



English for Academic Purposes (EAP) COURSE SYLLABUS

Grade Level: 9

Teacher: Ms. Ma. Robeth G. Collado

School Year: 2024-2025

Mail: rcollado@dishs.tp.edu.tw

Please take note that there might be some changes according to the students' needs.

Course Description

This course will provide an overview of the English language and literature. The course is focused on imparting to the students the skills needed to interact with works presented in class, initially by introducing to them the critical concept that literature is an art form. Throughout the course, students' understanding will be developed through exposure to as many aspects of the English language as possible. The foundational skills that students need to be a successful communicator are therefore the core of the course. Connections with other Grade 9 courses, particularly Asian Studies and Christian Living, will be made when possible.

English 9 is ground for students to engage in comprehending and interpreting varying kinds of literature. Students expand their oral and written vocabulary while they develop their cognitive skills that aid in making connections to other subjects through language arts. The course in its content and process aims to create sensitivity to human needs and social problems as it continues to inculcate in students the joy of reading for pleasure outside the walls of classroom, and promotes creative self-expression.

Writing

Creative Writing is a Grade 9 class that focuses on developing the writing skills of the students toward the goal of a complete essay. Students will expand their writing skills in a variety of styles, including personal narratives, opinion essays, and descriptive pieces. The emphasis will be to develop their writing skills in a relaxed and supportive environment that will allow the students to evolve their own unique writing voices. Students will read and evaluate a variety of texts, which will also be models for their own writing, and to stimulate a creative response. Students will keep a writing journal regularly to improve writing fluency and confidence. The journal will be a place for students to respond to written texts, and to record observations, thoughts, feelings and opinions. This material will be used as the basis for longer, more formal and assessed work when appropriate. Students will also focus on grammar and sentence combining exercises, and record new vocabulary from reading texts, to develop their technical writing skills. We will also study sentence and paragraph structure, tone of voice and style. Students will be expected to work collaboratively during

the preparation and review of written work, and the discussion of reading texts. During peer-review sessions, students should treat their partners with respect and make constructive criticisms

COURSE OBJECTIVES:

READING LITERATURE

Students will **analyze** texts to determine explicit meaning and to draw inferences from them, citing textual evidence to support this analysis.

Students will **describe** the theme or central idea of texts and **analyze** in detail its development over the course of the texts, including how it emerges and is shaped and refined by specific details

Students will **summarize** texts objectively.

Students will **analyze** and **explain** how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of texts, interact with other characters, and advance the plot or develop the theme.

Students will **infer** the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; **analyze** the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

Students will **analyze** and **explain** how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.

Students will **analyze** and **discuss** particular points of view or cultural experiences reflected in works of literature from outside the United States, drawing on a wide reading of world literature.

Students will **examine** and **discuss** the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's Landscape with the Fall of Icarus).

Students will **examine** and **explain** how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).

Students will read and **demonstrate** comprehension of literature, including stories, dramas, and poems proficiently, with scaffolding as needed at the high end of the range.

SPEAKING AND LISTENING

Students will **discuss** topics, texts, and issues, collaboratively (one-on-one, in groups, and teacher-led), building on others' ideas and expressing their own clearly and persuasively.

Students will **justify** remarks in discussions, referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

Students will work with peers to **plan** during group work, including setting rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.

Students will **discuss** material in class by posing and responding to questions that relate the current topic to broader themes or larger ideas; actively incorporate others into the discussion; and **clarify**, **verify**, or challenge ideas and conclusions.

Students will respond thoughtfully to diverse perspectives, **summarize** points of agreement and disagreement, and, when warranted, qualify or **justify** their own views and understanding and make new connections in light of the evidence and reasoning presented.

Students will **use** digital media (e.g., textual, graphical, audio, visual, and interactive elements) strategically in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

Students will **use** speech in a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

LANGUAGE

Students will **demonstrate** command of the conventions of standard English grammar and usage when writing or speaking.

Students will **use** parallel structure.

Students will **use** various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

Students will **demonstrate** command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Students will **use** a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.

Students will **use** a colon to introduce a list or quotation.

Students will **use** correct spelling.

Students will **apply** knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Students will **apply** the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) to writing appropriate for the discipline and writing type.

Students will **identify** or **clarify** the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.

Students will **use** context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

Students will **identify** and correctly **use** patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).

Students will **use** general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.

Students will **verify** the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

Students will **demonstrate** understanding of figurative language, word relationships, and nuances in word meanings.

Students will **interpret** figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.

Students will acquire and **use** accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Students will **use** proper subject-verb and pronoun-antecedent agreement.

Students will **produce** complete sentences, recognizing and correcting inappropriate fragments and run-ons.

Students will **use** punctuation for effect.

Students will **identify** and correct inappropriate shifts in verb tense.

Students will **identify** and correct inappropriate shifts in pronoun number and person.

Students will **identify** and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).

Students will **identify** variations from standard English in their own and others' writing and speaking, and identify and **use** strategies to improve expression in conventional language.

Students will **use** varied sentence patterns for meaning, reader/listener interest, and style.

Students will **use** phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.

Students will **use** language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

Students will **identify** and correct inappropriate shifts in verb voice and mood.

PRIMARY TEXTBOOK & OTHER RESOURCES:

- Textbook: Into Literature (Houghton/Mifflin/Harcourt)
- HMH Grammar Practice (Houghton/Mifflin/Harcourt)
- English Dictionary/Thesaurus (at least 2 years ago to the latest update). Bilingual dictionaries are discouraged.
- Novels for Extra Reading:
 - Q1: Reynolds, J., *Long Way Down* (Atheneum/Caitlyn Dlouhy Books; Reprint edition, 2019)
 - Q2: Dumas, A., *The Count of Monte Cristo* (adapted by Claire West)
 - Q3 and Q4: Lowry, L. (1993), *The Giver*

ASSESSMENT:

- Writing Rubrics
- Presentation/oral rubrics
- Quizzes and Quarter Tests/Exams
- Peer evaluation

ADDITIONAL INFORMATION:

- Google Classroom
Each student should enroll in the designated google classroom.

HOMework RULES

- All assignments must be turned in on the due date.
- Students who do not meet their homework deadlines will be placed in Project I.
- If a student has been absent when a homework assignment is set, it is his/her duty to find out what homework is due, and complete it by the required deadline.
- If a student is absent for a test, they will receive a **0** score, unless they have a **valid** reason for being absent.

CLASSROOM RULES

- Be on time and neatly dressed, in full school uniform.
- Speak in ENGLISH ONLY.
- Respect your teachers, fellow students and their property.
- Keep your seating space and classroom clean and neat.
- Only a water bottle is allowed during class; no eating or drinking of other liquids.
- Ask permission to leave the class.
- **Neither cheating nor plagiarism in ANY form will be accepted. Anyone caught doing either during an assessment will be given a 0, and will NOT be given another chance. All students are expected to follow the rules. Consequences will follow if rules are broken.**

Other Materials

Students will also need the following

- 2 notebooks
- laptop or tablet (as need arises)

Academic Dishonesty means employing a method or technique or engaging in conduct in an academic endeavor that contravenes the standards of ethical integrity expected at DIS. Academic dishonesty includes but is not limited to, the following:

Purposely incorporating the ideas, words or sentences, paragraphs, or parts thereof without appropriate acknowledgment and representing the product as one's own work; and
Representing another's intellectual work such as photographs, paintings, drawings, sculpture, or research or the like as one's own, including failure to attribute content to an AI.

Employing a tutor, making use of Artificial Intelligence without acknowledgement, getting a parent to write a paper or do an assignment, paying for an essay to be written by someone else and presented as the student's own work.

Committing any act that a reasonable person would conclude, when informed of the evidence, to be a dishonest means of obtaining or attempting to obtain credit for academic

Any act of academic dishonesty will result in an automatic zero on the entire assignment.

1st QUARTER – TENTATIVE COURSE CONTENT

(NB: Depending on time and interest, the teacher may delete and/or add other selections.)

Week / Date	Topic / Projects / Assessments
<p style="text-align: center;">Week 1 Aug 12th to 16th <u>4 Days of Class</u> 12~ First Day / Orientation Day 15~ Opening Mass & Assumption of Our Lady 8:00 15~ Induction of Class, Student Council Officers and DYM</p>	<p><u>INTO LITERATURE 2: Breaking Through Barriers</u></p> <p>Mentor Text: “Unusual Normality” pp 112-119</p> <p>HMH Grammar: Module 1 and 2 Nouns, Compound Nouns, and Pronouns (pp 1-6)</p> <p>YSC: Initial YSC introduction to students – Introduce YSC theme to students Students discuss job description (at least writer and director)</p>
<p style="text-align: center;">Week 2 Aug 19th to 23rd</p>	<p><u>INTO LITERATURE 2: Breaking Through Barriers</u></p> <p>Mentor Text: “Unusual Normality” pp 120-127</p> <p>HMH Grammar: Module 1 and 2</p> <ul style="list-style-type: none"> • Adjectives, Pronouns used as Adjectives (pp 7-12) • Adverbs (pp 19-22) • Personal Narrative - Prewriting <ul style="list-style-type: none"> ○ Genre Introduction: Personal Narrative
<p style="text-align: center;">Week 3 Aug 26st to 30th 26~Fire drill? 26~Middle and High School Catholic Bridge Program (after assembly) 28~St. Dominic de Guzman Feast Day Celebration</p>	<p><u>INTO LITERATURE 2: Breaking Through Barriers</u></p> <p>Short Story: “Once Upon a Time” pp 128-134</p> <p>HMH Grammar: Module 1 and 2</p> <ul style="list-style-type: none"> • Verbs, Linking Verbs, and Verb Phrases (pp 13-17) • Personal Narrative – Prewriting: Telling a story
<p style="text-align: center;">Week 4 Sep 2nd to 6th 2~House Ceremony</p>	<p><u>INTO LITERATURE 2: Breaking Through Barriers</u></p> <p>Short Story: “Once Upon a Time” pp 135-141</p> <p>HMH Grammar: Module 1 and 2</p> <ul style="list-style-type: none"> • Prepositions, Conjunctions, and Interjections (pp 23-27) • Personal Narrative – Prewriting: Finding a voice <p>YSC: Presentation of YSC theme, rules, and rubrics to all MS and HS classes - Language Teachers</p>
<p style="text-align: center;">Week 5 Sep 9th to 13th 9~ Mass & Birthday Mother Mary& VIP Induction</p>	<p><u>INTO LITERATURE 2: Breaking Through Barriers</u></p> <p>Poem: “The Vietnam Wall” pp 150-157</p>

	<p>HMH Grammar: Module 1 and 2 The Sentence, Run-On Sentences, Subjects and Predicates (pp 29-34)</p> <p>Performance Assessment: Personal Narrative</p>
<p>Week 6 Sep 16th to 20th <u>1 Day of Class</u> 17~Moon Festival 18-20~ Teacher's Conference</p>	<p><u>INTO LITERATURE 2: Breaking Through Barriers</u></p> <p>Visual Essay: "Views of the Wall" pp 158-161</p> <p>HMH Grammar: Module 1 and 2 Simple Subject/Predicate, Finding the Subject, Compound Subjects/Verbs (pp 35-40)</p> <p>YSC: Brainstorm, gather ideas and decide on student roles in class (esp. writers and song/lyrics writer possibly)</p>
<p>Week 7 Sep 23rd to 27th 24-26~Pre-Exam Days</p>	<p><u>INTO LITERATURE 2: Breaking Through Barriers</u></p> <p>Speech: "The Gettysburg Address" pp 164-174</p> <p>HMH Grammar: Module 1 and 2 Complements, Objects, Classifying Sentence by Purpose (41-49)</p> <p>YSC: Writers should work on script</p>
<p>Week 8 Sep 30th to Oct 4th</p>	<p>No classes scheduled</p>
<p>Week 9 Oct 7th to 11th <u>1 Day of Class</u> 7~Launching - Rosary Month and Bullying Prevention Day 8-9 ~Q1 Exams 10~Double Ten 11~Record Day</p>	<p>Exam Review Exams</p>

2nd QUARTER – TENTATIVE COURSE CONTENT

(NB: Depending on time and interest, the teacher may delete and/or add other selections.)

Week / Date	Topic / Projects / Assessments
Week 1 (10) Oct 14th to 18th <i>14~ Second Quarter Begins</i>	<p><u>INTO LITERATURE 4: Love and Loss</u></p> <p>First Quarter Exam Review Introduction: Elements of Shakespearean Drama</p> <p>HMH Grammar: Module 3 and 4</p> <ul style="list-style-type: none"> Prepositional, Adjective, and Adverb Phrases (pp 52-55) <p>YSC: Job list/ Announce Program Design Competition (Submission ??)</p>
Week 2 (11) Oct 21st to 25th <i>25 – Book Fair</i> <i>25- Masquerade Night</i>	<p><u>INTO LITERATURE 4: Love and Loss</u></p> <p>Romeo and Juliet: Act 1</p> <p>HMH Grammar: Module 3 and 4</p> <ul style="list-style-type: none"> Verbals, Verb Phrases, Participial Phrases (pp 56-59) <p>YSC: First draft due(??)</p>
Week 3 (12) Oct 28th to Nov 1st <i>1-All Saint's Day Mass</i>	<p><u>INTO LITERATURE 4: Love and Loss</u></p> <p>Romeo and Juliet: Act II</p> <p>HMH Grammar: Module 3 and 4</p> <ul style="list-style-type: none"> Gerunds and Gerund Phrases (pp 60-63) <p>YSC: Students edit first draft</p> <ul style="list-style-type: none"> Encourage and facilitate YSC activities during homeroom and after school till 4:30 PM– Homeroom Teachers Create + Print YSC posters
Week 4 (13) Nov 4th to Nov 8th	<p><u>INTO LITERATURE 4: Love and Loss</u></p> <p>Romeo and Juliet: Act III</p> <p>HMH Grammar: Module 3 and 4</p> <ul style="list-style-type: none"> Infinitives and Infinitive Phrases (pp 64-65) Appositives and Appositive Phrases (pp 69-70) <p>YSC: In-class activities</p>
Week 5 (14)	<p><u>INTO LITERATURE 4: Love and Loss</u></p>

<p>Nov 11th to 15th</p>	<p>Romeo and Juliet: Act IV</p> <p>HMH Grammar: Module 3 and 4</p> <ul style="list-style-type: none"> • Kinds of Clauses (pp 73-75) • <p>YSC: Final Draft/Rehearsal/Posters due Nov ??</p>
<p>Week 6 (15) Nov 18th to 22nd 22-Gr.12 Q2 Exam 22 - YSC Contest</p>	<p><u>INTO LITERATURE 4: Love and Loss</u></p> <p>Romeo and Juliet: Act V</p> <p>HMH Grammar: Module 3 and 4</p> <ul style="list-style-type: none"> • The Adjective and Adverb Clause (pp 75-78) • Argumentative - Prewriting <ul style="list-style-type: none"> ○ Genre Introduction: Argumentative ○ Evidence Chart: Who's to blame for the deaths of Romeo and Juliet? <p>YSC: rehearsal</p>
<p>Week 7 (16) Nov 25th to 29th 25-Gr.12 Q2 Exam 26-28-Pre-Exam Day</p>	<p><u>INTO LITERATURE 4: Love and Loss</u></p> <p>HMH Grammar: Module 3 and 4</p> <ul style="list-style-type: none"> • The Noun Clause and Sentence Structure (pp 79-82) <p>YSC: Competition</p>
<p>Week 8 (17) Dec 2nd to Dec 6th 6-Half Day Foundation Day Celebrations</p>	<p><u>INTO LITERATURE 4: Love and Loss</u></p> <p>Literary Analysis: "Romeo Is a Dirtbag" (pp 424-431)</p> <ul style="list-style-type: none"> ○ Compare Arguments • Argumentative - Prewriting <ul style="list-style-type: none"> ○ Making a Claim
<p>Week 9 (18) Dec 9th to 13th 3 Days of Class 12-13 ~Q2 Exams</p>	<p><u>INTO LITERATURE 4: Love and Loss</u></p> <p>Romeo and Juliet – review</p> <p>Performance Assessment: Argumentative Essay</p> <p>HMH Grammar: Module 3 and 4 Module Review (pp 71 and 83)</p>
	<p>Exam Prep Exams</p>
<p>Dec 16th to Jan 3^d</p>	<p>Christmas Break</p>