



Chandler Unified School District

ENG215A AP Seminar/Honors English 10
SY 2023-24



Course Overview

Course Description

AP Seminar is a foundational course that engages students in cross-curricular conversations that explore the complexities of academic and real-world topics and issues by analyzing divergent perspectives. Using an inquiry framework, students practice reading and analyzing articles, research studies, and foundational literary and philosophical texts; listening to and viewing speeches, broadcasts, and personal accounts; and experiencing artistic works and performances. Students learn to synthesize information from multiple sources, develop their perspectives in research-based written essays, and design and deliver oral and visual presentations individually and as part of a team. Ultimately, the course aims to equip students with the power to analyze and evaluate information accurately and precisely to craft and communicate evidence-based arguments. Curriculum for AP, DE and IB is not determined by Chandler Unified School District and may contain mature content.

AP/IB/Dual Enrollment

AP / Maybe offered for Dual Credit

Prerequisite/Fee(s)

Honors English 9 (ENG105)

Course Materials

Blue/black pens, pencils, highlighters, 1" or larger three ring binder with at least four dividers, one subject notebook for journaling, reliable internet access

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:

Hamilton High School, 3700 S Arizona Ave, Chandler, AZ 85248

Building principal:

Michael Delatorre
delatorre.michael@cusd80.com

Teacher:

Audra Johnson B.A. English & M.Ed. Curriculum & Instruction
johnson.audra@cusd80.com

Office hours: Mondays 2:15-3:00 & Wednesdays 2:15-3:00

Course Access

This course is taught in-person at Hamilton 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

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- 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)
- 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

DESCRIPTION - AP CAPSTONE

AP Capstone is an innovative diploma program from the College Board that equips students with the independent research, collaborative teamwork, and communication skills that are increasingly valued by colleges. AP Capstone is built on the foundation of two AP courses - AP Seminar and AP Research – and is designed to complement and enhance the in-depth, discipline-specific study experienced in other AP courses.

In AP Seminar, students investigate real-world issues from multiple perspectives, gathering and analyzing information from various sources in order to develop credible and valid evidence-based arguments. In AP Research, students cultivate the skills and discipline necessary to conduct independent research and inquiry in order to produce and defend their scholarly work. *Students who earn scores of 3 or higher in AP Seminar and AP Research and on four additional AP Exams of their choosing will receive the AP Capstone Diploma.

GOALS – Students will

- Engage in rigorous college-level curricula focused on the skills necessary for successful college completion;
- Extend their abilities to synthesize information from multiple perspectives and apply skills in new situations and cross-curricular contexts;
- Collect and analyze information with accuracy and precision;
- Cultivate their abilities to craft, communicate, and defend evidence-based arguments; and
- Practice disciplined and scholarly research skills while exploring relevant topics that appeal to their interests and curiosity.

COLLEGE BOARD ASSESSMENT AP Seminar (Year 1):

Team Project & Team Presentation	20% of AP exam score
Individual Research Essay & Presentation	35% of AP exam score
End-of-Course Exam	45% of AP exam score

REQUIREMENTS

Students must demonstrate self-motivation to actively engage in their own learning and complete all assignments, possess strong reading and writing skills, and actively participate in class discussion and activities.

PLAGIARISM

This course adheres rigorously to the AP Capstone Policy on Plagiarism and Falsification or Fabrication of Information: “Participating teachers shall inform students of the consequences of plagiarism and instruct students to ethically use and acknowledge the ideas and work of others through their course work. The student’s individual voice should be clearly evident, and their ideas of theirs must be acknowledged, attributed, and/or cited.

A student who fails to acknowledge the source or author of any and all information or evidence taken from the work of someone else through citation, attribution or reference in the body of the work, or through the bibliographic entry, will receive a score of 0 on that particular component of the AP Seminar

and/or AP Research Performance Task. In AP Seminar, a team of students that fails to properly acknowledge sources or authors on the Team Multimedia Presentation will receive a group score of 0 on that component of the Team Project and Presentation.

A student who incorporates falsified or fabricated information (e.g. evidence, data, sources, and/or authors) will receive a score of 0 on that particular component of the AP Seminar and/or AP Research Performance Task. In AP Seminar, a team of students that incorporates falsified or fabricated information in the Team Multimedia Presentation will receive a group score of 0 for that component of the Team Project and Presentation.” [CR4b]

IMPORTANT NOTES ABOUT DUE DATES, HOMEWORK, AND ABSENCES: There are several due dates in this course that are inflexible: namely, the due dates for performance tasks set by College Board. My expectation is that all required work will be uploaded to the digital portfolio at least 24 hours in advance of the final due date to prevent any last-minute technical difficulties and to enable a plagiarism check. All performance task presentations will be scheduled in advance, and it is imperative that students give these presentations when scheduled to do so; extensions will be granted in cases of emergency only. Additionally, all scheduled peer and self-reviews are inflexible due dates. If a student is unprepared for peer review, they cannot receive feedback from peers, although they may provide feedback to others.

HOMEWORK: Homework will be assigned frequently throughout the year. Working on the performance tasks during the second semester will require you to be self-directed, and you will need to work on your writing, research, and presentations outside of class. Lastly, you WILL need to work on these performance tasks over spring break as well in order to be prepared for our performance task 2 deadline at the end of April.

ABSENCES: THE FOLLOWING INFORMATION IS FROM THE COLLEGE BOARD'S GUIDE...

- If a student is unable to complete the Individual Research Report component of the AP Seminar Team Project and Presentation, the student would be ineligible to receive a score for the Team Multimedia Presentation because the presentation is dependent on all team members' individual research. As a result, the student would receive no score for the entire Team Project and Presentation.
- A student with extended absences may be removed from an AP Seminar team without consequence for the other students on the team, provided that all task instructions are followed to ensure completion of the Team Multimedia Presentation. However, teachers should attempt to accommodate students with extended absences as much as possible, using technology or other means to encourage participation, before considering dropping a student from a team.
- Students who don't complete the Individual Written Argument aren't eligible to receive scores in the individual Multimedia Presentation or the Individual Oral Defense.
- Students who submit any performance tasks as final but don't take the AP Seminar End-of-Course Exam will still receive an AP Seminar score unless they cancel their score by the published deadline (usually by mid-June). The student will receive a score of 0 for the End-of-Course Exam, which makes up 45% of the final AP Seminar score.
- It is acceptable for an AP Seminar student who hasn't completed one or more AP Seminar Performance Tasks to take the End-of-Course Exam.
- 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) 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.

EXCESSIVE ABSENCES (District Policy)

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 the administration.

TURNITIN.COM

- All students are required to register with the plagiarism/AI detection 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, and standard late work penalties will apply.
 - 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.
 - 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 of plagiarism/AI: 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, and the AI rate needs to remain under 10%. The use of AI is not permitted by College Board and will result in a failing grade.
- Blue/Green = no penalty
Yellow = requires a re-write for credit
Red/Orange = no credit

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.

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 grades up.

Participation (in the classroom or online) may be defined as the following:

Volunteering more than being called upon

Taking the lead when appropriate

Listening intently and responding appropriately

Remaining engaged in-class activity, whether it's seat work, group work, or lecture, as well as redirecting your group when the conversation drifts off-topic

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.

CELL PHONE/EAR BUD POLICY

Phones will be stored in the classroom daily unless instructed by the teacher. Earbuds should be removed prior to coming to class.

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.

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, and uploaded to turnitin.com when

required, on the due date, will be considered late. The late work penalty will be applied if the incorrect file is submitted to Turnitin.com, so you must take the added precaution of double-checking to make sure you are submitting the correct file.

Late Passes: Three late work passes for each semester will be given to each student. Use them wisely! If you give your passes to another student, you will forfeit the privilege to use late work passes for the rest of the year. Late passes can not be used for any drafts, quizzes, peer reviews, presentations, or final essay submissions. Unused late work passes will translate to 5 extra credit points at the end of the semester.

Penalties:

50% credit of total points, for C or better work.

NO LATE WORK WILL BE ACCEPTED THE LAST WEEK 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

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

GRADE CATEGORY WEIGHTS:

Practice/Homework	25%
Presentations	35%
Writing/Assessments	40%

Grades will be calculated using the standard grade scale:

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

SEMESTER GRADES 40/40/20

Quarter One – 40%

Quarter Two – 40%

Final Exam – 20%

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.

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

Introduction to QUEST & Entering the
Conversation
Refinement of skills
They Say, I Say by Gerald Graff

Selected Novels

Things Fall Apart by Chinua Achebe
The Water Dancer by Ta-Nehisi Coates

**An asterisk will indicate a unit of study containing sexually explicit materials per legislative definitions.*



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Site: Hamilton High School

Building Principal: Michael Delatorre, delatorre.michael@cusd80.com

Teacher: Audra Johnson, johnson.audra@cusd80.com

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
Introduction to QUEST & Entering the Conversation	<input type="checkbox"/>	<input type="checkbox"/>
Refinement of skills	<input type="checkbox"/>	<input type="checkbox"/>
They Say, I Say by Gerald Graff	<input type="checkbox"/>	<input type="checkbox"/>

Selected Novels	Acknowledge	Potential Conflict
Things Fall Apart by Chinua Achebe	<input type="checkbox"/>	<input type="checkbox"/>
The Water Dancer by Ta-Nehisi Coates	<input type="checkbox"/>	<input type="checkbox"/>

**An asterisk will indicate a unit of study containing sexually explicit materials per legislative definitions.*

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.