

Pre AP English 2

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Welcome to Pre AP English 2 - a rigorous and rewarding journey into the world of literature and language. This course is crafted to prepare students for future study in AP Literature, AP Language, and the AP Capstone courses (Seminar and Research). As such, enrolled students are expected to be reading at or above grade level (according to MAP and/or other assessments).

While this course will cover a wide range of texts, authors, genres, and media types, it is primarily **skills based** rather than content based. This means that major tests will be **performance assessments**, where students will apply the skills they have learned to new situations.

The skills we will focus on include:

- **Close Reading & Textual Analysis:** At the heart of language exploration lies the ability to truly immerse oneself in a text, reading between the lines, and extracting nuances often overlooked. Through focused readings and detailed textual examinations, students will sharpen their skills to discern subtleties, decode symbolism, and grasp the deeper intentions of authors. This process not only enriches comprehension but also forms the basis for informed discussions and critical writing.
- **Evidence-based Writing:** Students will hone their ability to craft effective arguments. This form of writing does more than just state facts; it poses a claim and then substantiates it through purposefully selected evidence, rhetorical devices, and diction as well as consideration of the situation in which the argument is to take place. The result is a clear, sound, and convincing argument.
- **Academic Conversations:** Discourse is the lifeblood of learning. Within this course, students will engage in structured yet dynamic discussions, drawing upon their readings, prior knowledge, and unique insights. These conversations aim to foster an environment where ideas are exchanged, examined, and even debated. It's through these interactions that we expand our perspectives, challenge our biases, and learn to adjust for an intended audience. Students will be encouraged to listen actively, articulate their thoughts with clarity, and respect diverse perspectives, cultivating the skills necessary for collegiate-level discourse and beyond.
- **Higher-Order Questioning:** Beyond basic comprehension and recall, there exists a domain of inquiry that pushes students to think critically, analyze profoundly, and synthesize creatively. This course emphasizes higher-order questioning techniques, encouraging students to ask—and answer—questions that probe underlying themes, evaluate author motivations, analyze structural and rhetorical choices, and predict implications. Such questions move beyond the 'what' and delve into the 'why' and 'how', fostering a depth of understanding and promoting analytical thinking that's invaluable in both literary studies and real-world problem solving.

Students enrolled in Pre AP English 2 should be ready to fully engage in each of the skills above.

Class Materials

Required materials should be brought to class every day. Failure to bring required items to class will result in interruptions to the learning experience. Recommended materials are available in limited supply in the classroom, but students may prefer to have their own.

If you experience any obstacles in obtaining the necessary materials, please let me know as soon as possible!

Required	Recommended
Laptop Laptop Charger Pens/Pencils Headphones	Colored pens/pencils Highlighters Glue stick or tape Ruler

Academic Skills

Students are expected to engage the following academic skills during class: this is NOT a sit-and-get class!

- **Critical Thinking Skills:** Self-directed learning, problem solving, time management, self-advocacy, question formulation, valuing evidence, adjusting presentation to fit the audience
- **Social/Interpersonal Skills:** collaboration (both compulsory and organic), communicating respectfully, valuing differences, seeking and providing assistance, fulfilling responsibilities to the group, personal integrity
- **Writing Key Skills:** informative, argumentative, and narrative writing, writing for a purpose, writing for clarity, using precise language, adhering to conventions of standard English, revising and editing, incorporating evidence
- **Reading Key Skills:** reading for a purpose, reading closely, noticing language choices, aliasing and evaluating texts, adjusting strategies for different media, comparing/contrasting, making connections, evaluating credibility, tracing a line of reasoning, evaluating arguments and rhetorical strategies.

Incorporation of CIRCLE Values

Throughout the course, students will be challenged to regulate themselves in relation to the school's core values.

Honor

Students are expected to complete course work with the utmost integrity and to treat students, teachers, and staff with respect and kindness.

Excellence

Students are expected to master skills and content to the best of their individual ability.

Community

Students are expected to work collaboratively and to both seek and offer assistance.

Joy

Students are encouraged to use their interests and talents in service of their learning.

Learning Outcomes

Unit 1 “Moves in Argument” Semester 1	Unit 2 “Persuasion in Literature” Semester 1	Unit 3 “Voice in Synthesis” Semester 2	Unit 4 “Purpose in Poetry and Prose” Semester 2
Analyze rhetorical situation in multiple contexts and how this affects the approach to persuasion.	Analyse the rhetorical moves of characters in literature and other fictional writing	Analyze texts that approach the same topic from different perspectives	Analyze how an author’s purpose is conveyed through literary elements such as diction and tone.
Write original arguments in short and extended forms; construct an argument analysis essay.	Construct an argument analysis essay.	Construct synthesis arguments from multiple sources	Engage in collaborative research discussions and presentations
Deliver collaborative presentations	Engage in academic conversations	Engage in structured academic conversations	Deliver research presentations and perform short dramatic skits

Evaluation

Grade Calculation:

Classwork/Homework	30%
Quizzes/Tests	40%
Midterm/Final Assessments	30%

Grading Scale

A+ 97-100 | A 96-93 | A- 90-92 | B+ 87-89 | B 83-86 | B- 80-82 |
C+ 77-79 | C 73-76 | C- 70-72 | D+ 67-69 | D 63-66 | D- 60-62 | F 59-0

Students will be assessed through the following means:

- Mastery Checks (2-4 per unit)
- End of Unit Tests
- Essays
- Mid Term Exams (1 per semester)
- Final Exam (end of year)
- Oral Presentations

Regular course work activities may include:

- Guided notes
- Modeled practices
- Close reads
- Vocabulary charts
- Journal entries
- Graphic organizers
- Infographics
- Partner checks
- One-pagers
- No Red Ink
- Peer reviews
- Rubric analyses
- Quizlet Live
- Kahoot

Class Rules and Expectations

Students are expected to abide by the following behavioral expectations at all times during class. Clarification on each of these expectations will be provided during the first class meeting and available for review in the Course Introduction unit in Teams.

1. Be Respectful
2. Be Responsible
3. Be Kind
4. Communicate
5. Engage

In addition to these general expectations, students are expected to use **ENGLISH ONLY IN THE CLASSROOM**. This is regardless of whether the class has begun or not – if students are inside room A412, they **MUST** use English only.

Violations of these expectations will be addressed with students first. After the first violation, school disciplinary procedures will be followed (pink slip, contact home, etc.).

Class Policies and Procedures

Below are some important class policies and procedures; please read through each of them as they allow our classroom to run efficiently and take the guesswork out of common obstacles.

1. Submitting Work: all work should be submitted as indicated by the instructions posted in Teams, which is always written in **dark red** at the end of each task. Please **DO NOT** submit assignments through Teams or WeChat. **DO NOT** submit work to the teacher's desk.
2. Missing Work: A "0" is entered in Managebac for any assignment that is not submitted by the due date to alert students and parents to the missing task. Students will receive a grade for the assignment once it is submitted (unless otherwise indicated).
3. Late Work: Late work is accepted with a 20% penalty within 2 school days. After 2 school days, the penalty is 50%. Any assignments submitted after the initial due date should be written on the Managebac Update Requests board in the classroom. Late work will be scored and grades will be entered **at the teacher's convenience**.
4. Revised and Corrected Work Submissions: Students may revise or correct graded work within 2 school days of receiving their score to earn 50% of the original points back.
5. Extra Help: If a student is in need of extra help, a meeting time should be set with the teacher – please do not show up during elective, club, or SSS time without arranging a time beforehand.

Academic Integrity Policies

Honor is one of our core values at SMIC, and students are held to a high standard. While students may still require some guidance, academic dishonesty is a serious offense and handled as such. If a student is in doubt as to whether a particular action would be perceived as academically dishonest (or in a ‘gray zone’), it is the student’s responsibility to clarify in advance. ***Claiming that you didn’t know is not a valid excuse.***

Review the three major areas of academic dishonesty below. Please note that these are general descriptions, not all-encompassing rules.

1. **Plagiarism:** Our class has a zero tolerance policy for plagiarism, meaning that students will receive a 0 for any assignment that includes plagiarized material and will not be given the option to make up those points. Plagiarism will be defined as any use of another’s material without proper reference or citation.
2. **Cheating:** If cheating is found to have occurred, all students involved will receive a “0” for the assignment with no option for making up those points. This includes the student(s) receiving inappropriate help and the student(s) giving inappropriate help. At no time should a student hand over or electronically send a piece of class work. At no time should a student copy from another student’s paper or document. The difference between collaboration and cheating will be clarified in class.
3. **Inappropriate Use of AI:** Artificial Intelligence (AI) is relatively new as a general tool for students. While there are many ways that AI can enhance the learning process, the temptation to use it in academically dishonest ways is strong. Students will receive specific training on AI use in class, but it’s best to think of AI as another, very skilled and intelligent, classmate. If you are asking an AI tool (especially a Chat Bot) to do something that you would not ask your teacher, you can be sure that it is unethical use. Inappropriate use of AI is treated the same as cheating and plagiarism.
4. **Technology Use:** Use of laptops and online programs are a daily requirement in our class; confiscation of a laptop is not an option. Students are expected to use their technology responsibly, meaning that messaging, social media, and entertainment sites should be avoided during class time. If in doubt, ask! Inappropriate technology use will follow SMIC’s progressive discipline procedures.

Communication

As a general rule, the more communication, the better. It is my job to do whatever I can (within reason) to help students understand content, break down skills, and be successful in my class. I am able to provide support electronically and in person, including clarification of instruction, alternative explanations, additional examples and resources, and recommendations for self-study or independent practice resources. I am very happy to provide any of these, but you have to ask!

Students:

In Person: Please ask questions during class, in between classes, or during office hours. Please **DO NOT** visit during a class period or clubs as this is my working time. If you need additional support, please let me know in advance and we will set a time to meet.

Digitally: please communicate through the messaging feature in Teams. This is the most efficient way to make sure that your message is seen and receives a reply. Messages will be responded to as soon as possible within school hours. Please do not expect a message to receive a response after school times or on weekends.

Parents:

Email: Please send an email with any questions or concerns regarding your student or our course. I will typically respond within 24 hours (not including weekends).

Managebac: Please make sure you have access to Managebac and check it frequently. I will often write comments on students' assignments and leave behavior notes when necessary.

A note about WeChat: our class may use a WeChat group to communicate reminders and updates. This is strictly for the student's convenience – please refrain from sending questions about the course through WeChat.

From the teacher

Dear Students and Parents,

I am excited to start a new year at SMIC! This year, I will be teaching Pre AP English 1, Pre AP English 2, and AP Seminar. In addition, I am the faculty advisor for SMIC's first National English Honor Society, as well as an Expert Mentor with the Modern Classrooms Project.

I am from the state of Florida in the United States and have been in Beijing for 4 years. I am here with my husband (a web developer, app designer, and instructor for SMIC's Computer Science courses) and two sons, ages 7 and 5. This is also a special year as I have started graduate courses at the University of Central Florida (my alma mater) in pursuit of a master's degree in Instructional Design and Technology. In my spare time, I love cooking and baking (especially with my kids), reading, writing, and KTV.

If at any time you have questions or concerns, please contact me! I am happy to answer any questions and assist in any way I can.

Here's to a great year full of overcoming challenges, learning more than you thought you could, and creating a community we are all proud of!

Sarah Fernandes

Student and Parent/Guardian Syllabus Acknowledgement Form

After thoroughly reading the Pre AP English 2 syllabus, please sign this page by hand and return to Mrs. Fernandes; it will be kept on file as evidence of your acknowledgement, acceptance, and agreement to abide by the expectations, requirements, and policies set forth in this document. Please keep the rest of the syllabus for your reference – if there are any updates to the information provided here, you will be notified.

Student Section

Student Name: _____

Student #: _____

I have read, I understand, and I agree to abide by the course expectations, requirements, and policies for Pre AP English 2. I acknowledge that if I am ever in doubt of a policy, it is my responsibility to clarify before acting. I have carefully read the Academic Integrity policies; I understand and accept the consequences I will face should I choose to violate these policies. I understand that my learning and my success is my responsibility, and that help is available anytime I ask for it.

Student signature: _____

Parent/Guardian Section

Parent/Guardian name: _____

Parent/Guardian email: _____

I acknowledge the student's agreement. I have been given the opportunity to review the course syllabus and understand that my student is expected to abide by the expectations, requirements, and policies for Pre AP English 2. I acknowledge that if my student is ever in doubt of a policy, it is his/her responsibility to clarify before acting. I have carefully read the Academic Integrity policies; I understand and accept the consequences my student will face should he/she choose to violate these policies.

Parent/Guardian signature: _____