.
 - If the paper is not uploaded within a 48 hour window of when the paper is due, parent contact will be made, and the grade will remain a zero until the paper is submitted.
 - **It is important to understand that essays requested for submission on Turnitin.com WILL NOT BE GRADED if they are not submitted in a timely manner. If the paper is submitted LATE, but before grades are entered, a standard 5 point deduction will be given.**
5. **Have a zero? There's still hope.** There will be alternate assignments given periodically throughout each nine weeks. You will have the opportunity to complete this assignment in order to replace a zero. You will be required to attend tutorials to complete the assignment. I will assign dates for alternate assignments periodically throughout a grading period.
6. Everyone has a life, and sometimes, that requires us to miss school. **Collecting missing school work will be your responsibility ONLY.** Make-up work must be completed in a timely manner. Distributed handouts are stored in a

make-up binder for up to one week, along with the assignments. They will also be available online. After that, they are filed away. With an excused absence, you have the same number of days to complete an assignment and submit for credit.

- a. Make-up quizzes and tests will be administered after school, by appointment only.
 - b. Please do not request missing work during class. Ask after class or go to the make-up binder if time allows.
 - c. If you are absent, feel free to email me for assignments missed.
7. **Being tardy for class is UNACCEPTABLE.** Once you arrive in class, you are expected to collect your handouts for the day's lesson, sit in your desk, and begin your Daily Warm-Up. Failure to do this prior to the tardy bell will result in your being marked tardy.
 8. **Being unprepared for class is UNACCEPTABLE.** Please bring your materials and assignments for class every day. **It is necessary to keep up with readings and homework to pass this course – It is obvious when you have not done your prep work.** Don't be that guy. The excuses are gone, guys...you are in HIGH SCHOOL now. Time to own up!
 9. **Know your role in the classroom.** If you can help someone, do it. If you need help, ask. There are no stupid questions here! We want to make this classroom safe for everyone in it. Disrespect has no place in my classroom. Decide to use it and you will be asked to leave. Respect all, and earn the respect of everyone else.
 10. **Stay engaged.** Stay awake. Lean in. Pay attention and listen. Fight the urge to answer the text message that you felt vibrating from the cell phone that should actually be turned OFF. When the bell rings, THEN you can pack up! Trust me, active participation = better grades. 😊
 11. **TRY.** Sometimes, it's difficult to do this, especially when something is confusing or troubling. But, if you give effort, you are guaranteed to be one step closer. It is difficult to make an A in this course. But, if you try, you will not fail. However, YOU MUST TRY!!

NOTEBOOK MAINTENANCE AND ORGANIZATION

Throughout the course, you will be expected to maintain two notebooks. One will follow you throughout your high school years, a **literary terms notebook**, where you collect definitions and examples from the literature you read. The other notebook will provide you with a reference throughout the course, where you maintain your notes, in-class work, and practice assignments – your **interactive course notebook**. **Each will be graded as double-daily assignments**, and must meet the expectations set forth in provided guidelines, which will be given to you during the first week of school. Failure to do so will result in grade reduction, and can impact your average. This demonstrates your ability to self-study (a college readiness marker), as well as your in-class participation.

ACCEPTABLE USE POLICY REGARDING DIGITAL HARDWARE/MEDIA

With advances in technology and access to information, it is common to reach for our electronic devices to help out with classwork and homework. However, depending on the device and the assignment, certain devices should be used more than others.

- E-readers: acceptable during class, with e-reader flat on the desk. Must have ability to annotate text. No internet browsing during class unless teacher gives permission. iPads can be used as e-readers, if wi-fi pickup remains off.
- Cell phones: Unless specifically stated by teacher, cell phones are to be put away during class.
 - 1st Violation: Verbal warning.
 - 2nd Violation: Phone collected for remainder of class.
 - 3rd Violation: Phone collected and submitted to assistant principal, parent notified, discipline report filed for improper use of electronic devices and insubordination.
- Laptops: Only acceptable during project construction. Please keep laptops at home. Notes will be recorded in your interactive notebook.

TUTORIALS

Tutorials will be provided every Tuesday, and Thursday after school, from 2:30-4:00. Tutorials outside of these hours must be scheduled by appointment. Tutorial topics will range from current class discussions to STAAR and PSAT prep. Discussing anything going on in any English classroom is fair game. Major grade assessments, reworked assignments, and alternative assignments must be completed during tutorials. **Mandatory tutorials may be assigned if academic performance declines. Anyone is welcome to stay,** provided they have an assignment they wish to work on during the allotted time.

Web Classroom

Other important links you need to know:

-Family Access (parents must register at the school to have access):

<http://www.fortbendisd.com/familyaccess/>

-Edmodo(Calendars, homework reminders, and soft copies of assignments will be found here. Accounts are mandatory for the course. Accounts provided in first weeks of school.) www.edmodo.com

-Socrative (Online assessment tool accessible via smartphones, iPads, tablet devices, and any Internet-signal-receiving device). Will be used for quizzes in class, homework quizzes, and short writing.

www.socrative.com

-Twitter (yeah, I went there, just for you.) twitter.com/ms_bellon

-Gaggle (this is the only e-mail account that students may access at school): fbisd.gaggle.net

-Turnitin.com (students must submit all major grade essays to this website):

www.turnitin.com

PLAGIARISM

Plagiarism is defined as the direct copying or lack of citation of someone else's work, and is considered cheating. In Fort Bend ISD, cheating of any kind is considered a Level 2 Behavioral offense. If you are found guilty of plagiarism, you will receive a grade of zero for your assignment and be subject to disciplinary action. A parent conference will also be requested to discuss your academic progress.

COURSE EXPECTATIONS

Curriculum

Selected short stories.

Romeo and Juliet

Mythology mini-unit

The Odyssey

Animal Farm

Poetry Selections

Nonfiction Selections

To Kill A Mockingbird

Additional Ongoing Activities

AP-style MC Practice

Group Activities

Journals

Grammar Practice

Vocabulary Enrichment

Oral Presentation

STAAR Preparation

Writing Assignments

Synthesis Projects

Daily Journal

Original Stories/Poetry

Research Paper

Literary Analysis

Timed Writings

Descriptive Writing

Poetry Analysis

GRADING SCALE

90+ =A

89-80 =B

79-76 =C

75-70 =D

<70 =F

Grades will include homework, in-class assignments, major writing assignments and projects, and daily participation/assignments. Students are expected to complete reading assignments as given in class.

GRADE TURNAROUND

Simply put, some assignments take longer than others to grade and input. Be patient with large assignments, process papers, and essays. *I read everything,* and wish to give you the fairest grade possible.

Per district policy, daily grades will be input within 5 school days of submission. Larger assignments, such as timed write essays, will be input within 10 school days of submission. Process essays, projects, and research papers will be input within 15 school days of submission.

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