

Collegiate School of Medicine and Bioscience
AP Language and Composition/ Eng. 1100 First-Year Writing(ACP)
(B Days)

Course Syllabus 2019-2020

Instructor's Information:

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Conference availability: by appointment and 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: 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.
 - o **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.

Course Texts:

- *The Language of Composition: Reading, Writing, Rhetoric.* Shea, Scanlon, Aufses. Second Edition
- *50 Essays: A Portable Anthology.* Cohen, Samuel. New York, NY: Bedford, Freeman, & Worth High School Publishers, 2017.

Course Objectives:

Students 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

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: It is possible that at some point in the semester we will read material that offends you in some way. 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 pattern;

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
- Loose leaf paper
- Black or blue pens
- #2 pencils
- Two book selections from the AP Language & Composition nonfiction reading list for independent reading

Assignments and Homework:

Students are required to complete the Do Now activity every day, participate in class discussions, group work, cooperative activities, read aloud activities, and homework assignments. Late or missing work will not be accepted from students who were in class, but not utilizing their time wisely. Binders will be assessed bi-weekly and should be organized (by either tabbed dividers or labeled construction paper) in this manner:

- **Classwork** (Do Now Activities, Participation, Peer-Review activities)
- **Homework** (Close-Reading activities, Reflections/Summaries)
- **Major Writing Assignments** (Final Drafts)
- **Assessments** (Rough Drafts, Handouts, AP Multiple Choice questions, Timed-writing activities [FRQ's 1,2, &3])
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Note: These binders will also be reviewed periodically to check for understanding and quality. Keep your work organized and complete. All handouts and due dates for assignments, tests, and essays will be available for viewing on the Google Classroom page. It is your responsibility to obtain any notes, in-class assignments, homework assignments from the Google Classroom page, or from the instructor in order to complete any makeup work. Makeup work (for absences only) will only be accepted up to one week after the assigned due date. After this time, you will no longer have an opportunity to submit.

Grading Procedures:

Your grade will be comprised of the following:

Classwork (Do Now, Exit Slips, Writing Activities)	10%
Homework (Close-reading activities,)	10%
Major Writing Assignments (untimed)	45%
Assessments (Unit Exams, AP assessments, Vocabulary/Grammar Quizzes, Peer Review)	35%

	100%

Semester Exam	20%**

** All of the assignments in these categories will account for 80% of the overall grade for this course. The grades for the assignments in these categories are cumulative.*

*** The semester exam will account for 20% of the overall grade for this course.*

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

Classroom Rules:

In order to create a safe and constructive learning environment, I have adapted only two rules for my classroom. You will define these rules during the first weeks of school. As students I believe you should take ownership of your actions; therefore, you must define these rules and give them meaning in our classroom. The rules are as follows:

1. Do Your Work
2. Mind Your Manners

As always, you must abide by all school rules and regulations in my classroom as well.

Classroom Norms and Expectations:

Entering the classroom: When we enter the classroom, we should do so quietly. It is the expectation that you simply find your seat and begin the Do Now. Know now that your seat is subject to change, so be prepared to be adaptable in that process and follow this expectation quickly.

Do Now: Students will respond to a Do Now prompt at the beginning of each class. The expectation is that this will be done silently and thoughtfully. You will be graded on your response to the Do Now activity.

BBC: All assignments, classroom objectives, and activities will be written on the whiteboard or the Promethean board before each class. We will read these objectives and be mindful of homework and assignments at all times.

Note taking: You will be expected to take notes throughout the course of a class, especially when specifically instructed to do so.

Communication: At all points, any communication in this class will be respectful. All communication pertaining to classwork and assignments will verbally communicated and posted Google Classroom. If you need to contact in order to discuss a concern something pertaining to class, and/or you need to request a conference with me, this must be done via email.

Movement & Transitioning: Unless we are moving into collaborative activities or you are told to get up to retrieve books, technology and/or other classroom items, you should remain seated throughout the class. When teachers or guests are presenting information or conducting a lesson, it is especially important that you remain seated. When moving into cooperative learning groups or retrieving items throughout the room, the expectation is that you must do so quickly and quietly. This is to ensure maximum instructional and enrichment time. The better you can do this, the more engaging the activities will become.

Cooperative Learning Groups: It is essential that you maintain a reasonable volume while working in groups and that you are absolutely productive. Your cooperation in these groups will be included in your grade.

In Class Work: In class work will include a variety of things: enrichment activities, vocabulary, revision, reading, etc. These activities will be given and expected to be finished in class. It is at the discretion of the instructor to extend the however, if you do not use your time wisely, this work must be completed at home and returned the following class period. There will be a 10% deduction in your grade, if you do not complete your assignment(s) in class.

Homework: Homework will be assigned according to weekly readings. Close-reading with annotations will be the bulk of the homework assignments you

receive in this class. Homework allows you to practice newly learned skills and will be a substantial part of your grade.

Technology Use: The use of the Chromebooks in my class are a privilege not a right. Please be aware and adhere to the procedures for checking in and and checking out Chromebooks.

Dismissal: Never get out of your seat early and plan to leave before you are dismissed by me.

Consequences:

Intentionally violating expectations deserves consequences since all students are expected to maintain high expectations for themselves. I view all students with respect, assume you to be a developing young adult, and believe that you are mature unless you prove otherwise.

Expectations for submitting required work:

- Submitted work will be typed, double-spaced and submitted in print or electronically.
- Submitted work must adhere to the style of the discipline: MLA guidelines

Late Work

- All assignments must be completed on time and meet all of the requirements in order to be reviewed by the instructor for a grade. Otherwise, all unsubmitted work will receive a **ZERO**.
- There will be a **20% deduction** on **ALL** late assignments. Late work will only be accepted up to one week after the assigned due date.

Academic Honesty

Cheating includes, but is not limited to, the passing of answers on quizzes and tests; receiving or transmitting of 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.

Tentative Course Unit Schedule:

The instructor reserves the right to alter the class unit schedule at her discretion. All assignment sheets will be uploaded to Google Classroom.

1st Semester

1st Quarter-: August, September, Mid October

Unit 1: Close-reading- Finding claims and textual evidence

Unit 2: Developing Proficiency- Claims and Evidence

Unit 3: Advancing an Argument-Crafting a Thesis Statement

2nd Quarter- October, November, December

Unit 4: Power of an Argument- Crafting Introductions and Conclusions

Unit 5: Coherence of an Argument- Word Choice

2nd Semester

3rd Quarter- January, February, March

Unit 6: Synthesizing an Argument- Biases and Limitations

Unit 7: Source Evaluation- Nuance, Complexity, and Contradictions

4th Quarter: March, April, May

Unit 8: Skills Review- Understanding and Analyzing a Claim

Unit 9: Skills Review- Making a Claim; AP Exam Review