

Course Expectations for Advanced Placement 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.

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

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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.

(INSERT CATEGORIES AND ASSESSMENT WEIGHTS)

Content Knowledge – 25%	Collaboration – 10%
Work Ethic – 10%	Professional Presentation – 20%
Use of Resources – 10%	Writing Skills – 25%

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.

Novels

For the upcoming school year you will be required to do a fairly large amount of reading. However since the A Language class is not a full on literature class, the novel requirement for your school year will not be excessive. Much of your readings will come from articles, advertisements, court cases, debates, etc. I would like you explore non-fiction reading this year. At least once a quarter, I want you to read at least one major work of non-fiction and write a review about the style and the theme of the work. You will be required to obtain a copy, whether print or electronic, of the following works:

“The Crucible” – Arthur Miller
The Republic – Plato
Candide – Voltaire
A Cook's Tour – Anthony Bourdain
On the Road – Jack Kerouac
The Road – Cormac McCarthy

Course Content

Upon completion of the course, students will have demonstrated competency in writing college level essays using the following methods:

- Example
- Classification and Division
- Process
- Anecdote
- Definition
- Cause and Effect
- Argumentation and Persuasion
- Comparison and Contrast
- Description
- Personal Writing
- Research

Textbooks

Lamott, Anne. *Bird by Bird*. Anchor; 1st ed. , 1995.
Norton Anthology of American Lit.

The McGraw-Hill Reader: Issues Across the Disciplines 9th edition, 2006

Course Activities

- Concept enrichment assignments: These assignments are designed to help you expand on a particular concept discussed in class and will generally be due the day after they are assigned.
- Cornell Notes: Note taking is valuable for many reasons, including sustained engagement in reading and class lectures, and provides individuals with a resource for contribution. Cornell Notes require students to take note in an organized, systematic fashion.
- Conferencing: As needed, time will be given for students to meet with their instructor on an individual basis to discuss assignments or any other issue that you may be experiencing in class
- Exams: Vocabulary and comprehension assessments will be given on a regular basis. I will always give advanced notice for major exams.
- Socratic Seminars: A method to try to understand information by creating a dialectic in class in regards to a specific text or issue. Students seek deeper understanding of complex ideas in text through rigorous, thoughtful dialogue rather than by memorizing bits of random information.
- Dialectical Journals: This type of journal is a conversation between the individual and what they are reading or assigned to ponder. Students simply write down passages that make you think or interest you and write about your thoughts. This process is an important way to understand a piece of writing. By writing about various compositions, you make your own meaning of the work in order to truly understand it. When this is accomplished in a individual basis, the text belongs to the individual. There are passages for everyone to read; however, the connections and interpretations are uniquely yours from your own point of view. You are neither right nor wrong in your response. Take risks, think and write as individuals, and be honest.
- Current Event Reading: We will discuss current articles, essays and events based on assigned texts regularly.
- Reading/Analysis/Discussion/Precis Papers: For each assigned article in class you will be required to complete a synopsis. Students must also be able to identify the following:
 - Thesis or claim
 - Tone/attitude
 - Purpose
 - Audience or occasion
 - Evidence or data
 - Appeals: Logos, Ethos, Pathos
 - Assumptions or warrants
 - Style (how the author communicates messages: rhetorical mode and devices including syntax and diction)
- Freewriting: You will be asked to respond to a specific topic in writing on a regular basis.
- Writing Workshops: The purpose of a critical forum is to give you an opportunity to share and reflect upon the readings and/or writing of the week with your peers. Copies of your work will, at times, be distributed to the class in order to gain critical feedback for revision purposes.
- Portfolios: Portfolios, as applied to class, are files that will be maintained by the instructor for each student. Portfolios will contain but will not be limited to the following: writing assignments, tests, quarterly reviews of writing progress, etc. Portfolios will be kept both electronically and manually.

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- **Class Participation:** When called upon, you must, in a genuine effort, attempt to answer a question or provide a contribution to the class. Failure to do so will result in a deduction of points from your overall grade.
- **PBL Projects:** During the course of the year you will be required to complete one major PBL project that will be interdisciplinary in nature. This will happen in the spring semester of 2011. You will at intermittent times be assigned small-scale projects that are relative to your English class alone. During the Fall semester of 2010, you will have one large scale PBL project that is issued in your program area.
- **Writing Assignments:** Students will practice various types of essay writing: personal reflections, persuasive essays, expository essays that compare, contrast, define, and describe a process. Students will regularly write from models to practice various tones and stylistic devices. All essays will consist of a minimum of two typed pages and not exceed a maximum of three typed pages, unless otherwise instructed. All writing assignments will adhere to APA guidelines. Students will also complete two research papers that are five to seven pages in length. Finally, students must be able to synthesize formal sources into well developed writing responses.
- **Timed Writings:** Timed writings will begin during the second quarter. Timed writings are an excellent way to exercise your thought process and organizational skills in writing. Timed writings will also challenge how well you handle questions that you have no exposure to, such as those that will occur on the AP examination in May.
- **Full-length Practice Exams:** One full-length practice exam per semester will be given on a Saturday (dates to be determined) in order to grasp as much as possible the experience of the actual AP

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

Students will bring the following EVERYDAY to class:

- SWCTA issued Ipad/Itouch
- Notebook paper
- Some sort of folder/binder
- Writing utensil(s)

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. An assignment is deemed late if it is not turned in at the BEGINNING of class on the due date. Turning an assignment in at the end of the day on the due date constitutes a late assignment. Twenty points (20) are subtracted from late work per day. So, if an assignment is turned in two days past the due date forty (40) points are subtracted.

DISCIPLINE PROCEDURES AND CITIZENSHIP GRADING:

A. Classroom Discipline Plan

(Include the class/department rules. Teachers may add steps in between, but no steps may be removed that appear below.)

(The following are the required school-wide progressive discipline steps & procedures. They must appear as stated below.)

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 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;	Respectful to both peers and adults. Occasionally accepts personal responsibility. Mostly complies with school and	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

	Consistently complies with school and classroom rules.	classroom rules.	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**

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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.

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.

Teacher
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: _____