

Welcome to a new school year at Dawson High School. I am excited about this challenging and fulfilling course. Please read the following information about the class.

Course Description:

AP Language and Composition “engages students in becoming skilled readers of prose written in a variety of rhetorical contexts and in becoming skilled writers who compose for a variety of purposes.” Students’ reading and writing should make them “aware of the interactions among a writer’s purposes, audience expectations, and subjects as well as how the generic conventions and the resources of language contribute to effectiveness in writing” (The College Board, English Language and Composition description).

The AP English Language and Composition course is designed to help students become skilled readers and writers through engagement with the following course requirements:

- Composing in several forms (e.g., narrative, expository, analytical, and argumentative essays) about a variety of subjects
- Writing that proceeds through several stages or drafts, with revision aided by teacher and peers
- Writing informally (e.g., imitation exercises, journal keeping, collaborative writing), which helps students become aware of themselves as writers and the techniques employed by other writers
- Writing expository, analytical, and argumentative compositions based on readings representing a variety of prose styles and genres
- 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
- Analyzing graphics and visual images both in relation to written texts and as alternative forms of text themselves
- Developing research skills and the ability to evaluate, use, and cite primary and secondary sources
- Conducting research and writing argument papers in which students present an argument of their own that includes the analysis and synthesis of ideas from an array of sources
- Citing sources using a recognized editorial style (e.g., Modern Language Association, The Chicago Manual of Style)
- Revising their work to develop
 - A wide-ranging vocabulary used appropriately and effectively;
 - A variety of sentence structures, including appropriate use of subordination and coordination;
 - Logical organization, enhanced by techniques such as repetition, transitions, and emphasis;
 - A balance of generalization and specific, illustrative detail; and
 - An effective use of rhetoric, including tone, voice, diction, and sentence structure.

The College Board has defined its AP Equity and Access Policy in our English Language and Composition course description, which I encourage each of you to read and understand. Please note that “[t]he College Board strongly encourages educators to make equitable access a guiding principle for their AP programs by giving all *willing and academically prepared students* the opportunity to participate in AP,” and “[t]he College Board also believes that all students should have access to academically challenging course *work before* they enroll in AP classes.” (From The College Board –Course Description ©2014)

For further details regarding the skills needed to be successful in this course and on the AP exam, please use the online course description as a reference. You can access the most current course description at <http://apcentral.collegeboard.org>

Writing Process:

This class uses a portfolio system consisting of a working portfolio. Portfolios are commonly used in the professional world, and keeping one will help you learn to assess your strengths and weaknesses, create self-made goals, select strategies to reach those goals, and then reflect on your progress as a writer. Your working portfolio is a writing folder you will keep in class and use to store all of your writing, including tests, timed writes, and online files. Processed essays will go through multiple revisions, and the expectation is that students produce polished, error-free final drafts. **Final drafts which demonstrate a lack of processing are unsuccessful and will receive an automatic score of 40 or lower.**

AP Exam:

Advanced Placement English Language and Composition (APLAC) is designed to help you pass the AP Test on May 10, 2022. Every student expected to take the test. A score of a 3, 4, or 5 could earn college credit worth thousands of dollars in tuition in a few years. It is well worth it.

Course Focus:

In this class it is important for you to become what the College Board calls a “citizen rhetor” and to learn to look beyond the boundaries of your own world. In order to be true critical thinkers, and in order to have the broadest knowledge base from which to draw for an argument, you must know what is going on the world at large. You need to keep up with the news (from internet, television, podcasts, documentaries, or print sources) because it might be pertinent to our classroom discussions.

Course Assignments:

Assignments count either as daily grades or major grades. You can expect roughly one daily grade per week, and one major grade about every two weeks. **The expectation is that all students complete all of their work, all of the time. Students who fail to meet this expectation will be required to attend mandatory tutorials per PISD policy.**

Daily grades include classwork, homework, and quizzes. There is **NO LATE WORK ACCEPTED for daily grades.** Daily grade assignments which are partially completed or incomplete are not accepted, and do not receive any credit. **Additionally, this partially complete or incomplete work may NOT be reassessed.** Expect an average of 2 daily grades per week. **Do not expect everything you do to be a grade.** Some things are done just for the pleasure of learning and/or practice. The teacher reserves the right to give pop quizzes, as needed, on all homework assignments, including reading assignments.

Major grades include writing assignments (paragraphs, timed writings, essays) and tests (written analysis, close reading, and vocabulary). Expect 4-6 major grades per nine weeks. Usually tests and in-class timed writings need to be made up within three tutorial opportunities (specific deadlines will be posted on Canvas). Major essays/projects are DUE on the due date. Essays are due submitted to Canvas by the due date, regardless of student absences, or they are considered late. If you have technical difficulties, you **MUST** contact your teacher via Canvas **BEFORE** the deadline to negotiate your situation for appropriate credit. At times, you will also be required to print out essays and bring them with you to class. **If any assignment is due printed, then it is considered late if you do not bring the printed copy with you to class. Points will be taken off for late major grades (25 the first day late, 50 the second day, and it will be a ZERO on the third day).**

Classroom Expectations:

While in class, your behavior should reflect these seven guidelines:

1. Be Respectful. (Do not talk while I am talking; use proper language; do not touch anyone’s belongings, including mine!)
2. Be on Time. (Be sitting in your correct seat when the bell rings.)
3. Be Prepared. (Have all required materials and be ready to learn!)

4. Be Accountable. (You are responsible for yourself and your actions!)
5. Be Productive. (Be helpful, encouraging, and positive.)
6. Be an Advocate for Yourself. (Communicate when necessary: the good, the bad, the ugly, the beautiful.)
7. Be Present and Mindful. (Unless directed by proper authorities, all electronic devices, including cell phones, smart watches, ear buds, and laptops/tablets, are in backpacks!)

Course Procedures:

- **Absences-** Class attendance is crucial to the APLAC curriculum. Avoid scheduling appointments that would conflict with this class. Work that is due on the day of a school-sponsored field trip (sports, band, dance) must be given/submitted to me before you leave on that field trip, competition, etc. If a student misses class, he or she is responsible for ALL work missed. **The student is responsible for visiting Canvas and completing the work that is posted before returning to class.** Specific instructions are posted every day on Canvas. **Before asking the teacher what you missed the day you were absent, visit Canvas and ask two friends, then ask for any clarification.**

Students have one class day per excused absence day to complete make-up assignments. Teachers may consider extenuating circumstances of individual students and allow more time to complete the assignment(s). Students who will be absent for three or more calendar days may request assignments through the counseling center. Students who fail to make up an assignment within these guidelines will receive a grade of zero (0) on the assignments. **It is the student's responsibility to find out what assignments were missed during his/her absence. The teacher will not seek out the student to remind them of missed work. Again, the student is responsible for visiting Canvas and following make-up work instructions.**

- **“Coming of Age” Pass-** Students will have the opportunity to earn one pass per nine weeks. This pass allows the student to either drop their lowest daily grade or bump their term average up by one point, whichever is most beneficial to their overall term average. This is the only form of “extra credit” offered in this class. Only one pass can be used per term.
- **Re-assessment policy-** Students will have a period of **THREE** school days from the day the grade is posted in Skyward or returned to the student to retake a similar test, quiz, or daily grade assignment that they receive a failing grade on. **Test corrections will not be counted as re-assessments.** Students must attend tutorials before re-assessing within the three-day window. The highest grade the student can earn to replace the failing grade is a 70. The teacher reserves the right to adjust the highest grade above 70 depending upon assignment. If the student earns another failing grade, the higher of the two grades will be given. The student is only given ONE retake opportunity. Points deducted for late work cannot be regained through reassessment. Unsubmitted daily assignments cannot be reassessed.

Re-assessment is not allowed for major grades, including processed papers, completed over time or in multiple drafts. Students are expected to attend weekly tutorials for assistance during these assignments. Re-assessment will not be allowed for semester exams as those are comprehensive in nature. **A Pre-AP or AP student may only request to retake TWO major grade re-assessments per nine-week grading period. There is not a limit for daily assignments (DHS Student Handbook).**

- **Tardies-** I will send you to the tardy station if you are not in the classroom with your materials when the bell rings.
- **Food/Drink** – Until you lose the privilege, food, water, and gum are allowed. Be neat. Be discrete. (And share with the teacher!)
- **Prohibited Items** – Keep all your prohibited materials (phones, tablets, etc.) at home or concealed in your backpack or locker. **IF I SEE THEM I WILL TAKE THEM UP.**
- **Tutorials:** My official tutorials are set by the campus administrator and posted on my classroom door. Additional tutorials times may also be offered.

- **Substitutes:** When I am not in class, the same procedures and rules apply. Substitutes always know everything about how the class works. Be on your best behavior with substitutes. Any names written down by substitutes will receive an hour of detention.
- **Errands/Grooming:** Please take care of all phone calls, locker trips, getting an admit from the attendance office, buying an ID, bathroom breaks, grooming activities (applying makeup, brushing your hair), etc. in between classes. Bathroom breaks are for emergencies only; **no students will be allowed access to their phone or visit the bathroom on a test or quiz day.**

Netiquette:

Communication:

- Make sure to include your full name, class, and class period when sending me a message on Canvas or via email. If you have a question about a specific assignment, make sure that you include the assignment name.
- Use correct grammar, spelling, and professional language in your communications with the teacher and your classmates.
- If you wish to communicate privately with the teacher, use either the teacher's email or your Canvas message center.
- If you have a technical difficulty, notify me immediately via Canvas messenger, and then notify Tech Support and submit Technical Support Ticket. Do not email me. I will not see it in time to help you.

Course Supplies:

Students should buy these for their own personal use. They should be brought to class every day.

1. 2”binder with dividers (REQUIRED)

Set up binder dividers as follows:

- Warm-Ups
- Handbook – You only have one “Woobie.” Keep it ready for everyday use.
- Anthologies – class reading (in order of date with most recent on top)
- Mentor Sentences
- Handouts / Notes / Instructions – (in order of date with most recent on top)

2. 1 folder (REQUIRED)

3. College Ruled Notebook Paper

4. Black and dark Blue Pens (no colored—bright blue, pink, red, green—pens or pencils allowed on essays or homework.)

5. Expect a fee for the AP exam later this year. This will be paid through AP Classroom.

AP Classroom:

Students are required to enroll in their class period's AP Classroom using the join code provided via Canvas. They will be assigned practice activities and assessments to help prepare them for the upcoming AP exam. Additionally, AP Classroom is where you will pay the fee for the AP exam.

Request to Change Course Level:

Students may request a schedule change to academic English III during the 6th week of each semester. To be considered, students must be making less than a 75 and have made a sincere effort to succeed. Teachers are required to inform the schedule change committee if students have failed to attend tutorials and/or have missing assignments or excessive absences. If a schedule change is denied for the 1st semester, students will remain in the class until the end of the semester.

Plagiarism/Cheating/Homework/Helping/Working Together:

Unless you are notified otherwise, ALL assignments are individual assignments. Your work cannot show evidence or reflection of anyone's work but YOURS. Any written assignment given for homework follows the same guidelines. Consider everything in this class to be individual work unless it is officially written in the directions for you. **Discussing a test or quiz you have taken with another student taking the course who has not yet taken the test or quiz is cheating and will be treated as such.** The following honor code applies to every class assignment; signing the statement below indicates you have read, understood, and abide by this policy for every assignment you turn in. Any assignment that violates this code will be considered cheating.

Please review the official DHS Cheating and Plagiarism Policy from the Dawson Parent/Student Handbook 2021-2022:

Academic Dishonesty

Academic dishonesty is any form of cheating and/or plagiarism which results in students giving or receiving unauthorized assistance in an academic exercise or receiving credit for work which is not their own.

Cheating includes, but is not limited to the following:

1. Using any sources not authorized by the teacher (textbooks, notes, the work of other students, etc.) to complete examinations or other assignments.
2. Using unauthorized electronic equipment (including cell phones) during an examination or other assignment.
3. Altering or tampering with grades

Plagiarism includes, but is not limited to the following:

1. Using the ideas and/or words of another person without giving that person appropriate credit;
2. Representing another's artistic or scholarly works as your own
3. Submitting a paper purchased from a paper research service, including the Internet
4. Using undocumented Web sources

Other specific examples of Academic dishonesty

1. Allowing another student to copy from your paper
2. Knowingly giving your homework, term paper or other academic work to another student to plagiarize
3. Having another student submit any work under your name
4. Lying to improve your grade
5. Stealing tests, assignments, or answer keys
6. Forging signatures on documentation
7. Collaborating without the permission of the teacher
8. Providing material or information to another person with the knowledge that such aid could be used in any of the violations stated above.

CONSEQUENCES:

Consequences are outlined below:

- **Daily Grade**
 - o First infraction: Zero(0) on assignment; Two (2) hours Detention Hall; Notification of parent by teacher
 - o Second infraction: Zero(0) on assignment; Referral to Assistant Principal; Six (6) hours Detention Hall; Notification of parent by teacher and Assistant Principal
 - o Repeat infractions: Zero(0) on assignment; Referral to Assistant Principal; Three (3) day assignment to ISS; Notification of parent by Assistant Principal; Conference with student, parent, and teacher
- **Major Grade**
 - o Zero (0) on assignment
 - o Office referral and detention or ISS assigned, depending on level of infraction
 - o Opportunity for retake is forfeited

- o Removed from National Honor Society, National Junior Honor Society and any other Honor Society that is an organized school program.
- o Additional consequences for repeat infractions
 - Weighted GPA is removed (Advanced Academics)
 - Must take final exam (Not allowed to exempt)
 - Findings of **academic dishonesty** reported on college application

*The zero may not be dropped and must factor into the term average

Student/Parent AP Language and Composition Acknowledgement

***** **PLEASE SIGN EACH LINE AND RETURN** *****

_____ I have read the entire APLAC Student Syllabus, including the Course Description, Course Assignments, Expectations, Procedures, Netiquette, Supplies, and the Plagiarism Policy.

_____ I understand the rigorous nature of this course. I am up for the challenge. I understand there is **NO late work for daily grades** and substantial points taken off for major grades (50, 25, 0). I am prepared to do all homework and learn what is needed for me to be successful in this course and on the AP test.

_____ I understand that I may be asked to view videos in YouTube. I am aware that I need to disable the automatic play feature that allows the next video to play because my instructor cannot be responsible for content other than the assigned video.

_____ I understand the class rules.

_____ I am fully aware of the Cheating/Plagiarism policy here at Dawson High School and will comply with the above objectives throughout the remainder of this school year. Should I choose to abuse this policy, I understand the consequences that will proceed. I understand that this is my warning and any infractions will be punished. I understand if I am caught cheating, my teacher will notify National Honor Society and coaches/club sponsors.

_____ I understand that if I turn in work that was not labeled group work, it is individual work. As individual work, it should not be done in groups, it should look different from every other student's work.

_____ I understand all major papers and projects are due on the due date and cannot be reassessed. Long term assignments will have points taken off if they are not turned in during your class period. School approved absences are not an excuse. A mother's note is not an excuse. A doctor's note of severe illness will be taken under consideration.

_____ I understand that I am the author of my own ideas. I understand that writers on the internet, in books, magazines, and other print media are the authors of their words and their ideas. I understand if I use the thoughts or ideas of another author, I need to give credit to the author. Giving credit to the author includes putting quotes around the idea and using parenthetical documentation and creating a works cited. I understand if these steps are not taken and I still use the thoughts or ideas of another author, this is PLAGIARISM and will be punished.

_____ I understand that all course work is posted on Canvas, including due dates and digital copies of course materials. **Copies are due when you walk into the classroom; if you do not have your copy, you have not completed the assignment, and your work is treated as being late.** Reminders will be sent through Canvas. To receive those reminders, I will appropriately set up my notifications in Canvas.

_____ I understand I must enroll in the AP Classroom for AP Language and Composition using the appropriate join code so that I can participate in practice activities and pay for my AP exam.

Student Name _____ **Student Signature** _____ **Date** _____

_____ Parent(s): I understand that all course work is posted on Canvas. My student has shown me the class site and discussed the features with me.

Parent Name _____ **Parent Signature** _____ **Date** _____