




### SYLLABUS (preliminary)

#### INSTRUCTOR INFORMATION:

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|---|---|--|
| <p>1. NAME:</p> <p>2. OFFICE LOCATION:</p> <p>3. TELEPHONE #:</p> <p>4. E-MAIL ADDRESS:</p> <p>5. CONFERENCE:</p> | <p><i>P. Pérez-Jiménez</i></p> <p><i>Founding Staff Member</i></p> <p>English Language</p> <p>Arts I</p>  | <p>PAUL PÉREZ-JIMÉNEZ</p> <p>PSJA COLLEGIATE HIGH SCHOOL ROOM #29</p> <p>SMS ONLY (956 – 358-2660)</p> <p><a href="mailto:paul.perez@psjaisd.us">paul.perez@psjaisd.us</a></p> <p>3<sup>rd</sup> &amp; 4<sup>th</sup> PERIOD, A &amp; B DAYS (10:55 – 12:24pm)</p> <p>DUTY: MONDAYS 8:00 – 8:25 &amp; 4:10-4:30</p> <p>OFFICE HRS. &amp; CONF. MAY BE USED FOR TUTORING</p> <p>ONLINE VIDEO CONFERENCE OPTIONAL VIA ZOOM (603-071-6605)</p> <p><a href="http://paulperezjimenez.com">http://paulperezjimenez.com</a></p> |
| <p>6. WEBPAGE:</p>  |   |  |

#### COURSE INFORMATION:

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|---|---|
| <p>1. COURSE NAME:</p> <p>2. COURSE SECTIONS:</p> | <p>English 1 Pre-AP or Business English</p> <p>1/2A English 1 Pre-AP (H41152-1)</p> <p>1/2B English 1 Pre-AP (H41152-2)</p> <p>5/6A English 1 Pre-AP (H41152-3)</p> <p>5/6B Business English (H23992-1)</p> <p>7/8A English 1 Pre-AP (H41152-5)</p> <p>7/8B English 1 Pre-AP (H41152-6)</p> |
| <p>3. CLASS DAYS/TIMES:</p>                       | <p>Advisory (start time) 8:30-9:15 am</p> <p>1/2A&amp;B – 9:20- 10:50am</p> <p>5/6A&amp;B – 1:05 - 2:35pm</p> <p>7/8A&amp;B – 2:40 - 4:10pm</p>   |

#### Course Description:

Pre-AP English 1 Course prepares all students for close, critical reading and analytical writing. This course focuses the reader to the small details within a text to arrive at a deeper understanding of the whole. It also develops the reader to appreciate authors' subtle choices, by evolving an awareness of how words produce effects and how the conventions of the English language are used for both precision and style. As writers, students will initially focus on identifying and crafting complex sentences as foundational skills; they will then move on to producing well-organized paragraphs and, ultimately progress to create sophisticated, longer-form analyses.

Course Learning Outcomes:

1. Write skillfully crafted expository essays
  - with sustained focus,
  - a logical organizing structure, and
  - development that lends substance.
2. Choose sentences that are purposeful and well controlled.
3. Evaluate how the author's use of diction and figurative language creates meaning.
4. Make subtle inferences about literary and informational texts, supporting those inferences with specific and well-chosen textual evidence.

English Plagiarism Statement:

Plagiarism is the theft of words, phrases, sentence structures, ideas, or opinions. Plagiarism occurs when any such information is taken from any source or person and—intentionally or unintentionally—presented or “borrowed” without mention of the source. Plagiarism also occurs when materials from cited sources are reproduced exactly or nearly exactly but are not put in quotation marks.

The penalties for plagiarism can be found in the Student Code of Conduct. Students who commit plagiarism may be subject to the following penalties: failure in the course; disciplinary probation; removal or disqualification from extracurricular activities, athletics, and organizational office; loss of eligibility for financial support; suspension; expulsion; and withholding of degrees and transcripts. As a student of English, you may receive an “F” for the semester if you commit or assist someone else in committing plagiarism.

Copied work of any kind or cheating in any other fashion will not be tolerated.

DAILY OBJECTIVES: Each class will consist of three small supportive sessions that may last from 3 to 10-minute sections and three main sessions that may last 15 to 30 minutes. The minor sessions will include entry (ticket), focus or hook, and closure. The major sessions will include instruction, guided practice, and independent practice. All of which may be student led and/or facilitated by the instructor. These may include a lecture, the annotation of a poem, and/or any type of Socratic discussion which synthesizes the day's lesson. See below:

- Students carefully read and analyze works from various authors.
- Students participate in classroom discussions regarding assigned readings (see further rubrics).
- Students have frequent opportunities to write and rewrite formal, extended analyses and timed in class responses (may be a media prescribed by the instructor) The course requires:
  - -Writing to Understand: Informal, exploratory writing activities such as quick-writes
  - -Writing to Explain: Expository, analytical essays
  - -Writing to Evaluate: Analytical, argumentative essays
- The teacher will provide instruction as well as feedback on students' writing assignments, both before and after the students revise their work (may be a peer response or other media prescribed by the instructor).

**Required Materials:**

Each representative work from the course planner is supplied within Edmodo or the class webpage. An exceptional few texts will BE PROVIDED as handouts. Please note that everyone is required to have the following supply list:

- Pencils
- Pens
- Map colors
- Composition book
- Multi-colored highlighters
- Washable markers
- Hand sanitizer

**Assignments:**

In order to turn in any assignment (activity) each student is required to have a valid PSJA email address in order to access Edmodo. Although all work is found in the class webpage, and may be handwritten as a draft, for Mr. Perez's class, the gradable version will be turned in via Edmodo which is accessed using an individual student email address and password. Any exception must be pre-approved by the instructor. Each assignment name will be formatted with the six-week's number followed by the assignment sequence, example 1.1 (for 1<sup>st</sup> Six Weeks – 1<sup>st</sup> assignment) or 3.4 (3<sup>rd</sup> Six Weeks – fourth assignment). All course information and handouts are found in the class website: [paulperezjimenez.com](http://paulperezjimenez.com). (This website is mobile device friendly, however, district policies may sometimes keep it from being accessed from a PSJA Wi-Fi, if so then please advise the instructor and/or access through an external Wi-Fi.) Consequently, laptops, tablets, and smartphones are recommended; however, they are not mandatory. Student computers are also available in the classroom. They can be accessed during the first 10 minutes of class (entry ticket time), during planned lessons, and/or from 8:00 am to 8:30 am or afterschool (except Mondays). However, **computers/electronics devices should only be accessed for coursework. Failure to comply will result in the loss of this privilege.**

Year at a Glance (YAG) – Course Planner (Pending)	
First Semester (tentative)	Second Semester (tbd)
1 <sup>st</sup> Six Weeks	4 <sup>th</sup> Six Weeks
<b>Theme Learning Focus</b> 1.1 Summer Reading Project 1.2 Facebook Profile & syllabus parent signoff 1.2bMandala Project 1.3 (Writing) Intro to types of essays 1.4 Essay 1 (expository) 1.5 (Language Skills /Frayer Model Chart) Parts of Speech & Constructing Sentences 1.6 (Reading) Main Idea vs Theme & 1.6b My Papa's Waltz 1.6c Essay Handout (to be determined -tbd) 1.7 Mid-term Exam Mandala Presentations 1.8 Persuasive & 1.8b (tbd) 1.9 &1.10 (tbd) 1.11 Six Weeks Final Exam  1B, 2C, 3A, 3B, 5B, 5C, 7A,7C,12A,13A, 13B, 13C, 14A, 13c, 14b, 15a.iv-v, 15Bi-v, 17A, 17B, 17C, 18A, 19A, Fig19A&B	<b>Theme</b> 4.1 4.2 4.3 4.4 4.5 4.6 4.7 Mid-term Exam 4.8 4.9 4.10 4.11 Six Weeks Final Exam  5,5.A, B; 9, 9.A; 13, 13.C, D; 16, 16.D, E; 18, 18.A; 19.A; 15.A, 15.A.v; 17, 17. C; 18.A, B; 18.B.ii; 3, 3.9, 3.9.A ; 4, 1.Fig.19 B; 12, 12.A; 1A
2 <sup>nd</sup> Six Weeks (tbd)	5 <sup>th</sup> Six Weeks (tbd)
<b>Theme:</b> 2.1 2.2 2.3 2.4 2.5 2.6 2.7 Mid-term Exam 2.8 2.9 2.10 2.11 Six Weeks Final Exam 1B-C, 2.A-B, 2C,3B, 3C, 5A-D, 10, 11,12B, 13B-D,15Cv,20A, 21B,23A, 24A, 25,26	<b>Theme:</b> 5.1 5.2 5.3 5.4 5.5 5.6 5.7 Mid-term Exam 5.8 5.9 5.10 5.11 Six Weeks Final Exam 1A; 16 A, B, C; 17 B; 21 C; 2A; 12; 5B; 10 A, B; 5; 2 A, B
3 <sup>rd</sup> Six Weeks (tbd)	6 <sup>th</sup> Six Weeks (tbd)
<b>Theme:</b> 3.1 3.2 3.3 3.4 3.5 3.6 3.7 Mid-term Exam 3.8 3.9 3.10 3.11 Six Weeks Final Exam  5,5.A, B; 9, 9.A; 13, 13.C, D; 16, 16.D, E; 18, 18.A; 19.A; 15.A, 15.A.v; 17, 17. C; 18.A, B; 18.B.ii; 3, 3.9, 3.9.A ; 4, 1.Fig.19 B; 12, 12.A; 1A	<b>Theme:</b> 6.1 6.2 6.3 6.4 6.5 6.6 6.7 Mid-term Exam 6.8 6.9 6.10 6.11 Six Weeks Final Exam  13.A; 13.B; 15.C.i; 1.A; 1.B; 12.B; 26; 9.C; 17.A; 6; 8; 21.B; 15.C.ii ; 15.C.iii; 15.C.iv; 15.C.iii; 15.C.iv; 17.A

**Activity/Assignment Planner****1<sup>st</sup> Six Weeks****Preliminary****Week 1**

Introductions-Class Expectations

- school email access
- course Syllabus-Materials
- Edmodo Classroom
- assignment process

1.1 Summer Reading Project

1.2 Facebook Profile & syllabus parent signoff

1.2bMandala Project

1.3 (Writing) Intro to types of essays

**Week 2**

Activities /Assignments

Continue Mandala Project (Handout) & add  
Smart Course Goals

1.4 Essay 1 (expository)

1.5 (Language Skills /Frayer Model Chart) Parts of Speech &  
Constructing Sentences

**Week 3**

Activities /Assignments

1.6 (Reading) Main Idea vs Theme &

1.6b My Papa's Waltz

1.6c Essay Handout (tbd)

1.7 Mandala Presentations as **Mid-term Exams**

**Week 4**

Activities /Assignments

1.8 Persuasive &

1.8b (tbd)

**Week 5**

Activities/Assignments

1.9 &1.10 (tbd)

**Week 6**

Catch-up Activities

1.11 Six Weeks Exam

**Writing Revisions:**

Revision is considered a necessary component of all formal writing. The teacher is willing to meet with you outside of class to give input. If you are not satisfied with a score on a writing assignment, you are encouraged to revise and resubmit. Revisions are accepted within THREE (3) school days of the date you received your paper. All revised work must be HIGHLIGHTED on the new draft.

**Grading Policy:**

In this course, grading will follow PSJA ISD's policy. Averages will be determined by the following criteria:

Tests.....	40%
Quizzes.....	15%
Classroom/Homework.....	20%
*Projects(s).....	10%
Six Weeks Exam.....	15%

Each Six Week results may consist of a minimum of eleven (11) grades made up of daily in class assignments, which may be tests, quizzes, group work, individual work such as formal and/or informal essays, participation grade and projects\* as well as any other work assigned in class by the instructor.

In-class writings as well as quizzes may be substituted for scheduled assignments and will primarily consist of: Cornell Notes, or assignments based on other introduced text or discussion. Any assignment may be counted as a quiz. Furthermore, pop-quizzes, by nature may be unannounced formative assessments conducted at instructor's discretion.

\*Projects may include presentations (PowerPoint, Prezi, Piktochart, or other format), research papers, models, reports, collages, posters, experiments, transmedia, etc.)

**Other Grading Considerations:**

- The teacher may assign the student makeup work and/or tutoring based on the instructional objectives for the subject or course and the needs of the individual student in mastering the essential knowledge and skills or in meeting subject or course requirements, for any class/assignment missed.
- Student will be responsible for obtaining and completing the makeup work in a satisfactory manner and within the time specified by the teacher.
- A student who does not make up assignments within the time allotted by the teacher may receive a grade of zero for the assignment. A student will be permitted to make up tests and to turn in projects due in any class missed because of an excused absence.
- Teacher may assign a late penalty to any long-term project in accordance with time lines approved by instructor and previously communicated to students.
- Assignment schedules are tentative and are subject to change (UIL sports, UIL academic, testing, absences, and Sr. hectic schedules, and other unforeseen circumstances). Although most assignments will be posted or referred to in the class website found in the instructor's webpage. *It is the responsibility of the student to take notes especially of assignment dates and instructions. Neither late arrival nor absence from class serve as reasons for not attempting any assignment/late work or makeup work.*

**Procedure for Late Work:**

All work is due on the date announced in class. Any schedule in this syllabus or instructor's webpage is to be used as a rough timeline and may be subject to change. For further clarification, PLEASE refer to the High School Late Assignment Procedure. With instructor approval, a late assignment may be turned in late and accepted at up to 75% credit of the points earned from the original value of the assignment. With instructor approval, a valid excuse may allow for makeup work at original value of the assignment. Both late assignments and makeup work are the responsibility of the student and are only accepted up to three (3) days from the original assignment. Any posting of grade changes will be completed after the assignments have been turned in.

**Electronic Device Policy**

The use of smartphones, tablets, and laptops is encouraged, however it must coincide with the school and district guidelines and used for instructional purposes only. **ANY TYPE OF PHONE CALL DURING CLASS IS NOT ALLOWED.** Any other prohibitive use during class will result in cancellation of privileges.

**Class Participation/Expectations:**

The student will:

- prepare with correct materials to perform the assigned tasks, every day
- practice equity values at all time; such as
  - be courteous when others are speaking
  - respect other people's property and ideas
- actively participate in class discussion, coursework, and cooperative group work

**Attendance & Disciplinary Policy**

This instructor and course fosters a college mentality and a certain level of responsibility is expected. When a student is absent or inconsequential disruption occurs, valuable learning opportunities are forgone, therefore the school's and district's handbook will be strictly adhered to. Absences from class may result in serious disruption of a student's mastery of the instructional materials; therefore, the student and parent should make every effort to avoid unnecessary absences.

**Tardy Policy**

1 <sup>st</sup> & 2 <sup>nd</sup> Tardy	Teacher warns student
3 <sup>rd</sup> Tardy	Teacher calls parent, deduction of points of classwork assignments
4 <sup>th</sup> Tardy	Conference with Parent and Teacher
5 <sup>th</sup> Tardy and beyond	Referral to Counselor and/or Assistant Principal for further action

**Respect & Responsibility Policy**

- 1<sup>st</sup> Incident – Teacher/Student Conference
- 2<sup>nd</sup> Incident – Parent Contact by Teacher
- 3<sup>rd</sup> Incident – Teacher/Parent/Student/Conference
- 4<sup>th</sup> Incident – Counselor Referral
- 5<sup>th</sup> Incident – Administrator Referral

**Safety Policy**

- 1<sup>st</sup> Incident – Administrator Referral

**Mr. Pérez-Jiménez's Teaching Philosophy Statements**

**"True freedom involves honesty. Honesty practiced breeds trust. Trust leads to responsibility; justice follows willingly. Love abides where justice flows freely but, if justice is divorced from this compassion then we lose our freedom to be human."**

**"Reading must move us in some manner; otherwise, we do not need it because we know it all or we do not understand it."**



Date: August 27, 2018





**PSJA Collegiate High School Program  
English Department  
Statement of Understanding**

**YOU MAY KEEP THE FIRST PART FOR REFERENCE, HOWEVER THIS PAGE MUST BE RETURNED.**

Please sign and have your parent/guardian sign the statement of understanding for this syllabus and return it to the teacher **within three class days**.

I, as student of the PSJA Collegiate High School Program \_\_\_\_\_,  
Student name

understand the expectations of the course as they are explained in this syllabus. I will follow all course policies and procedures as expected by my English teacher.

\_\_\_\_\_  
 Student's Signature      Date

\_\_\_\_\_  
 Parent's Signature      Date

\_\_\_\_\_  
 Parent's Name & phone number

\_\_\_\_\_  
 Parent's email