

Teacher: Mr. Fred Bracher

Course: USI CAP COURSE - ENG 101

Room: 264

Text: Selected novels, plays, short stories, articles, and essays.

Course Description

English 101 is a college-level course designed for the advanced high school student at Castle High School. This course contains intense reading and analysis of poetry, fiction, and non-fiction. The design of the class will be to provide a stimulating, broad literature base; refine collegiate essay-writing skills; and, prepare students for college level writing. We will not use a specific textbook; however, individual copies of novels, plays, short stories and essays will be distributed. If damaged, it is the responsibility of each student to purchase a replacement copy. The student's commitment to this class is a personal one, based on time constraints, individual skills, expectations, and goals. The motivated student will succeed with a great deal of self-discipline and independent learning. In addition to learning intrinsically, English 101 is best described as a seminar class that relies heavily on cooperative learning. You will be expected to hone your leadership and debating skills. Finally, the course will use a wide variety of college level material that contains explicit language and descriptions that may be offensive to some.

The College Achievement Program (CAP) is a cooperative program between the University of Southern Indiana and participating high schools. CAP allows highly motivated high school students to take regular college courses in their own high schools at a reduced rate of tuition (\$75). CAP courses are taught by carefully selected high school faculty with extensive teaching experience. The CAP courses follow the same curriculum and academic standards as those courses offered on the University of Southern Indiana campus. Students may transfer the USI credits to other universities. English 101 is a college-level course designed for the advanced high school student. This course contains intense reading and analysis of essays, fiction, and non-fiction. The design of the class will be to provide a stimulating, broad literature base; refine collegiate essay-writing skills; and, prepare students for college writing.

ADA Policy

Students with disabilities who meet the eligibility standards described above are invited and encouraged to enroll in CAP. Each high school retains the responsibility for providing and coordinating any accommodations or services as described in the student's current IEP, 504 Plan, or similar educational plan. However, the disability-rights laws that apply to colleges and universities are significantly different from the special education laws that apply to high schools, and all of the accommodation that students currently receive may not necessarily be appropriate or legally required for a college-level class. To avoid any potential barriers to a student's ability to earn full college credit for participation in CAP, the student is encouraged to contact the high school's special education service provider, case conference committee, or similar entity about making any necessary modifications to a current educational plan before enrolling in CAP. To learn more about the differences between high school and college, take a moment to review the U.S. Department of Education's publication "Students with Disabilities

Preparing for Postsecondary Education: Know Your Rights and Responsibilities at:
<http://www2.ed.gov/about/offices/list/ocr/transition.html>

Projects and Papers

Papers and projects must be submitted during the period on the assigned due date. **NO LATE WORK IS ACCEPTED.** Even if you have been absent from school with excused absences, your paper is due according to the course assignment calendar. You will be given specific instructions as to the guidelines and requirements for each paper/project. Listen carefully and follow those directions. It is the responsibility of the student to follow the course calendar. If a student is absent, he or she should contact another student to find out what information has been missed. The format for typing longer papers is presented in the “typing instructions” handout. I will not be teaching the requirements to you in class. If you need assistance, refer to the handout for cover page, documentation, and works cited page typing requirements. You may also refer to <http://owl.english.purdue.edu/owl/> for help. Students need to store all writing on a disk. Each AP student will complete a Writing Portfolio as a final project in May. It is very crucial to save all work on a disk and keep all hard copies of papers and timed essays so that work on the portfolio will be much easier.

Turnitin.com – We will use “turnitin.com” for all longer typed papers. Each student will be expected to submit his or her paper to this program prior to the final draft and staple the receipt to the final draft.

Class Conduct/Attendance

Students need to be in assigned seats and ready to work when the bell rings. Many times we will need to get to the lesson quickly because we have much material to cover. The TEACHER, not the bell tone, will dismiss the class. Students should have a pen/pencil, notebook, and reading text in class daily. Courtesy and respect are keynote in my classroom. Be sensitive toward what other may think or feel but state your views objectively. Please refer to the student agenda book regarding the school attendance policy.

Academic Dishonesty/Plagiarism

Students caught cheating on tests or assignments will receive a zero. Plagiarism, the use of another person’s words or ideas without giving proper credit, is a dastardly deed!! It will not be tolerated and will merit the plagiarizing student with a zero and possible failure for the grading period. All work submitted for this course must be your own and written exclusively for this course. If you have any questions regarding this policy, please see me. According to the University of Southern Indiana Bulletin, “The University considers plagiarism a form of academic dishonesty and proof of plagiarism may subject a student or student organization to disciplinary action as outlined in the University of Southern Indiana Code of Conduct.” Penalties for plagiarism range from failure on an individual assignment to dismissal from the university, depending on the severity of the infraction.

Grading Scale

The following scale will be used for all assignments in AP English. The scale is converted to reward the advanced student for taking such a rigorous and challenging course. Holistic Scoring will be used in grading ALL writing assignments. Be sure to refer to the Holistic Scoring Guide to review each descriptor for each score. Some assignments that are more difficult and more time consuming will be doubled or tripled. Please schedule a conference with me to discuss your grade at any time.

100-90 A 89-80 B 79-70 C 69-60 D

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I have read and understand all of the above information.

Student _____ Date _____

Parent _____ Date _____

HOLISTIC GRADING SYSTEM

(Bracher/Nix 1992)

10-9

This essay demonstrates higher order thinking skills in content, organization, word choice, and sentence style; it exhibits sustained excellence of expression and is relatively error free.

1. not perfect, but contains a controlling idea that is thoughtful and developed imaginatively and fully
2. paragraphs sustain organization and advanced development
3. shows maturity or sophistication of technique at both phrase and sentence levels
4. demonstrates evidence of an individual voice or style
5. gives clear and complete supporting details
6. has convincing, clear sense of evidence
7. uses word choice that is clear, precise, and vivid
8. uses correct grammar mechanics and usage
9. uses logical ordering and subordination of ideas in paragraphs and essay as a whole
10. adheres closely to topic according to the prompt

8-7

This essay shows less stylistic sophistication and contains occasional lapses in diction, syntax, organization and meaning.

1. reflects accurate understanding of the passage and its logic
2. establishes a clear position on one or more of the issues raised by the passage
3. presents a coherent argument
4. contains some awkward or technically flawed sentences, but shows maturity of economy or sophistication of phrasing

5. shows creative and original ideas
6. contains sufficient supporting details
7. has some sense of audience
8. contains some sentence variety
9. exhibits some personal style
10. contains few minor errors in grammar mechanics, and usage

6-5

This essay is adequately written, but displays little stylistic or rhetorical maturity.

1. fails, in spite of some coherent paragraphs, to sustain any controlling idea or purpose
2. exhibits superficiality of thought
3. has breakdowns in usage, diction, spelling, and mechanics
4. vaguely establishes a main idea
5. contains little or poor supporting details
6. has little sense of audience
7. contains some attempt at sentence variety
8. has ordinary word choices
9. contains major and minor errors in grammar mechanics, and usage
10. contains little creativity and originality

4-3

This essay is poorly written, showing little control over diction, syntax, or organization.

1. fails to establish an issue
2. states a position without developing it further
3. merely paraphrases the passage, demonstrating little understanding
4. has limited sense of audience
5. is inappropriate for audience
6. contains little use of transition and does not flow smoothly
7. includes paragraphs that lack logical sequencing and coherence
8. contains limited sentence variety
9. contains word choice that is redundant and limited
10. consistent major and minor errors in grammar, usage and mechanics

2-1

This score will be used of off-topic responses, essays that are unacceptably brief, or essays that are very poorly written.

1. complete lack of controlling ideas and persistent incoherence
2. superficial and unimaginative ideas
3. no attempt to use the paragraph as a unit of thought
4. absence of logical transitions
5. persistent breakdown in sentence structure, grammar, usage, and mechanics
6. contains repetition of words or ideas with little development
7. contains few or no supporting details
8. has no sense of audience or purpose
9. does not adhere to topic according to the writing prompt
10. contains limited sentence variety