

Collegiate School of Medicine and Bioscience
AP English Language & Composition/ENG. 1100

Course Syllabus: Fall 2025/Spring 2026

Instructor's Information:

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Rm. 001

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Conference: by appointment; during study hall

Course Overview:

1. Strengthen the effectiveness of your writing through close reading and frequent practice at applying rhetorical strategies, analyzing information from source texts, and writing arguments.
2. Become a critical reader of predominantly nonfiction works, including expository, argumentative, analytical, and personal texts from various authors and time periods.

Course Information:

Course Title: AP English Language & Comp/English 1100- First-Year Writing

Course Description

Integrates critical reading, writing, and thinking skills and studies actual writing practices. Sequenced reading and writing assignments build cumulatively to more complex assignments. Includes formal and informal writing, drafting and revising, editing for correctness, synthesizing source material, and documenting sources accurately. Fulfills 3 hours of the General Education requirement for Communicating Skills. Does not count toward the major in English. **This course will be taken for college credit through University of Missouri St Louis or for Advanced Placement credit by taking the AP Literature and Language exam in May.**

ACP v. AP

- This course is offered for both Advanced College Credit (University of Missouri) or Advanced Placement Credit (AP)
- **ACP (Advanced Credit Program):**
 - In order to get ACP for the course, you must register for either both or one of the courses **ENG. 1100 (3 credit hours) or ENG 1200 (3 credit hours)** through University of Missouri-St. Louis by September.
 - **Eligibility:** 3.0 or better and a senior must maintain a C or better for both semesters
 - **Fees:** This course is eligible for **3 or 6 credits. 3 credits are \$180, 6 credits are \$360.** Saint Louis Public School District will pay for up to 2 ACP courses per school year (6 credits). You must maintain an A or a B for this payment.
 - **Credit:** Credit is gained once you successfully pass the course with me as your adjunct through the UMSL school system; transcripts will be available in June for transfer to your college.

- o **Scholarship:** 1-3 students are eligible for a scholarship for the course; if attending UMSL in the fall of 2018, a full scholarship can be awarded to the school (valued at \$15,000)
- **AP (Advanced Placement Credit)**
 - o **Credit:** This course was traditionally AP credit, meaning your chosen college or university could accept credit for this class if their criteria are met.
 - o **Eligible:** The AP exam is administered in May. While everyone in class is eligible to register for the exam, only students expected to prove success on the exam will be eligible to take the exam.
 - o **Fees:** A sitting fee is allotted for the exam (\$75). A \$15 deposit is required for those wanting to take the exam but will be returned at the time of the exam if eligible for Free or Reduced Lunch.

Teaching Philosophy:

One of the primary tenets of my teaching philosophy is to employ and implement methods that create a student-centered environment. I believe creating this type of environment allows students to be actively involved rather than being passive participants. Also, having a student-centered environment requires me to take on the role as the facilitator, which I believe is far more effective when I am engaging with students in the learning process. Placing my students at the center of their learning environment is imperative to the instruction they receive. As an English instructor, it is a primary goal of my instruction to help students see how language can be used to inform and persuade their perceptions of various things, and why it is important to think critically about these perceptions.

Primary Texts and Resources:

- *50 Essays: Portable Anthology*, 5th ed. Ed. Samuel Cohen. Bedford/St. Martin, 2016
- William M. Keith & Christina O. Lundberg, *The Essential Guide to Rhetoric. Handbook*
- *Civil Disobedience*, Henry David Thoreau
- *Language of Composition*, 3rd edition (ed. Shea, Scanlon, and Aufses)
- *AP Classroom*
- *5 Steps to a 5 AP English Language* (Murphy and Rankin)
- Turnitin.com https://www.turnitin.com/login_page.asp?lang=en_us

Course Objectives:

Students enrolled in this course will learn to:

- Adopt appropriate tone, voice, and level of formality
- Respond to the needs of different audiences
- Understand how genres shape reading and writing
- Understand a written assignment as a series of tasks
- Be aware that it usually takes multiple drafts to complete a successful text
- Understand the social and collaborative aspects of the writing process
- Learn to critique their own and other's' work
- Control such surface features as syntax, grammar, punctuation, and spelling
- Conduct college-level research using a variety of sources, both online and print
- Construct arguments supported by evidence
- Prepare for the AP English Language exam
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Classroom Norms and Expectations:

1. Be Present and Prepared

- Arrive on time and ready to work every day.
- Bring required materials (notebook, writing utensils, assigned readings, charged device).
- Complete all assigned reading and writing before class so you can actively participate.

2. Engage with the Material

- Actively participate in discussions, workshops, and group activities.
- Ask questions and share insights — your voice is an important part of our learning community.
- Approach texts with curiosity, even when the topic is unfamiliar or challenging.

3. Practice Academic Integrity

- All work must be your own — plagiarism, AI misuse, and unauthorized collaboration are prohibited.
- Always give credit to sources in MLA format unless otherwise instructed.

4. Respect the Learning Environment

- Listen attentively when others speak; avoid interrupting.
- Use technology responsibly and only for class-related purposes.
- Treat classmates, teacher, and differing opinions with respect.

7. Think Critically

- Evaluate texts for purpose, audience, tone, and rhetorical strategies.
- Support your arguments with evidence, analysis, and clear reasoning.

8. Challenge Yourself

- Be open to reading and writing beyond your comfort zone.
- Take intellectual risks in your work — growth comes from pushing boundaries.

9. Prepare for the AP Exam

- Participate in timed writings, multiple-choice practice, and exam-style assignments.
- Take practice seriously — these activities are your rehearsal for success in May.

10. Take Ownership of Your Learning

- Seek help when needed — don't wait until a problem becomes overwhelming.
- Keep track of assignments, deadlines, and your own progress.
- Remember: this course is about building skills that will serve you far beyond the AP exam.

The ACP/English 1100 course is designed to help students become skilled readers and writers through engagement with the following course requirements:

Reading, Analysis, and Observation:

The student will, as a result of direct and continuous instruction before, during, and after every reading event:

- Reading nonfiction (e.g., essays, journalism, science writing, autobiographies, criticism) selected to give students opportunities to identify and explain an author's use of rhetorical strategies and techniques.
- Understand not only the basic meaning of a work but also nuances and subtexts conveyed by connotative language and structures of argument.

Note: All course readings are selected on the grounds of their ability to illustrate important rhetorical and writing techniques

Writing:

The student will, as a result of direct and continuous instruction before, during, and after every writing event:

- Develop the ability to write essays in "pressure" situations, such as those provided by the AP exam.
- Utilize rhetorical structures and diction to enhance clarity and persuasiveness.
- Develop an ability to incorporate an argumentative format in the traditional forms of writing--that is, to write with an "argumentative edge" not only in expository essays, but in narrative and descriptive pieces as well ("argument" being defined as a basic point or distinct opinion);
- Practice strategic manipulation of patterns.

Revision Process:

The student will be expected to participate and engage in the following:

- Focus on developing the style, structure, and organization of their writing.
- Use a variety of transitions, graphic organizers as well as various rhetorical structures to develop a coherent and intellectually stimulating essay

Supplies and Materials:

Students will be required to keep all handouts, in class assignments, homework, essays, revisions, and tests as a type of portfolio to demonstrate growth and improvement throughout the course of the year. In order to stay organized they will need the following supplies:

- Three-ring binder with dividers or three-subject notebook with pocket folders
- Loose leaf paper
- Black or blue pens
- Highlights
- Pencils
- A book of your choice for independent reading – see list [AP Nonfiction Reading List.pdf](#)

Assignments and Homework:

Students are expected to complete all in-class activities, participate in class discussions, group/cooperative activities, and homework assignments. Late or missing work will receive deduction in points up to 7 days after the due date of assignments. Home

Note: It is the responsibility of each student to obtain any notes, in-class assignments, homework assignments from the course's Teams page, or from the instructor in the event of an absence(excused) order to complete any makeup work. Make-up work (for excused absences only) will be accepted up to **one** week after the assigned due date. Assignments will not be accepted after this deadline.

Grading Procedures:

Your grade will be composed of the following:

- **Classwork** (Class Activities, Rough Drafts/Outlines, Socratic Seminar Discussions): **Weight – 30%**
- **Homework** (AP Exam Review (daily videos); assigned reading activities): **Weight – 15%**

- **Assessments** (Major Writing Assignments (final drafts) AP Unit Tests; Projects): **Weight – 40%**
- **Participation** (FRQ/MCQ Progress Checks; Peer Review): **Weight – 15%**

Semester exams for this course are weighed at 10%.

Grading Scale:

90-100%	A	Excellent Performance
80-89%	B	Good Performance
70-79%	C	Average Performance
60-69%	D	Not Mastering Concepts
0-59%	F	Unsatisfactory Performance

FIRST SEMESTER

Assignments:

The basis of this class is the writing of essays on various topics, some of which are set and some of your own choosing. The final research project will be on a topic of your choice per instructor's approval.

There are **EIGHT** major writing assignments given for this class over the course of the year. More detailed instructions for each essay will be distributed on Google Classroom.

1. **Narrative Analysis:** A personal essay that analyzes a particular event(s) that has occurred in your life. This essay should be roughly 2-3 pages (approximately 350-500 words) and will be worth 50 points. **(TBD)**
2. **Rhetorical Analysis:** An essay that uses sensory details to convey an impression of a person, place, or thing. The essay must analyze why these details convey this message/impression. This essay should be roughly 1 1/2-2 pages (approximately 250-350 words) and will be worth 50 points. **(TBD)**
3. **Rhetorical Analysis:** An essay that places, people, things, or ideas into categories. The essay must analyze why these elements are placed into particular categories. This essay should be roughly 2 pages (approximately 250-350 words) and will be worth 50 points. **(TBD)**
4. **Rhetorical Analysis/Argument:** Revision essay. This essay should be roughly 3 pages (approximately 750 words) and will be worth 75 points. This essay will be a part of your semester exam. **(TBD)**

SECOND SEMESTER

5. **Compare/Contrast (Synthesis):** An essay that focuses on the similarities and differences between two things. This essay should be roughly 3 pages (approximately 750 words) and will be worth 75 points. **(TBD)**

6. **Process/Directions:** An essay that tells the reader how to do something. This essay should be roughly 2 pages and will be worth 50 points. **TBD)**
7. **Definitive Argument:** An essay centered around the meaning of a term or idea. This should be structured as an argument that is supported by evidence. This essay should be roughly 3 pages and will be worth 75 points. **TBD)**
8. **Annotated Bibliography (Synthesis):** Students submit a completed Research Portfolio with four organized sections including: 1. Defining an Area of Investigation, 2. Gathering and Analyzing Information (**Annotated Bibliography**), 3. Drawing Conclusions, and 4. Reflection. Students write a **one-page** synthesis of your developing perspectives derived from the research you found. Students draw on the research evidence collected to express an evidence-based perspective about their problem-based questions. In this project, you will develop an argument supported by research on a topic of your choice and synthesize the evidence from your research. Over the course of the year, we will study research skills, including how to find, evaluate, and cite sources, how to use those sources effectively, and how to maintain an argument and to synthesize the information from your research. This portfolio project will be worth 100 points and count as the final project for this course. **(TBD)**

Expectations for submitting required work:

- Submitted work will be typed, double-spaced and submitted in print, electronically, etc.
- Written work must adhere to the style of the discipline: MLA, APA, Chicago Style, etc.
- Written work will be evaluated for composition and grammar.

Late Work

- All assignments must be completed and meet the expectations to receive a passing grade.
- Assignments must be submitted on the designated due dates. Classwork, homework, and major writing assignments must be submitted on the due date unless an extension has been granted or arranged.
- Otherwise, there will be a **20% deduction** on all late assignments.

Academic Honesty

Cheating includes, but is not limited to, the passing of answers on quizzes and tests; receiving or transmitting specific information about questions on a test; the lending or copying of homework.

Plagiarism is the use of another's words or ideas as if they were one's own. To avoid plagiarism when using another person's thoughts, the writer must acknowledge the origin of the ideas and use quotations marks to indicate borrowed language. Within the context of a specific class, a writer may ordinarily incorporate into her/his paper ideas discussed in that specific class without crediting the teacher or fellow students. Published material including passages and ideas from handouts and class texts must always be acknowledged and referenced.

Technology Use: Guidelines for Artificial Intelligence (AI) Use:

AI can enhance student learning experiences and support the achievement of learning objectives. Student use of AI tools will have a focus on using them to take ownership of their learning and development. We value student agency in SLPS and seek to foster a collaborative learning environment with the use of technology and technology tools and applications.

AI tools will only complement, not replace, human instruction and support. As such, the use of generative AI tools (e.g., ChatGPT, Dall-e, etc.) is permitted in St. Louis Public Schools for the following activities:

- Brainstorming and refining ideas.
- Fine tuning research questions.
- Finding information on a topic.
- Drafting an outline to organize thoughts.
- Checking grammar and style.

The use of generative AI tools is not permitted in this course for the following activities:

- Impersonating you in classroom contexts, such as by using the tool to compose discussion board prompts assigned to you or content that you put into a formal class assignment/project.
- Completing group work that your group has assigned to you, unless it is mutually agreed upon that you may utilize the tool, and clearly defined by the instructor which components may use such technology.
- Writing a draft of a writing assignment.
- Writing entire sentences, paragraphs, or papers to complete class assignments.

Students are responsible for the information submitted based on an AI query. Student use of AI tools must be properly documented and cited. Any assignment that is found to have used generative AI tools in unauthorized ways will be subject to disciplinary actions, including but not limited to assignment resubmission, assignment failure, or course failure. If in doubt about permitted usage, please ask for instructor clarification.