ACCESS English Syllabus

School: *Garfield High*

**Garfield High School**

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**ACCESS English Syllabus**

**Teacher:**  Mr. Peña

**Room:**  304

**Email:**  dpena2@sandi.net

**Course Description**

The purpose of this course is to learn and practice the academic and social skills necessary for college level English and the workplace.

**What do I get out of this course?**

● Fundamental skills necessary to bypass remedial English classes at a community college or university

● Communication skills required for the workplace

**How is the course organized?**

The course is divided into projects – big and small. Each project will have reading, writing, listening, and speaking components. You will work individually, in small groups, and as a whole class. Above all else you will be required to be an ​active learner. This means that you will be entering into a partnership with your teacher and peers where you will take an active role in your own learning and the teaching and learning of others.

**How will I be graded?**

● Attendance— See attendance policy below

● Study Groups – This class meets 6 days a week. One meeting will take place after school from 2:50-4:00 (typically Thursdays and/or Fridays) o Note ​​ : to earn an “A” you must be an exceptional student. Exceptional students work at home, after school, and regularly go beyond minimum expectations

● Participation— Be an active student and participate in all classroom activities - effort and individual growth will be assessed

● Maintain a complete and organized notebook

**English Department Attendance Policy**

* 1-5 absences (excused or unexcused) you have the opportunity to earn an A or B.
* 6-9 absences the best you can do is a C
* 10 or 11 absences = D
* 12  = NC (No Credit)

**Quarter 1: ​​Debunking Deficit Theory**

**Texts**
Excerpt from Richard Rodriguez’s ​Hunger for Memory
NyTimes articles from Nick Kristof
Jeff Duncan Andrade’s ​Hope Required When Growing Roses in Concrete

**Writings**
We will write a number of short essays. We will take an informed stance regarding the notion of deficit theory, with a particular emphasis on the opinions and practices of Ruby Payne and the so called ​AHA Process.

**Field Trip**
This unit of study will culminate with a collaborative field trip to Dr. Luz Chung’s EDS 117 class at UCSD on 10/9/18.