

**Advanced Placement English Language and Composition (Face-to-Face Course)**  
**Chandler-Gilbert Community College, Dual Credit ENG101/102**  
**2020-2021 Course Syllabus**  
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### COURSE DESCRIPTION

*Advanced Placement English Language and Composition* is a rigorous and challenging course taught at a college level and is designed to develop communication skills through reading, writing, and language analysis. The instructor's primary goal is to create strong communicators with the necessary skills to communicate effectively in college, as well as personal and professional settings. This course introduces critical thinking strategies and the canons of rhetoric, while developing style through an exploration of primarily non-fiction argumentative and expository texts.

#### Dual Enrollment

This course can be taken for college credit through Chandler Gilbert Community College. Each section is one semester and students can earn up to 6 college credits. These credits transfer directly to most state schools and some out of state universities (check with your prospective colleges). DE students do no additional course work but must pass a placement exam. Taking the course for dual enrollment is optional. For more information, see:

<http://www.cgcc.maricopa.edu/Academics/Dual/Pages/Home.aspx>

#### Overall Course Learning Goal:

A student will be able to analyze a variety of texts and media for rhetorical strategies in order to effectively communicate in oral or written expression with other's claims or arguments while supporting him or herself with specific, clear, organized evidence.

#### Upon completion of this course, the student should know:

- a wide-ranging, college-level vocabulary used appropriately and effectively.
- a variety of sentence structures, including appropriate use of subordination and coordination.
- how to use logical organization enhanced by specific illustrative detail.
- how to apply rhetoric, including controlling one's tone, establishing and maintaining voice, and achieving appropriate emphasis through diction and sentence structure.
- how to use, analyze, and interpret samples of good writing identifying and explaining an author's use of rhetorical strategies and techniques.
- how to use, create, and sustain arguments based on readings, research, and/or personal experience.
- how to research an author's body of work critically and report findings in a formal structure according to the Modern Language Association (MLA).
- how to write in a variety of genres and contexts, both formally and informally, employing appropriate conventions.
- how to write for specific rhetorical contexts, including circumstance, purpose, topic, audience, and writer, as well as the writing's ethical, political, and cultural implications.
- how to use appropriate conventions in writing, including consistent voice, tone, diction, grammar, and mechanics.
- how to use feedback obtained through peer review, instructor comments, and/or other sources to revise writing.
- how to assess one's own writing strengths and identify strategies for improvement through instructor conference, portfolio review, written evaluation, and/or other methods.
- how to generate, format, and edit writing using appropriate technologies.
- how to move effectively through the stages of the writing process paying careful attention to inquiry and research, drafting, revising, editing, and review.

**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:

- **Essay** and **visual** selections from various print and on-line magazines: *Harper's*, *The Atlantic Monthly*, *The New Yorker*, *The New York Times*, *Salon.com*, etc.
- *Into the Wild* by Jon Krakauer (fall, focus on rhetoric)
- "How to Read Like a Writer" by Mike Bunn

Fiction:

- *The Crucible* by Arthur Miller (fall, focus on rhetoric)
- *The Great Gatsby* by F. Scott Fitzgerald (spring, focus on style)
- *A Raisin in the Sun* by Lorraine Hansbury (spring, focus on Literary Lenses )

Course Outline:

This outline is a general "map" of the course--what is studied.

*Primary Modes of Discourse for Writing: Personal and Academic*

- **Primary Foci: Argument and Rhetorical Analysis**
- Cause and Effect
- Division and classification
- Expository
- Students will practice the following modes, incorporating them, when appropriate into a researched, synthesized argumentative term paper the second semester

*Ongoing Instruction*

- Socratic Seminars
- Vocabulary
- Grammar/Usage Lessons
- Test Prep Focus: Mastering AP-level multiple-choice
- Outside research

*Ongoing Writing Instruction*

- Editing and Revision. Papers will be critiqued in the following areas (after proper instruction and practice exercises):

- Appropriate use of grammar, agreement, etc.
- Appropriate diction (including verb use/passive voice, connotative language)
- Organization (including coherence, transition techniques, etc.)
- Development by evidence and detail, use of figurative language
- Syntax: writing sentences for meaning, parallel structures, periodic sentences, etc.
- Developing and identifying tone in writing

## CLASSROOM PROCEDURES AND EXPECTATIONS

### GRADES:

Excellent grades follow from the avid pursuit of learning. Earning an A will not be easy without significant effort on the student's part to have all work completed and to improve individual writing. If you do not use your writing reflections as a tool to help your writing improve, then you will not see the results in your writing grades. If you do not complete the homework and reading assignments, you will not be participating in class as much, which will impact your grade.

Each semester grade is calculated the following way: 40% Quarter 1 + 40% Quarter 2 + 20% Final/Midterm Exam. Each semester final exam will consist of a reading and writing portion. These sections of the test will mirror the AP Exam and the ACT Exam.

### Grade Scale:

A= 90-100%  
 B= 80-89%  
 C=70-79%  
 D=60-69%  
 F= 59-50%

### Grades will be weighted as follows:

<b>Practice</b>	30%
<b>Writing Process</b>	40%
<b>Formal Assessments</b>	30%

### PARENT/STUDENT ONLINE ACCESS:

Parents and students can access their child's grades through Infinite Campus.

NOTE: There is a student portal and a parent portal; parents shouldn't be using the students' passwords and vice versa.

### THE AP EXAM:

The cumulative objective for this class is taking the AP exam in May. Colleges expect to see an exam score on transcripts; therefore, while students are not required to take the exam, they are strongly encouraged to do so. Admissions' offices view the exam as part of the course. In fact, many colleges consider the course to be "incomplete" without the AP Exam in the students' academic records. Taking the AP exam may raise the student's class grade based on the precise score he or she receives on said exam; a possibility of having only the spring semester grade changed (improved) exists depending upon student effort in class and AP exam score. Scores of 4 & 5 can improve second semester grades. Grades can be changed on transcripts even after test results arrive in July or early August.

### TARDIES:

A tardy is defined as not being in your seat ready to go when the bell rings. The consequences for tardies are as follows:

- 1-2 tardies = verbal reminder of tardy policy from the teacher.
- 3 tardies = parent phone call and detention after school for 30 minutes
- 4 or more tardies = referral to administration and further disciplinary action

### ATTENDANCE:

Unexcused absences are considered trancies. Unexcused absences will be considered as ditching and the student will be referred to administration.

Consequences for Absences: The following actions will be taken after 10 absences per semester and after 10 consecutive absences.

### A. Ten Absences

After 10 class period absences per semester, the student will receive a referral to administration. The student may be dropped from the class with an "F".

### **B. Ten Consecutive Absences**

After 10 consecutive days of absences per semester, the state requires schools to automatically withdraw the student.

### **HOMEWORK, LATE WORK, AND MAKE-UP WORK:**

- **Homework:** Assignments will be due on their due date.
- **Late Work:** Late work will not be accepted, unless noted otherwise. Should there be extenuating circumstances, please speak with me, and a plan for completion may become an option.
- **Excused absences:** You have as many days to make up work for an excused absence as days missed. All major projects and essays must be turned in on the given due date whether absent or not (due dates are given well in advance). Make-up work for each day will be available upon request, and most often on my teacher webpage. Test make-up must be arranged with the teacher **immediately** after missing a test.
- **Unexcused absences:** Unexcused work will receive no credit.

### **CHEATING AND PLAGIARISM:**

The teachers of Basha High School sincerely hope that you are not considering taking the easy way out when the going gets tough. Students who cheat or plagiarize will receive serious consequences, which could result in a 0. In addition to handing in a paper copy of formal writing assignments, students will be required to submit final drafts to turnitin.com, a website which will help Basha teachers combat plagiarism as well as work, teach, and grade in an online format. If a student does not have Internet access at home, he/she will need to make arrangements to use the library computers before school, during lunch, or after school.

### **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.

### **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>.

### Information Regarding Disability Services for Dual Credit Students

It is the student's responsibility to contact the Office of Disability Resources and Services directly at 480-857-5188, or, <http://www.cgc.maricopa.edu/Students/DisabilityServices/Pages/Home.aspx>, or the office at Pecos Campus in BRD101, if there are any concerns or assistance that will be required. Documentation and advance notification are required for most accommodations to be made.

### Information Regarding the Writing Center for Dual Credit Students

#### Pecos Campus

Library

Room LIB230

Monday - Thursday

8:00 am - 7:00 pm

Friday

10:00 am - 2:00 pm

Saturday and Sunday

CLOSED

#### Williams Campus

Bridget Hall

Room BRID114

Monday - Thursday

10:30 am - 2:30 pm

Friday, Saturday, and Sunday

CLOSED

### CLASSROOM POLICIES:

Basha High School teachers are charged with providing the best education possible, not only to meet Arizona state standards, but also to provide students with success in their future. In order to achieve that end, the classroom environment must be fair and equitable for all students. Thus, please observe the following general rules:

1. **RESPECT** for each other's IDEAS, PERSON, and PROPERTY will be encouraged and rewarded in our classroom at all times.
2. **LANGUAGE is a reflection of character.** Negative comments, swearing, and name-calling of any kind, or inappropriate words or language, will not be tolerated in our classroom at any time! Please see the diversity statement below.
3. Please come to class **PREPARED** to learn and participate every day, which includes bringing all necessary materials and a willingness to learn.
4. **ACTIVE LISTENING** will be encouraged in our classroom at all times, which means that students will be quiet and direct their attention to whomever "has the floor" until it is their turn to contribute to the discussion.
5. Besides bottled water, there is **NO FOOD or DRINK** allowed in the classroom.
6. Students will place **CELL PHONES** in assigned phone caddy number at the front of the class before the bell rings.
7. Ask for help if you need it. I'm here to help you be successful.

### DIVERSITY STATEMENT

All individuals have a right to an educational environment free from bias, prejudice and bigotry. As members of the Basha 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.

### Basha High School Mission Statement

The Mission of Basha High School is to exemplify **BENEVOLENCE, HONOR** and **SCHOLARSHIP** in all endeavors.

### DISCIPLINE CHAIN OF EVENTS:

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.

#### **REQUIRED MATERIALS**

- A small binder with dividers to leave in the classroom
- Highlighters
- Plenty of college ruled paper (for all those timed writings)
- Pens, pencils, etc

#### **DIGITAL CITIZENSHIP: During Virtual Instruction and Beyond**

1. Participate, engage, collaborate
2. Respect your peers, teacher, class, school, and the work (offered to you with the best of intentions)
3. Respect yourself, too. Your ideas are worthy
4. Avoid sarcasm or angry comments; greet ideas from your peers with grace. Everyone makes mistakes.
5. You're allowed to question ideas. You're not allowed to bully, belittle, or pester someone for their ideas.
6. Your work should be your own—"sharing" work or taking ideas without attribution is plagiarism (this includes other students)
7. Language is a reflection of character—all of your posts and work should be school appropriate

**\*\*\*The syllabus may be subject to change. Students will be notified by the instructor of any changes in course requirements or policies in person.**

## STUDENT/PARENT INFORMATION SHEET: AP LANGUAGE

Dear Student and Parents:

In order to maintain strong communication, I am requiring all students and parents to fill out the following sheet and return it.

Please read the syllabus and then provide the information requested. *This information is private and will not be accessible to anyone but the teacher.*

Use of video and film: I may show pertinent news and documentary clips (e.g. Nightly Newscasts, The Onion, A & E and History channels) as well as partial or full-length films (e.g., *The Crucible*, *The Great Gatsby*, *A Raisin in the Sun*) that are rated G, PG, or PG-13. All films are shown with permission of the school.

By signing below, you and your son or daughter indicate understanding of the aforementioned classroom rules and declare you will abide by them in conjunction with Basha High School and CUSD policies.

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**Parent Section: I have read my child's syllabus and plagiarism policy and understand the basic requirements for this class.**

Parent(s) Name \_\_\_\_\_ Parent(s) Signature \_\_\_\_\_  
(printed)

Parent(s) E-Mail Address(es): \_\_\_\_\_  
(please print clearly)

Cell \_\_\_\_\_

**Student Section: I have read my syllabus and understand the basic requirements for this class:**

Student Name: \_\_\_\_\_ Student Signature: \_\_\_\_\_  
(printed)

**Student Please Initial the Following:**

\_\_\_\_ I understand that I must put my phone in the assigned caddy number before the bell rings and leave it up front the entire period.

- I understand that I must have an organized binder that I will leave in the classroom.
- I understand that this is a rigorous course, even though there is not much homework.
- I understand that my teacher will NOT round my grade unless it is .5 or higher (example 79.5, rounds to a B and 89.5 rounds to an A, etc.).
- I understand that any evaluation of my writing by the teacher or my peers is intended for GROWTH.