



ACADEMICS | PARTNERSHIP | LEADERSHIP | INNOVATION

IGSCE English First Language Course Syllabus

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Tutoring Times: W-F 4:10 – 5:00 and other times before and after school by appointment

Course Description:

English 9 is a full-year course taught in alignment with the Cambridge International Curriculum and the Common Core Standards to prepare students to understand college-level texts and modes of writing. The course will cover a broad spectrum of World Literature and Non-fiction and will help students engage, interpret, and analyze literary fiction and non-fiction texts. The course will focus on how writers use language to create effects. At the culmination of this course, students will be prepared to take the Core or Extended English First Language exam offered through the Cambridge International Curriculum.

Materials:

-1 ½ or 2 inch binder (left in class) -5 binder subject dividers - loose-leaf paper -Google account with email
-Agenda *or* Electronic agenda app -pencils or pens -highlighters (pink, blue, green, yellow) -Independent reading book

If finding these materials becomes a challenge, please do not hesitate to contact me!

Class Library & Independent Reading

Each English classroom in high school has been supplied with a full reading library to help foster independent reading in our college-bound students. Books may be checked out one at a time for three weeks using the classroom log. Check out must be done before and after school or during lunch in the classroom. Books must be returned in good condition.

Lost or damaged books (other than normal wear and tear) will need to be replaced by the student. Please let me know if this occurs and I can work with you. Most of the time we just need for you to purchase a copy from a used bookstore but there may be times where a new book would need to be purchased if we cannot locate a used copy.

Book titles have been chosen because they are considered to be titles appropriate for college-bound students by the College Board and other high school library associations. Some books may have mature content. Parents should work with their son/daughter to determine what is an appropriate title to read.

English 9 Course Overview*

Q1: Building a Reader's Toolbox, Informational Text Deconstruction, Summary Writing,

Q2: Rhetoric & Art of Persuasion, Narrative Writing, Guided Writing Practice

Q3: The Reflective Writer, The Writing Process

Q4: Cambridge Prep, Cumulative Projects

Grading & Assessment:

Students will receive two grades for the course: an academic grade and an effort grade. The academic grade will reflect student mastery of the course standards and will give useful feedback for students, parents, and teachers. *The year-end academic grade will also be what colleges see reported as the grade on the academic transcript for English 9.*

In accordance with ASU Preparatory Academy High School policy, we will follow this grading scale:

A+	97%-100%	C	70%-79%
A	90%-96%	D	60%-69%
B	80%-89%	F	50%-59%

Students may meet with me to discuss opportunities to prove that they can meet the standards, which may include an alternative assignment, a different form of assessment, or a resubmission of the same assignment. ***Please note that extra credit is rare and not a tool on which to rely.***

Honors Credit:

At ASU Prep, we believe students learn best when they are allowed to work with people who think differently than them, and therefore there is not an "honors" course in the traditional sense. Instead, students who seek honors distinction for the class have a few options they can complete. Sufficient completion of ONE of the following tasks will make ANY student eligible for honors credit:

- Completion of one scholarship essay (selected by instructor) or eligible poetry/storytelling performance per quarter.
- An assigned independent study project which will ask student to write a ten-page, Chicago style research paper comparing a work of fiction to an album for their exploration of similar themes.
 - Qualification on the Cambridge curriculum.

Cambridge Scoring Breakdown:

As part of this course, your child will be a candidate to receive qualification in the Cambridge curriculum, which opens up the potential for college credit later in their high school career as well as early graduation and automatic enrollment into ASU. Students will be assessed on a 100-point scale and must receive 70 points or better to qualify. Qualification is broken down as follows:

Writer's Portfolio (3 500-800 word essays, expected to be completed in class by the end of Q3): 40 Points
Reading (Assessed as part of the writer's portfolio): 10 points
Cambridge FLE Exam (Given to students in May/July): 50 points

While the students' Cambridge work is a factor in their final grade in the class, it is entirely possible for a student to maintain a passing grade without receiving qualification from Cambridge. However, a student who expects to receive above an 80 percent should also expect to come close to the qualification score.

Homework and Study Philosophy:

Homework definition – a specific assignment given by the teacher to be completed by a specific deadline

Homework will be assigned on a weekly basis, due on every Sunday at 5, but able to be submitted prior to that. I use homework as a way to encourage productive digital discussions that mirror those students will have in the college classroom.

Study definition – time reviewing class notes, concepts, graded assignments & other materials to reinforce a student's knowledge. It is only through routine study that a student begins to understand concepts from class and therefore increase their ability to perform well in class. Studying is not formally assigned by the teacher but must be a conscious decision by the student in order to exceed their current academic performance.

Academic Integrity Policy:

It is essential for students to complete their own work at all times. Academic dishonesty or "cheating" means using some or all of the work of another person as their own, copying information/answers from another student or website, plagiarizing, allowing another student to copy work, excessive collaboration on an assignment meant to be done individually, or sharing test/quiz questions/answers with student who have not yet taken the test/quiz. If a student is caught violating these guidelines, they will receive disciplinary action according to the following policy:

- 1st offense: Student/teacher conference & no credit for the assignment with possible make-up
- 2nd offense: Student/teacher & parent conference & no credit for the assignment with no opportunity for make-up
- 3rd offense: Involvement of the Dean of Students and may lead to no credit for the course.

Attendance & Make-up Work Policy

Because we are a college-preparatory school, we use challenging curriculum. This makes it very difficult to catch up when absent. Being absent from school does not just mean a student has missed an assignment. It means that a student has missed a lesson and activity that helps a student practice skills that help them complete an assignment successfully. However, we understand that there are days when absences are unavoidable.

In order to foster responsibility and maturity in high school students, the following procedure has been established for make-up work:

The ***student must arrange a make-up work appointment*** with the teacher after school to discuss the missed class. This should be done as soon as the student returns to school. **Students will have two calendar days to make up work missed due to an excused absence.** *After this time period, a grade of zero will be entered in the grade book and the student will need to follow the policy for missing work to make-up the assignment.*

Missing and Incomplete Assignment Policy

Missing or incomplete work is an in-class or homework assignment that was either not turned in or was not at a satisfactory level. Students will receive a grade of zero for missing or incomplete work. **Most assignments are available for make-up within the same grading period and require a reflection form that is signed by both student and parent(s).**

Classroom Rules, Rewards, and Expectations: School is a place where students prepare for their future. The expectation is that you will come with a professional attitude, prepared for class, and in professional dress. The ASU Prep Way (**Work Hard, Be Kind, Be Smart**) encompasses all aspects of classroom and school conduct.

Be Kind

This classroom is a place where all students will feel safe to learn. While we are together, we will respect each other's opinions, listen to one another, and establish a supportive learning community. Our classroom will be a place of kindness, and any bullying and/or disrespectful behavior toward anyone (teacher or student) will not be tolerated.

Work Hard

Learning is at its best when it is engaging, fun, and demanding. Our purpose at ASU Prep is to prepare you for success in college and in the community at large. This cannot be done without the hard work of everyone involved – student, teacher, family, and community. I expect students to be on task, complete all assignments to the best of their ability, and seek help when needed. This isn't possible unless you come to class ready to take on any challenge head on. If you can do this, you will achieve greatness!

Be Smart

One quote past students use to remember me is “Smart is not about who you are, but what you do.” This expectation isn’t about intelligence, as I believe we are already intelligent and intellectually curious. Rather, this is about wisdom and good judgment. This applies to school rules as well as personal conduct outside of the classroom –make good choices!

Rewards	Consequences
Rewards will be given for positive behavior and excellence in academic achievement.	The following steps will be taken if a student does not follow the classroom expectations stated in the above explanations. (Teacher may skip or repeat steps based on the severity of the action.)
-teacher praise: written or verbal -model assignments posted in classroom -positive phone calls home -other fun incentives applicable to unit of study -daily shout-outs -points	Step One: Warning (Verbal or Non-Verbal) Step Two: Moving Seats/”Chill Out” Zone Step Three: Classroom conference (“Talk it out”) Step Four: Classroom service or School detention Step Five: Referral/Conference with Parent

In-Class Policies Procedures for ASU Preparatory English 9

As high school students, I believe in giving you the benefit of the doubt and trusting that you will be mature and responsible with the following issues. However, there are times when it is necessary to define expectations so you know and understand what to expect so please read the following in-class policies and procedures and let me know if you have any questions.

Class arrival: 3-minute passing periods are enough to take care of your individual needs and still make it to class on time, so being in class on time is a strong expectation. You should take your seat and begin reading right away. If you are late due to a teacher keeping you, please bring a pass from the teacher so I can excuse your tardy. If tardiness becomes a problem, I reserve the right to take away classroom privileges as well as assign detentions and conferences. Please be respectful of your, my, and your parents’ time and energy by not letting it reach this level.

Bathroom Passes: To demonstrate the importance of class time and to help students learn the importance of using their passing periods wisely, I only allow a student to use the bathroom five (5) times a quarter unless they have a medical condition. You are expected to use the pass to go to the upstairs bathroom on the high school side. Please respect this policy. There is one pass available so only one student is permitted to leave the class at a time. You should sign out and clip your pass to the hall pass. Upon returning to class, sign back in and return the pass so that other students who need the pass may use it.

Food/Drink in Class: You are permitted to have healthy drinks (water, some teas, 100% juice or milk) in containers with secure lids (If you wouldn’t be confident in the closed bottle if I held it over your phone, it is probably not secure.) as long as it does not interfere with the learning process. Sharing is not allowed because it creates a disturbance. Additionally, snacks as well as drinks that are not healthy such as chips, candy of any kind, sports drinks, soft drinks, energy drinks or full meals (healthy or not) are **not** permitted in class.

(Your teacher, who loves a good Arizona Tea, will follow this rule as well.)

Gum/breath mints: I understand that personal hygiene is important especially when it comes to your breath. To preserve the carpet and bottom of desks, gum is not allowed in my class but you are welcome to use breath mints so long as they do not create a disturbance.

Lotions/make-ups/body sprays: Though personal hygiene is important, I strive to create a neutral environment in my classroom. **Remember, even if something smells amazing to you, another person may be sensitive to it.** As such, please do not use any type of body spray in the classroom. Other than chapstick, make-up of any kind is never permitted in the classroom. Mild lotions are acceptable to use occasionally but not to be passed around or shared.

Uniform and clothing policy: We are here to “Work hard,” and our uniform policy helps student reflect those intentions in their dress. Make sure your appearance follows the uniform guidelines in the student handbook. Failure to do so can result in a uniform referral. On team dress-up days, your clothing must be professional and school appropriate.

Phones and electronic devices: Student technology of any kind, including earbuds, headphones, smartphones and tablets, are expected to stay in your bag or away from your person unless I give explicit permission otherwise. There are areas of the classroom where you can store your phone for the class period and I welcome you to charge your gadgets provided they remain in off or airplane mode. Failure to comply with this policy will result in the teacher confiscating your phone until the end of class or, in some cases, until a parent comes to pick it up.

Parents: To help encourage your students to respect this policy, please make any emergency calls to the main office, 602-496-3100.

Absences/Missing Work: I am always happy to meet with you to discuss absences and missing work. However, I cannot do this during class since I will be running the class. Please schedule an appointment with me for after school and I will be happy to discuss this with you. Please see the class syllabus for more details on the Make-up work and Missing Work policy.

Group work: There are many times that we will work in groups when in class. You are expected to do your part, be an active part of the learning process and stay focused on your group, not the work of others.

Class discussions: When we are sharing ideas in class or small groups you are expected to be alert and respectful. If you disagree with something said, you are absolutely permitted to say so in a professional and respectful way. Please remember that we can only focus on one person at a time.

Class presentations: When anyone (teacher, adult or fellow student) is presenting to the class we are all expected to give them our full attention and respect. We will give you that attention and respect as well. If you would like, you may “snap” your support when they are finished presenting.

Nurse or other concerns: When you are not feeling well and feel the need to go to the nurse, please raise your hand and ask me to sign your pass. When possible, please do so during a time when we are in independent or group work time. If you are having a bad day or having a day when you are struggling please let me know so that I can work with you.

Seating assignment: You will be permitted to choose your seat in the first week of school. I will observe these pairs and group students accordingly afterwards. If you ever feel uncomfortable in a seating arrangement, please discuss it with me privately (before or after class). This seating chart will change every quarter and may change throughout the quarter but will be followed every day (even if I’m out.)

Sub days: There may be days when I will need to be absent for medical, personal, and professional reasons. When this happens, there will be another adult who teaches the class. They will be fully aware of my policies and will enforce them at their discretion. If they choose to do things a different way, you will be expected to follow that way as long as it does not put you in physical or emotional discomfort. I fully expect to receive a glowing review from this adult when I return.

Tutoring: I hold tutoring on Wednesdays, Thursdays, and Fridays after school until 5PM. If those days do not work for you, talk to me (before or after class) and we can make an appointment. Tutoring is not available during lunch.

Class binder, handouts and class notes: Organization is a key component of “Being Smart,” which means I expect you to follow a relatively strict organizational process for your in-class binder. You will have separate sections for **Readings, Vocabulary, Cambridge, Grades & Tracking, Notes and Cheat Sheets**. I expect you to maintain each section thoroughly and will enforce this policy through notebook checks, which will be reflected on your effort grade.

Please keep the course syllabus in a safe place in order to have access to the contact information and policies. Students are also provided a copy and required to have it in their class binder for reference.

I have read the course syllabus for IGSCCE English First Language Course Syllabus at ASU Preparatory Academy and agree to the policies and academic and behavioral expectations.

As a student, I agree to:

- **Do my best work**
- **Accept and apply feedback on how I can grow.**
- **Respect my peers and the shared classroom space.**
 - **Help form and follow classroom rules**
- **Come to school prepared to reach my greatness.**
 - **Ask for help when needed.**

As a parent, I agree to:

- **Communicate openly and honestly with my child’s teachers.**
 - **Support the school’s discipline policy**
 - **Give my child a quiet, well-lit place to work at home.**
- **Be a part of the goal-setting and goal-tracking process for my child.**

Student Printed Name:

Student Signature:

Parent Signature:

Best Parent Contact Information:

Email: _____

Phone Number: _____

Preferred method of communication (circle one): email or phone call

Any other information you would like to let me know about your child:

Tuesday, July 30, 2018

Dear Parents and Guardians:

Welcome to the 2018-2019 school year at ASU Preparatory Academy. I look forward to working with you this school year to give your child a successful first year of high school and put them on the right track for the rest of their career in education. This letter will give you a clear understanding of the expectations for my classroom and will let you know how I will be communicating with you this year.

First, I would like to share a little about myself. I am a two-time graduate of Arizona State University and am originally from Maryland. However, I consider Phoenix (specifically Central Phoenix) my home and therefore take the development of this community and the people in it (including your students, even if they come from another part of the valley) incredibly seriously. Education was a draw to me after working as a professional writer and editor because I wanted to pay forward all of the wonderful educators who gave their time and effort to develop me as a person even though I did not come from the best background. I cannot wait to help students determine what success means to them and develop themselves to that mold.

The ASU Prep way (**Work Hard. Be Kind. Be Smart**) will guide everything we do in this classroom. I have found that these three guidelines serve as a strong foundation for a positive learning community. I'm excited to develop a personal relationship with your child, as I believe a relationship based on mutual trust and respect must be at the center of all we do, both in school and life. Part of that respect means expecting that your child is capable of amazing things and pushing them to achieve them – no matter how difficult that may be.

If there are any issues that arise during the school year, my policies are outlined in the syllabus. For in-class discipline issues, I use the following steps. Please do not hesitate to contact me if you have any questions about these policies.

- Step One:** Warning (Verbal or Non-Verbal)
- Step Two:** Moving Seats/"Chill Out" Zone
- Step Three:** Classroom conference ("Talk it out")
- Step Four:** Classroom service or School detention
- Step Five:** Referral/Conference with Parent

As your child's teacher, I will be available for your student by providing them a consistent, respectful environment so they can grow as a learner and a person. In order to provide the best opportunity for your child, I hope to see them with supplies and completed assignments everyday. If supplies are an issue, please reach out to me for help. If there is ever a time when they need to be absent, please try to contact me ahead of time so they don't lose any positive momentum.

Additionally, the best educational experience happens when home and school are on the same page. As such, please do not hesitate to contact me with questions, concerns, or information. *Emails and phone calls will be answered within 24 hours on school days.* To stay up to date with assignments, visit my website: mreppenhagenasuprep.weebly.com. You may also sign up for my texts through School Messenger. More details for that are attached.

Thank you for your ongoing support of the mission of ASU Preparatory academy. Together we will promote the four pillars of this school: Academics, Partnership, Leadership, and Innovation and make it possible for your student to succeed at all they attempt.

In service,

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