



Chandler Unified School District

ENG305A AP English Language and Composition

SY 2023-24



Course Overview

Course Description

Follows the College Board's suggested curriculum designed to parallel college-level English courses. Exposes students to prose written in a variety of periods, disciplines, and rhetorical contexts. Emphasizes the interaction of authorial purpose, intended audience, and the subject at hand. Students learn to develop stylistic flexibility as they write compositions covering a variety of subjects that are intended for various purposes. Curriculum for AP, DE and IB is not determined by Chandler Unified School District and may contain mature content.

AP/IB/Dual Enrollment

AP / May be offered for Dual Credit

Prerequisite/Fee(s)

Honors English 10

Course Materials

Charged laptop; English-specific notebook; English-specific folder/binder; Pencils; Erasers; Highlighters; Colored pens/pencils; Post-It notes;

Adopted Resource(s)

Teacher Provided

**An asterisk will indicate a resource containing sexually explicit materials per legislative definitions. CUSD has determined that all resources listed above are of exceptional educational value.*

Site and Faculty Information

School name and address:

Arizona College Prep High School, 4477 S Gilbert Rd, Chandler, AZ 85249

Building principal:

Robert Bickes

bickes.robert@cUSD80.com

Teacher:

Janelle Schildgen M.Ed.

schildgen.janelle@cUSD80.com

Office hours: Wed-Thurs, 2:15-3:00pm

Course Access

This course is taught in-person at Arizona College Prep High School. Students will have access to the curriculum and instruction in the classroom. Google Classroom is the primary location for students to access material when absent from classes taught in person.

Help

Academic Support

- Contact the teacher to schedule an appointment during office hours
- [Ed Tech](#) support for students, parents/guardians, and community link (cUSD80.com/Page/45109)

Mental Health Support

- CUSD mental health support cUSD80.com/Domain/10528 or 480-573-8808 (talk or text)

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- Suicide & Crisis Lifeline: 9-8-8 hotline
 - 24-hour Crisis Line Talk: 602-222-9444, Text: 741-741

Student Conduct, Success, and Responsibilities

Student Handbook

Students must follow the policies and procedures established in the Student Handbook. Copies of the handbook can be found at cusd80.com/handbooks. Printed copies will be provided upon request.

Student Responsibilities

The AP English Language and Composition course focuses on the development and revision of evidence-based analytic and argumentative writing, the rhetorical analysis of nonfiction texts, and the decisions writers make as they compose and revise. Students evaluate, synthesize, and cite research to support their arguments. Additionally, they read and analyze rhetorical elements and their effects in nonfiction texts—including images as forms of text—from a range of disciplines and historical periods. The AP English Language course provides students with the opportunity to read rigorous texts from various eras and in different genres, analyzing the big ideas of rhetorical situations, claims/evidence, reasoning/organization, and style. Students use given texts to reach the goal of effective writing and analysis: they will read and annotate texts from a critical perspective in order to craft well-reasoned essays and personal reflections in response. The course guides students in becoming curious, critical, and responsive readers of diverse texts and becoming flexible, reflective writers of texts addressed to diverse audiences for diverse purposes (AP Course Description, 2020).

- * To evaluate, practice, increase proficiency, and master at an individual rate your ability to be a creator of and an informed receiver of language and all forms of communication both verbal and non-verbal but with an emphasis on written language
- * To demonstrate sound logical thinking and critical judgment drawing on research, knowledge of the world, and personal experience
- * To develop to proficiency effectiveness of persuasive and argumentative writing and independent thought
- * To practice to proficiency rhetorical analysis of both fiction and non-fiction across time and culture, evaluate argument, and create an argument with sophistication and nuance
- * To master all elements of composition including content, focus, conventions, and style
- * To experience regularly and practice to proficiency a timed environment for both multiple choice and writing assessments

In an AP class, you are expected to be an engaged and contributing member of the class. While a designated “point” grade does not exist for this, it does matter - a lot. The rewards often show up in unexpected ways—extra-credit is one example, so is rounding up grades.

Participation may be defined as:

- o Volunteering more than being called upon
- o Taking the lead when appropriate in whole class or small group activities and discussions
- o Listening intently and responding appropriately
- o Remaining engaged in class activity, whether it's seat work, group work, or lecture
- o Approaching tasks with a positive attitude

As a college level class, mature reading material is often required, and the selections are meant to invoke thought and analysis and are NOT meant to indoctrinate or teach any particular line of thought or behavior. Additionally, the content of the selections does not necessarily reflect the beliefs, ideals, values, and/or political leanings of the teacher, the school, nor the district. Students are encouraged to consider all sides of issues as they analyze the rhetorical situation surrounding various essays, articles, speeches, and images.

Absences: It is your responsibility to check Google Classroom to see what you missed the day you were absent and make up the work. You have as many days as you are absent to turn in the work without a late penalty.

Cell Phones: Phones should only be visible if I have asked you to use them to support your learning. Otherwise, they should be placed in the provided cell-phone pocket folder. Attendance will be taken using the cell-phone pocket folder.

Homework/Time Management: We will do a considerable amount of multi-tasking (having two or more assignments concurrently). It is absolutely imperative that you manage your time—time to do your assignments, time to read and reflect. You can do this by utilizing an assignment notebook. Count on at least 4-6 hours per week for reading, reflecting and writing outside of class time.

Communication: We will be doing some challenging and rigorous work in this class. I have to assume you grasp what I ask you to do. If you don't, ask! Communication is the key. You should never be embarrassed to ask anything—no question is too simple nor too difficult.

Classroom Culture: It is my intent that students from all diverse backgrounds and perspectives be well-served by this course, and that everyone's learning needs be addressed both in and out of class. The diversity you all bring to this class will provide strength and benefit the ideas we will explore in this space. Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally or for other students or student groups.

Behavior Issues: The discipline chain of events typically goes as follows:

- 1) verbal warning
- 2) conference with teacher
- 3) parent notification
- 4) referral

I reserve the right to accelerate the discipline chain of events at any time based on the severity of the infraction.

Late work

Late assignments will be penalized 5% per day up to 50%, and late assignments will NOT be accepted after two weeks past the due date. Major projects/papers assigned well in advance will be penalized 10% per day up to 50% when submitted late and will not be accepted after two weeks past the due date. NO LATE WORK WILL BE ACCEPTED THE LAST TWO WEEKS OF THE SEMESTER.

Assessments and Assignments

Students will complete assessments during each unit of study to assess their understanding. Students will complete the CUSD Common Final at the end of the first and second semesters. The Common Final will count for 20% of the student's final semester grade in grades 9-12 and 10% in grades 7-8 (some exceptions may apply at the Junior High level). Common finals will be in ELA, Math, Science, Social Science, and World Language.

Final exams will be given during the CUSD Jr High/High School Early Dismissal days in December and May, as identified on the [District Calendar](#).

If students are requested to participate in a survey, the survey questions will be provided to parents/guardians seven days before student contact.

Grading

Grade Percentage

| A | B | C | D | F |
|------------|-----------|-----------|-----------|------|
| 90% - 100% | 80% - 89% | 70% - 79% | 60% - 69% | <60% |

Quarter grades

This class utilizes a standard 40/40/20 semester grade. The first two quarters will count for 80% of the semester grade; the final will count 20%. All assignments fall within the following two categories, weighted by their point value:

1. Assessment: 65% of your total grade (demonstrate what you know)

- * Generally, writing assignments that have been through revision
- * Vocabulary/Grammar sentences
- * Major papers (turnitin.com submission required)
- * Timed writing assessments
- * Projects and presentations
- * Quizzes (short answer, multiple choice, etc.)
- * Other assignments that I assess for student progress

2. Practice: 35% of your total grade (demonstrate how you're learning)

- * Generally, assignments of lesser point value
- * Most homework assignments
- * Vocabulary logs
- * Annotations

Assignments are weighted according to points—the more time consuming and difficult the assignment, the more points awarded. Grades will be calculated using the standard grade scale:

100-90% A
89-80 B
79-70 C
69-60 D
Below 60 F

Rounding grades: Students who are “on the border” between grades at the end of the quarter/semester may be given the higher grade if they have participated in all in-class activities as assigned and do not have any missing assignments. To clarify: a grade of 89.49 is NOT “on the border” and will not be considered for rounding.

Tutoring: I will be available for tutoring during Advisory (Thursdays following first hour) and after school on Wednesdays and Thursdays. Other times can be arranged by appointment.

Timed writings (e.g. the essays you will write for the AP exam) are graded on a 6-point AP rubric. All timed writing will be evaluated on the AP 6-Point rubric; formal, academic papers will be evaluated incorporating standards and guidelines from the AZMerit rubrics and the AP 6-point rubric. The rubrics serve as much function as instructional devices as they do assessment.

Holistic grading is the most common form of assessment in AP English. Generally, the work you turn in is read and assessed on a “whole”—that is, all things are considered: writing proficiency, following directions, neatness, attention to detail, etc.

If your grade falls below a C, due to missed work, excessive absence, or level of difficulty, I will contact your counselor and parents.

Semester Final Exams

Semester 1: AP Practice Exam

Semester 2: Research paper (completed in quarter 3)

Your grade is your responsibility—my responsibility is to assess your work and record it as accurately as possible. You should check your grade on a regular basis, before progress reports, and before grade reports, then alert me to any discrepancies so they can be remedied.

Students of nearly all grade levels and beyond have found their way to ‘study aid’ websites that provide numerous shortcuts to the completion of anything from basic homework assignments to doctoral theses. Even though most cheating goes undetected by teachers and plagiarism detection software, you should resist the temptation! You do not want to be one of the students who does get caught. If you are caught cheating, you can expect to:

- Receive a referral to the office
- Have your permanent record marred by acts of plagiarism/cheating

Even if you don't get caught, it will most definitely affect your ability to successfully participate in your college classes as you will be unprepared to maintain the demanding rigor that will be expected of you in your further educational endeavors.

Refer to school-wide policies ACP Handbook for consequences. I will abide by, and enforce, these policies.

All students are required to register with the plagiarism service turnitin.com. It is the student's responsibility to register, and the student's responsibility to maintain a correct and working email address. Assignments that require an upload to turnitin.com and are not uploaded by midnight on the due date will be considered late. Incorrect files submitted will be treated as missing/late work. In most cases, assignments submitted to turnitin.com will NOT need to be printed to hand in. I will grade them on the website. However, there may be times that I will ask you to print and hand in a hard copy depending on the circumstances. Certainly, if we are reviewing rough drafts in class, you will need to print those assignments.

Failure to upload required work: You will not receive a reminder from me to upload your work after the assignment due date; I will enter a "missing" in IC for the grade.

High Incidence: You will be able to view your "incidence report" once you have uploaded your assignment. All uploaded work must remain under a 25% incidence to receive full credit.

Blue/Green = no penalty

Yellow/Orange/Red = requires a re-write for credit

Semester grades

Semester grades are calculated using 40/40/20: Each quarter accounts for 40% of the semester grade and the final exam accounts for the remaining 20%.

Units of Study and Selected Novels

Units of Study

Rhetoric
Claims & Evidence
Reasoning & Organization
Style

Selected Novels

The Crucible* by Arthur Miller
The Great Gatsby* by F. Scott Fitzgerald
Outliers by Malcolm Gladwell

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Parent/Guardian

Acknowledgment

Parents/Guardians should indicate if they "Acknowledge" or have a "Potential Conflict" with their student's participation in the following units by checking the appropriate box for each unit of study listed. Students cannot opt out of a standards-based unit. Marking "Potential Conflict" will prompt the teacher to make contact regarding assignment alternatives.

| Unit of study | Acknowledge | Potential Conflict |
|--------------------------|--------------------------|--------------------------|
| Rhetoric | <input type="checkbox"/> | <input type="checkbox"/> |
| Claims & Evidence | <input type="checkbox"/> | <input type="checkbox"/> |
| Reasoning & Organization | <input type="checkbox"/> | <input type="checkbox"/> |
| Style | <input type="checkbox"/> | <input type="checkbox"/> |

| Selected Novels | Acknowledge | Potential Conflict |
|--|--------------------------|--------------------------|
| The Crucible* by Arthur Miller | <input type="checkbox"/> | <input type="checkbox"/> |
| The Great Gatsby* by F. Scott Fitzgerald | <input type="checkbox"/> | <input type="checkbox"/> |
| Outliers by Malcolm Gladwell | <input type="checkbox"/> | <input type="checkbox"/> |

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By signing and returning this form, the parent/guardian acknowledges they have reviewed the resources and units of the study included in the syllabus.

- ☐ As the parent/guardian, I understand that I may contact the teacher if I have questions about the resources, content, or units of study.
- ☐ As the parent/guardian, I understand I can check my student's grades in Infinite Campus anytime during the school year.

Student name (printed)

Student signature

Parent/Guardian name (printed)

Parent Signature

Date

Please return this page to your student's teacher.