

Advanced Placement English Language and Composition
Chandler-Gilbert Community College, Dual Credit ENG101/102
2021-2022 Course Syllabus
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HHS English Department Mission: Cultivating diversity, integrity, and tenacity through literacy and critical thinking to empower students to be engaged community members.

Overview

Advanced Placement English Language and Composition is a rigorous college-level class focusing on the study of rhetoric. Students will learn that practically “everything is an argument” and that those rhetorical messages affect us as citizens and consumers. Students will focus on writing as a *craft*, something more than function and formula. Students will apply rhetoric in their writing and speaking, effectively, but responsibly. In short, the course focuses on both argument and analysis, and the overarching goals are to:

- Create strong writers who will have the necessary skills to write effectively in their college courses and in their personal and professional lives
- Foster reading “between the lines”—extracting the connotative meanings of words and the cultural, political, or historical contexts of various texts
- Encourage students to be informed citizens and consumers who understand the manipulation of a variety of media by advertisers, politicians, and institutions to impact them in their daily lives

AP Language Course Outcomes:

- 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

ENG101 Course description and outcomes: Emphasis on rhetoric and composition with a focus on expository writing and understanding writing as a process. Establishing effective college-level writing strategies through four or more writing projects comprising at least 3,000 words in total.

1. ENG101 Course Competencies: Analyze specific rhetorical contexts, including circumstance, purpose, topic, audience and writer, as well as the writing’s ethical, political, and cultural implications.
2. Organize writing to support a central idea through unity, coherence and logical development appropriate to a specific writing context.
3. Use appropriate conventions in writing, including consistent voice, tone, diction, grammar, and mechanics.
4. Summarize, paraphrase, and quote from sources to maintain academic integrity and to develop and support one’s own ideas.
5. Use feedback obtained through peer review, instructor comments, and/or other sources to revise writing.
6. Assess one’s own writing strengths and identify strategies for improvement through instructor conference, portfolio review, written evaluation, and/or other methods.
7. Generate, format, and edit writing using appropriate technologies.

ENG102 Course description and outcomes: The course emphasizes rhetoric and composition with particular focus on persuasive, research-based writing and understanding writing as a process. Students will develop advanced college-level writing strategies through three or more writing projects comprising at least 4,000 words in total. Prerequisites: ENG101 with a grade of "C" or better

1. Write for specific rhetorical contexts, including circumstance, purpose, topic, audience and writer, as well as the writing's ethical, political, and cultural implications.
2. Organize writing to support a central idea through unity, coherence and logical development appropriate to a specific writing context.
3. Use appropriate conventions in writing, including consistent voice, tone, diction, grammar, and mechanics.
4. Find, evaluate, select, and synthesize both online and print sources that examine a topic from multiple perspectives.
5. Integrate sources through summarizing, paraphrasing, and quotation from sources to develop and support one's own ideas.
6. Identify, select and use an appropriate documentation style to maintain academic integrity.
7. Use feedback obtained through peer review, instructor comments, and/or other sources to revise writing.
8. Assess one's own writing strengths and identify strategies for improvement through instructor conference, portfolio review, written evaluation, and/or other methods.
9. Generate, format, and edit writing using appropriate technologies.

Texts

Non-fiction:

- Selections from *The Language of Composition: Reading, Writing, Rhetoric* by Renee H. Shea, Lawrence Scanlon, Robin Dissin Aufses
- **Essay** and **visual** selections from various print and on-line magazines: *Harper's*, *The Atlantic Monthly*, *Nautilus*, *Aeon*, and others

Fiction:

- *The Great Gatsby* by F. Scott Fitzgerald

Assessment

Grade Distribution: 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: 70% 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: 30% of your total grade (demonstrate *how you're learning*)

Generally, assignments of lesser point value

Most homework assignments

Vocabulary logs

Annotations

All 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 assignments missing. To clarify: a grade of 89.49 is NOT “on the border” and will not be considered for rounding.

- Tutoring: I will be available after school for tutoring on Wednesdays and Thursdays, and by appointment when we go back to in-person school. While we are online, I will have office hours from 2:15-3:00 each day, but you will need to make an appointment so that we can meet virtually. I will be available during class time as well in the class Google Meet.

Writing Assessment

- 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.

Class Participation

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

Semester Final Exams

Semester 1: AP Practice Exam

Semester 2: Research paper (completed in quarter 3)

Extra Credit

You will occasionally receive opportunities to earn “extra credit.” These opportunities are not provided on an individual basis. Extra credit opportunities are few and far between. Take them when they are offered!

Late Work

Definition: Generally speaking, late work is a bad idea; think about what this tells me about you as a student.

- **Any and all work not turned in when collected in class, or uploaded to when required, on the due date, will be considered late. The late work penalty will be applied if the incorrect file is submitted to *tii*. You must take the added precaution of double checking to make sure you are submitting the correct file.**
- **Penalties:**
 - One day late: 10% off the assessed grade. An additional 10% will be deducted for each additional day late. All assignments five days late (or later) will receive a 50% deduction. If the late work is a graded assignment (not completion points), the 50% deduction will be applied *after* the work is graded.
 - NO LATE WORK WILL BE ACCEPTED THE LAST TWO WEEKS OF THE SEMESTER
- **Exceptions**
 - I reserve the right to consider extenuating circumstances for late work. The key is to communicate with me beforehand, at least 24 hours.
- **Infinite Campus:**
 - **M** = assignment is missing and counts as zero (this includes assignments not uploaded to turnitin.com)
 - **L** = this indicates that a late work penalty was applied to the grade

Dual Credit and the AP Exam: Earning college credit and improving your semester grades

Students may take advantage of the dual enrollment opportunity offered by Chandler Gilbert Community College.

Successful completion of the course will result in six credits of English: Both English 101 (fall semester) and English 102 (spring semester).

Students should seriously consider taking the Advanced Placement English Language and Composition exam offered in May. First, students who challenge themselves by taking this rigorous exam impress colleges. Along with SAT scores, it offers another indicator of your ability and your willingness to strive for excellence. Second, a score of “4” on the AP exam earns an additional 3.3% on both semester grades on the HHS transcripts for the class; a score of “5” earns 6.6%. Scores are not changed for grades under 76.7%. This grade change does not apply to grades earned for dual credit.

Grade Maintenance

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.

Cheating and Plagiarism

Refer to school-wide policies HHS Handbook for consequences. I will abide by, and enforce, these policies. I will define cheating for you clearly, but suffice it to say that it will not be tolerated in any form, particularly plagiarism.

Academic Misconduct (from CGCC’s Student Handbook)

A. Academic Misconduct - includes any conduct associated with the classroom, laboratory, or clinical learning process that is inconsistent with the published course competencies/ objectives and/or academic standards for the course, program, department, or institution. Examples of academic misconduct include, but are not limited to: (a) cheating and plagiarism (including any assistance or collusion in such activities, or requests or offers to do so); (b) excessive absences; (c) use of abusive or profane language; and (d) disruptive behavior.

B. Cheating is any form of dishonesty in an academic exercise. It includes, but is not limited to, (a) use of any unauthorized assistance in taking quizzes, tests, examinations, or any other form of assessment whether or not the items are graded; (b) dependence upon the aid of sources beyond those authorized by the faculty member in writing papers, preparing reports, solving problems, or carrying out other assignments; (c) the acquisition, without permission, of tests or other academic material belonging to or administered by the college or a member of the college faculty or staff; and (d) fabrication of data, facts, or information.

C. Plagiarism is a form of cheating in which a student falsely represents another person’s work as his or her own – it includes, but is not limited to: (a) the use of paraphrase or direct quotation of the published or unpublished work of another person without full and clear acknowledgment; (b) unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials; and (c) information gathered from the internet and not properly identified.

Any student found by a faculty member to have committed academic misconduct may be subject to the following academic consequences, based on the faculty member’s judgment of the student’s academic performance:

Warning - A notice in writing to the student that the student has violated the academic standards as defined in 1.A.

Grade Adjustment - Lowering of a grade on a test, assignment, or course.

Discretionary assignments - Additional academic assignments determined by the faculty member.

Course Failure - Failure of a student from a course where academic misconduct occurs.

Turnitin.com

- 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.**

- Standard late work penalties apply.
- **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 = requires a re-write for credit
 - Red/Orange = no credit

Absences

- A.R.S. §15-803 (B) states that absences may be considered excessive when the number of absent days exceeds ten percent of the number of required attendance days prescribed in A.R.S. §15-802. Ten percent equates to nine (9) days of absences per semester regardless of whether they are excused or unexcused. Students with excessive excused absences will be required to provide medical documentation to remain in class and excuse any further absences. If additional absences occur, and medical documentation is not provided, the student will be referred to administration.
- What did I miss? **ABSENCES ARE YOUR WORST ENEMY**, because when you are absent, what you miss most is instruction. I will give you the assignment(s) and handouts you missed, but you may not know how to complete them without my help or the help of a classmate. It is your responsibility to check Google Classroom to see what you missed the day you were absent and make up the work. All late work policies apply.

Tardies

- Refer to schoolwide policy in the HHS Handbook.
- Walking in the door after the bell is considered tardy. A tardy is defined as not being in your seat and ready to begin when the bell rings. Consequences for tardies are as follows: first tardy— warning; second tardy— parent contact; the third tardy—detention; fourth tardy—two detentions, etc.
- While learning online, class Meets will begin promptly when scheduled in order to honor everyone’s time.

Bathroom Privileges

Need to go? Fine. You don’t need to take your phone with you. Leave it on your desk, and at a convenient break in class time, take the pass, sign out, and go. Abuse of this privilege will result in the loss of this privilege.

Cell Phone Policy- Phones should only be visible if I have asked you to use them to support your learning. Otherwise, they should be put away in a backpack, pocket, purse, etc. If I repeatedly have to ask you to put your phone away, I will keep your phone for the duration of class. I will contact parents if the problem continues.

Technology

- Keep a folder on your computer for this class; retain all your files.
- Purchase a flash drive; back-up your files at least once a week.
- If you are unable to open any of the materials I post, please let me know.

Appropriate use of technology – board policy IJNDC-R:

The Governing Board intends that technological resources provided by the District be used in a safe responsible and proper manner in support of the instructional program and for the advancement of student learning. It is the policy of the Chandler Unified School District to maintain an environment that promotes ethical and responsible conduct in all electronic resource activities by staff and students. The District reserves the right to monitor use of the District’s systems for improper use without warning or prior consent. Students shall be informed that computer files and electronic communications, including email, are not private and may be accessed by the District at any time. Inappropriate use may result in disciplinary action and/or legal action in accordance with the law and Board policy. Please visit the student handbook at <https://www.cusd80.com/handbooks> for further details about appropriate use of technology use.

Parent access to grades

Parents can access their child’s grades and assignments by utilizing Chandler district’s Infinite Campus log-in. Students’ information on Infinite Campus is only accessible by using an individualized password previously assigned or provided

upon enrollment. Also, parents may receive additional information about student assignments by joining our Google Classroom. If parents would like to join, please send me an email so that I can send you an invitation.

Tutoring and Personal Discussion

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 or too difficult. I am always available for tutoring, if you're having difficulties. If you are serious about improving your writing, you need to see me for personal instruction. Please make an appointment with me, but don't wait until the last minute; teachers are very busy people with many other commitments. I am available after school on Wednesdays and Thursdays and by appointment.

Time management and homework

We will do a considerable amount of multi-tasking (having two or more assignments concurrent). 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.

Information Regarding Counseling Services for Dual Credit students

Counseling Services at CGCC offers free, confidential individual counseling for academic, career, and personal goals. Connections with community resources and referrals are also available. Please see <http://www.cgc.edu/counselingservices>.

Diversity Statement

All individuals have a right to an educational environment free from bias, prejudice, and bigotry. As members of the Hamilton High School educational community, students are expected to refrain from participating in acts of harassment that are designed to demean another student's race, gender, ethnicity, religious preference, disability or sexual orientation.

Behavior Issues

There are three steps that I will take if a student is disrupting the learning of others in our classroom:

- **FIRST OFFENSE:** Speak with you directly (warning) or assign detention depending on the situation.
- **SECOND OFFENSE:** Call your parents or guardians to discuss the situation.
- **FURTHER OFFENSE:** Refer you to your administrator for further consequences.

Lastly, three important rules to remember:

- No food or drink (other than water) in the classroom
- Profanity is definitely not allowed, and
- You sleep, you stand. 😊