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Conference Time: 4A (1:45-3:15 p.m.)

English IB – PreAP  
Literature and Language

Welcome to PreAP English. While I know you feel you are ready for the challenge, It is important that you know what to expect from this course and what the repercussions are if you do not pass this course. The difference between this class and the magnet class lies in the pace and the breadth of your tasks. You will read more books, write more analytical papers, and also learn AP strategies that will prepare you for your AP class and test junior year. Many, if not several of your tasks, will align with the Magnet course, especially on the grammar and linguistic side.

**Course Description:**

Like English IB Magnet, students will have learning experiences in speaking, listening, writing, and reading through the study of literature themes. The course will integrate these four areas simultaneously with activities in the other areas supporting the major focus.

However, the balance will shift a little in PreAP. The aim and objective is more on critical thinking, literary analysis, and writing. This means you will write two essays every cycle and that one of them will be a timed writing. The timed writing will focus on a prompt based on the readings for that cycle. Timed writings will get you in the habit of thinking quickly and with precision, so that you can prepare yourself for higher standards in AP courses.

**Major Goals and Objectives:**

My expectations for your performance in this class are:

1. Read selections and critically analyze (literary analysis) of various works, including Chaim Potok's *The Chosen*, William Golding's *Lord of the Flies*, Shakespeare's *Hamlet* and *Romeo and Juliet*, Arthur Laurent's *West Side Story*, and Homer's *The Odyssey*.
2. Successfully understand and review Vocabulary Plus for the New SAT words, lessons 1 -20.
3. Know and be able to decipher phrases, clauses, sentence structure, sentence types, punctuation (capitalization); practice formatted analytical writing.
4. Participate in the Coca Cola Essay contest in the Spring.

**Supplies:**

Pen/Paper (please do not use pencil for assignments that will be turned in)

*MLA Handbook*: this will be needed for essays and research papers

Notebook Binder ½ inch with **four** dividers: Grammar and Vocabulary, Literature and Writing, Tests and Quizzes, Essays

**Course Evaluation:**

Tests, Projects, Essays:	50%
Quizzes/Daily Work:	30%
Homework:	10%
Cycle Assessment:	10%

**Cheating and Plagiarism:**

Cheating will not be tolerated. Cheating includes (but is not limited to) the following:

1. Copying from another student's test paper
2. Using ANY material (including technological devices) during a test that is not authorized by the teacher.
3. Using misappropriated test materials and/or answer keys

Plagiarism includes using someone else's idea as your own. PLAGIARISM also includes citing sources ineffectively or not at all. **ALWAYS CITE YOUR SOURCES AND USE THE MLA FORMAT.**

**Late Assignment Policy:**

Students who do not turn in minor assignments on the day it is due will have until the **next class period** (or two school days) to turn in their assignment for the maximum grade of a **70**. After that point, the student will receive a **zero** on the assignment, unless there are extenuating circumstances.

**Zero Policy:**

Zeros given due to--

- ☒ Excused and Unexcused Absences: Students will have three days to complete the assignment (HISD policy)
- ☒ Poor work: zero will remain; students will be encouraged to attend tutorials.

Finally, the layout (or scope and sequence of the course) will look something like this:

<u>Time Frame and Genre</u>	<u>Objectives Addressed</u>	<u>Linguistic Focus</u>	<u>Vocabulary</u>	<u>Major Tasks</u>
<p><b>Cycle IV:</b></p> <p><b>TAKS Preparation &amp; The Novel</b></p>	<p>Open-ended response strategies for TAKS reading and writing</p> <p>Close literary analysis of tone, theme, and mood, in <i>The Lord of the Flies</i> and <i>The Chosen</i>.</p> <p>Annotated readings and discussions</p>	<p>Brief overview of parts of speech, parts of sentence</p> <p>Prepositional Phrases (Adjectives and Adverbs)</p> <p>Introduction to verbals such as gerunds, participles, &amp; infinitives</p>	<p>Lessons 1-10 (Review from previous semesters)</p> <p>Lessons 11 – 14 (Introduction to new vocabulary words and strategies)</p>	<p>Write two formatted analytical papers</p> <p>Out of class essay: prompt on <i>Lord of the Flies</i> or <i>The Chosen</i></p> <p>In class (timed essay): Prompt on the alternative novel you did not choose for paper one.</p>
<p><b>Cycle V:</b></p> <p><b>Shakespearean Tragedy</b></p> <p><b>Drama</b></p> <p><b>Playwriting</b></p>	<p>Understand the Shakespearean tragedy, including terminology and vocabulary from that time period</p> <p>Be able to compare setting in <i>Romeo and Juliet</i> and <i>West Side Story</i>.</p> <p>Class discussions</p>	<p>Appositive Phrases</p> <p>Independent and Subordinate Clauses:</p> <p>Noun clause</p> <p>Adjective Clause</p> <p>Adverb Clause</p> <p>Compound/Complex Sentences</p>	<p>Lessons 1 -14 (Review from previous cycles)</p> <p>Lessons 15-18 (Introduction to new vocabulary words and strategies)</p>	<p>Write two formatted analytical papers</p> <p>Literary Analysis on <i>Romeo and Juliet</i></p> <p>Annotated close reading of <i>West Side Story</i></p> <p>Coca Cola Essay</p> <p><i>Romeo and Juliet</i> Video Project</p>
<p><b>Cycle VI:</b></p> <p><b>Greek Mythology</b></p>	<p>Familiarize and understand the belief systems and mores of Greek tradition, symbolism, and writings.</p> <p>Class discussions with emphasis on the Hero's Journey</p>	<p>Classifying Sentences by Structure</p> <p>Capitalization (Punctuation)</p> <p>Metaphor Making for Grammar</p>	<p>Lessons 1-18 (Review from previous cycles)</p> <p>Lessons 19-20 (Introduction to new vocabulary words and strategies)</p>	<p>Two Formatted Essays</p> <p>Timed Writing on <i>The Odyssey</i></p> <p>Out of class essay on film comparisons of <i>Romeo and Juliet</i></p> <p>Prepare for End of Course Exam</p>

Thank you and I do hope that you are well aware of your expectations as well as my own regarding this class.

-Ms. Rizvi