Luxemburg-Casco High School
College Credit in High School

ENG COMP 100 – Introduction to College Writing
3 undergraduate credit hours
2019-2020
Room 111 5th Block 7:45 - 9:10 am (B-Days)

Instructor Contact Information
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"An educated citizenry is a vital requisite for our survival as a free people."
THOMAS JEFFERSON

This class is a dual credit class in collaboration with the University of Wisconsin-Green Bay. Students at Luxemburg-Casco High School may choose to enroll for UWGB credits in addition to high school credit. This creates a college transcript; therefore, it creates a GPA for you which is permanent.

Course Overview/Description

What is ENG COMP 100 / ENG 104 / AP Literature & Composition?

This college English course is built around the rigor and expectations of two college courses: English Composition I: College Writing (UWGB course Eng Comp 100) and Introduction to Literature (UWGB course Eng 104). You may take this course in one of two ways:

1. As two UWGB classes: Eng Comp 100 [3 credits] and Eng 104 [3 credits]
   a. If you choose this option, you will pay $100 per credit (a significant discount compared to taking these courses on-campus), and you will have a transcript as a student at UWGB. These credits are typically transferrable to other colleges and universities, though you will need to check with schools for specifics on how these credits would transfer.
   b. As student enrolled at UWGB, you will have access to UWGB resources on-campus and at home, most significantly, the Cofrin Library.

2. As a traditional AP Literature & Composition course.
   a. If you choose this option, you may take the AP Lit & Comp Exam in May 2020. The cost of this exam in 2019 was $94.
   b. Scores of 3 - 5 on the AP Exam usually earn 3 credits at colleges and universities. The type of credit granted varies from school to school, and some schools have begun to require scores
of 4 or 5 on the AP Exam to earn credit. You will need to check with your school for specifics regarding required scores and course credit offered.

Course Learning Outcomes

- Learn and use key rhetorical concepts by analyzing and composing a variety of texts
- Gain experience reading and composing in multiple genres and rhetorical modes
- Understand and use a variety of technologies to address a range of audiences and tasks
- Develop knowledge of linguistic structures, including grammar, punctuation, and spelling, through practice in composing and revising

How to be successful in this course

What to Expect:

- Reading, discussion, composition, presentations, and other classroom activities.
  - Class discussion and active participation are essential if you are to test and develop your ideas. Don’t be afraid to take risks in presenting your ideas. In this class, taking risks merits rewards.
- Thorough analysis of authorial intent, themes, and literary craft.
  - In both your writing and our classroom discussion and activities, I expect quality and depth in your analysis; you must demonstrate your ability to provide and explain evidence from a literary work to support your ideas and interpretations
- Written assignments of various lengths and purposes
  - At least five major essays will be written over the course of the year. All of these essays will be typed in the proper MLA format; these essays will range from three to six pages in length.
  - Expect a number of shorter written responses as well, ranging from discussion board posts to creative responses to works being studied.
  - Papers will be evaluated on the basis of their organization, analysis and insight, language and mechanics, and disciplinary conventions.
Independent and collaborative homework assignments
- Regular homework accompanying our readings will provide you the opportunity to engage complex literature by sorting through your thoughts and formulating your understanding and interpretation of those works.
- Homework will also provide you with opportunities to develop and apply your knowledge of key linguistic structures.

Course Goals:
Because you may earn college credit (or an exemption from a general college English class by passing the AP Exam), this course will help you achieve benchmarks characteristic of a first-year college English course. To that end, you will be expected to:
- Read, analyze, evaluate, discuss, and write about varied literary genres, including poetry, short stories, novels, plays, and essays spanning a variety of time periods, cultures, and authors;
- Assess how authors construct meaning and achieve purpose through their use of a wide range of literary devices;
- Consider the importance of a work’s original context and its universal relevance to readers of any time period;
- Articulate your interpretations of and opinions about literature through both written and verbal discourse;
- Support your interpretations and opinions through meaningful analysis of specific evidence from the text;
- Express your ideas and opinions within our community of learning and enhance or modify your positions through engaged discourse;
- Write essays in a variety of rhetorical modes (to evaluate, to explain, to persuade, to demonstrate understanding) and for a variety of audiences and purposes;
- Utilize research to meaningfully support and develop your interpretations and ideas;
- Improve a variety of writing skills relative to your knowledge and application of linguistic structures, including grammar, punctuation, and spelling, among others; and
- Improve a variety of writing skills relative to clarity and style, including sentence structure and variety, organization, vocabulary, and voice, among others.

Grading Policies
Your grade will be determined by three weighted components:
- Essays, Exams, and Projects (50%)
- Homework (25%)
- Classroom Citizenship (25%)

NOTE: “Classroom Citizenship” is your positive contribution to creating the community and culture of learning we will establish in this class. Your positive contribution is evident in a number of ways, including your active participation in class discussion, your ability to complete all assignments on time, your ability to provide and respond to feedback, and your attendance.

While attendance itself is not part of the grade you earn in AP Lit & Comp, you will not be able to get the most out of class unless you attend class on a daily basis. If an absence is unavoidable, you are responsible for seeing me the morning of your return to get assignments and updates. Appointments for part of the day, field trips, and sporting events do not count as absences; if you are in school any part of the day but miss class, you are responsible and accountable for what went on in class, including assignments collected or notes taken that day. Plan accordingly. If absence is unavoidable, tests and essays must be made up the day you return.

Here is our grading scale:

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And though I hope it will never come to bear upon anyone in our class, the following is our policy for cheating and plagiarism:

✓ The first time a student is caught cheating or plagiarizing, he/she will receive a zero for that assignment.
✓ The second time a student is caught cheating or plagiarizing, he/she will:
  o Receive a 0% for that quarter;
  o Remain in class and continue to have his/her graded; and
  o Have his/her quarter grade elevated to the highest possible percentage that is still an F, i.e., 59%.
✓ If you are caught in AP Lit & Comp cheating on an assignment for another class, the teacher who gave you the assignment will be notified so that he/she may handle the incident according to that department’s policy.

**Learning Resources**

**Required Texts and Resources:**


Course Organization

Major Thematic Units, Objectives, Enduring Understandings, and Texts

All of the units we explore will require you to read literature with both sensitivity and a keen analytical eye. They will also require that you think critically, as getting at the heart of literature requires far more than merely reading the words on the page. These traits will then be applied in our class discussion, our general assignments, and especially in our written work. Through these units, you will not only be equipped with the analytical tools of traditional close reading, but you will also learn to apply a number of critical approaches that will provide you with new means of opening literature to interpretation and unearthing its myriad meanings.

Our overarching theme this year in this course is The American Dream. We will use literature--poetry, fiction, drama, and non-fiction--as a means for exploring this theme. Specifically, our units will address sub-themes influencing The American Dream and its accessibility in the twenty-first century.

In the broadest sense, three enduring understandings underpin our course:

1. The meaning of any given work of literature is the result of a discourse between reader and author, each of whom brings to the conversation his/her perspectives, which are influenced by time, place, and universal archetypes.
2. Educated discourse is essential to testing the validity of long-held “truths,” allowing us to either validate, challenge, or modify these truths and their impact upon our lives; our ability to write, speak, and listen enables us to engage in educated discourse.
3. Literature affords us the opportunity to test these truths by more fully understanding the perspectives of others through careful and sensitive reading, critical thinking, and engaged writing--thereby identifying similarities and differences between our beliefs/perspectives and those of others, allowing us to consider the ramifications of those similarities and differences.

SUMMER READING: Laying the Foundation

Your summer reading introduced you to broad themes and motifs found in the literature we will read during the academic year. The American Scholar Address by Ralph Waldo Emerson, The Great Gatsby by F. Scott Fitzgerald, and Maturing the American Dream by Carol S. Pearson were selected to expose you to the caliber of literature you’ll encounter this year, and the writing you completed over the summer should have engaged your critical faculties while giving you practice in the kind of discourse in which we’ll engage in the year ahead (and while providing me with a sense of your individual strengths and areas of growth as a writer).

UNIT ONE: Race and Ethnicity
Essential Questions:

- How do race and ethnicity influence our place at the American table?
- How are our ideas about race and ethnicity constructed and reinforced?
- How do we respond when ideas about race and ethnicity conflict with ideals about opportunity and equality?
- How are our relationships affected by race and ethnicity and our beliefs about race and ethnicity?
- Why are issues pertaining to race and ethnicity still making headlines?
● How does one’s community influence his/her perception of and attitudes about matters relating to race and ethnicity?
● How do works of literature empower and encourage us to consider these essential questions?

In addition to short fiction, poetry, and relevant non-fiction, we will read the novel *Invisible Man* by Ralph Ellison and the play *Fences* by August Wilson.

**UNIT TWO: Gender and Family Essential Questions:**

● How does gender influence our place at the American table?
● Is gender a matter of biology (nature), a social construct (nurture), or some combination of the two?
● How do we respond when *ideas* about gender conflict with *ideals* about opportunity and equality?
● How are our relationships affected by gender and our beliefs about gender?
● What constitutes “family?”
● How do our beliefs about gender influence our beliefs about family?
● What is the place and role of family in the post-modern world?
● How/why do we privilege some constructions of family compared to others?
● Given the family is such an enduring institution, what does it provide its members, and why are these benefits so desirable?
● How do works of literature empower and encourage us to consider these essential questions?

In addition to short fiction, poetry, and relevant non-fiction, we will read selections from among the following major novels and plays: *White Noise* by Don DeLillo, *The Awakening* by Kate Chopin, *A Streetcar Named Desire* by Tennessee Williams, and *Othello* by William Shakespeare.

**UNIT THREE: War and Peace Essential Questions:**

● How does war affect its participants, their friends and family, and the larger nation?
● What constitutes “just war?” Can such a war be fought?
● What obligations do the persons who make war have to those who actually fight it and to the nations affected by war?
● What is moral injury, and how does warfare create this condition?
What is the role of storytelling in making sense of war, including, but not limited to:
  ○ what it means to go to war?
  ○ what it means to make peace?
  ○ whether making war and making peace can be reconciled?
  ○ what storytelling can do to address moral injury?

What is the relationship between war and the American Dream?

How do works of literature empower and encourage us to consider these essential questions?

In addition to short fiction, poetry, and themed essays, we will read selections from the following major novels and plays: The Things They Carried by Tim O’Brien, The Kite Runner by Khaled Hosseini, The Meadow by Scott Winkler, Sticks and Bones by David Rabe, and The Gulf by Thomas R. Myers.

UNIT FOUR: Pursuing the Dream

Essential Questions:

  ● What does it mean to be American?
  ● How are we influenced by our collective ideals and identities?
  ● How do our personal ideals and identities interact with our collective ideals and identities?
  ● What is the American Dream in the twenty-first century? Has it evolved over time?
  ● How healthy is the American Dream in the twenty-first century?
  ● How do works of literature empower and encourage us to consider these essential questions?

Specifically, we will consider situations in which broader ideals conflict with personal ideals. In addition to short fiction, poetry, and themed essays, we will read from the following major play, novel, and/or poem: Death of a Salesman by Arthur Miller, and “Song of Myself” by Walt Whitman.

The Capstone Essay:

Our final unit, which is, in essence, a capstone pulling together the themes of our first three units, will culminate in a final essay of 10 - 12 pages that:

  ● evaluates the health of the American Dream in the twenty-first century;
  ● is informed by the essential questions that frame our thematic units;
  ● draws upon creative and critical works that we have read and studied; and
  ● showcases your ability to compose a research paper on par with the work you’ll be expected to complete at the college or university level.

An Important Note about the AP Exam:

Though this course is not taught specifically with the goal of the test in mind, you will be adequately prepared to take the AP Lit & Comp Exam in May 2020 (if you’re taking this class as the AP option). Portions of released AP Lit exams will be used throughout the year as they apply to the genres, concepts, and works we are studying. Specifically, you will complete AP Lit multiple-choice questions and AP Lit timed essays several times throughout the year.
Course Policies

Class Attendance/Participation

Classroom Expectations

- Make meaningful contributions to the community of learning we will establish in this class. *Share your thoughts, opinions, and beliefs in class, and be able to support them.*
- **Take risks.** Taking risks will be rewarded in AP Lit.
- Do not interfere with your, or your classmates’, right to learn or to inform one another.
- Do not interfere with your instructor’s right to teach or to learn from you.
- The LCHS policy on cell phones and wireless communication devices applies in our class. Keep them put away and turned off unless directed to use them for a class activity/assignment.
- Be to class on time.
- Conduct yourself in a mature manner.
- All other LCHS policies apply in our class.

Your Instructor

- I am excited to begin my tenth year at LCHS (and my twenty-seventh year of teaching).
- Education—especially English education—is my passion. I view literature as both mirror and lens, one of the most valuable tools any of us possess in coming to know and discover who we are and how we function within a world that is at times frightening, at times sublime.
- I grew up on a small family dairy farm in Gillett, Wisconsin, and earned my bachelor’s degree in English from St. Norbert College and my master’s degree and Ph.D. in English from UW-Milwaukee.
- My first book, *The Wide Turn Toward Home*, was published by Pocol Press in Clifton VA. It is a collection of seven short stories and the title novella. If you’re interested, reviews of the book may be found at the Sports Literature Association’s website ([http://www.uta.edu/english/sla/brarchive.html](http://www.uta.edu/english/sla/brarchive.html)) and at Amazon.com. The book is available in both paperback and Kindle e-reader versions.
- My fiction, poetry, scholarly work, book reviews, and creative nonfiction have been published in a variety of journals, including *The Journal of Popular Culture*, *Elysian Fields Quartery*, *Aethlon*, and *Verse Wisconsin*, as well as the encyclopedia *Music in American Life: An Encyclopedia of the Songs, Styles, Stars, and Stories that Shaped our Culture*.
- I love spending time with family—especially Brewers games or playing ball at the park with my daughter Viva.
- My writing hero is Tim O’Brien, and I hope to write as well as he does when I grow up.
- I have an eclectic taste in music, but favorite artists include The Wailin’ Jennys, Jason Isbell, Paul Simon, Brandi Carlile, Indigo Girls, Steve Earle, Lyle Lovett, U2, Rising Appalachia, and the Beatles.
- I look forward to working with you, to helping you grow as aficionados of literature, as writers, and as human beings capable of finding your passions and making the world a better place.
UWGB Academic Integrity
As stated from the UWS 14.01 Statement of principles, “The Board of Regents, administrators, faculty, academic staff and students of the University of Wisconsin System believe that academic honesty and integrity are fundamental to the mission of higher education and of the University of Wisconsin System. The university has a responsibility to promote academic honesty and integrity and to develop procedures to deal effectively with instances of academic dishonesty. Students are responsible for the honest completion and representation of their work, for the appropriate citation of sources, and for respect of others’ academic endeavors. Students who violate these standards must be confronted and must accept the consequences of their actions.” The entirety of the Student Academic Disciplinary Procedures can be located at https://docs.legis.wisconsin.gov/code/admin_code/uws/14

These procedures state that if there is any academic dishonesty of your academic work, there are consequences that can become part of your permanent college record.

UWGB Drop, Withdrawal, and Extended Absences Policies*
This course follows the UW-Green Bay policies for drops and withdrawals. Information can be found at https://www.uwgb.edu/bursar/refunds/refund-and-drop-schedule/ and https://www.uwgb.edu/bursar/term-deadline-calendar/

For information on drops and withdrawals, please refer to the UW-Green Bay folder provided to you.

By registering, you accept responsibility for compliance with UW-Green Bay rules, regulations, and policies (www.uwgb.edu/policies). CCIHS courses longer than 14 weeks or longer follow the 14 week course policies. Once 14 calendar days have passed from the course start date, courses cannot be dropped without academic/fee penalties; for courses shorter than 14 weeks in duration, students have 7 calendar days from the course start date to drop a course without academic/fee penalties.

Course grade(s) are final and will become part of my permanent college record. Enrollment in a CCIHS course does not guarantee admission to any college, including UW-Green Bay. By registering for this course you will be responsible for paying the high school for all tuition/fees owed for this course enrollment.

For additional information and resources, visit the UW-Green Bay College Credit in High School website at https://www.uwgb.edu/ccihs/