

Concurrent Enrollment Plan (CEP) English 12, Room C300

Ms. Kailynn Barbour

Office Hours—Wednesdays, C300, and by appointment only

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******Please note: Ms. Barbour only accepts assignments electronically through Google Classroom. If your assignment is not submitted through Google Classroom by the due date and time, it will be considered late.******

Remind Codes:

Period 3— Text @CEPper3 to 81010 or visit remind.com/join/cepper3

Period 5— Text @CEPper5 to 81010 or visit remind.com/join/cepper5

If you ever need to double-check anything going on in class, please visit:

MsKBarbour.com

While logged into your student franklinboe account, you should also join and follow our Google Classroom at

Classroom.Google.com

Type in the corresponding code for your class period:

Period 3: 3cth5iw

Period 5: rsvr8qg

Catalog Description:

- **CEP Semester 1 (English Composition I)**

English Composition I is the first in a two-course composition sequence. The central purposes of English Composition I are to develop critical reading and thinking skills and to write thesis-driven, text-based essays. The course takes a process-oriented approach to writing that incorporates prewriting, drafting, reviewing, and revising. Students in English Composition I learn basic research skills and apply them to at least one text-based research essay.

- **CEP Semester 2 (English Composition II)**

Prerequisite: Passing grade in English Composition I.

Please note: You MUST maintain at least a “B” average for both semesters in order to receive college credit from RVCC and to ‘enroll’ in the 2nd semester of the course.

English Composition II is the second in a two-course composition sequence that continues to expand and refine analytical writing and critical reading skills. Students produce a series of documented essays based on a range of fiction and non-fiction sources, focusing on the challenges posed by writing longer essays and using advanced research techniques.

Required Texts:

- **CEP Semester 1 (English Composition I)**

Comley, Nancy, R., et al., eds. *Fields of Reading*. 10th ed. New York: Bedford/St. Martin's, 2013. Print. ISBN #978-0-312-55374-6

Graff, Gerald and Cathy Birkenstein. *They Say I Say: The Moves that Matter in Academic Writing*. 3rd ed. New York: Norton, 2014. Print. ISBN # 978-0-393-93361-1

- **CEP Semester 2 (English Composition II)**

James, Missy, Alan P. Merickel, Greg Loyd, and Jenny Perkins, eds. *Reading Literature and Writing Argument*. 6th ed. Pearson, 2016.

Note about Required Books:

If you buy or rent your books from the college bookstore, make sure you are aware of the refund, buyback, and rental policy. Your English instructor will likely encourage if not require you to annotate, underline, and/or highlight your text. You are still able to do all of these activities, even if you rent the book or want to sell it through buyback. The store's policy states that "Writing, highlighting and underlining are acceptable" when it comes to buyback and rented books. You should check with the bookstore for more information, including problems that do impact the book's value.

Other Learning Materials:

- Multiple ways to back up your work on a computer. All of your out-of-class assignments will be assigned through Google Classroom, and MUST be completed there. **Computer problems are not a valid excuse for handing a paper in late.**
- A notebook (any kind) for class notes.
- Folder(s) so that you can organize handouts from class.
- Highlighters, post-its, differently colored pens or pencils, and other materials for note-taking.

Course Learning Outcomes:

- **CEP Semester 1 (English Composition I)**

Writing:

Students will be able to:

1. write clearly, grammatically and fluently with focus and continuity in standard American English in out-of-class and in-class writings. (Goal 1)
2. exhibit the ability to organize information in order to develop and support a main idea in both in-class and out-of-class papers. (Goal 1, 2, and 3)

Reading:

Students will be able to:

3. identify thematic connections among and between various texts. (Goal 2, 3, and 5)
4. explicate readings carefully in both written work and during class discussion and/or group work. (Goal 2, 3, and 5)

Information Literacy:

Students will be able to:

5. access, evaluate, and use information effectively and ethically at an introductory level. (Goal 4)
6. compose and revise essays using responsible documentation and research. (Goal 4)

CEP Semester 2 (English Composition II)

Writing:

Students will be able to

1. write essays that identify thematic connections between and among a variety of fiction and non-fiction texts. (Goal 2 and 3)
2. write comparative and analytical essays that support a central point. (Goal 1, 2, and 3)
3. write clearly, grammatically and fluently with focus and continuity in standard American English in essays written in class as well as out of class. (Goal 1)

Reading:

Students will be able to

4. explicate readings in writing as well as during class. (Goal 2, 3, and 5)

Information Literacy:

Students will be able to

5. access, evaluate, and use information effectively and ethically at an advanced level. (Goal 4)
6. write essays that demonstrate facility with research techniques and the conventions of citation. (Goal 4)

Grading Policy:

English Composition I requires:

1. 25 pages of text-based, graded writing
2. **4-5 out-of-class essays** of 4-8 pages
3. A minimum of **3 in-class timed essays** (including the final in-class essay)
4. At least one out-of-class essay involving text-based research
5. A common departmental final in-class essay synthesizing 2 or more texts
1. that at least **80%** of the student's final grade **be derived from graded essays**, with the following ranges:
 - a. 56% of the final grade will be out-of class essays
 - b. 32% will be in-class timed essays
 - c. 12% will be class participation, preparation, and homework.
 - d. To achieve this, the marking period shall be broken down into the following percentages:
 - i. **70%** of the marking period grade will be **out-of-class essays**.
 - ii. **15%** of the marking period grade will be **in-class essays**.
 - iii. **15%** of the marking period grade will be **participation, preparation, and homework**.

Plagiarism Policy:

The Student Handbook states the following:

Raritan Valley Community College requires independent, honest work on the part of its students, and students are expected to conduct themselves with scholarly integrity. Each confirmed incident of academic dishonesty, cheating or plagiarism must be reported by the faculty member, in writing, to the Dean of Academic Affairs.

Examples of plagiarism include, but are not limited to:

- 1) Copying answers from a textbook to submit for a grade.
- 2) Quoting text or other works without citation when requested by the faculty member to present one's own work.
- 3) Submitting a paper or essay obtained from a term paper service or taken from the Internet.
- 4) Submitting a paper or report written by another student, a spouse, or a colleague as one's own.
- 5) Submitting another student's project, essay, research paper, or computer program as one's own.
- 6) Submitting a paper wholly or in substantial part using the exact phrasing of source material.
- 7) Submitting a paper closely paraphrased from source material, where the original source material is simply edited with perhaps minor word changes occurring.
- 8) Submitting a paper closely paraphrased from source material, splicing together sentences from scattered segments of the original.

Attendance Policy:

Attendance Policy (as per Raritan Valley Community College):

Students are expected to attend all classes, laboratories, and clinical sessions for every course in which they are enrolled. To accommodate students' reasonable personal situations that might prevent them from attending classes, each student is entitled to absences amounting to the equivalent of one week's class time in a semester. Any absence in excess of this standard can prevent students from achieving the course learning outcomes as evaluated by the instructor.

Attendance means more than just being present in class. It means that you are prepared and participate in each class. Being prepared includes completing all homework that is assigned (including reading), taking part in class activities (such as discussion, group work, peer review), having your essay drafts (rough and final) on the day they are due, and maintaining a positive learning environment (being on time for class, using technology appropriately).

Successful students attend class consistently. Missing two weeks' worth of class means that you're missing critical class time spent on strategies that will help you develop your critical reading, writing, and thinking skills. If you miss that many classes, either consecutive or not, or if you are consistently late to class, you will not be able to pass the class. Exceptions will only be made under extraordinary circumstances. If you are struggling, please talk to your professor and take advantage of the resources the college offers, including the Academic Support Center and Advising & Counseling.

****English 12 CEP follows the Franklin High School attendance policy. In addition, students are required to email the instructor for an impending absence or after an emergency absence. Excessive absenteeism or tardiness will be addressed on an individual basis.****

Late Assignment Policy: (This is specific to Ms. Barbour, not RVCC.)

Students may hand in out of class essays one day late, for half credit. After one day of lateness, students will not receive credit for these assignments. If a student is absent from class on a due date, the assignment must be submitted electronically so that it is in the teacher's possession at the time of the class period. **Late homework is NOT accepted.**

Failure to comply with the attendance policy, including tardies, will result in the revoking of the late assignment allowance, and all subsequent late assignments will be counted as zeroes.

Make-up Policy:

If a student expects an absence (such as a field trip, AP exams, etc.), it is his or her responsibility to attain assignments prior to the absence. Students with an unexpected absence must check the hanging folder for their class period at the front of the room and/or Google Classroom for any work that was missed. Students are also expected to talk to the teacher the day they return regarding what they missed, as well as turn in any assignments due the day that they were absent. Beyond this, regular Franklin High School attendance procedures will be followed.

- Make up tests, in-class essays, and quizzes need to be scheduled to be made up immediately, **no later than one week after the original date.**
- **It is your responsibility to make up any work you have missed due to an absence.**



IF YOU ARE ASSIGNED AN ASSIGNMENT THROUGH GOOGLE CLASSROOM, IT IS DUE ON THE ASSIGNED DUE DATE AND TIME, REGARDLESS OF WHEN YOU SUBMIT IT.

You will be graded on what you have completed at the time the assignment is due. Anything added to the document after the due date and time will not count towards your grade.

Classroom Etiquette:

College Classroom Etiquette, as per Raritan Valley Community College:

As stated in the Student Handbook, the College has a Code of Student Conduct. It states: “Faculty members have the authority to take actions which may be necessary to maintain order and proper conduct in the classroom. Students whose behavior disrupts the class will be subject to removal and may be charged with a violation of the Code of Student Conduct. Code of Conduct charges will be investigated by the Dean of Student Services. If the student behavior presents a concern for immediate safety of the student or members of the community, the student may be suspended until a hearing is held. Any student who is removed from a class against his/her will is entitled to a hearing.”

Please follow the rules in the Franklin High School student handbook. Additionally, everyone is expected to be respectful of differing opinions, backgrounds, life experiences, and whatever else may differ in the classroom. Respect should be shown not only towards fellow classmates, but towards all teachers, guests, and staff members as well.

Electronics:

No electronic devices are permitted to be out during class time, **unless you are given permission by the teacher to be used for academic purposes.** Otherwise, they should be silenced and put away before you enter the classroom.

Failure to follow this expectation will not only result in a failure for your bi-weekly participation grade, but a failure for a preparedness quiz grade for the marking period as well.

Essay Requirements:

Essays should follow the assignment guidelines.

- All out-of-class essays (including rough drafts) should be typed.
- Essays will be evaluated using the RVCC writing rubric.
- Due dates for rough and final drafts will be discussed and posted by the instructor.
- Essays should follow the assignment guidelines.
- The Franklin High School English Department uses the **MLA format** for all formal writing.
 - **Header requirement:**
Student's Name
Instructor's Name
Class and Section #
Date Due

RVCC Academic Support Center:

The Academic Support Center at RVCC offers free drop-in tutoring and support services for most disciplines offered by RVCC. **You qualify for these services as a RVCC student.**

The hours are:

Monday-Thursday 9:00 a.m. - 8:00 p.m.

Friday 9:00 a.m. - 3:00 p.m.

Saturday 10:00 a.m. - 2:00 p.m.

The Academic Support Center is located on the lower level of Somerset, room S020, and their extension number is 8393.

Please check the website for hours, location, and further information at:

<http://www.raritanval.edu/studentserv/asc/index.html>

Reasonable Accommodations:

If you have a documented learning disability, you may be entitled to accommodations such as extended time on in-class essays. Please see your instructor, your Franklin High guidance counselor, or the Franklin High School child study team to make your arrangements.

Class Preparation and Participation:

Come to every class prepared. Preparation involves doing and bringing the assigned reading and writing assignments; be ready to discuss and write about the assigned reading during class. Class participation involves paying attention in class, contributing to the discussion and listening to your peers. It can also involve free writing exercises, group work, and pop quizzes. Use of technology unrelated to the course (cell phones, laptops, etc.) is not permitted. Come to class ready to share your ideas, and ask questions.

Course Schedules

(This is subject to change as a result of unexpected scheduling conflicts, inclement weather, etc.)

*Texts with an asterisk are available as pdf files in Google Classroom.

CEP Semester 1 (English Composition I)

9/20/2018-2/6/2019

Week 1. 9/20-9/21	Introduce course; distribute syllabus Summer Reading Work Collected
Week 2. 9/24-9/28 Week 3. 9/25-9/29	<i>Unit 1: Introduction to College (College Essay Writing Unit)</i> This Unit will include: <ul style="list-style-type: none">• the writing of the College Essay, as well as revisions• the College & Career Readiness Workshop with Guidance (Period 3- Friday, 9/29, Period 5- Thursday, 9/28)• Peer Review and Revisions First Draft of College Application Essay due Wednesday, 9/27 by 11:59pm EST (worth In-Class Essay Grade)
Week 4. 10/1-10/5	*District Cold Read #1 and District On Demand Writing #1 will be given this week* College Essay Writing, Peer Editing Final Draft of College Application Essay due Friday, 10/5 by end of class (worth In-Class Essay Grade)
Week 5. 10/8-10/12 (Franklin Test Day on Wednesday, 10/10—modified schedule)	<i>Unit 2: Understanding Self and Society</i> Readings: <ul style="list-style-type: none">• *Frederick Douglass' "Learning to Read and Write"• Amy Tan's "Mother Tongue" Prepare for Out-of-Class Essay 1
Week 6. 10/15-10/19 (10/15— Half Day for Students)	Readings: <ul style="list-style-type: none">• *Maya Angelou's "Graduation"• Mike Rose's "Blue Collar Brilliance" (p.272-284)• Michelle Obama's "Bowie State University Commencement Speech" (p.285-295) Out-of-Class Essay 1 Out-of-Class Essay 1 printed out, due 10/19 at start of class for Peer Response/Instructor Response
Week 7. 10/22-10/26	<i>Unit 3: Journeys of Understanding</i>

<p>*Ms. Barbour's Last Day before Maternity Leave—10/26*</p>	<p>Readings:</p> <ul style="list-style-type: none"> • *Dr. Martin Luther King, Jr. "I Have a Dream" (annotated)
<p>Week 8. 10/29-11/2 (10/31, 11/1, 11/2 = Conferences)</p>	<p>Readings:</p> <ul style="list-style-type: none"> • PEW Research Team's "King's Dream Remains an Elusive Goal; Many Americans See Racial Disparities" p.627-637 • Paul Krugman's "Confronting Inequality" p. 561-580 • Brandon King's "The American Dream: Dead, Alive, or on Hold?" p. 610-617 <p>Prepare for In-Class Essay 2</p>
<p>Week 9. 11/5- 11/9 (No school 11/8 & 11/9)</p>	<p>In-Class Essay 2 <i>Socratic Seminar on American Dream & Inequality</i></p> <p>Out-of-Class Essay 2 assigned</p>
<p>Week 10. 11/12-11/16</p>	<p>Prepare for Out-of-Class Essay 2 1st draft Out-of-Class Essay 2, printed out at start of class, for Peer Response</p>
<p>Week 11. 11/19-11/21 (½ day on 11/21; No School 11/22-23) MP #1 ends 11/21</p>	<p>Final draft of Out-of-Class Essay 2 Due <u>BY</u> start of class Wednesday, NO EXCUSES</p>
<p>Week 12. 11/26-11/30</p>	<p><i>Unit 4: The Physical and Social Sciences</i></p> <p>Readings:</p> <ul style="list-style-type: none"> • David H. Freedman's "How Junk Food Can End Obesity" p. 506-537 • Clive Thompson's "Smarter Than You Think: How Technology is Changing Our Minds for the Better" p.340-360
<p>Week 13. 12/3-12/7</p>	<p>In-Class Essay 3</p> <p>Out-of-Class Essay 3 assigned; due _____ Prepare for Out-of-Class Essay 3</p> <p>Readings:</p> <ul style="list-style-type: none"> • Sheryl Sandberg's "Lean In: What Would You Do if You Weren't Afraid?" p.642-658 • bell hooks' "Dig Deep: Beyond Lean In" p. 659-675
<p>Week 14. 12/10-12/14 (Students ½</p>	<p>1st draft Out-of-Class Essay 3 due, printed out at start of class, for Peer Response</p>

Day 12/10)	<p>Readings:</p> <ul style="list-style-type: none"> • Anne-Marie Slaughter's "Why Women Still Can't Have it All" p.676-696 • Richard Dorment's "Why Men Still Can't Have it All" p.697-717
<p>Week 15. 12/17-12/21</p> <p>(Winter Break following week)</p>	<p>*District Cold Read #2 and District On Demand Writing #2 will be given this week*</p> <p>Final draft of Out-of-Class Essay 3 Due</p> <p><i>Unit 5: Research: Theoretical and Applied</i></p> <p>Introduction and assignment of Research Paper</p>
<p>Week 16. 1/2-1/4/19 (off 12/31, 1/1)</p>	<p>Research topic due <u>by</u> last class of the end of week</p> <p>Work on Research Paper</p>
<p>Week 17. 1/7-1/11</p>	<p>Thesis due <u>by</u> Wednesday at start of class</p> <p>Work on Research Paper</p> <p>Conference with teacher</p>
<p>Week 18. 1/14-1/18</p>	<p>5 scholarly resources due in Google Classroom <u>by</u> 11:59pm EST on Tuesday</p> <p>Work on Research Paper</p> <p>Peer Conferences</p> <p>3 pages, not including introduction, due <u>by</u> end of class on Friday</p> <p>Readings assigned for Final Exam</p> <p>Prepare for Final Exam</p>
<p>Week 19. 1/21-1/25 (No School on Monday, 1/21)</p>	<p>Work on Research Paper</p>
<p>Week 20. 1/28-2/1</p>	<p>Work on Research Paper</p> <p>Research paper due in Google Classroom</p>
<p>Week 21. 2/4- 2/8</p> <p>MP Ends on 2/6</p>	<p>One day for <i>independent</i> review of assigned texts</p> <p>Final Exam for Composition I (essay written over following two class periods)</p>

CEP Semester 2 (English Composition II)

2/7 - 6/28/2019 (last day of classes TBD; schedule subject to change)

Week 22. 2/11-2/15	Re-introduction/ Reminders <i>Unit 1: Identity and Self- Discovery Unit</i> • Readings: Nathaniel Hawthorne's "The Birth Mark" (p. 447-459)
Week 23. 2/18-2/22 (No school 2/18)	Prepare for In-Class Essay 1 Readings: • Ernesto Quiñonez's "Bodega Dreams" (p.120-125)
Week 24. 2/25- 3/1	In-Class Essay 1 Out-of-Class Essay 1 assigned; due _____ Readings: • Richard Rodriguez's "The Chinese in All of Us" (p.165-172) • Robin D. G. Kelley's "The People in Me" (p. 418-420)
Week 25. 3/4- 3/2	Prepare for Out-of-Class Essay 1 1st draft Out-of-Class Essay 1 due for Peer Response/Instructor Response
Week 26. 3/11- 3/ 15 (3/14,3/15 = Conferences)	Final draft of Out-of-Class Essay 1 Due <i>Unit 2: Human Relations and Connections Unit</i> Readings: • Raymond Carver's "Cathedral" (p. 436-447) • Frank Schaeffer and John Schaeffer's "My Son the Marine?" (p.552-555) prepare for In-Class Essay 2
Week 27. 3/18- 3/22	In-Class Essay 2 Out-of-Class Essay 2 assigned; due _____ Readings: • Scott Russell Sanders' "The Men We Carry in Our Minds" (p.421-425) • Michael Cleary's "Boss's Son" (p. 390-391- poem) Prepare for Out-of-Class Essay 2
Week 28.	<i>Unit 3: Choices and Courage Unit</i>

<p>3/25- 3/29</p>	<p>Readings:</p> <ul style="list-style-type: none"> • Shirley Jackson's "The Lottery" (p.100-107) • Alma Luz Villanueva's "Crazy Courage" (p.148-149-poem) <p>1st draft Out-of-Class Essay 2 due for Peer Response/Instructor Response</p>
<p>Week 29. 4/1-4/5</p>	<p>Final draft of Out-of-Class Essay 2 Due</p> <p>Readings:</p> <ul style="list-style-type: none"> • Dr. Martin Luther King, Jr.'s "Letter from Birmingham Jail" (p.151-163) <p>Prepare for In-Class Essay 3</p>
<p>Week 30. 4/8-4/12</p>	<p>In-Class Essay 3 Out-of-Class Essay 3 assigned; due _____ Prepare for Out-of-Class Essay 3</p> <p>Readings: Ed Vega's "Spanish Roulette" (p. 499-508)</p>
<p>Week 31. 4/15- 4/19 (No School 4/19) MP #3 ends 4/15</p>	<p>1st draft Out-of-Class Essay 3 due for Peer Response/Instructor Response</p>
<p>Week 32. 4/22-4/26</p>	<p>Spring Break</p>
<p>Week 33. 4/29- 5/3</p>	<p>Final draft of Out-of-Class Essay 3 Due</p> <p><i>Unit 5: Research: Theoretical and Applied</i></p> <p>Introduction and assignment of Research Paper Long Research Paper assigned; due _____</p> <p>Research topic due by the end of week</p>
<p>Week 34. 5/6- 5/10</p>	<p>Work on Research Paper Thesis due by the end of the week</p>
<p>Week 35. 5/13- 5/17</p>	<p>Work on Research Paper Conference with teacher 7 scholarly resources due by the end of the week</p>
<p>Week 36. 5/20- 5/24</p>	<p>Work on Research Paper Peer Conferences</p>

Week 37. 5/27- 5/31 (No School 5/27)	Work on Research Paper Peer Conferences/ Check in with teacher 5 pages, not including introduction, due by the end of the week
Week 38. 5/29-6/1	Work on Research Paper Research paper due by the end of the week
Week 39. 6/3- 6/7 No School 6/5	Readings assigned for Final Exam Prepare for Final Exam Out-of-Class Reflection Paper assigned; due _____
Week 40. 6/10- 6/14	Work on Out-of-Class Reflection Paper Out-of-Class Reflection Paper due by the end of the week
Week 41. 6/17- 6/21	(Tentative, most likely to change) Senior Final Exam Week One day for <i>independent</i> review of assigned texts Final Exam for Composition I (essay written over two class periods)
Week 42. 6/24- 6/28	Underclassmen Final Exams Graduation Practice GRADUATION!! Woo!!

For reading the entire syllabus... here's how you can earn extra credit!

EXTRA CREDIT: There are no extra credit assignments offered in place of a student completing the required assignments, tests, quizzes, and being a contributing member in the discussions of the classroom.

However, there will be occasional extra credit opportunities offered through the school year.

Ways to definitely receive extra credit:

- Submit your creative work to Epiphany, the school literary magazine. You may submit up to 5 pieces a marking period, for up to 25 quiz average points total per marking period. See Ms. Barbour for more details.
- Bring in up to 3 new boxes of tissues a marking period, for up to 3 quiz average points total.

Policies & Procedures Verification- CEP English 12 (Composition I & II)

Student Name: _____ Period: _____

Please fill out, sign, and return **this page only** verifying that you have read and understand Ms. Barbour's policies and procedures.

Student Signature: _____ **Date:** _____

Parent or Guardian Signature: _____ **Date:** _____

Parent or Guardian Name:

Phone Number: _____

Email:

What is the best way to contact you?

When is the best time to contact you? (during the daytime, evenings, weekdays, weekends, etc.)

Additional information you want Ms. Barbour to know about your student:
