



2021-2022



CLASS IDENTIFICATION	MCC	OPS
Title:	English Composition I	AP English Language & Composition
Prefix/Section:	ENGL 1010	AP LANG
Credits:	4.50 Credits	2 Credits (1 per semester)

CONTACT INFORMATION

INSTRUCTOR NAME: Amanda L. Gutierrez
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ACADEMIC AREA: English

COURSE INFORMATION

MCC COURSE DESCRIPTION:

Students cultivate the critical thinking, analytical reading, and systematic writing practices that are foundational to college-level academic writing. Students are expected to expand their own knowledge, openly engaging with new and challenging ideas through reflection, analysis, and critique. Students practice expressing these complex ideas in multiple genres, focusing on expository and persuasive writing. Using writing as a process that includes planning, drafting, instructor and peer feedback, revision, and reflection, students compose 3 major thesis-driven essays and produce 15-18 pages of polished prose. Students will become self-aware, independent, confident writers who take ownership of their own writing process.

OPS COURSE DESCRIPTION:

AP Language and Composition is an AP course designed to engage students in the careful reading and critical analysis of, primarily, non-fiction works. The focus is American literature, poetry, and non-fiction. Through the close reading and use of other AP learning strategies, students will deepen their understanding of the ways writers use language to provide both meaning and pleasure for their readers. This course follows the College Board curriculum and involves extensive reading and writing. Course participants will be prepared, but not required, to take the Advanced Placement exam to earn college credit.

OPTIONAL DUAL ENROLLMENT:

Students in AP English Language and Composition have the option of enrolling for college credit. They can receive 4.5 credit hours for ENGL 1010, English Composition 1 through Metropolitan Community College.

COURSE PREREQUISITES:

Successful completion of English 3-4 or English 3-4 Honors.

MINIMUM TECHNICAL SKILLS:

Students are expected to be able to read and comprehend complex, college level texts; write fully developed extended essays using standard English and following writing conventions; and have strong analytical abilities. Students are also expected to access materials, participate in activities, and turn in assignments using various online tools, including but not limited to Teams, Sharepoint, Word, Infinite Campus, and Canvas.

COURSE OBJECTIVES:

Upon successful completion of this MCC dual enrollment course, students will be able to:

- Analyze course readings and other texts to develop awareness of audience, purpose, context, and genre
- Synthesize ideas from course readings, discussion, and experiences to explore rhetorical strategies that can be used in writing
- Develop plans for writing projects
- Create multiple drafts of essays
- Revise essays based on self-evaluation and feedback from others
- Apply commonly accepted standards of usage and mechanics
- Practice reflection throughout the writing process

Additionally, as part of the AP English Language and Composition curriculum, students will be able to:

- Explain how writers' choices reflect the components of the rhetorical situation.
- Make strategic choices in a text to address a rhetorical situation.
- Identify and describe the claims and evidence of an argument.
- Analyze and select evidence to develop and refine a claim.
- Describe the reasoning, organization, and development of an argument.
- Use organization and commentary to illuminate the line of reasoning in an argument.
- Explain how writers' stylistic choices contribute to the purpose of an argument.
- Select words and use elements of composition to advance an argument.

REQUIRED MATERIALS:

Cohen, Samuel, ed. *50 Essays: A Portable Anthology*. 5th ed., Boston: Bedford St. Martin's, 2017. Print.

Shea, Renee Hausmann, Lawrence Scanlon, and Robin Dissin Aufses. *The Language of Composition: Reading, Writing and Rhetoric*. 2nd ed., Boston: Bedford/St. Martin's, 2013. Print.

CLASS STRUCTURE:

This class will use discussions, lectures, readings, small group work, peer review, small group conferences, in-class writing, instructor conferences, and other hands on activities to approach the subject material. The three major components of the course are:

Reading: Many of the texts students will read and respond to are multi-layered and complex. Students will apply close reading strategies to texts (e.g. annotations, dialectical journals, graphic organizers) to further their thinking and writing. Most of the reading will be non-fiction, including essays, commentary or arguments, and other expository forms. Additional materials, such as a poetry, visual texts, and audio texts may be used as supplementary material. Disclaimer: Since this is a college-level course, the readings will be advanced in both content and complexity, and some materials may deal with controversial, political, or mature ideas.

Writing: Students will write in response to a variety of writing prompts, including three major writing projects. Each major writing project will be more challenging and complex than the last, and each project will come with several associated tasks that scaffold to a final draft. Students will engage often in revision and peer review as critical steps in the writing process. Students will receive feedback both from the instructor and their peer review groups for each major writing project. This requires a great deal of commitment from the writer and from the class, so everyone needs to engage in these workshopping meetings prepared to provide each other with generous, helpful feedback at each stage in this process.

Speaking & Listening: This is a seminar rather than a lecture course. Therefore, the success of this class depends on student engagement. Thoughtful discussion is an essential part of this class, and students will frequently work in groups of various sizes, which means they will need to be considerate of and attentive to others. Students need to keep up with the reading and to contribute to class discussions in the form of analytical comments or questions.

ASSESSMENT OF STUDENT WORK

TYPES OF ASSESSMENTS/ASSIGNMENTS:

Daily Journal Entries: Students will respond to a journal topic at the beginning of every class. The journal topics may be writing prompts, visual images, quotes, etc. that elicit critical thinking and written response from the students. The journal will directly relate to the current course topic or content and will serve as the anticipatory set to the lesson. Students will accumulate journal entries and submit them for grading at the end of each quarter.

Timed Writings: Students are regularly required to complete timed writing assessments by responding to a prompt under time constraints to simulate the AP exam environment. All of the prompts are generated from previous AP exams and include argument, analysis, and synthesis topics. The timed writings are integrated into the natural progression of the course, but only after students have learned the various essay formats, composed rough drafts, received feedback in the form of writer's workshops and one-on-one conferences with the teacher, and completed final drafts. Students will have the opportunity to reattempt a timed writing of their choice each semester. The type of essay for the timed writing will be the same, but the prompt will change. The timed writings will prepare the students to produce on demand, well-crafted essays in response to a prompt.

Major Writing Projects: Students will compose three genre specific, thesis-driven essays. Each essay assignment will focus on an essential question to spark curiosity and guide class reading, writing, and researching efforts. Each assignment will be formally introduced with an assignment sheet that identifies the rhetorical goal, the audience and rhetorical situation, the format and writing process, as well as the expectations for evaluation. Each of the three assignment presents a unique rhetorical challenge; students will be encouraged to use the writing process and critical reading, writing and thinking skills to present their answer to the essential question and address the rhetorical problem and create meaning for themselves and their audience.

- Quarter 1 Project: Profile or Concept Essay
- Quarter 2 Project: Argument Essay
- Quarter 3 Project: Evaluation of Rhetoric Essay

Readings: Students will read a variety of texts related to thematic concepts for each unit. Students will demonstrate close reading and understanding of the texts through various activities, such as higher-level questions, annotations, dialectical journals, graphic organizers, etc.

Discussions: Students will work collaboratively to share opinions, thoughts, and ideas on the assigned readings. Whether the discussions take place in small or large groups, all students will be expected to participate and to contribute to the learning environment. The majority of discussions will follow the Socratic Seminar method to encourage critical thinking and full participation.

Exams: Students will complete leveled assessments in the first three units of study to assess their developing knowledge of rhetoric, analysis, and synthesis. During the remaining units, students will complete past AP exams for practice with the skills necessary for both the multiple choice and free response sections. Additionally, students will complete district assessments, state assessments, and the AP exam.

AP College Board Exam: The AP Examinations are administered each year in May and represent the culmination of college-level work in a given discipline in a secondary school setting. The multiple-choice questions are scored by computer, while the free-response portions are evaluated by a team of skilled college professors and high school teachers who meet annually to score exams in their subject area. The involvement of college faculty at all levels of exam development and scoring ensures that the AP Exams truly reflect college-level achievement. Students who perform well can receive course credit and/or advanced standing at thousands of universities worldwide.

***Students are expected to take either the AP College Board Exam or the OPS End of Course Assessment.**

INSTRUCTOR FEEDBACK TO STUDENTS:

Throughout the school year, students will receive timely feedback on assignments and performance, including progress reports, quarter grade reports, and final grade reports. Students and parents can sign up for grade notifications on Infinite Campus.

GRADING POLICY:

All coursework and assessments are judged based on the level of student learning from “below basic” to “advanced.” This course will provide multiple opportunities to achieve at the “proficient” to “advanced” levels. Students are evaluated based on a proficiency scale or project rubric. Proficiency scales for this course are available upon request (teacher will identify location such as portal, teacher website, attached, etc.)

There are three types of coursework

- ***Practice*** – assignments are brief and done at the beginning of learning to gain initial content (e.g., student responses on white boards, a valid sampling of math problems, keyboarding exercises, and diagramming sentences, checking and recording resting heart rate). Practice assignments are not generally graded for accuracy (descriptive feedback will be provided in class) and are not a part of the grade. Teachers may keep track of practice work to check for completion and students could also track their practice work. Practice work is at the student’s instructional level and may only include Basic (2) level questions.
- ***Formative (35% of the final grade)*** – assessments/assignments occur during learning to inform and improve instruction. They are minor assignments (e.g., a three paragraph essay, written responses to guiding questions over an assigned reading, completion of a comparison contrast matrix). Formative assignments are graded for accuracy and descriptive feedback is provided. Formative work may be at the student’s instructional level or at the level of the content standard. Formative assessments/assignments will have all levels of learning – Basic (2), Proficient (3), and Advanced (4), which means that for every formative assessment/assignment, students will be able to earn an Advanced (4). Teachers will require students to redo work that is not of high quality to ensure rigor and high expectations. The students score on a formative assessment that was redone will be their final score.
- ***Summative (65% of the final grade)*** – assessments/assignments are major end of learning unit tests or projects used to determine mastery of content or skill (e.g., a research paper, an oral report with a power point, major unit test, and science fair project). Summative assignments are graded for accuracy. Summative assignments assess the student’s progress on grade level standards and may not be written at the student’s instructional level. Summative assessments/assignments will have all levels of learning – Basic (2), Proficient (3), and Advanced (4), which means that for every formative assessment/assignment students, will be able to earn an advanced (4).

OPS Grading Scale 2017-2018	
A	3.26 – 4.00
B	2.51 – 3.25
C	1.76 – 2.50
D	1.01 – 1.75
F	0.00 – 1.00

Missing Coursework

Work not turned in at all will be recorded in Infinite Campus (district grade book) as an M for missing which calculates to a score of zero.

Redoing/Revising Coursework

Students may be allowed redos and revisions of coursework for full credit during that unit of study based upon the teacher’s professional judgment and evidence collected throughout the unit. Scores for student work after retaking, revision or redoing work will not be averaged with the first attempt at coursework or assessment, but will replace the original student score.

Late Coursework

Students are expected to complete coursework on time. Late coursework may be accepted for full credit until the end of the unit based on the teacher’s professional judgment and evidence collected throughout the unit. Accepted late work will not result in a reduction, and the M (missing) will be replaced with the score earned by the student. The teacher or school may make exceptions depending up on student circumstances (such as prolonged absences due to illness).

Weighting Assignments (Using a Multiplier) *Secondary only

When entering grades in the grade book, teachers may assign greater weight to some assignments. For example, the final exam may impact a student’s summative grade more than a unit test. Teachers will have the option use the multiplier to weight both formative and summative assessments to a maximum of 4. If a weight of 2 or more is applied to an assessment, this information will be communicated to students at the time the assessment is announced.

OPS Secondary Proficiency Scale

Advanced	4	<p>The student consistently demonstrates a thorough understanding of course content/grade level standard by making in-depth inferences and showing extended applications of the course content/grade level standard(s).</p> <p>The student performs consistently at a high level of difficulty, complexity, or fluency that is above the expected course content/grade level standard.</p> <ul style="list-style-type: none"> • Exceeds expected course content/grade level standard • Applies skills and strategies in new and unfamiliar situations
Proficient + (Approaching Advanced)	3.5	<p>The student demonstrates partial success at showing a thorough understanding of course content/grade level standard by making in-depth inferences and applications of the course content/grade level standard(s).</p> <p>The student performs with partial success at a high level of difficulty, complexity, or fluency that is above the expected course content/grade level standard.</p> <ul style="list-style-type: none"> • Demonstrates success toward exceeding course content/grade level standard • Applies skills and strategies consistently in familiar situations, and at times, in unfamiliar situations
Proficient	3	<p>The student demonstrates a proficient understanding of the expected course content/grade level standard(s).</p> <p>The student performs at the level of difficulty, complexity, or fluency that is at the expected course content/grade level standard.</p> <ul style="list-style-type: none"> • Meets expected course content/grade level standard • Retains information and applies skills and strategies in familiar situations
Basic + (Approaching Proficient)	2.5	<p>The student demonstrates an adequate understanding of the information for the course content/grade level standard(s).</p> <p>The student performs with partial success at the level of difficulty, complexity, or fluency that is at the expected course content/grade level standard.</p> <ul style="list-style-type: none"> • Partially meets expected course content/grade level standard • Retains information and at times applies skills and strategies in familiar situations
Basic	2	<p>The student demonstrates a basic understanding of the information expected for the course content/grade level standard(s).</p> <p>The student performs the skills required for the course content/grade level standard at a basic level of difficulty, complexity, or fluency.</p> <ul style="list-style-type: none"> • Partially meets expected course content/grade level standard • Retains information and simple processes in familiar situations
Approaching Basic	1.5	<p>The student demonstrates some basic understanding of the information expected for the course content/grade level standard(s).</p> <p>The student struggles to perform the skills required for the course content/grade level standard at a basic level of difficulty, complexity, or fluency.</p> <ul style="list-style-type: none"> • Partially meets some of expected course content/grade level standard • Retains some information and simple processes in familiar situations
Below Basic	1	<p>The student demonstrates difficulty in understanding the information and performing the skills expected for the course/grade level standard(s).</p> <ul style="list-style-type: none"> • Performs below expected course content/grade level on the standard. • Has difficulty retaining information and applying skills and strategies
Failing	0	<p>The student demonstrates little or no evidence of understanding the information or skills required for the course content/grade level standard(s).</p>

INSTRUCTOR'S EXPECTATIONS OF STUDENTS

Rules and guidelines set forth in the student handbook will be followed in this class. Any student who distracts other students or the instructor interferes with the learning environment and should expect consequences.

- **Tardy Policy:** The student is expected to be in their seat when the bell rings. A daily warm-up activity will be provided and must be completed within the first 5 minutes of class. The school-wide tardy policy is enforced.
- **Hall Passes:** Hall passes are not permitted during the first and last 10 minutes of class. The student is allowed passes from class at the teacher's discretion on a case-by-case basis.
- **Electronic Devices:** The student is expected to use electronic devices to appropriately to support learning.
- **Activity Absence:** If the student is going to be absent for a school approved activity, it is their responsibility to obtain class work and homework *prior* to the date of absence. All work is due upon their return to class.
- **Academic Integrity:** Academic integrity is a fundamental value of higher education at North High School. Therefore, acts or attempts of cheating, plagiarism, and falsification will not be tolerated. If an academic integrity violation takes place, the policy outlined in the Code of Conduct handbook.
- **COVID-19:** In addition to optional face coverings, students are expected to social distance where possible, sit in assigned seats for contact tracing purposes, wash hands properly, use hand sanitizer regularly, and assist with cleaning and sanitation practices.

STUDENT RESPONSIBILITIES:

Please communicate with your instructor, preferably through OPS email, about any absences, attendance and participation status, and academic progress in this course. The instructor's contact information is listed at the top of the syllabus.

MCC COLLEGE SYLLABUS POLICIES AND INFORMATION FOR STUDENTS

Please visit the College Syllabus Policies and Information for Students page at <https://myway.mccneb.edu/depts/Syllabus> to learn about the policies and resources listed below. Students are responsible for understanding and following the policies.

CLASS AND INSTRUCTIONAL POLICIES <ul style="list-style-type: none">• Communication Expectations• Academic Honesty Statement• Turnitin• Outcomes Assessment of Student Learning• Use of Student Work• Recording in the Classroom• Student Withdrawal	LEARNING SUPPORT & STUDENT SERVICES <ul style="list-style-type: none">• New Student Orientation• Academic Support Centers• Accommodations for Students with Disabilities & Students Who are Pregnant• Nondiscrimination and Equal Opportunity Statement	TECHNOLOGY SUPPORT <ul style="list-style-type: none">• MCC Help Desk• Technology Resources IMPORTANT DATES <ul style="list-style-type: none">• Important Dates for Syllabi• Academic Calendar
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NOTICE: This syllabus sets forth a tentative course of study. However, the instructor may adjust this schedule because of weather, unplanned events, or curricular adjustments based on students' needs. Any modifications will not substantially change the objectives or grading in this course and will conform to the policies and guidelines of Omaha Public Schools and Metropolitan Community College.