 

**College English Transition: ENGLISH 095**

**Richwoods High School**

**Fall 2019**

Dr. Kara L. Lycke

Room 603, Periods 3 & 4

Class website: karalycke.weebly.com

Email: kara.lycke@psd150.org

RHS Phone: 309-693-4400

Twitter: @KaraLycke

**Welcome!**

**Course Overview**

The College English Transition Course for High School Students is modeled on ICC’s ENGL 095: Preparation for College Reading and Writing. It uses the Course Learning Outcomes from this course and will culminate in a final portfolio to assess readiness to enroll in ENGL 110: Composition I at Illinois Central College.

***This is a not college course,*** but you will be doing work to prepare you for college-level academics. As a member of this class, you are not considered an ICC student, but you are preparing to be one. Successful completion of this course, a C or better, will allow you to take college level work at ICC. District 150 grading policies apply to this course, but some ICC policies will apply as well. Essentially, this is a reading and writing course which prepares students for the academic challenges of the college classroom. Students will read critically and write developed essays of various lengths. This course is repeatable three times.

The course schedule follows a writing process model that moves from invention (aimed at developing focus and detail) to arrangement and style. Your work will be the center of the course, supplemented with other texts, to help you develop a process for producing your best work. Wayne Booth, a noted critic and scholar, identified rhetoric as “an ethical art that begins with deep and intense listening and that searches for mutual understanding and common ground” (Lunsford 5).This course will prepare you to think and act rhetorically when approaching all of your composing efforts--in your academic, work, and personal worlds.

**Course Learning Outcomes:**

Upon successful completion of this course, the student will be able to:

1. Analyze a variety of rhetorical concepts in texts, such as audience, purpose, context, genre, and design.
2. Compose a variety of texts across genres using key rhetorical concepts, such as audience, purpose, context, genre, and design.
3. Apply multiple reading strategies to varied rhetorical contexts.
4. Utilize appropriate sources in composing and supporting texts.
5. Understand the ethics that motivate documentation conventions and differentiate between source material and original composition.
6. Develop a writing project through multiple drafts using composing strategies—such as reading, drafting, revising, and editing.
7. Collaborate in the exchange of writing, generating specific feedback as part of the revision process.
8. Understand the relationship between linguistic structures and rhetorical contexts and apply grammatical conventions appropriately.

**Materials Needed**

* **Texts**
	+ Mike Palmquist, *Joining the Conversation: A Guide for Writers. 2nd ed.,* Boston: Bedford/St. Martin's 2014. (provided)
	+ Additional readings distributed in class
* **Media storage** Jump/flash drive; some kind of physical media storage backup.
* **Headphones/earbuds**
* **Computer** We will use the laptops on the cart in the classroom. When you are not in school you will need access to a computer with reliable internet and a printer.
* **Notebook** exclusively for this class. It will be turned in occasionally for a grade.
* **Folder** to store handouts and drafts and for loose leaf paper.
* **Binder** for your portfolio.
* **Highlighters, pens, sticky notes**

**Course Policies**

**Class rules are simple**: The 5 P’s: Be **prompt**, be **prepared**, be **productive**, be **polite,** andbe **proud**!!

**Attendance**

**You are expected to attend every class session and complete all activities.** We will spend our time in class productively—practicing writing strategies, engaging in peer response, conferencing with me, sharing ideas, learning together as a classroom community. If you must miss or be late, be sure the people that are expecting you are aware of the disruption if at all possible. Notify me in an email well in advance if you have unavoidable conflicts related to class. Pay attention to the calendar on the board and website so you will know specifically what you will need for full participation and success!

If for any reason you are **absent**, you are responsible for that day’s work. If at all possible, plan your absence ahead of time so you know what you will need to do to catch up or what you can do in advance. Ask a friend in class to collect handouts, notes, and instructions for you. Use the calendar posted in class to anticipate what you will miss. Tell me that you will be out and ask for work in advance. If this is not possible, ask a friend to stop by Room 603 to check in with me and to pick up your books from your locker.

If you are absent, follow these procedures (also posted in Room 603):

* Check with a classmate about what you missed.
* Check my website for materials.
* Check the absence folder for handouts you did not get.
* If you have any questions, ask me.
* Complete the work on time.

**Assignments**

You will submit 4 major essays/projects for this course. Each major project will include submission of a complete rough draft, peer feedback, a revised/polished paper, and exercises built around the assignment to help you complete the assignment. Detailed specifications will be provided in class for each assignment. In addition to writing, you will read and analyze the writing of model authors. The genres of projects to be completed are narrative, informative, evaluative, and persuasive.

Throughout the semester, you will build a portfolio of your work. At the end of the semester, you will reflect on your growth as a writer, reader, and thinker. This will be your final project (exam) for the semester.

If you don’t understand an assignment or what is expected of you, **ask questions**.

**Grading**

Course evaluation will be based on the various assessments and activities including formal and informal writing, individual and group projects, presentations, quizzes, and homework assignments. Because of the sophisticated nature of the work of this class, discussion and critical analysis/questioning are the heart of the class. Therefore, class participation is essential to your success. You will be expected to demonstrate on a regular basis that you are thoughtfully engaging with the material and ideas, including peer review.

The grading scale for the class is

A = 100-90%, B = 89-80%, C = 79-70%, D = 69-60%, F = 59-50%, and I = 40%.

Grades will be recorded in Skyward. I use the RHS standard categories in a cumulative points system by semester. The grading categories are:

* **Formative Assessments** (classwork, homework, study guides) 15%
* **Summative Assessments** (papers, projects, tests, quizzes) 65%
* **Midterm Exam** (10%) and **Final Exam** (10%).

**Late Work & Make-Up Work**

Assignments are generally collected at the **beginning of class.** Grades for assignments turned in after the official collection time will be penalized 10% per school day. If the assignment is submitted more than one week late, the highest possible grade is 50%. This policy may be adjusted in special circumstances at my discretion.

You will have the number of days you were absent plus one to make up the work you missed. For example, if you are absent on Monday and return Tuesday, you will have until Thursday to complete make-up work (1 day out + 1 additional day = 2 days). It is your responsibility to be sure you submit make-up work at the beginning of the period on the correct day.

**Academic Integrity**

Academic integrity is expected in all classroom endeavors and in all academic work everywhere. I encourage you to use social media to support your learning within that community. **Be aware of the boundaries for sharing work.** Placing your name on any academic activity tells me that the work is the result of your own thought, effort, and study. **Plagiarism** is when you use someone’s work, words, or ideas in any academic activity without giving them credit. Students who do not complete and submit work with academic integrity will face the harshest disciplinary action allowed by school and district policy. This applies to both formative and summative assignments. You will learn and be expected to use **MLA** style of citation and documentation when referring to sources used for work in class.

**Revision**

Every essay can and should be revised numerous times throughout the semester, giving you the opportunity to put into practice strategies that you are learning in class and raise your grade. Each essay will be peer reviewed, revised, and then given a grade with my comments. Once you have faithfully followed this process, you can continue to work on revising your writing throughout the semester, continuing to submit it to me for an improved grade. These additional revisions are your responsibility.

**Format**

All written assignments must be double-spaced, typed (please use a “boring” font such as Calibri or Cambria, 12 point), and use 1” margins in accordance with MLA format. Any work completed **in class** can be handwritten neatly in ink.

**Organization**

It is your responsibility to keep ALL copies of papers and projects turned in for a grade. If you or I lose a paper or other assignment, you are responsible for providing another copy. When you submit a revised paper, you must include all previous drafts as important history of your writing process. Copies of the papers written in this course should be kept until you receive your final grade for the semester.

Because composing is also a social act, class participation is essential in this course. I encourage you to come to class prepared, thoughtful, and ready to add something to our educational experience. You will often be expected to collaborate with your peers on projects to which you will give and receive constructive criticism. I will expect you to be open to the opinions of your peers, while aware that you are ultimately responsible for your own decisions.

**Communication**

I am available to talk with you and offer additional support most days before and after school. Please sign up for an appointment on the classroom door to make an appointment. You can also stop by to see if I’m available. I will respond to your emails within 24 hours during the week. If you email me after 3:00 or on the weekend, I may not see it until the next workday. Please keep this in mind if you need last minute assistance.

**Cell Phones**: Sometimes we need phones to look up something quick, but most of the time, you know they can be a major distraction to your education. In Room 603, I don’t want your phone to distract you, AND I want you to learn self-discipline and use it at appropriate times.  So, here’s the plan:

* If *you* know that you can’t handle the distraction for the day, drop your phone off at the charging station.  Plug it in, turn the ringer off, and just forget about it for the class period. You won’t even be tempted to look. Plus, when class is over, you’ll probably be back to a full charge!
* When the bell rings, you will be finished putting your phone away (either in the charging station or your pocket or purse), your earbuds and headphones will be off and away, and you will be in your seat with materials out, ready to learn.
* If you choose to take your chances and keep your phone on you and it is a distraction, I will ask you to put it away. If I have to ask you again to put your phone away, the second time I’ll ask you to park it at the charging station (see first bullet point above).
* If you are unable to follow this policy, or if your phone becomes a consistent problem, we will bring your parents and assistant principal (AP) into the conversation.

District 150 provides **Microsoft Office 365** *free of charge* for all district students. This package includes Outlook for email in addition to Word, PowerPoint, OneDrive, Teams, and other useful tools. All email communication for class ***must be*** sent through your PSD 150 account. **Emails from students sent through other providers (gmail, comcast, att, etc.) are not acceptable and will not be responded to.** Using the institutional platform is a regular practice in most academic and work-place environments, so following it now will help prepare you for life beyond high school.

Google Docs and Google Slides will **not** be used for class assignments since they do not function properly within the district platform. If you draft assignments using Google tools or other platforms, you will need to convert them before submission.

Many course materials and activities can be found on my website (karalycke.weebly.com).

Please bookmark these sites on your computer, phone, and other devices.

**Syllabus Amendments**

I reserve the right to amend any portion of this syllabus and the course calendar at any time throughout the semester.