

Collegiate School of Medicine and Bioscience
Course Syllabus- SY22-23

Instructor: Chandra Alford

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Course Title: AP English Language & Comp./ENG. 1100

Course Schedule: B- Days (T/TH/F)

5th Period: 8:05-9:27 a.m.

6th Period: 9:32-10:49 a.m.

Office Hours: Tuesday/Thursday (during Advisory period and by appointment only)

I. Introduction/Philosophy

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.

II. Overview

Course Overview

This course is structured to strengthen the effectiveness of students' writing through close reading and frequent practice at applying the knowledge and skills universities and colleges typically expect students to demonstrate in order to receive credit for an introductory college literature course and placement into a higher-level literature course. The AP English Language and Composition course aligns to an introductory college-level language and writing curriculum.

Course Description

The AP English Language and Composition course focuses on reading, analyzing, and writing about composition from various periods. Students engage in close reading and critical analysis of imaginative literature to deepen their understanding of the ways writers use language to provide both meaning and pleasure. As they read, students consider a work's structure, style, and themes, as well as its use of figurative language, imagery, and symbolism. Writing assignments include expository analytical, and argumentative essays that require students to analyze and interpret literary works.

This course is being jointly offered as a dual-credit via University of Missouri-St Louis and as an Advanced Placement via the AP College Board.

ACP vs. AP

This course is offered for both Advanced College Credit (University of Missouri-St. Louis) or Advanced Placement Credit (CollegeBoard)

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 1120 (3 credit hours)** through University of Missouri-St. Louis by September.

Eligibility: 3.0 or better and a senior; must maintain a B 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 Schools 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.

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)

Credit: This course was traditionally AP credit, meaning your chosen college or university could accept credit for this class if their criteria are met.

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.

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.

Course Objectives

The learning activities, assignments and exams in this course assess your mastery of these learning objectives:

- 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 and analysis

Course Texts

Shea, Renee, et al. *The Language of Composition: Reading, Writing, & Rhetoric*. BFW, 3rd Edition; Cohen, Samuel. *50 Essays: A Portable Anthology*. BFW, 5th Edition. Samuel Cohen; *The Essential Guide to Rhetoric. Handbook*.

Course Policies

Course Participation

To get the most out of this course, you will need to be an active participant and learner. The content of this course will be accelerated to address all of the course goals and objectives. Being prepared and engaging with the coursework is essential.

Attendance

Attendance will be taken during the first 5 minutes of each class period. It is imperative that each student is present during this timeframe, or they will be marked tardy or absent. A student's attendance is a imperative to their success in this course.

Academic Integrity

Collegiate School of Medicine and Bioscience expects all students to abide by ethical academic standards. Academic dishonesty—including plagiarism, cheating or copying the work of another, using technology for illicit purposes, or any unauthorized communication between students for the purpose of gaining advantage during an examination—is strictly prohibited. Collegiate's Academic Integrity Policy covers all school-related tests, quizzes, reports, class assignments, and projects, both in and out of class. The purpose of Collegiate's Academic Integrity Policy is to prepare students for the reality created by the technology explosion, for the world of college and beyond, where cheating and plagiarism have dire consequences.

Consequences:

Refer to the student handbook

Submitting Work

- Course work must be submitted in print or electronically via Teams or Norton Online. Assignments must be formatted using MLA guidelines.
- **Completion vs. Best Work:** the instructional goals of this course are to address the learning standards specified for this course and are grade-level specific. The assignments given are based on these standards, and student's performance will be assessed based on the mastery of these standards. Assignments will not be graded on completion but on the level of mastery reflected. The grades received on all assignments are not on completion but must reflect the best work of the student to show level of mastery.

Late Work Submission

All assignments must be complete and meet the expectations provided in the assignment details to be reviewed for a grade. Assignments must be submitted on the designated due dates. Otherwise, there will be up to a **20% deduction** on all late assignments (see breakdown below). **Late work will not be accepted nor graded after the assignment closes. Assignments will close 7 days from the original due date. Please be sure to observe ALL the assignment details provided in Teams.**

- 1-2 days late: 5% penalty
- 3-4 days late: 10% penalty
- 5-6 days late: 15% penalty
- 7 days late: 20% penalty

Assignment Feedback

In this course, getting feedback on your writing is a critical component to learning. Therefore, you will receive feedback on the majority of your writing assignments. More specifically, you will see feedback on two levels: the microlevel and macrolevel of writing.

- **Microlevel:** On this level of feedback, I will help you learn to identify and fix errors in grammar and mechanics. I will highlight patterns of error (but not every error in your writing) with the goal of getting you to spot and correct these errors in future writing. These errors may include comma mistakes, pronoun errors, subject-verb agreement, sentence structure, citation, and more.
- **Macrolevel:** On this level, you will receive feedback on what I consider “higher-order” writing concerns. These include issues surrounding the organization and development of ideas, thesis/main idea construction, depth of research, clarity, audience, and more.

As you learn throughout this course, the goal is that you will make fewer errors, learn to proofread your writing effectively, and become a more attentive reader and writer on various levels.

Assignments Breakdown:

Classwork (Writing Workshop, Reflections, Exit Slips)	25%
Homework (Annotations, Discussion Board Responses)	10%
Major Writing Assignments	35%
Assessments (Unit Exams, Presentations)	25%
Participation (Discussion Board Responses, AP Exam Review)	5%

Total: 100%

*The semester exams will be weighted at **20%** of the overall semester grade. The 1st semester

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

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III. Course Schedule – Fall Semester

All dates are subject to change, if needed by the instructor. The instructor reserves the right to alter the class schedule at her discretion. All assignment sheets will be uploaded to Microsoft Teams. Please remember to review the Course Policy section guidelines.

Week	Reading Assignments	Writing Assignments
1 8/23	Introductory Activities: AP Classroom Registration	
1 8/25	Introductory Activities – Syllabus Review	
2 8/30		
2 9/01		
2 9/02		
3 9/06		
3 9/08		
4 9/13		
4 9/15		
5 9/20		
5 9/22		
5 9/23		
6 9/27		
6 9/29		
7 10/4		
7 10/6		
7 10/7		
8 10/11		
8 10/13		
10/14	Quarter 1 Ends – No school on Friday, 10/14	
9 10/18		
9 10/20		
10 10/25		

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10 10/27		
10 10/28		

11 11/1		
11 11/3		
11 11/4		

Week	Reading Assignments	Writing Assignments
12 11/10		
13 11/15		
13 11/17		
	Thanksgiving Break: 11/21-11/25	
15 11/29		
15 12/1		
15 12/2		
16 12/6		
16 12/8		
17 12/13		
17 12/15		
18 12/20		
	Winter Break: 12/21/22- 01/03/23	

There are **EIGHT** Major Writing Assignments you are required to complete for this course. More detailed instructions for each writing assignment will be distributed on Teams. Drafts of the papers must be compiled in the portfolio review in the Class Notebook.

FIRST SEMESTER

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1. **Narrative Analysis:** A personal essay that analyzes a particular event(s) that have occurred in your life. This essay should be roughly 2-3 pages (approximately 350-500 words) and will be worth 50 points. **(due date 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. **(due date 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. **(due date 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. **(due date 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. **(due date 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. **(due date 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. **(due date TBD)**
8. **Research Project/Annotated Bibliography:** 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. Discarded Material. Students write a **one-page** synthesis of your developing perspectives derived from your research you found. Students draw on the research evidence collected to express an Evidence-Based Perspective about their problem-based questions. In this paper, 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 200 points. **(due date TBD)**

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