August 20\textsuperscript{th} or 21\textsuperscript{st}

(Your journal for this class will start on page one of your notebook.)

• Journal Prompt: Write about your favorite childhood toy.

• Today’s Agenda:
  • Notebook
  • Turn in Letter to Mrs. Bryant
  • Looking vs. Seeing
  • Ice Breaker
  • Guidelines for Success
  • Prep for Timed Write

Setting up your notebook...

• Journal

• Notes

• Vocabulary
Turn in “Letter to Mrs. Bryant”

Looking vs. Seeing

We will spend ten minutes looking at a painting.

I will ask you to write down what you notice at certain time intervals.
1. What did you notice first?
2. What details took longer to see?
3. What would you have missed if you looked at the painting for only one minute?
Quickwrite

What does it take to see past the surface of something?

Just because something is available instantly to vision does not mean that it is available to consciousness.

Ice Breaker

• Decide on a “get to know you” question. (You can write this down on a piece of scratch paper if you want.)

• When the music plays, mingle around the room.

• When the music stops, high five someone close to you. That person in your partner for this part of the activity.

• Ask and answer each person’s question.

• When the music starts, bid farewell to your partner and mingle around the room again.
Look closely and patiently at the following quote.

• Look at the structure of the writing. What patterns do you see? How is the structure repeated?
• Consider what is repeated and why.
• What are some important words? How do you know?
• What is being defined? How is it defined?
To acquire literacy is more than to psychologically and mechanically dominate reading and writing techniques. It is to dominate those techniques in terms of consciousness; to understand what one reads and to write what one understands: it is to communicate graphically. Acquiring literacy does not involve memorising sentences, words or syllables - lifeless objects unconnected to an existential universe - but rather an attitude of creation and re-creation, a self-transformation producing a stance of intervention in one's context. --Paulo Freire
Course LibGuide

• https://libguides.ops.org/BurkeBryantAPLangComp

Course Philosophy:

• You don't learn to play a sport, use a computer, or tie your shoes without practice. This course will offer you the opportunity to practice skills and strategies that will help you become better readers, speakers, listeners, and writers.

“Practice isn’t the thing you do once you’re good. It’s the thing you do that makes you good.” - Malcolm Gladwell
Course Philosophy:

• We don't learn in a vacuum. Each member of this class has unique experiences and perspectives. This class will be an arena where we can work together to share ideas and develop the skills and confidence you need to succeed in the classroom and beyond.

Course Philosophy

• This course will require you to spend time evaluating your own work and the work of other students. Be kind to each other and be gentle in your corrections but know that we don't get anywhere by being coddled. We improve by being challenged. So, with grace, challenge your classmates.
Guidelines for Success:

- Participation is required. You will be expected to:
  - 1) respect both me and your fellow students;
  - 2) listen actively;
  - 3) participate in discussions and activities, in-class writing, presentations, and workshops;
  - 4) keep an open and active mind.

- If you come to class and sit like a lethargic lump, or if you fail to take the responsibility of participation seriously, you will not be successful.

Guidelines for Success:

- Complete all coursework assigned. Each assignment builds from previous assignments and leads to future assessments and challenges. Failure to complete work will cause you to fall behind. Trust me on this.
Guidelines for Success:

• **Plagiarism is a serious offense and will not be tolerated.** Plagiarism, for this course, is defined as the presentation of another’s work as your own. If you incorporate another’s writing or ideas into your own work, you must credit them for it.

Guidelines for Success:

• **Redoing/Revising Coursework**
  • Students may be allowed redos and revisions of coursework for full credit during that unit of study based upon the teacher’s professional judgment and evidence collected throughout the unit. Scores for student work after retaking, revision or redoing work will not be averaged with the first attempt at coursework or assessment, but will replace the original student score. **Please take advantage of opportunities to redo your work, but always attempt to learn as much as you can from each assignment the first time. Learning is an investment in you.**
Guidelines for Success:

• Be aware that the essays you will write for this class are **public writing**. Do not select a topic that is 1) too personal or private or that 2) others in the class might find offensive.

Guidelines for Success:

• **Attendance is extremely important. Please make every effort to attend class each day.**

• If you are absent, use the course LibGuide to stay current with class information and assignments.
Guidelines for success:

If you are absent, please consider contacting another student to receive the homework assignment.

Guidelines for Success:

• Anticipate computer and printer problems.
Questions or Concerns?

Next Time – Timed Write

- The information you gather over the summer will be used as evidence in your first timed write of the year, which will take place during the first week of school. Your timed write will be an argumentative essay in which you defend, challenge, or qualify the following statement:

  “There is nothing wrong with America that can’t be fixed by what is right in America.”
  – Bill Clinton

- You will use evidence from at least three different REHUGO activities to support your claim. You will do these activities over the summer to prepare to answer this prompt. Because effective arguments use a variety of sources, your evidence needs to come from different letters of the REHUGO acronym.