

Course Expectations for AP English Language and Composition

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COURSE DESCRIPTION:

This one-year course emphasizes the application of critical reading and writing skills. This college level course will enable students to read complex texts with understanding and to write prose of sufficient richness and complexity to communicate effectively. Students will analyze and practice the rhetorical strategies of writing. Instructors should refer to the current Advanced Placement course description for examination specifications. Instructional practices will incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills one of the English credits required for high school graduation.

COURSE GOALS:

1. To prepare students to demonstrate achievement in college-level English.
2. To strengthen higher-level critical thinking skills through discussion and literary analysis and discussion. [NS: 2.0, 3.0, 4.0, 6.0, 7.0, 8.0]
3. To develop an understanding of rhetorical devices and linguistic choices used in a variety of literary and expository texts. [NS: 3.0, 4.9]
4. To analyze and interpret a variety of writing by identifying, and explaining an author's use of rhetorical strategies and techniques. [NS: 4.0]
5. To analyze images as texts. [NS: 4.0]
6. To apply the five stages of the writing process: prewriting, drafting, revising, editing, and publishing. [NS: 5.0]
7. To write for a variety of audiences and purposes. [NS: 5.0, 6.0]
8. To produce expository, analytical, and argumentative compositions that introduce a complex central idea. [NS: 5.0, 6.0]
9. To develop complex central ideas with appropriate evidence drawn from primary and/or secondary sources, cogent explanations, and clear transitions. [NS: 5.0, 6.0]
10. To apply effective rhetorical strategies and techniques in writing. [NS: 5.0, 6.0]

11. To create and sustain arguments based on readings, research, and/or personal experience. [NS: 5.0, 6.0]
12. To demonstrate understanding and mastery of standard written English as well as stylistic maturity in writing. [NS: 5.0, 6.0]
13. To evaluate and incorporate reference documents into research papers. [NS: 6.0]

COURSE REQUIREMENTS AND GRADING PROCEDURES:

GRADING POLICY

The purpose of grades is to provide effective feedback to students, parents, and the school administration about a student's progress towards mastery of the established standards for a particular course or subject. As such, other factors such as attendance, effort and behavior will not be considered when calculating a student's grade. However, **excessive absences** (Seven unexcused absences during a semester) may result in a loss of credit in accordance with CCSD Regulation 5113. Extra credit will **not** be permitted unless the work is specifically designed to provide more evidence of a student's progress towards mastery of the established standards.

Teachers will provide students with unit overviews that outline the performance expectations for that unit. These outlines will be accompanied by rubrics that define the levels of proficiency students are expected to demonstrate. The goal is for students to become more involved in monitoring their level of proficiency and participating in Assessment for Learning in order to improve their performance.

Students will be graded on a 0-100 point scale, with the following grade equivalents:

90-100	=	A	Consistently exceeds standards
80-89	=	B	Consistently meets standards
70-79	=	C	Approaching standards
60-69	=	D	Emergent
0-59	=	F	Does not meet standards/ Evidence not provided

In order to demonstrate sufficient evidence of proficiency, a student will be required to make arrangements with the teacher to make-up any assessments missed due to an absence. Failure to complete required assessments may result in a lower grade or a failing grade due to a lack of evidence.

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Throughout the semester, students will be expected to complete formative and summative assessments. The Southwest Career and Technical Academy will be incorporating Project-Based Learning across the curriculum. The project-driven assessments will be implemented and assessed according to a standard rubric for all students, based on our beliefs in the attributes of Academic Knowledge, Character, Skills, Work Ethic, and Preparation. Further assessments include, but are not limited to, homework, class activities, participation, lab activities, class projects, quizzes, and exams. For this subject, assessments will be weighted as follows:

Project-Based Learning and the Six Tenets

The Southwest Career and Technical Academy is dedicated to assessing student learning and achievement through Project-Based Learning (PBL). The Southwest CTA uses six tenets, or beliefs, to assess student performance during each PBL assessment. These tenets will be the basis of grading during each PBL project.

The six tenets are as follows:

- Content Knowledge
- Work Ethic
- Use of Resources
- Teamwork and Collaboration
- Professional Presentations
- Writing Skills

These tenets may also be used in the classroom setting at the teacher's discretion.

Content Knowledge=25%	Professional Presentations=15%
Work Ethic=15%	Writing Skills=25%
Use of Resources=10%	
Teamwork and Collaboration=10%	

Content Knowledge

Content Knowledge will be assessed by performance on unit tests, quizzes on vocabulary as well as the literature studied, and on assignments that will be graded for accuracy which will include timed writings as well as some assignments that may be completed inside or outside of class.

Work Ethic

Notebooks checks, participation, and a student's ability to turn in assignments on time will be used to assess the work ethic grade.

Use of Resources

For PBL projects, students will be graded on the quality of the resources they use as well as documenting those sources accurately using MLA style.

Teamwork and Collaboration

Based on teacher observation and peer evaluation, students will receive a grade for the assignments that require collaboration including PBL projects as well as smaller class assignments.

Professional Presentations

At the conclusion of each PBL project, students will present their final product to the class and receive a grade specifically for the delivery of their presentation.

Writing

Formal writing taken through the five stage writing process will be the basis for a student's writing grade.

Course Outline**First Quarter****Process Analysis**

Writing Matters-Julia Alvarez	Handout (Issues, 51)
The Writing Life-Annie Dillard	Handout (Issues, 59)
Freewriting-Peter Elbow	Handout (Issues, 61)
First Rough Drafts	Bird by Bird
The Maker's Eye:	
Revising Your Own Manuscripts-Donald Murray	Handout (Issues, 65)

Project: Write a process analysis paper of your own writing process

Narrative Unit

The Iroquois Creation Story	17
Columbus Letters	25
The General History of Virginia	45
Of Plymouth Plantation	58
Here Follows Some Verses	
Upon the Burning of Our House	109
The Way to Wealth	221
The Interesting Narrative of the Life	
Of Olaudah Equiano	357
The Narrative of the Life of Frederick Douglass	
Chapter VII-Learning to Read and Write	946
An American Childhood-Annie Dillard	Handout (Issues, 316)
Sarcophagus-Richard Selzer	Handout (710)
Salvation-Langston Hughes	Handout (633)

Project: Write a personal narrative of a significant moment in your life.

Second Quarter

Description

To a Waterfowl	479
The Fall of the House of Usher	689
The Philosophy of Composition	724
There's a Certain Slant of Light	1205
I felt a Funeral, in my Brain	1207
A Bird, came down the Walk	1210
I heard a Fly buzz-when I died-	1215
The Fish	1222
The Death of the Moth-Virginia Woolf	Handout (Issues, 640)
Nickel and Dimed-Barbara Ehrenreich	Handout (Issues, 474)
"This Is the End of the World"-Barbara Tuchman	Handout (Issues, 671)

Project: Select an image about a current event from a popular news magazine like Time or Newsweek and write a descriptive essay about the people, the physical environment, and the emotions sparked by the event.

Third Quarter**Argument and Persuasion**

A Model of Christian Charity	76
Sinners in the Hands of an Angry God	194
The Crisis, No. 1	332
The Declaration of Independence	343
The Federalist No. 1	347
The Federalist No. 10	350
A Thought on the Inestimable	
Blessing of Reason	400
Gettysburg Address	732
The Penalty of Death-H.L. Mencken	Handout (Issues, 126)
The Death Penalty Is A Step Back-Coretta Scott King	Handout (Issues, 129)

Project: Research a contemporary issue and write a persuasive argument advocating your point of view.

Comparison and Contrast***Transcendentalism***

Nature	492
Self-Reliance	532
Walden	844
Resistance to Civil Government	829

Anti-Transcendentalism

The Minister's Black Veil	622
Young Goodman Brown	605
The Scarlet Letter	Novel

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Project: Compare and Contrast the philosophies of Transcendentalism and Anti-Transcendentalism

Fourth Quarter Literary Analysis

Naturalism

An Occurrence at Owl Creek Bridge	300
The Open Boat	603
To Build a Fire	650
How It Feels to Be Colored Me	982
From Invisible Man	1254

Project: Select a novel such as Huckleberry Finn or The Great Gatsby and discuss how a character is still heroic despite facing obstacles in his physical and social environment.

Humor, Irony, and Satire

Wishes for sons	1540
Good Country People	1393
Red, White, and Beer-Dave Barry	Handout (Issues, 545)
The Embalming of Mr. Jones	Handout (Issues, 700)
Men at Work-Anna Quindlen	Handout (Issues, 467)
Nutcracker.com-David Sedaris	Handout (Issues, 792)
Macho-Perri Klass	Handout (Issues, 696)

According to CCSD regulation 5121, “Semester exams shall be comprehensive of the material covered during the semester and may be worth up to, but not exceed, 20% of the student’s final semester grade. Final semester grades shall reflect assignments and assessments completed throughout the semester and the final exam grade”. Semester grades are not to account for more than 10% of the final grade. Semester grades will be calculated as follows:

Quarter 1 Grade	=	45%
Quarter 2 Grade	=	45%
Semester Exam	=	10%
Semester Grade	=	100%

REQUIRED MATERIALS

The following items should be brought to class everyday and are considered a part of the Work Ethic grade.

- Paper and three ring binder with at least 6 dividers
- Pen and pencil
- School issued ipod

MAKEUP WORK POLICY

The following language is from CCSD Regulation 5113:

Teachers shall provide an opportunity for a student to make up missed work due to any absence, and students shall be held accountable for the work. When a student is absent, however, the educational experiences lost during that absence might be irretrievable because the instruction and interaction in the instructional setting cannot be duplicated through makeup work.

After any absence, a secondary student is required to initiate contact with the teacher(s) to obtain appropriate makeup work **within** three school days immediately following the absence. Once contact has been made with the teacher(s), specific makeup work must be completed and returned to the teacher(s) within a reasonable length of time, to be determined by the teacher and communicated to the student/parent or legal guardian. The makeup work must be returned to the teacher(s) by the specified due date if it is to be acknowledged. Students shall be allowed a minimum of three (3) days to complete makeup work.

LATE WORK POLICY

Late work that is considered practice (homework, classwork, etc.) will be accepted and graded for credit at the teacher's discretion.

Late work will be accepted, but 10% for each day an assignment is late will be deducted from the work ethic grade.

DISCIPLINE PROCEDURES AND CITIZENSHIP GRADING:

A. Classroom Discipline Plan

Talking

- No talking while the teacher is instructing the class
- Please raise your hand to participate

Electronic Devices

- All electronic devices must be turned off unless you were given permission by Mr. Davis to use them.

No Food or Drink in the classroom

- Students may have water to drink during class.
- Gum, chips, juice, and other food items create quite a mess and will not be permitted in the classroom.

Respect

- Students will be expected to use respectful language and courtesy to the teacher and fellow students at all times.

Work Ethic

- Students are expected to use class time to work on their class assignments.
- Sidebar conversations, working on assignments from other classes, sleeping, and refusing to work are considered disruptions to the learning environment.
- Copying another student's work is considered cheating and will not receive credit and be subject to appropriate disciplinary action.

The following steps in the Southwest Career and Technical Academy Progressive Discipline Plan will be followed when students do not follow established rules and behave inappropriately:

STEP ONE:	Teacher-Student Conference (Warning)
STEP TWO:	Parent Contact by Teacher (Phone or Letter)
STEP THREE:	Counselor Referral
STEP FOUR:	Dean's Referral

Some offenses are serious enough to warrant a referral to the Dean for the initial infraction (e.g.: physical violence, gross insubordination, truancy, etc.)

B. Tardy Policy

Timeliness Is Expected (T.I.E.) program promotes being on time as a basic skill for success that every person needs to possess. Through this program, it is our expectation that SWCTA students arrive on time to every class. Not only are students developing skills for success in high school but for the rest of their lives. Being on time before school may require special attention from the student's parent or guardian.

When a student is tardy during the 2011-2012 school year, the student will bring home a tardy slip. Any tardy during 1st block will result in a deans' detention to be served after school the following day. Detention will be served from 1:30-2:00 in a room designated by the dean's office. In addition to dean's detention, the third tardy in 1st block will also result in a Required Parent Conference, and a sixth tardy will result in one day of suspension. A day of suspension will be given for every tardy thereafter. Tardies received for any other periods of the day will require a parent or guardian to bring the student to school the next day and sign them in at the dean's office. Students who attempt to attend classes before being reinstated will be

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required to call home and get a parent to come sign them in or get permission to leave campus. Students not signed in will be placed on RPC (Required Parent Conference) pending a parent conference.

It is our goal that all students achieve to the best of their ability. By being on time to each class, students have a better opportunity to be successful. Parents or guardians may contact the Dean's Office at 799-5766 (X4500) in the event that there are questions regarding our Timeliness Is Expected program.

C. Cell Phone/Nuisance Item Policy

The Southwest Career and Technical Academy cell phone/nuisance item policy is in accordance with CCSD Regulation 5136 and the specific needs of the Southwest Career and Technical Academy.

FIRST OFFENSE:	Warning/Copy of Policy/Confiscation
SECOND OFFENSE:	RPC-B/Parent Pick-Up/Confiscation
THIRD OFFENSE:	RPC-T/Behavior Contract/Parent PickUp/Confiscation
FOURTH OFFENSE:	1 Day Suspension/Parent Pick-Up/Confiscation
FIFTH OFFENSE:	3 Day Suspension/Parent Pick-Up/Confiscation
SIXTH OFFENSE:	5 Day Suspension/Parent Pick-Up/Confiscation

D. Citizenship Policy

CATEGORY	Outstanding (4)	Satisfactory (3)	Needs Improvement (2)	Unsatisfactory (1)
Engagement	Consistently involved in class activities; contributes to overall learning process; collaborates with others and/or the teacher.	Engages in class activities, but may have to be encouraged; works with others or groups, but may not initiate collaboration.	Does not engage in class activities; rarely demonstrates initiative and may occasionally disengage from class.	Consistently uninvolved in class activities. Adamant refusal to work.
Preparation	Consistently prepared with materials; work is on time and may go beyond expectations.	Student has materials and submits work in a timely fashion and as expected.	Student may have had multiple instances of being unprepared, late work, or not completed as requested.	Consistently unprepared for class. Does not submit work on time or at all.

Behavior	Consistently respectful of both classmates and adults; Takes responsibility for individual actions; Consistently complies with school and classroom rules.	Respectful to both peers and adults. Occasionally accepts personal responsibility. Mostly complies with school and classroom rules.	Disruptive to others. Argumentative and defensive when disciplined. Disregard for school or class rules.	Consistent disrespect to classmates or adults. Regularly disruptive to learning process and violation of school or class rules. Plagiarism
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Student citizenship grades are reported as follows: (This part cannot be changed)

- O = Outstanding**
- S = Satisfactory citizenship**
- N = Needs Improvement**
- U = Unsatisfactory citizenship**

CODE OF HONOR

Nevada Department of Education

There is a clear expectation that all students will perform academic tasks with honor and integrity, with the support of parents, staff, faculty, administration, and the community. The learning process requires students to think, process, organize and create their own ideas. Throughout this process, students gain knowledge, self-respect, and ownership in the work that they do. These qualities provide a solid foundation for life skills, impacting people positively throughout their lives. Cheating and plagiarism violate the fundamental learning process and compromise personal integrity and one's honor. Students demonstrate academic honesty and integrity by not cheating, plagiarizing or using information unethically in any way.

What is cheating?

Cheating or academic dishonesty can take many forms, but always involves the improper taking of information from and/or giving of information to another student, individual, or other source. Examples of cheating can include, but are not limited to:

- ➡ Taking or copying answers on an examination or any other assignment from another student or other source
- ➡ Giving answers on an examination or any other assignment to another student
- ➡ Copying assignments that are turned in as original work*

- ➡ Collaborating on exams, assignments, papers, and/or projects without specific teacher permission
 - ➡ Allowing others to do the research or writing for an assigned paper
 - ➡ Using unauthorized electronic devices
 - ➡ Falsifying data or lab results, including changing grades electronically
- *This includes submitting the same assignment to two separate teachers without prior permission.*

What is plagiarism?

Plagiarism is a common form of cheating or academic dishonesty in the school setting. It is representing another person's works or ideas as your own without giving credit to the proper source and submitting it for any purpose. Examples of plagiarism can include, but are not limited to:

- ➡ Submitting someone else's work, such as published sources in part or whole, as your own without giving credit to the source
- ➡ Turning in purchased papers or papers from the Internet written by someone else
- ➡ Representing another person's artistic or scholarly works such as musical compositions, computer programs, photographs, drawings, or paintings as your own
- ➡ Helping others plagiarize by giving them your work

All stakeholders have a responsibility in maintaining academic honesty. Educators must provide the tools and teach the concepts that afford students the knowledge to understand the characteristics of cheating and plagiarism. Parents must support their students in making good decisions relative to completing coursework assignments and taking exams. Students must produce work that is theirs alone, recognizing the importance of thinking for themselves and learning independently, when that is the nature of the assignment. Adhering to the Code of Honor for the purposes of academic honesty promotes an essential skill that goes beyond the school environment. Honesty and integrity are useful and valuable traits impacting one's life.

**This includes submitting the same assignment to two separate teachers without prior permission.*

Questions or concerns regarding the consequences associated with a violation of the Code of Honor may be directed towards your child's school administration and/or the school district.

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Dear Families,

Please sign and detach this portion along the line above and have your child return it to the teacher listed below, so that you may keep this copy of the course expectations for future reference. Please contact (teacher) at 799-5766, if you have any questions regarding the information included in this document. I look forward to meeting you and becoming a partner in your child's educational experience at Southwest Career and Technical Academy.

Robert Davis'

Signature: _____ **Date:** _____

I HAVE READ THESE COURSE EXPECTATIONS AND UNDERSTAND THE EXPECTATIONS FOR MY CHILD THIS YEAR.

Parent/Guardian

Signature: _____ **Date:** _____

I HAVE READ THESE COURSE EXPECTATIONS AND UNDERSTAND THE EXPECTATIONS FOR ME DURING THIS SCHOOL YEAR.

Student

Signature: _____ **Date:** _____

Please indicate your preference, sign and date this form below.

- I give** my child permission to view "PG" rated films.
- I do not give** my child permission to view "PG" rated films with the understanding that an alternative assignment will be given.

Parent/Guardian Signature: _____

Date: _____