

Full Kenyon Academic Partnership (KAP) English year class, 1 credit, Room 218, 8th Period Syllabus

(Planning Period-3rd) Mr. Wesley Miller, Work Phone-(740) 763-3721 ext. 12218

E-Mail – millerw@lickingvalley.k12.oh.us or wesmiller@g.lickingvalley.k12.oh.us

Course Overview:

Welcome to KAP English. KAP is a college-equivalent course administered through Kenyon College and based on their freshman English curriculum. Credit-wise this is the equivalent of taking Kenyon College's Students who receive a 'C' or better will receive academic credits for Kenyon College's introductory English courses ENGL 103 & 104 (a majority of students have been successful in having these credits transfer to whatever learning institution they decide to attend). Much of what we will be doing in KAP will require each student to be responsible for their own learning by doing all the required reading, completing assignments thoughtfully and thoroughly, and turning in work in a timely manner. The purpose of KAP is for each student to increase their critical thinking skills through deep, analytical analysis of great works of literature and subsequently to write prescient and technically excellent papers clearly articulating their discoveries.

Application: This will be filled out online. (You will need to secure an approved teacher to fill out an online recommendation). The deadline for the application to be turned in is May 12th. Each applicant needs to give a writing sample to Mr. Miller when the applications are turned in. The topic is the following: Describe a character in a book you have read (no movies please) who has personal attributes you aspire to embody or which you already possess. Be sure to include an explanation of how the character demonstrate these personal qualities in the course of the book. (1-2 pages, typed, double-spaced). Please g-mail me the completed essay. Thanks.

Course Cost: \$200 (Note: Students on free and reduced lunch are exempt from this fee)

Summer Reading:

First of all, KAP students are required to do the required school-wide summer reading. Secondly, KAP students are required to read J.D. Vance's Hillbilly Elegy before we get back in August. My suggestion is that you order it off Amazon.com or another provider so you can annotate the text. Please annotate the text with an eye toward being able to discuss in some detail a major theme of the text with specific examples of how the author uses plot, character, and setting to support his theme. Happy Reading!

Classroom Rules and Expectations:

I do not believe in a lengthy list of do's and don'ts but there are a few things that need to be clarified up front.

1. The Golden Rule (Treat others as you want to be treated) is my first and foremost behavioral expectation.
2. Offensive language will not be tolerated.

3. Any evidence of bullying or intimidation will result in unpleasant consequences. 4. Food is not permitted in the classroom unless I have benevolently given special permission

(bottled drinks [not cans] will be permitted in class unless they become a distraction). 5. Bags and purses (or as I like to call them “texting shields”) are to be kept below the desk and not

on it. 6. Cell phones are to be silenced and deposited in the container by the door every day when you enter the classroom. Parents, please do not call or text your scholar during my class time . If there is an emergency call the school number (763-3721 Ext. 12218) and they will patch you through to my classroom immediately. 7. Bathroom breaks are permitted, however, if a student is a daily or weekly repeat “offender” I

will be forced address it. 8. Tardiness is not acceptable. Tardiness is defined (by the Miller International Dictionary) as not

having one’s entire corporeal presence (i.e. “body”) inside the invisible plane of the door at the final “beep” of the bell. And that’s all I have to say about that. 9. Scholars are expected to walk in class prepared. This means books, writing utensils, paper,

assignments, laptops, etc. are to be present and accounted for at the outset of class. 10. School dress policy will be followed. 11. Finally, I expect this class to generate good discussion and high energy and I intend to treat

these scholars like the young future leaders that they are. This is not a license for disrespect either towards myself, anyone who fills in for me should I be absent, or their classmates. Disrespect in any form will not be tolerated and consequences will ensue.

As a general rule of thumb, failure to live up to these expectations will result in the following:

1. First Offense-Warning and a dirty look
2. Second Offense-Academic Overtime and a phone call home
3. Third Offense-To the office with ye, yer behavin’ like a miserable miscreant!

Note: Any serious violations will be dealt with immediately by the good folks in the office. These include, but are not limited to, cursing, fighting, and/or intimidation.

Types of assessment The following types of assessment will be used in this class:

Type Description Purpose

Pencil & paper quizzes –(Short Answers, Extended Responses), Literary Essays, Online Quizzes

Formative (Practice Time) and Summative (Game Time!)

These assessments will allow students to demonstrate knowledge gained and their ability to clearly interpret what they have learned.

Formative and Summative Projects and
These types of assessments will give

Presentations

students practical skills necessary to

(Speeches, Powerpoints,

perform and communicate in a public Panel

Discussions, etc.)

setting.

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GRADING

Course grades are calculated based on student performance on individual standards and expressed as an integer that is combined with other standard grades and converted to a letter grade at the end of the class.

Student performance rating

Within this class, evidence of learning is measured using a four-point scale. The following table further defines how performance looks at each level in this class.

INTEGER DESCRIPTOR DEFINITION

4 Mastery Student shows in-depth mastery of knowledge, can reason using that knowledge and can consistently apply skills at a high level independently. These skills include comprehending and analyzing different types of text on a sophisticated level, recognizing complexity, and being able to articulate their meaning clearly in both written and spoken forms.

3 Proficiency Student shows proficiency with knowledge, and can reason using that knowledge and perform skills independently most of the time. Student demonstrates the ability to

understand and create meaning from different types of text, and generally is able to articulate their understandings without help.

2 Limited

Proficiency

Student shows limited proficiency with knowledge, but needs assistance to apply it or perform skills. Student struggles to understand texts of any complexity without aid and is somewhat limited in ability to effectively communicate what they have learned.

1 Minimal

Proficiency

Student has minimal proficiency with knowledge, and can't apply that knowledge or perform skills. Student is unable to demonstrate the skills to understand basic texts and to communicate about those texts in a minimally effective manner.

Incomplete Work / Inadequate evidence of knowledge and skills Grades (marks in individual content standards) may be reduced because work is turned in late or not turned in at all, under conditions specified below. In the cases where such work constitutes a formative assessment, teachers shall inform parents of students' failure to turn in work and work with the parent and student to ascertain the reasons for work not being done and implement plans that lead to better student performance. In the cases where such work is graded (summative assessment) deadlines and consequences take effect as specified below. - When a student doesn't turn in work on time, teachers will immediately enter an "X" in the electronic gradebook, which reduces the student's grade until the "X" is replaced with a mark of 1,2,3 or 4. - Students will have 5 class days from the due date to complete the work. During this time, students may be assigned a Working Lunch. Failure to turn in work will result in a '0'. The exception to this is a research paper which must be completed or the student will be considered incomplete in the class. - Failure to serve Working Lunch will result in a Saturday School. Repeated failure to serve may result in immediate revocation of athletic eligibility for the period of two weeks under board policy 5610.05, revocation of driving privileges, revocation of Renaissance card privileges, social probation, to include but not limited to: Prohibition from attending after-school activities like athletic contests or dances, revocation of any student aide privileges, isolated assigned seating in study hall without peer studying privileges.

-A pattern of negative academic behaviors (including but not limited to failure to turn work in on time repeatedly) in a College Prep / Advanced Placement class will trigger a meeting between the parent, student, teacher and Principal. Continued negative academic behaviors may result in removal from the class and re-arranging the student's schedule accordingly.

How Letter Grades Will Be Determined For A 9 Weeks Grade Or A Semester Grade

Letter grades for a 9 weeks or a semester will be calculated based on the standards met or exceeded. The following chart explains the formula for getting a letter grade.

How do I get a letter grade? At the end of the grading period, the total number of standards measured will be applied to the qualifiers below.

A +

EXCD Exceeds every standard

A Majority (greater than 50%) of standards exceed (EXCD) expectations

● No standards need (NEED) improvement

B Majority (greater than 50%) of standards meet (MEET) expectations

● No standards need (NEED) improvement

C Majority (greater than 50%) of standards meet (MEET) expectations

● Needs improvement (NEED) on 1 or more standards (but less than 50%)

I Student has not submitted enough evidence to earn a grade; Insufficient evidence

*Please note: I reserve the right to use my professional judgment in assessing evidence of student learning and assigning a letter grade.

Possible Readings: The following constitutes a brief list of possible major readings throughout the year. The materials will be provided or are available online. Various fiction and nonfiction pieces will be added to each unit.

Pilgrim at Tinker Creek (non-fiction/biography)

The Short Stories of Flannery O'Connor Cry, the Beloved Country

(novel)

Spoon River Anthology (poetry)

Brave New World (novel)

Hamlet (play)

Heart of Darkness (novel) Into the Wild (non-fiction)

*This reading list is subject to change at the discretion of the instructor.

Potential Learning Activities:

Discussion Panels

Frankenstein (novel)

Jayber Crow (novel)

Creative Writing

Annotated Reading Reaction Papers Debates

Research Paper Timed Essays Speeches/Powerpoint Presentations 3-5 page literary analyses Socratic

Seminars

IMPORTANT!!! Annotating Texts:

One of the most important skills that can be learned before going to college is annotating. It is simply the ability to “mark up” a text in such a way that the “good stuff” or useful ideas can easily be retrieved and studied. If students owned the books we could do this. Unfortunately, we cannot allow you to write in the books we provide (and I strongly suggest that you do not).

You are going to use sticky notes that you can use to write on and mark particular passages so our books can remain unscathed.

Though I will have some supplies in class I ask that you bring your own if possible. Also, they would likely prove

more useful if there were of different colors. Developing this skill will allow you to come to class discussions and Socratic Seminars with thoughtful insights to contribute.

Sorry, for the exhaustive syllabus but there are lots of things to touch on. KAPsters, you are in this class because you are considered among the elite English students of Licking Valley. Do your reading, work hard on your reading and writing skills, ask questions, and strive for excellence in every endeavor. Do these things and you will have a “KAP-tastic” year. In closing, I am excited about the challenges and opportunities ahead. Let’s strive together, Scholars, to make it an exceptional year as each of gives a PERFECT EFFORT every day.

Mr. Miller AKA “The KAP-tain” Teacher KAP English