

FOLSOM CORDOVA UNIFIED SCHOOL DISTRICT
COURSE EXPECTATIONS 2022-2023
FOLSOM HIGH SCHOOL

COURSE: AP ENGLISH LANGUAGE & COMPOSITION

MS. PIERCE, ROOM HS110

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COURSE DESCRIPTION: The AP English Language and Composition course focuses on the development and revision of evidence-based analytic and argumentative writing, the rhetorical analysis of nonfiction texts, and the decisions writers make as they compose and revise. Students evaluate, synthesize, and cite research to support their arguments. Additionally, they read and analyze rhetorical elements and their effects in nonfiction texts—including images as forms of text—from a range of disciplines and historical periods.

Students are expected to take the AP English Language and Composition test in May. Upon completion of an AP course, students will receive weighted grade points as per District Policy 5126.3.

EQUAL OPPORTUNITY: The Folsom High School English Department is committed to equal opportunity for all individuals in education. My classroom shall be free from discrimination based on gender, race, color, religion, national origin, ethnic group, marital or parental status, physical or mental disability, or any other unlawful consideration. My classroom shall be readily accessible to individuals with disabilities. **If a student feels they have been discriminated against by anyone in the classroom, please have them contact me immediately to discuss the episode(s) so that I can work to remedy the situation.**

COMMUNICATION: Practice your self-advocacy skills, and **as the student** you should be the one to initiate conversations with me. Please remember that discussion of grades and review of assignments and/or feedback happen in person, not through email. Speaking together helps us to engage in an efficient and effective dialogue.

Students, please use your @student.fcusd.org email to contact me, as needed. Students, in your emails please do the following: Be specific in your subject line, include your full name and class period at the start of your email, and be concise in your request or communication. Reasons to email me for this course primarily include notification of a prolonged absence; request **to schedule** a one-on-one meeting (generally to occur during PAWS); request **to schedule** make-ups of missed class activities or assessments (generally to occur during PAWS).

I check emails during school hours. If you send an email after hours, that is fine, but I may not have an opportunity to read it until the next school day. Email responses may take up to two school days. Students, I encourage you to try “three and then me,” which means this: ask your question to three classmates and review their answers, if you still have questions, then email me. We have found that “three and then me” helps students find answers quickly. Consider having a trio of study buddies you can contact via social media, text, or call for after hours questions.

Parents, please support your child as they practice this skill of emailing their teacher, and parents, please do reach out if something at home needs to be brought to my attention.

CONTROVERSIAL TEXTUAL CONTENT: (From College Board) Issues that might, from particular social, historical, or cultural viewpoints, be considered controversial, including references to ethnicities, nationalities, religions, races, dialects, gender, or class, may be addressed in texts that are appropriate for the AP English Language and Composition course. Fair representation of issues and peoples may occasionally include controversial material. Since AP students have chosen a program that directly involves them in college-level work, participation in this course depends on a level of maturity consistent with the age of high school students who have engaged in thoughtful analyses of a variety of texts. The best response to controversial language or ideas in a text might well be a question about the larger meaning, purpose, or overall effect of the language or idea in context. AP students should have the maturity, skill, and will to seek the larger meaning of a text or issue through thoughtful research.

INDEPENDENT LEARNING/WORK: Independent work in this class will be assigned regularly for the following reasons: routine outside of class reading (approximately two hours/week), independent practice of a new skill, writing assignments, and reading in preparation for class discussion, activities, and/or writing. Pay careful attention to dates/deadlines. Assignments may vary in quantity and complexity because of subject matter and ability level. We expect your best and authentic effort, which means coming to class prepared, including completing the reading or re-reading required; otherwise, your ability to engage in class activities will be seriously hindered. The single best predictor of academic success both in the class and on the AP Exam in May hinges on your investment in reading.

ASSESSMENTS: Students will receive at least two days' notice prior to major assessments, which may be both objective and essay. The semester exams, which will include information from any part of that semester, may also be both objective and essay. Quizzes may be given at any time and without advance notice. Summative timed writings and exams must be made up under teacher supervision and within TWO weeks of the date of administration, regardless of how many days absent on, around, or after the date of the summative assessment.

Failure to make up the summative writing assessment or exam within the two weeks will result in an Incomplete letter grade for the class until the next grading period when it will convert to a F grade. You must see me upon returning from an absence to schedule an appropriate time for the make-up.

To support your effort to earn a Qualifying Score on the AP Exam, we have this intervention in place: Students who do not earn a Qualifying Score on a summative writing assessment may have **ONE** opportunity per semester to improve their summative timed writing response by creating a personal intervention plan, completing all formative writing assessments for that unit, and completing another writing assessment under teacher supervision and within an appropriate timeline. This process may take several PAWS periods to complete.

No make-up work will be accepted a week prior to the end of the quarter or prior to the end of the semester. The department's testing policy requires that ALL electronic devices must be turned off and out of reach of the student any time that an assessment has been distributed. Students not in compliance will receive an F on the assessment and be reported to administration.

METHOD OF EVALUATION: Grades are based on total accumulated earned points. Your overall grade reflects the quality of your work in reading and comprehending literature, summative writing assessments, and a final exam. The semester grade will be based on accumulated points for both quarters, including the final exam.

The following scale will be used to determine a student's grade:

100+ % - 93% = A	82% - 80% = B-	69% - 68% = D+
92% - 90% = A-	79% - 78% = C+	67% - 63% = D
89% - 88% = B+	77% - 73% = C	62 % - 60% = D-
87% - 83% = B	72% - 70% = C-	Below 60% = F

ATTENDANCE AND TARDIES: Regular attendance is critical for success in this or any endeavor. Just as with any absence, it is the responsibility of the student to ask about any missed materials and work. Check Google Classroom first for any work you missed, then confirm with a classmate, then ask the teacher for further assistance, if needed. Tardies greater than 6 for a semester will result in a lowered citizenship grade.

CLASSROOM RULES/CONDUCT: I will keep this simple: be here, be prepared, be responsible, be productive, and be polite.

CITIZENSHIP: The citizenship grade is measured by a student's ability and willingness to follow the policies of this class. As an English Department, we value courtesy, cooperation, and respect. These policies reflect the standards conducive to an orderly, productive classroom environment. Therefore, the following will be used to determine your citizenship grade: attendance and class contribution, following directions, obeying rules, and attitude toward the teacher, fellow classmates, and substitutes.

MAKE-UP WORK: See “ASSESSMENTS” above for the make-up policy. All out-of-class assignments are due immediately upon returning from an absence. The only exception would be assignments GIVEN during the absence; these will be due two days after returning to class unless they were designed to be completed over several days.

Long-term assignments—those designed to be completed over a week or more—are due on the day specified, regardless of any absences between the day assigned and the day due. In the event of an absence, students should submit the work electronically via Google Classroom or via email to wpierce@fcusd.org; **however, students must still provide a hard copy to me the next day.** Problems with technology are the individual student’s responsibility. Students may also send their work to me via a trustworthy friend or have a parent, sibling, etc. place it in my mailbox or classroom throughout the school day. The student is responsible to inquire about any and all missed work and to make the necessary arrangements for its completion.

EXTRA CREDIT: No extra credit will be accepted in place of any assignments. There are no alternate or additional assignments to complete at the end of the term to recoup points. Students are expected to perform the reading and writing assignments designed for the course.

MATERIALS: **Students are expected to bring a fully charged, school-issued Chromebook to school daily.** The recommended material list for this class includes 2 - 3 blue or black ink pens; pencil with eraser; green, red, or purple pen for correcting only; highlighter; glue stick; 100-page notebook, loose leaf paper (college rule), and a folder; PAWSport; and free-reading/assigned book to class every day. You will need to bring your Choice Book to class daily. As you approach finishing one Choice Book, have another Choice Book with you at the ready. Other materials may be needed for certain units or reports. Successful students will maintain an orderly notebook in which they keep their notes, handouts, assignments, and other course materials. Unless otherwise instructed, final drafts of writing assignments and reports must be typed or word-processed.

TEXTBOOK/MATERIALS RESPONSIBILITY: Students are financially responsible for all books, technology, and materials provided to them. This includes damage as well as loss and will be billed accordingly. Damage fees may vary from \$2.00 to the full replacement cost of the text or resource material. Book damage includes removal of barcodes. Payments for lost or damaged materials must be taken care of at the Student Accounts window.

ACADEMIC DISHONESTY/PLAGIARISM: In order to encourage students to follow our Academic Honesty Policy (please refer to the PAWSport), Folsom High School is implementing Turnitin.com, an originality-checking software program. All grade levels (9-12) across the disciplines will have access to use Turnitin.com as an educational tool to help support academic accountability. For further information related to our Academic Honesty Policy, please review the PAWSport.

POWER SCHOOL: Not all assignments will be calculated into a student’s grade in PowerSchool. Grades are updated as assignments are corrected and scored, generally at least every two weeks.

Folsom High School: Course Expectations: AP Language and Composition (2022-2023)

Due - Monday, August 15

To the Student: Please sign below to indicate you have read and understand the classroom expectations and policies for this course. Remember to maintain academic honesty and to complete all work with academic integrity. If you ever need assistance, guidance, support, or a listening ear, please speak with Ms. Pierce in person. You are an important member of our classroom community, and I welcome you to our team.

To the Student's Parent/Guardian: Please sign below to indicate you have reviewed course expectations and grading policies for this course with your child. I appreciate your time and support. Please encourage and remind your child to speak with me throughout the year to address areas of need and to celebrate new successes.

Interested in making an additional donation to our classroom? The following items would be appreciated any time throughout the school year:

*Books (Fiction and Nonfiction)	* Gluesticks	*Post-its	*White printer paper
*Pens and pencils	* Tissues	* Hand Sanitizer	*Lined paper

Student Name (print legibly)/Student Signature:

Parent/Guardian Name (print legibly)/Parent/Guardian Signature:

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