

Mr. Jason Metcalf Lindenburger (Mr. ML)

PreIB 10 ELA

email—jmetcalflindenburger@nsd.org

Conference—4th and 7th period

Direct Number to Classroom: Dial 425-408-???? will be updated when I know new phone #

**Who is Mr. ML??** I have taught at Inglemoor since 2017, and I have over 25 years of teaching experience. I have taught in Vancouver, Washington for four years, Houston, Texas for 10 years, and Kenmore Junior High School for three years before coming to Inglemoor. The unique fact about me is that my wife was an astronaut from 2004-2014, and did fly in space on Space Shuttle STS-131 to the International Space Station in 2010. I supervise Key Club at Inglemoor and coach boys' tennis in the fall and girls' tennis in the spring. I have a big family change this year as my daughter graduated and is now at the University of Puget Sound.

**What is PreIB 10 English?** *The goal of this class is to significantly increase each student's reading level and writing level in a positive, relevant, and fun manner, and ensure that all students are prepared for the academic demands of the IB, AP, and other advanced study programs in the following two years.*

The course will include some or all of the following novels:

- The Bean Trees*, by Barbara Kingsolver
- Julius Caesar*, by William Shakespeare
- The Best We Could Do*, by Thi Bui
- The Kite Runner*, by Khaled Hosseini
- Things Fall Apart*, by Chinua Achebe
- The Alchemist*, by Paulo Coelho
- Of Mice and Men*, by John Steinbeck
- The Odyssey*, by Homer
- various short stories from anthologies *Common Threads* and *Reading the World*
- various poetry

All of these works are CMAC/district approved for use at this grade level. There are adult and/or serious themes in several of the works of literature; those themes will be dealt with in a mature way in class discussions. At the end of the year, students may be asked to read a new, highly-acclaimed work of fiction. These books are not CMAC approved, but students will get to choose--not be required to read a specific text.

The course will include quite a lot of the heuristic approaches in the college-level text *Writing Analytically*. Several methods of analysis from this book will be used as we analyze our various texts. Finally, the IB curriculum includes additional aspects such as Individual Oral Commentaries (IOC). Students will receive an introduction to the vocabulary and expectations of the IB program in this course. I intend this course to be an effective stepping stone for all students to be able to access the advanced study options available at Inglemoor in the junior and senior years of high school.

**My Educational Philosophy:** My classroom philosophy centers around two key components: relevance and variety. Students need to connect in some way to the material, which is difficult for some English topics such as grammar. I work in my classroom to help build connections to the students' lives so they can see the relevance of all our learning. I also aim for variety in my classroom—doing the same type of work every day leads to a stagnant environment. I will work to provide a variety of methods and materials to guide students toward meeting all Common Core objectives.

**What Parents Should Know About My Classroom:** The primary homework in the course will be reading from the novels and other sources. Much of our writing will be done in class. This is a high school Pre IB

course, so there should be homework and rigorous work. However, I desire students to be able to be active in sports, clubs, and other extracurricular activities, and will structure my homework requirements accordingly. Students certainly will need to be focused and productive with their time--both in class and at home.

**If you need to, check my calendar:** If your student is struggling in my class, please check my online materials in Schoology. All directions, due dates, and materials should be available in Schoology to students and to parents who have an account set up. Directions to set up parent accounts for Schoology, Clever, and other district resources [are linked here](#).

**Communication:** Please communicate with me frequently, whenever you have a question or concern. My information is located at the top of this page. Email works great, and zoom is a handy way to have a quick face-to-face meeting without making parents drive up to the school.

### Assessment Information:

*\*\*\*Most importantly, there is a gradebook in Schoology and a gradebook in StudentVUE/ParentVUE. The gradebook you should check for this course is the StudentVUE/ParentVUE gradebook. We will have in-class assignments, on paper, that are not submitted electronically and will not appear in the Schoology gradebook.*

In-Class Assessment—This gradebook will not be separated into grading categories. All points will be computed together. Therefore, a project or test worth 100 points will count as five times the weight as an assignment worth 20 points.

<b>Grading Policy—</b>	90-92	A-	93-100	A		
	80-82	B-	83-88	B	87-89	B+
	70-72	C-	73-78	C	77-79	C+
			60-68	D	67-69	D+
			0-59	F		

### Rules and Expectations:

- 1) Respect:** Show respect for your peers, yourself, your teacher, and the classroom environment. I will show the same respect to you. This course is a place for taking risks and testing new ideas, so it is vital that we are able to trust one another. Treat others as you would wish to be treated: with kindness, courtesy, and understanding.
- 2) Participation:** Showing up and filling a seat in a PreIB course is not enough! To gain the necessary knowledge, confidence, and skills to succeed in future IB and/or AP courses will require your active engagement in classroom activities and discussions. Perhaps most importantly, *do not be afraid to ask a question if something is unclear or does not make sense*. Tracking your own understanding of class concepts and vocabulary is critical to success.
- 3) Preparation:** Complete all of your assignments fully, on time, and to the best of your ability. Bring all necessary materials with you to class.
- 4) Integrity:** Open AI, ChatGPT, and Google docs are wonderful, but have been leading to more and more incidents of plagiarism. Do your own work. Take pride in your own work. Your focus should be on improving, not being “the best.” Let us have a cooperative attitude, not a competitive one.
- 5) Communication:** You are welcome to talk to me before class, after class, or by email whenever you need to. You are encouraged to share your thoughts with me about the course, or life in general, as you complete the transition from young adult to adult. If you are feeling stressed or behind, come talk to me for help or support.

**Addendum:** In my class I am eliminating the 40% floor for all work in which a reasonable attempt is NOT given.

This includes:

- work not turned in,
- work that is plagiarized (academic dishonesty),
- or work that does not attempt to follow the directions.

Students can expect to receive a zero on assignments not turned in. As with all policies, there is room for adjustment based on extenuating circumstances and other factors as determined on a case-by-case basis. For example, if a student has an IEP, ELLP, or 504 plan that allows for extra time to complete work, these accommodations will be honored.

**Late Work Policy:** I accept late work, but it is penalized with a 20 percent deduction. As we strive to make students college and career ready, organizing your time and meeting deadlines are important life skills.

Of course, students who have excused absences from school will be given extra time to complete the work. I am very flexible in most circumstances. I have had family health emergencies in recent years, and I understand that emergency situations happen to students, and students' families, as well. Students should simply communicate with me if events like this are occurring in their lives.

### **AI and Other New Technologies:**

Ethical uses of AI include: Using AI to simplify complex concepts, get referencing and citation advice, and help finding sources; creating flashcards and other review activities; brainstorming; getting instant feedback on work to improve quality before submission.

Unethical uses of AI include: Using AI-generated content verbatim without proper citation; presenting AI-generated work as your own; creating assignments, essays or projects without any personal input or understanding; using AI to complete tasks you don't understand and presenting the results as your own; asking AI to source references and not checking the validity and relevance of the material.

AI and Transparency: It is assumed that students will learn how to use AI tools to assist and enhance their learning. It is expected that students will be prepared to explain which AI tools they used, how those AI tools were used and the role those AI tools played in their learning. Assignments may include required reflective statements that explain the use of AI in your learning process.

Thanks for taking the time to read this!!

Jason Metcalf-Lindenburger (Mr. ML)

**PARENTS-** this is your (optional) homework:

## TELL ME ABOUT YOUR STUDENT IN A MILLION WORDS OR LESS....

We want to create a learning environment that gives everyone the best chance at success and to do so, we need to enlist your help in getting to know our students **and** in collaborating to set academic goals for the year. Use the following questions as a starting point for any information you think that we, as teachers, should have. *This information will remain confidential.*

1. What traits are you proud of in your child? From your point of view, what are some of his/her/their strengths and challenges?
2. What do you hope your student will learn from this class? If you had 1 goal you wanted them to achieve upon exiting this class, what would it be? (Look back at the course standards and outcomes if you need inspiration- content, skills, personal responsibility, etc.)
3. Is there anything specific we should be aware of in designing lessons, activities, assessments for your student as we aim to make progress on our goals this year?
4. Other questions? Concerns? Information helpful to us in working with your son/daughter? (extracurricular time commitments, work schedule, family schedules in relation to homework, etc.)

**\*\*Please take a few minutes to email me any response you have to these questions. [jmetcalflindenburger@nsd.org](mailto:jmetcalflindenburger@nsd.org)**  
(Apologies for the hyphenated monstrosity of a last name.)