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| Kenyon Academic Partnership (KAP) English Syllabus 2015-2016 | Full year class, 1 credit, Room 218, 1st Period (Planning Period-2nd) |
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Course Overview:

Welcome to KAP English. KAP is a college-equivalent course administered through Kenyon College and based on their freshman English curriculum. Students who receive a 'C' or better will receive credit for academic credit for Kenyon College's introductory English course (a majority of students have been successful in having this credit 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. There may be less grades than perhaps students are used to as we make the shift to standards based grading which will be focused on skills rather than scores. The purpose of KAP remains, and that 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.

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 (7:43-8:24). If there is an emergency call the school number (763-3721 Ext. 12218) and they will patch you through to my classroom.
7. Bathroom breaks are permitted, however, if a student is a daily or weekly repeat "offender" I will be forced to 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 | 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. |
| Projects and Presentations (Speeches, Power Points, etc.) | Formative and Summative | These types of assessments will give students practical skills necessary to perform and communicate in a public 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. |

Standards

This table describes the content standards for the course, the relative weight of each standard in the overall grade calculation, and how the final mark for each standard will be calculated.

| Standard | Category / Type | Weight | Calculation |
|--|--|--------|------------------------------------|
| | LANGUAGE STANDARDS (4) | | WEIGHTED AVERAGE FOR ALL STANDARDS |
| Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. | | 1 | |
| Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. | | 1 | |
| Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. | | 1 | |
| | READING INFORMATIONAL TEXT STANDARDS (5) | | WEIGHTED AVERAGE FOR ALL STANDARDS |
| Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. | | 1 | |
| Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text. | | 1 | |
| Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging. | | 1 | |
| Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the | | 1 | |

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| power, persuasiveness or beauty of the text. | | | |
| Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem. | | 1 | |
| | READING LITERATURE STANDARDS (6) | | WEIGHTED AVERAGE FOR ALL STANDARDS |
| Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. | | 1 | |
| Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text. | | 1 | |
| Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed). | | 1 | |
| Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly effective. | | 1 | |
| Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement). | | 1 | |
| Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare). | | 1 | |

| | SPEAKING AND LISTENING STANDARDS (3) | | WEIGHTED AVERAGE FOR ALL STANDARDS |
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| Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and conclusion are clear. | | 1 | |
| Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. | | 1 | |
| Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. | | 1 | |
| | WRITING STANDARDS (8) | | WEIGHTED AVERAGE FOR ALL STANDARDS |
| Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. | | 1 | |
| Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. | | 1 | |
| Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. | | 1 | |
| Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. | | 1 | |
| Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the | | 1 | |

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| inquiry when appropriate; synthesize multiple sources on the subject, demonstrating depth of understanding. | | | |
| Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively. | | 1 | |
| Draw evidence from literary or informational texts to support analysis, reflection, and research. | | 1 | |

Types of Assessments

The following types of assessments may be used in this class:

| Type | Description | Purpose |
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| Pencil & paper quiz - Short Answer, Essay (Extended Responses),(8-12)3-5 page papers | Formative (Practice) and Summative (Game Time!) | These assessments will allow students to demonstrate knowledge gained and their ability to clearly interpret what they have learned. |
| Projects and Presentations (Speeches, Power Points, etc.) | Formative and Summative | These types of assessments will give students practice skills necessary to perform and communicate in a public setting. |

Re-assessments

Reassessment

Students should diligently prepare for assessments; 2015-16 guidelines restrict re-dos significantly.

There will be occasions on which a teacher wants to re-assess a student to determine their level of mastery and they may do so at their discretion. Student-initiated re-assessments (or re-submissions) fall under the following guidelines:

- Re-assessments will occur outside of normal class time unless permitted by teacher discretion.
- Students are responsible for doing any practice work or formative assessments that go along with the summative assessment BEFORE they are eligible for re-assessment. Teachers may also assign students to Academic Overtime, at their discretion, before they are eligible for re-assessment.
- Students won't have the opportunity to re-assess on any assignment they have submitted after the due date.
- Re-assessments will occur within 10 class days of the original assessment grade being reported to students, unless extended by teacher discretion.
- Teachers can restrict re-dos on any assessment on which every student has received individualized, rubric-referenced, direct written or verbal feedback ahead of the summative assessment with class time to

work, after the feedback. Such assignments typically involve several standards; examples of such assignments include but are not limited to authentic assessments like portfolios, presentations or debates with rehearsal performances, written work with rough drafts, etc.)

-Students shouldn't continually use re-assessment as a means of avoiding preparing for tests. Teachers who document a pattern of such behavior for individual students can restrict re-assessments after contacting parents and documenting such contact.

- All teachers will post class-specific re-do policies prominently in the classroom, and they will be available on the school's webpage

* In the interest of continuous improvement in grading and assessment, certain "pilot" classes may have modified grading policies that reflect Reassessment rules different from those in this handbook. If so, the Principal will approve such changes in advance, and parents and students will be notified before changes go into effect

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 10 class days from the due date to complete the work. During this time, students may be assigned to one or more of the following: Working Lunch; Academic Overtime; Friday School or Saturday School.

- Failure to serve Working Lunch, Academic Overtime, Friday School or Saturday School may result in Friday School, Saturday School, or Janitor Work Program. 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^[DH1] [WW2] 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.

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| | 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 <ul style="list-style-type: none"> No standards need (NEED) improvement |
| B | Majority (greater than 50%) of standards meet (MEET) expectations <ul style="list-style-type: none"> No standards need (NEED) improvement |
| C | Majority (greater than 50%) of standards meet (MEET) expectations <ul style="list-style-type: none"> 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 non-fiction pieces will be added to each unit.

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| Walden (non-fiction/biography) | Brave New World (novel) | Hamlet (play) | The Short Stories of Flannery O'Connor | Cry, the Beloved Country (novel) |
| Spoon River Anthology (poetry) | Frankenstein (novel) | Jayber Crow (novel) | 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:

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| Discussion Board | Creative Writing | Annotated Reading | Reaction Papers | Debates |
| Research Paper | Timed Essays | Speeches/Power Point 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 their **PERFECT EFFORT** every day.

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