**AP Language and Composition**

Course Syllabus and Contact Information

Mrs. Norina S. Terry, M.Ed.

IH Kempner High School

Room 220, 2nd period conference

Tutorials: T, Th 3:00-4:00, mornings by request

**Supplies due Monday,**

**August 12th**

* 3-ring binder, 2” or larger
* Lined paper
* Pens, pencils

Remind:

1st period: @1apen

4th period: @4apengli

AP Classroom:

1st period: ZDLMVG

4th period: 9VQJ2P

Phone: 281-634-2300

Norina.Terry@fortbendisd.gov

**Teacher’s Biography:**

Mrs. Terry has taught English in different grade levels and academic levels in secondary schools in Texas for 25 years. This year will be her first year teaching AP English Language and Composition in FBISD. She has a Bachelor’s Degree in Journalism earned at the University of Sto. Tomas, Manila, Philippines; and a Masters in Curriculum and Instruction with Focus on Literacy at the University of Texas in Arlington. She trained for AP Language and Composition teaching at Rice University’s Susanne M. Glasscock School of Continuing Studies (AP Summer Institute).

**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. (*The College Board –Course Description, 2019*).

**Reading Texts:** This year we will read from a variety of authors and genres, provided for you in a series of student anthologies. In addition, we will read one book, *The Great Gatsby,* and one historical memoir, *Narrative of the Life of Frederick Douglass.* You are encouraged to purchase your own books; ebooks or school copies will also be available if needed.

**Writing Program:** This class uses a portfolio system consisting of a working portfolio and a showcase piece. 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 your writing, including tests and timed writes.

**Course Focus:** The focus of the class is to enable you to accomplish the following overarching success criteria: **I will know I am successful when I can use the power of rhetoric, through both speech and writing, to engage productively with my larger communities.** To accomplish this goal, you will research and debate current national and global issues in depth with a focus on problem-solving.

**Cell phone policy:**

Phones will be docked when students enter the room. Students who do not dock their phones must place them on the teacher’s desk. Repeated failure to dock phones will result in disciplinary action.

**LATE WORK POLICY:**Students are expected to turn in assignments on time, every time, but…

* Students will receive a homework pass (drop lowest daily grade) each term.
* Late work – Accepted until the 3rd day late of assignment due date. Because assignments build on

previous assignments, students must complete assignments on time or within three additional school days to receive credit for the assignment.

* Late work will receive the following grading adjustment:
* 1 day late: -10 points
* 2 days late: -20 points
* 3 days late: -30 points

**4 or more days late: no credit**

**RE-ASSESSMENT POLICY:**District policy allows students who earn a 75 or below for a completed assessment to re-assess IF the student attends at least one tutorial or completes a remediation activity. Re-assessments are different assessments, not test corrections. Re-takes will assess the same skills but will NOT take the same form.

**MAKE-UP WORK AND GRADES**:  When a student is absent, it is his/her responsibility to catch up with any work missed using the week-at-a-glance on Schoology. The expectation is that students return from absences ready to continue, not make up, their missed work. Make-up work is due no later than the equal number of days missed.  If a student is absent on a due date or the day of a test or quiz, they will be expected to take it the day of their return.

**GRADING POLICIES:** Although the exact curve is up to teacher discretion, students can expect about a 30-point curve on AP-style close reading assessments throughout the first semester and a 20-point curve on close reading assessments during the second semester. All essays will be graded using a six-point holistic rubric. These will be explained thoroughly and extensively in class. Below, you will find the grading scale for essays in AP English Language and Composition

First Semester Second Semester

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| AP Rubric | Grade |  | AP Rubric | Grade |
| 6+ | 100 |  | 6+ | 100 |
| 6 | 98 |  | 6 | 95 |
| 6- | 95 |  | 6- | 90 |
| 5+ | 93 |  | 5+ | 88 |
| 5 | 90 |  | 5 | 85 |
| 5- | 88 |  | 5- | 83 |
| 4+ | 85 |  | 4+ | 80 |
| 4 | 83 |  | 4 | 78 |
| 4- | 80 |  | 4- | 75 |
| 3+ | 75 |  | 3+ | 70 |
| 3 | 70 |  | 3 | 68 |
| 3- | 65 |  | 3- | 63 |
| 2+ | 60 |  | 2+ | 58 |
| 2 | 55 |  | 2 | 50 |
| 1 | 55 |  | 1 | 40 |

|  |  |
| --- | --- |
| Type | Frequency |
| Major Grades | 3-4 per grading cycle, includes AP-style full-length close reading tests, timed writes, and processed papers |
| Daily Grades | 1-2 per week, includes vocabulary quizzes, AP-style close reading passes, performance tasks, and small group work |
| Extra Credit | Students will track their progress, set goals, and submit proof of growth for extra credit points. |

**COMMUNICATION:**

Please use Remind to contact me when you have questions about homework or any issues that need addressing in a timely manner. For questions regarding grades, please use my school email: Norina.Terry@fortbendisd.gov.

**Cheating and Plagiarism Policy:**

**The course plagiarism policy exists so no student gains an unfair advantage over another student.** Plagiarism refers to turning in work that is not the students’ own, sharing or gaining unfair information about tests or quizzes, and unfair use of generative AI programs such as ChatGPT, Grammarly, and quillbot.org. Students who gain an unfair advantage will receive a zero for the work and a discipline referral.

**Unfair collaboration**: Students may not work together or collaborate on homework, make-up work, tests, quizzes, papers, or projects unless the teacher has given expressed permission to do so. It is unfair to discuss a test or quiz you have taken with a student who has not yet taken the test. Using online sources to gain access to assessments is also gaining an unfair advantage. Avoid giving or sharing your written assignments WITH other students; if students copy all or part of your work, both the giver and receiver will receive a zero for the assignment and a discipline referral.

**Unfair use of Artificial Intelligence:**

Students are categorically prohibited from using any and all Artificial Intelligence tools (e.g. ChatGPT or DALL-E) or essay writing services (e.g. Chegg or Course Hero) to guide, brainstorm, draft, or create student work related to any assessment, including written projects and presentations. Students may use grammar-checking programs such as Grammarly, Quillbot, or Word Review to identify possible errors. However, using any sort of paraphrasing tool that replaces students’ original sentences with revised computer-generated versions is plagiarism.

**Definition of Generative AI in Capstone Courses**

Generative AI tools use predictive technology to produce new text, charts, images, audio, video, etc. This includes not only ChatGPT and similar Large Language Models (LLMS), but also many writing assistants or plug-ins that are built on this or similar AI technologies. Generative AI tools can be contrasted with other AI-based tools that do specific tasks—for example, that help students with grammar, but don’t generate new writing. Generative AI tools must be used ethically, responsibly, and intentionally to support student learning, not bypass it. Accordingly, all coursework must be the student’s original ideas and writing to earn credit.

**Required Checkpoints and Attestations:**

To ensure students are not using generative AI to bypass work, students must complete interim “checkpoints” with their teacher to demonstrate genuine engagement with the task. Students whose work does not meet the checkpoints will be considered late and receive a grade reduction.

One failed attestation: -10 pts.

Two failed attestations: -20 pts.

Three failed attestations: -30 pts.

**Grading Policy for Generative AI Use:**

After the third failed attempt, students receive a class grade of zero on both classwork and digital portfolio tasks. Teachers must also report the failed attestation on in the student’s digital portfolio. Per College Board policy, students who do not complete checkpoints successfully will receive a score of zero on the associated tasks.

**Summary of Course Checkpoints**

|  |  |
| --- | --- |
| **Planning**  **Brainstorming**  **Annotating**  **Outlining** | --Students discuss their source annotations, annotated bibliographies, and pre-writing in stages with their teacher.  *Students must be able to add details that go beyond the text, reflect on their choices, and provide a rationale for their work.* |
| **Draft-in-process** | --Students submit the required drafts-in-process that meet the success criteria for completion. All drafts must be completed before the final draft will be accepted.  --Drafts-in-process must show progression of ideas. Submitting drafts without substantive changes at several check-in points means the final draft will not be accepted.  --Students will defend their work in the form of written reflections and/or discussions with their teacher.  *Students must be able to add details that go beyond the text, reflect on their choices, and provide a rationale for their work.* |
| **Final draft** | Final drafts must meet the following criteria to be accepted:   * *It is reasonably consistent with student’s usual writing.* * *It is generally consistent with the work observed during the checkpoints.* * *It does not have a high AI detection score in Turnitin.com.* |

**AP English III Course Syllabus Signature Page**

**Student Name (Print): ­­­­­­­­­­­­\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Period:\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Student Signature:**

I have read and understood the course grading policy, including the late work and make up work policy. I have signed up for the class Remind, reviewed the course Schoology page including the Week-at-a-Glance, and discussed the course requirements with my parents. I understand that Ms. Terry encourages me to reach out to her if I have questions or if she can be of assistance in any way.

**Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date:\_\_\_\_\_\_\_\_\_**

**Initial required:**

\_\_\_I understand that writing tasks with three fail attestation attempts cannot be accepted.

**Parent(s) Signature:**

Our student has discussed the course grading policy, including the late work and make up work policy, with us. Our student has signed up for the class Remind, reviewed the course Schoology page, and discussed the course requirements with us. We understand that Ms. Terry encourages us to reach out to her if we have questions or if she can be of assistance in any way.

**Initial required:**

\_\_\_I understand that if my student fails three fail attestation attempts on a writing assignment, then it cannot be accepted.

**Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date:\_\_\_\_\_\_\_\_\_**