

I. Course Information and Expectations

I wish you all a warm welcome to AICE Language! You should know that this class is not for the faint of heart. This is a college-level course, and as such, you are expected to:

- Be on time to my class with *all* your required materials.
- Do *your* own work to the best of *your* ability.
- Be respectful of other people's opinions.
- Learn something new about yourself and the world around you.

Unlike most English courses you may have taken as a student, this class is not primarily focused on literature, but language. This means that our focus will not be the text itself—plot, characterization, theme, etc.—but rather how the author achieves his or her vision through the unique use of language. We will be looking at a variety of resources, including novels, film, music, art, and other media. You should also expect emphasis placed on collegiate and career skills, such as note-taking, research, oral and written analysis, close reading, MLA documentation, argument and rhetoric, and critical thinking skills.

Of course, for you the ultimate goal of this class will be passing your AICE Language exam at the end of the year, which will count as a credit in ENC 1101. This exam will require that you thoughtfully analyze and write to various modes of writing, such as textual analysis, narrative, and discursive/argumentative. Most likely, some of these writing modes are outside of your current “comfort zone.” Thus, you will need to apply your *whole* self to the learning process to conquer what awaits you this year.

In closing, passing this exam and this course will be an arduous process, filled with many successes and failures. How you react to these failures will ultimately determine your success in this course.

II. Required Materials

Material	Quantity	* Special Notes *	Cost
Composition notebook	2	<ul style="list-style-type: none"> ▪ I prefer the basic black/white notebooks. ▪ No spirals, please! 	\$2
1” or larger Binder	1	<ul style="list-style-type: none"> ▪ Any color you wish. ▪ Greatly prefer see-through window on cover. 	\$2
Dividers for Binder	Set of 5	<ul style="list-style-type: none"> ▪ Any color or material; you can also make your own, but cheaper materials may fall apart before the end of the year. 	\$1
3-ring pen pouch	1	<ul style="list-style-type: none"> ▪ Make sure it can fit in 1” Binder 	\$1
Sticky-notes	Set of 3	<ul style="list-style-type: none"> ▪ <i>Post-It</i> works best, but you can buy the cheaper versions, which sometimes do not stick as well. 	\$2
Pens, pencils, and highlighters	2-3 packs	<ul style="list-style-type: none"> ▪ I greatly prefer pens, but pencils (mechanical or otherwise) work fine as well. ▪ Yellow, blue, or pink highlighter is preferred. 	\$5
College-ruled paper	2-3 packs	<ul style="list-style-type: none"> ▪ During “Back to School” week, many stores offer packs of paper for just a few cents, so stock up now! 	\$2
Student planner	1	<ul style="list-style-type: none"> ▪ Cell phone/iPod/iPad calendars are not accepted. 	\$3

III. Rules

1. Follow directions *quickly*.
2. Follow 1-2-3 on board and have out *all* materials *before* the bell.
3. Never interrupt *anyone*—including Hampton—while they are speaking.
4. Raise your hand for permission to leave your seat.
5. Make *smart* choices.
6. Keep Hampton Happy.

IV. Materials Information

<u>Material</u>	<u>Purpose & Information</u>
Composition notebook(s)	Used for keeping notes in class, learning logs, and other practice assignments not meant to be collected. You will <i>never</i> rip or tear paper out of this notebook. If I plan to collect an assignment, it will be written on a sheet of paper. Your first notebook will be for 1 st semester and the second notebook will be for 2 nd semester. <u>You are required to bring this to class every day.</u>
1" Binder	Also called the H.A.M.P.T.O.N. (or <i>Helpful And Majorly Practical Transcendent Organizational Nexus</i> binder, if you prefer). Keeping this binder organized is essential to you passing this course. This binder has five (5) distinct sections: <ol style="list-style-type: none"> 1. AICE Language Workbook Packet & Misc. Handouts 2. Student Dictionary 3. Returned & Graded Papers 4. Student Portfolio 5. Loose-leaf paper <p><u>You are required to bring this to class every day.</u></p>

V. Grading Scale & Percentages

For my ease and yours, I grade using a letter-grade/GPA scale. I do not grade on percentages. You will be responsible for keeping an up-to-date log of your current grades using this system. When you complete an assignment, you will have one of the following grades on your paper:

<u>Letter</u>	<u>GPA</u>	<u>General Information</u>
A or √+	10	This is exceptional work; the assignment goes above and beyond the requirements for a passing score.
B or √	8	This is above average work; the assignment exceeds the basic criteria of a passing score.
C or √-	7	This is average work; the assignment meets the basic criteria for a passing score.
F or √F	5	This assignment has not yet met the basic criteria for achieving a passing score. You should know that I do not accept below average work. Do not turn in work that is anything <i>less</i> than <i>your</i> very best.
I	0	You have failed to turn in an assignment <i>or</i> your assignment was less than half completed. These assignments cannot be re-done for an improved grade.

Unlike other classes you may have taken, my grading percentages are roughly equal in all categories, including homework. Take heed when I say that all categories are intertwined:

<u>Category</u>	<u>Includes</u>	<u>Percentage</u>
Authentic	Project-based learning, "leading a class discussion," and in-class participation.	25%
Reflective	Assignment reflections, Student portfolio, Socratic Circle reflections, etc.	25%
Traditional	Quizzes and tests	25%
Writing	Class work, Learning Logs, and homework	25%

TOTAL → 100%

VI. Make Up / Missed Work

I probably do not need to mention that absenteeism is the #1 reason for failure in the AICE program. I also probably do not need to remind you should never ask your AICE instructors if “anything important happened” while you were gone; the answer is always **YES**.

As Marion County policy dictates, “the student shall have one (1) day for each day absent—excused or unexcused—to make up any work missed.” This means if you are absent on a Monday, you have Tuesday to make up your work, and it is due on Wednesday. The same applies for two (2) or ten (10) day absences. In School Suspensions (ISS) and Out of School Suspensions (OSS) do not apply to the Missed Work / Make Up policy.

Your primary means of getting make up work is through my website: **jhampton.pbworks.com**. You’ll find links to class handouts, presentations, and homework given that day. As an AICE student, you are required to have access to a computer to check for makeup work. In the off chance that you do not have access to a computer currently, I suggest you befriend someone who does, or plan to come in before or after school. If you ask me about make up work during class, I will direct you to the student computer in my classroom during warm up time and you can access my website there. I cannot answer any questions about make up work during class.

If you are absent and cannot come in before or after school *and* you do not have access to a computer *and* you fail to collect your make up assignments, then you should not be in the AICE program.

VII. Re-Do Grades

You may choose to re-do any assignment and turn it in for a better grade, unless it is an I (Incomplete) grade. If you have questions on how to improve an assignment, see me before or after school or send me an email for help.

VIII. Late Work

Since AICE Language is a college-level course, I plan to reflect the realities of college: late work is not accepted, unless it falls into the Make Up / Missed Work policy stated above.

Assignments are due the period in which you have me, not after. I will not print your assignments, nor will I accept emailed work, unless I specify otherwise. Do not come to me with your computer or printer problems the day your assignment is due; it is your fault for waiting until the last minute to complete your assignment and/or print it out.

IX. Electronic Devices Policy

Students are not permitted to use any electronic devices—cell phones, pagers, iPhones, iPods, and other music players—during class, unless specified by the instructor for academic use. Use of these prohibited devices will result in confiscation and disciplinary action.

Laptops and/or tablet computers are permitted in class, but they must be used responsibly and for academic purposes only. Additionally, use of the wireless student network falls into the same “academic use” guidelines as above. Use of these devices and/or wireless internet in a non-academic way will result in disciplinary action.

X. Food and Drink Policy

Food and drink are not permitted in my room, unless Hampton specifies otherwise at some point during the year. This policy seeks to prevent spills that damage electronic equipment and food particles that attract insects.

XI. Cheating, Plagiarism, and The Honor Code

In an academic setting, cheating and plagiarism are not acceptable. Cheating and plagiarism represent the theft of someone else's ideas or work and will be dealt with strongly, even more so if you are an AICE Student. Since the AICE program is preparation for college, you should know that most colleges deal with cheating/plagiarism in one way: expulsion from school. To promote academic honesty, we encourage a sense of fair play with credit sought only when it is deserved. An Honor Code serves as a guide to uphold academic honesty. The NMHS Academic Honor Code has been created to establish a common understanding among staff, students, and parents as to what constitutes cheating. For more information on the code, please consult my website.

All persons involved in an incident of cheating will be disciplined. This includes those who knowingly supply answers or other information to other students and those who use that information. Students who cheat will receive a grade of 0% on their assignment and will face other disciplinary actions, possibly including suspension from school and removal from the AICE program.

XII. Rubrics for Grading

Assignments in this class are divided into three (3) levels: Basic, Project, and Advanced. Each level has its own rubric for grading. Simply consult the appropriate rubric (see *AICE Language Rubrics* handout) for information on how to improve your grade on a given assignment.

- Basic: Graded on completion and correctness only; no feedback is given
- Project: Graded on a specific rubric for the given project; *brief* feedback is given, when appropriate
- Advanced: Graded on a 6-trait writing rubric; *extensive* feedback is given

XIII. Calendar

Unit	Information	Weeks of Study
SEMESTER 1		
	Introduction to AICE Language	2
1	Language Use and Style <ul style="list-style-type: none"> ▪ Includes summer reading in-class essay ▪ Reader Response vs. Formalist Criticism 	3
2	<i>The Grapes of Wrath</i> (Steinbeck) <ul style="list-style-type: none"> ▪ Historical, Philosophical, Social Criticisms 	6
3	<i>One Flew Over the Cuckoo's Nest</i> (Kesey) <ul style="list-style-type: none"> ▪ Gender, Moral, Psychological Criticisms 	6
SEMESTER 2		
4	Narrative/Imaginative Writing	4
5	Student-Selected Novels (Genre & Mythological Criticisms) <ul style="list-style-type: none"> ▪ <i>The Bell Jar</i> (Plath), <i>A Separate Peace</i> (Knowles), <i>Bless Me, Ultima</i> (Anaya), <i>Catcher in the Rye</i> (Salinger), <i>The Joy Luck Club</i> (Tan) [Please note that selections can change] 	4
6	Discursive/Argumentative Writing	6
7	Exam Review <ul style="list-style-type: none"> ▪ Paper 1: Date TBA ▪ Paper 2: Date TBA 	2
8	<i>A Streetcar Named Desire</i> (Williams) <ul style="list-style-type: none"> ▪ Biographical Criticism 	5