



# The American Community School

## English Bacc. II

### 2004-2005

Meeting Day & Time: Day 6- Block 4- from 10:55 till 12:05

Facilitator: Mrs. N. AbiSamra

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Class Web Page URL: <http://acsenglish.tripod.com/bacc05/>

Mobile: 03-666264

**You must bring this syllabus with you to class every time.**

**Tentative: Calendar / Meeting Dates** (Day 6) -- (18 blocks)

**At the end of every session, jot down what you have learned next to each date.**

	<b>2004 (10 blocks)</b>		<b>2005 (8 blocks)</b>
<b>Sep. 20</b>	Introductions- Strengths and weaknesses- Expectations- Syllabus planning	<b>Jan. 5</b>	Martians / Correction- (Comparison-Contrast Essay- Verbs not to confuse)
<b>Sep. 28</b>	1- Paranormal Phenomena (5 students = TOEFL)	<b>Jan. 14</b>	5- Equality/ Physical Disability – Essay HW: Reading part
<b>Oct. 6</b>	(Shortened Day) Grammar- Introduction: Sentences, Clauses, Moods, Tenses.	<b>Jan. 26 A</b>	Equality/ Physical Disability / essay & reading peer correction
<b>Oct.14</b>	Paranormal Phenomena – Paraphrasing- Summarizing	<b>Feb. 3 B</b>	
<b>Oct. 22</b>	Correct Paraphrase- Comparisons- HW: Tenses	<b>Feb. 16 OFF</b>	6- Medical Errors –reading test HW: essay
<b>Nov. 3</b>	Comparisons 2- Patterns of organization (2-Media)	<b>Feb. 24 A-B</b>	
<b>Nov. 11</b>	3- Cloning	<b>Mar. 4 A</b>	Medical Errors –reading test / essay peer correction + tips
<b>Nov. 24</b>	Cloning / Correction- (Essay outline - Brainstorming / Listing / Outlining- Introduction & Conclusion)	<b>Mar. 15 B</b>	
<b>Dec. 6</b>	Cloning / Correction- + writing the Essay	<b>Mar. 23 A-B</b>	7- Teachers & Technology / test – do together + correct <b>(April 4-11 = Bacc. Blanc)</b> <b>End of Second Interim</b>
<b>Dec.14</b>	4- Martians- (Cause-Effect Essay- Indirect speech- Tenses (general overview))	<b>Apr. 8 OFF</b>	
<b>C O M M E N T S</b>		<b>Apr. 18 A</b>	Exam Correction
		<b>Apr. 28 B</b>	
		<b>May. 11 A-B</b>	Synthesis, Advice (group work), & Personal Resolutions <b>(May 26-June 1=&gt; = Bacc. Final Exams)</b>

\*\* Do not expect each reading, writing, and grammar lesson to be over on the assigned date.

\*\*\* Peer evaluation is given a lot of importance this year. You need to take it seriously, be sincere in your evaluations, and take your peers' evaluations seriously. Try to benefit yourself and others as much as you can.

---This is just a tentative syllabus. It is subject to change at the teacher's discretion.

Always check the web site for changes.

**Bear in mind that the half of the grade assigned to BOTH reading and writing sections on official exams goes to language accuracy!**

## Description and Aims of the Course:

Although this course is titled “English Grammar”, it will not just focus on “Grammar”. Since its aim is to help you all pass the English official examination with decent grades, it will focus on all the skills needed to do that and will be tailored to your needs as much as possible. The main focus will be on the following:

- **Writing in Academic Contexts:** essay outlines in addition to concise and well-focused 300 to 350-word essays with a clear, strong, well-focused thesis statement, relevant and appropriate topic sentences, and a good thesis restatement/summary;
- **Reading Comprehension:** simple skills such as answering the question itself and not what you assume it is, answering accurately with the fewest mistakes possible --since every mistake counts on the official exam-- in addition to advanced skills such as inference, analysis, synthesis, and evaluation;
- **Grammar & Spelling:** they will be mainly taught in the form of “Error Analysis” and “Prompts” exercises (with just a few exceptions).

## Course Main Goals and Objectives: (Based on the Lebanese Curriculum)

### Reading:

1. Develop **literal and interpretive** comprehension of printed discourse (interpret point of view; identify and interpret tone; chart and organize information; derive relevant information; rephrase; **infer**);
2. Utilize reading strategies (scan and skim);
3. Demonstrate awareness of linguistic and organizational feature of text (identify and explain scientific terms; identify stylistic features of text).

### Writing:

1. Produce transactional writing (write cause-effect / compare-contrast/ persuasive discourse) (250 to 300 words);
2. Demonstrate the linguistic and stylistic qualities of good writing (write coherently, **ACCURATELY (proper spelling and grammar)**, and **clearly/neatly**; vary style and register according to topic/task; use technical lexis; use a variety of grammatical structures);
3. Develop the linguistic and organizational features of text (maintain coherence and unity; use a variety of grammatical structures; use words for maximum effect).
4. Apply process-writing skills (apply prewriting, writing, and revising techniques: brainstorming, webbing, cubing, **outlining**, clustering, etc...).

## The course content includes the following: [choose the item(s) you would like to teach]

### Reading Comprehension (Old exams- Tentative)

1. Paranormal Phenomena
2. Media
3. Martians
4. Cloning
5. Equality/ Physical Disability
6. Medical Errors
7. Migration
8. Teachers & Technology
9. Children & Freedom
10. Robots

5. Essay- Introduction & Conclusion (mainly thesis & thesis restatement)
6. Cause-Effect / Comparison-Contrast Essays
7. Persuasive Essays
8. Transition words / coherence

### Grammar (advanced; brush-up)

1. Introduction & Clauses
2. Tenses (general overview)
3. Comparisons
4. Indirect speech
5. Verbs not to confuse
6. Punctuation / Capitalization
7. Phrasal Verbs
8. Error analysis / Spelling\*\*
9. Prompts

\*\* Spelling will be covered throughout.

### Writing

1. Paraphrasing
2. Summarizing
3. Patterns of organization
4. Brainstorming / Listing / Outlining

## Resources

There is no one text for this course. There is, instead, a collection of old exams and reading, writing, and grammar handouts specifically designed for the course.

## Course Requirements:

- ◆ Speak ONLY in English in this class; the first time you speak another language you are given a warning. The second time you are given a 300-word essay to write. The third time you get a DETENTION!
- ◆ Maintain a Positive Attitude;
- ◆ Participate actively during each class;
- ◆ Attend class regularly and be prompt / punctual with all assignments;
- ◆ Be prepared to hand in assignments at the beginning of the period on the date given, unless otherwise specified;
- ◆ If you miss a class, call a classmate to get the assignment. You are expected to be prepared for the next day's class, including any quizzes scheduled for the day you return;
- ◆ Type and print out all drafts submitted unless asked not to;
- ◆ Peer editing will be given a lot of importance in this class. Cooperate; give sincere and serious feedback to your classmates when asked to, without hurting their feelings. Remember: ONLY constructive criticism!
- ◆ Respect the feelings of class members and their property;
- ◆ Show respect for the physical surroundings; I expect you to log off the computer you are using and put the chair you used back in its place before you leave;
- ◆ Do not drink, eat, or chew gum in class: this is a computer lab.

## What are the implications of not meeting expectations?

Simply, you will not receive the grade that you are capable of achieving.

You will be allowed one free tardy per semester. The second tardy will earn an after school detention that same day of 30 minutes. Any subsequent tardies will earn automatic Saturday morning detention. Read the Student Handbook page 9 for the policy on absences. Note that 10% of classes missed may mean you will not earn a course credit.

Late assignments incur a 10% daily penalty, which will be deducted from your participation grade (20% section). After three days a zero will be awarded, and this impacts on the 40% section of the grading schedule. A weekend equals two days so assignments may be emailed. You are expected to hand in the paper copy of all assignments on time, but if you experience difficulty printing, you may email your homework as a precaution against late work. However, it is up to you to print this off at the earliest possible time and give to me.

## Assessment and Grading Policy:

Assessment draws upon self-evaluation, peer evaluation, and teacher evaluation. This includes ongoing assessment of reading and writing tasks, participation in discussions, and seriousness in class. In the area of personal language development, assessment includes identifying learning needs and establishing individually set learning goals.

• <b>Attendance</b> : Participation, Attitude, Effort, & Motivation	20%
• Seriousness and Practicality/Efficiency of Self and Peer Evaluations	20%
• Daily Work (quizzes, informal discussions, homework, group work, etc...)	40%
• Bacc. Blanc	20%
<b>Total =</b>	<b>100%</b>

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Please read, sign, and return to class teacher.

I have read and understood the material outlined above in the Bacc. II English syllabus.

Name \_\_\_\_\_

Signature \_\_\_\_\_