

Advanced Placement English Language and Composition SYLLABUS

"If people cannot write well, they cannot think well; if they cannot think well, others will do their thinking for them."
- George Orwell

Fall, 2011

Mrs. Trista Erickson

School-Related E-mail Address: TristaCzapski@HartlandSchools.US

Personal E-mail Address: TLCErickson@GMail.com

Classroom Telephone Number: 810/ 626 -2334

Conference Period: 5th Hour (12:14 – 1:11 p.m.)

Room 208

Class Website Address: <http://www.hartlandhighschool.us/teachers/czapski/APComp.htm>

LON-CAPA Website Address: <http://hartland.loncapa.net/adm/roles>

TurnItIn.com Address: <http://www.turnitin.com/static/index.html>

~ Class Log-In Information for TurnItIn.com: _____

~ Class Log-In Information for LON-CAPA: _____

~ Various One-Time Presentation Due Dates: _____

Course Description/Rationale: The purpose of this course is to enable you to read complex texts with understanding and to write prose of sufficient richness and complexity to communicate effectively with mature readers. The focus of this course will be primarily on non-fiction pieces of literature, however we will also examine fictional writing in relation to the themes we explore. Readings will reflect a multicultural approach. You will participate in close reading activities, analysis of style and rhetoric, and essay writing. One of the main objectives of this class is to prepare you for the Advanced Placement Language and Composition exam, administered **at Hartland's old high school at 8:00 a.m. on Wednesday May 16th, 2012** (the entire 2012 A.P. Exam Schedule (May 07th through May 18th) is included at the end of this syllabus); therefore it is necessary that you expand upon your literary background in order to do well on the test. We will analyze several genres of literature from the point of view of the writers as well as the reader to determine how literature affects readers and in what ways. Our literary analysis will also look at writers' styles, structures, diction, imagery, and use of detail, language, and syntax. Vocabulary study is very important in this course. Writing well about literature is a key component of the class. Regular, active involvement of every class member will help everyone be more successful and will make the class more enjoyable. As the course progresses, you should become aware of your own composition process through a result of various means of assessment. These skills will allow you to read critically and write effectively in different modes in the college classroom and beyond.

- Course Objectives:**
- 1.) To give students the knowledge and skills needed to score a three (3) or higher on the Advanced Placement English Language and Composition exam, by providing them with opportunities to gain familiarity with the types of questions and expectations for answers featured on the exam. It is an expectation of the class that all students will take the A.P. exam at 8:00 a.m. on Wednesday May 16th, 2012.
 2. To promote students' imaginative abilities in reaction to literature.
 3. To help students find and explain (through discussion and writing) what is of value in literature.
 4. To study vocabulary in the context of literature and help students advance in vocabulary skills to successfully manage unfamiliar language.
 5. To broaden and strengthen students' reading, writing, and analytical thinking skills so that they may feel confident in their scholastic and "real-world" endeavors.
 6. To assist students with the development and maintenance of discussion on the topics of language and culture, and to frame convincing, strong, and logical arguments about current issues and literature.
 7. To support students as they learn to respond personally and reflectively to a range of literature. Students will learn to independently analyze, summarize, and interpret the works they encounter, expressing their responses in creative and expository writing.
 8. Students will learn to study and explore to develop essays of personal interest for a variety of audiences. They will master a writing process and will develop the knowledge and strategies needed for editing their own and others' work in peer critiques. They will learn to write from a position of strength.
 9. Students will recognize the cultural context of language, both past and present, especially understanding the various conventions within language that reflect that context. They will learn to identify the characteristics of the various levels of discourse operative in a given language act.

Employability Objective: Today's professional marketplace requires that employees be lifelong learners, and most "professional" positions now require graduate degrees. Advanced Placement students are often interested in roles of leadership. The reading and communication strategies developed in this course will help you in the workplace and in college. Yours is a generation that will not be competing for jobs locally, state-wide, or even domestically. You will be competing for work in a global economy, with a work-force spread across the entire planet. You will, therefore, be up against students from every developed country when applying for the jobs you hope to earn with your college training.

Connection to Other Courses: Skills in critical reading and descriptive writing are applicable across the curriculum, including those related to math, the sciences, and engineering.

HALL PASSES will be issued only in accordance with the Hartland High School policy: only in emergency situations. Failure to attend class prepared with all needed materials does NOT constitute an emergency. Students entering class after the required start time will be marked as TARDY.

Grades, Late work, Attendance, and All that other good stuff: First and foremost, I congratulate you on taking on the challenge of *Advanced Placement*. I hope you enjoy the class and do well on the exam next May.

Because this is a **college level class (not a high-school-level honors course)**, I make certain assumptions about you as students. My first assumption is that you will be responsible for getting your work completed on time and that you will attend class on time.

If you miss a day and are not certain about an assignment, it is YOUR responsibility to find out what is due when you return to class. This means that when you are out of class, you are still expected to find out what you need to do in order to be prepared for class upon your return. As this is a college course, the regular "high school excused absence" policy does not apply to this class's course work. You are, therefore, expected to obtain any missed notes and/or verbal instructions. The answer to the question "Do I have to take this quiz/participate in this discussion/class activity?" will be "YES!"

You can call a friend, phone my classroom (810/ 626-2334), or phone me at home (248/ 207-3832) to find out what you missed and what work you should complete. (*My home number is for your use only, and should not be distributed. Please call before 9:30 p.m.*)

School e-mail is an excellent way to reach me and receive immediate feedback, as it is ALWAYS activated in this classroom during the school day: **TristaErickson@HartlandSchools.US**. Should you encounter any issues with this e-mail address, please feel free to utilize my personal e-mail address: **TLC Erickson@GMail.com**.

If you need an immediate response to a question during the evening (after school hours), you should telephone me at home, as I do not always access e-mail at home during the evening.

You are also strongly advised to take full advantage of the class website (and will be periodically required to utilize this website), which has a daily, detailed calendar of activities and due dates: <http://www.hartlandhighschool.us/teachers/czapski/APComp.htm>. You may find it helpful to keep this site bookmarked on your personal computer, but should 'refresh' it every time you access it, as it is updated regularly – sometimes several times in one day.

It is also important to note that many activities and discussions will be completed in class. These are impossible to make-up, and missing them means missing learning opportunities. If you know of an upcoming absence, please request your assignments in advance.

It is unfair for any student to have more time to write an essay than any other student. For that reason, whether you are present in class or not, late work will not be accepted. There are very few, extreme exceptions to this rule. Therefore, if you are ill or out for a school-excused or other type of function, you need to make arrangements for your assignments to be turned in by the end of the school day (2:14 p.m.).

When formal essays are due, you will always be required to submit them in TWO forms: by 2:14 p.m. on TurnItIn.com and as a hard copy (word processed) to Mrs. Erickson, also by 2:14 p.m. on the due date. Your hard copy must be an exact replica of your electronic submission. You will NEVER be permitted to print work in the classroom; if you need to create your hard copy using HHS media center or computer lab resources, please allow time in your schedule to do so before 2:14 p.m. You will NOT be given passes to leave this class to utilize the media center or a computer lab.

The 2:14 p.m. submission time ONLY applies to formal work not being completed for in-class use for discussions or activities. Regular, daily work, the completion of which is necessary for successful class-material understanding, is due at the beginning of your class hour. If it is not complete for class, you will not be prepared to participate appropriately in class, and, therefore, will be choosing to receive a score of zero for that assignment, even if you complete it by 2:14 p.m. that day. Since 2:14 p.m. is past the time it is due, it will be late, and late work is not accepted in this class. Assignments assigned and/or collected during a class period for which you do not have an excused absence will receive a score of zero.

If your only option for turning an assignment in on time (due to your excused absence) is electronically, through TurnItIn.com please bring a hard copy of the assignment with you to class upon your return. I will use

the electronic version as acceptance of on-time submission and will only accept this solitary submission for receipt of work when excused absent - you should not submit work electronically only when present in school; your hard copy should also be submitted on time.

I will grade and return the hard copy of all formal essays. The Turnitin.com submission will be used to evaluate your assignment for plagiarism, and serious offense, punishable with a non-negotiable score of zero. You may submit your written work to Turnitin.com as many times as you like before the final due date/time. The most recent submission will always overwrite the prior submission, and I will only receive the final submission. Please feel free to use Turnitin.com to check for any errors resulting in plagiarism, so that they may be corrected before my final assessment.

My second assumption is that you will **completely read every piece of reading assigned**. Because you will be required to read, analyze, explain, and interpret the items we read. It is very important that you do not substitute your reading with *Cliffs Notes*, *Barron Notes*, *Spark Notes*, *Pink Monkey Notes*, or any other summaries, nor should you rely on the movie versions of books, since they are often very different.

Additionally, verbal summaries of works from classmates will not aid you in class discussions, since this class focuses on written language (word choice, sentence structure, tone, connotation, organization, etc.), not content. The best way to be successful with the assignments during the year is to read thoughtfully and carefully.

Further, you will do yourself no favors in terms of learning how to analyze language if you rely on the internet; looking up other people's discussions and analysis of various pieces of writing will not assist you in developing your interpretation skills, on the contrary, it will have quite the opposite effect, increasing your dependency on such tools. There are no magic devices I can provide you with for learning to become a better reader. You simply must develop your skills through thinking and discussion. There are no wrong answers when it comes to literature interpretation and language analysis; there are only unsupported answers. You will be expected to support your opinions about a piece of writing with specific examples from the text, which will be difficult for you to provide if you do not complete the reading.

My third assumption is that you will inform me of any problems you have with the subject content of reading assignments and/or discussions presented in class. Since the bulk of this class (as is expected by the College Board) deals with nonfiction literature, much of your reading material deals with sensitive topics. I cannot possibly be aware of your comfort level of different ideas discussed in class if you do not inform me. During class discussions it is expected that I, as well as every other member of this class, will be respectful of everyone's opinion. If an issue arises, I expect to hear from YOU. Please feel free to come see me during school or contact me at home. While I have very high expectations of your performance and maturity as a student, and maintain this expectation by holding you to requirements and standards, I have a great deal of respect for your opinions and feelings. I will always listen to and address your concerns thoughtfully and respectfully, but I cannot read minds. Please do not be apprehensive about approaching me; my first responsibility is to provide you with a high-quality, meaningful education, and will always strive to make this classroom an effective and comfortable learning environment for each of you.

Assessment: Student assessment will be based on in-class and out-of-class essays (plan to submit roughly one full essay every two weeks), daily assignments, class participation (discussions), quizzes (including frequent "pop" quizzes, based on the content of reading assignments), exams, and presentations. Cumulative exams (with essay components) will be administered at the end of both semesters and will be worth twenty percent of your overall semester grades. Students who take the AP exam on May 16th are exempt from the second semester cumulative exam.

GRADING SCALE (based on percentages)

94.45 & above = A	86.45 - 88.45 = B+	76.45 - 78.45 = C+	66.45 - 68.45 = D+
89.45 - 93.45 = A-	82.45 - 85.45 = B	72.45 - 75.45 = C	62.45 - 65.45 = D
	79.45 - 81.45 = B-	69.45 - 71.45 = C-	59.45 - 61.45 = D-
			59.44 & below = E

Notes and Note-taking: You will live and die by your notes in college and in Advance Placement courses. Concepts we discuss through the entire school year will be needed at various times throughout the entirety of the school year. Ideas we discuss this year will be of use in the majority of your college courses. So guess what? I will expect you to *remember* them. Your failure to remember points made in this class throughout the year will prove absolutely detrimental to you in May when you attempt the A.P. exam. If you are among those students who feel they may forget a reference made in passing, then referred to again some months later, you need to TAKE NOTES. Since you are all high level students, choosing to challenge yourself with an A.P. course and planning to pursue college degrees, I leave this responsibility to you. No one will watch over you and hold you accountable for your learning and success in college. I will not inform you when you need to take notes; likewise, neither will your college professors. Therefore, this year and next is the perfect time to master the skill of maintaining your own learning and academic success. Organizational expertise will prove very valuable in this endeavor.

About Writing: Writing well involves more than following a set of rules or formula. It means understanding and using the relationship between who a writer is and who his/her reader might be. This class aims to help you understand that relationship by practicing it. Writing in this class will make you more confident of your ability to write in a variety of arenas and will help you discover how writing makes a difference. We will focus primarily on strengthening your style and voice. Please take the time to read and reflect upon all the comments and corrections made on your graded essays. I will expect to see those errors improved upon in future essays.

Netiquette: When sending me e-mail, at either address, please clearly identify the purpose of your inquiry in the subject line. Please use professional English, punctuation and grammar; do not fall into the bad habit of "e-speak." This is not appropriate for professional and academic messages.

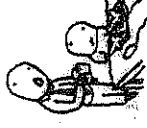
E-mail messages written with a blatant lack of capitalization, use of slang, informal language, and phonetic/incorrect spelling have no place in the work place or world of academia. They show disrespect to the recipient and lack of thoughtfulness on the part of the writer, when sent to a colleague or superior. You need to make a conscious effort to correct this habit through electronic communication with your current educators.

I will respond to direct questions about assignments before reading through and commenting on drafts of essay assignments. You should expect to receive a response within forty-eight hours; if you do not, please re-send your original message. If you need information immediately, please telephone or visit my classroom personally.

Also, if you need to address me about a topic of a sensitive nature or a disagreement, please do not do so while hiding behind the protection of your computer. Please address me directly in person. E-mail is not the proper communication venue to use, with anyone, when tackling a problem.

Hartland High School Responsibility Protocol: Hartland High School has an expectation that students will take responsibility for their own learning. Communicating with teachers is key to student success. If an issue or question arises pertaining to a particular class, the student should first talk to the teacher in an attempt to resolve it. If the student feels further discussion is needed, s/he should then make an appointment with their counselor.

* It is important for students to follow this protocol. If a parent feels that further discussion is needed, the teacher should then be contacted by the parent.



all right, buddy, take your hands off the keyboard and get em in the air
this is agent jenkins o the grammar police, we've been watching what you've posted on message boards, and you're under arrest

Class Textbook: The good news is you do not physically have a bound textbook for this class. The further good news is that you should feel more than comfortable with the electronic usage expectations that will most certainly be placed upon you by your college professors. The absence of a bound textbook, however, does not mean you do not have a collection of readings you are expected to utilize to complete your assignments.

Your "textbook" is located on the Class Website at <http://www.hartlandhighschool.us/teachers/czapski/QuickReadingLinks.htm> You are likely to find book marking this site on your "regular" computer helpful, as you will be required to complete reading in this class almost daily (although not EVERY piece will come from the website). Occasionally, assigned reading will be published within the LON-CAPA website, with which you will be supplied a user name, password, and instructions on use. This address is <http://hartland.loncapa.net/adm/roles>. Please be certain you know in which website your assigned readings should be accessed.

It will be an extremely rare instance that an assignment will be assigned and due the very next school day (although this will occur on occasion). Therefore, not only will it be very important for you to effectively time manage, it will also be important for you to remain cognizant of upcoming reading assignments that should be accessed from the internet. You will find it much more to your advantage to not just read these pieces, but to also have hard copies of them available to you for completing assignments and referring to during class discussion.

Additionally, your class website contains a detailed, daily calendar of activities and due dates. This calendar is ALWAYS very well up-to-date, with assignments listed far in advance. Those of you who choose to use it will find the work load of this class much less daunting than those who do not. In short, you will always be given exceptionally adequate time to acquire hard copies of your reading assignments, which should be considered in regards to from where you need to obtain them. Since internet

services are always available in this building, and you are permitted to print all necessary materials, there are no acceptable excuses for lack of material acquisition and assignment completion.

Beginning in October, you will be given an HHS Media Center "Work Day" every other Wednesday. You may use these days to complete any number of school assignments, but I also suggest that you use these days to check the class calendar to make sure you have copies of all upcoming assignments.

Formal HHS progress reports will be mailed home at the completion of every marking period (every six weeks), with grade up-dates for all classes. Individual progress reports, detailing this class, will not be sent home. Students and parents have regular access to a detailed and up-to-date grade book for this class through the use of Zangle. It is the student's responsibility to utilize Zangle for information about current class grade and missing assignments -- this information will not be available in class.

Missing assignments (not turned in by the student) in this class will be coded as such, with a zero and, if an assignment is void of a grade, but does not indicate that the assignment is missing with a zero, it has not yet been graded. A blank field does not calculate as a zero in my grade book.

All students should have received their ZANGLE pin/password at registration. The P.I.N. is their student ID, and their password is unique. Parents/Guardians receive their P.I.N. and password via email, as do students once the initial set up is completed.

The two sites are:

<http://web.Hartland.K12.Mi.US/Hartland/ParentConnect>
<http://web.Hartland.K12.Mi.US/Hartland/StudentConnect>

For new pins/passwords: please e-mail the following and include your full name, grade, and building. This needs to be sent from the e-mail address that will receive the reply.

For parents: PC@HartlandSchools.US

For students: SC@HartlandSchools.US

Tips to make the grade at Hartland High School

A typical A student:

- Studies for class each night
- Is always paying attention
- Is always on task in class and participates
- Asks for help when needed
- Never misses an assignment
- Reviews notes several days before a test
- Is not absent unless it is health related or a family emergency
- Regularly checks the teacher's website/blog and uses a planner/calendar
- Always does extra credit when available
- Regularly checks Zangle Student Connect

A typical B student:

- Sometimes studies at home
- Is sometimes paying attention
- Is sometimes on task in class and sometimes participates
- Sometimes asks for help
- Completes most assignments
- Reviews notes the night before a test
- May have some absences
- Sometimes checks the teacher's website/blog and may use a planner/calendar
- Sometimes does extra credit
- Sometimes checks Zangle Student Connect

A typical C student:

- Rarely studies at home
- Has to be asked to pay attention
- Has to be reminded to stay on task
- Rarely asks for help
- Tries to complete assignments before class begins
- Reviews notes the day of a test or doesn't study at all
- Often has multiple absences
- Rarely checks the teacher's website/blog or use a planner/calendar
- Depends on extra credit to maintain grade
- Rarely checks Zangle Student Connect

A typical D/E Student:

- Does not study at home
- Pays very little attention (head is often down on desk)
- Is seldom on task
- Never asks for help
- Turns in very few assignments
- Does not even know there is a test
- Usually has many absences; possible has to make-up time
- Does not know there is a website/blog or planner/calendar
- Asks for extra credit after report cards are distributed
- Does not check Zangle Student Connect (may not know password)

2012 AP Exam schedule

*The 2012 AP Exams will be administered at Hartland's old high school on M-59. Early testing or testing at times other than those published by the College Board is not permitted under any circumstances.

Week 1	Morning 8 a.m.	Afternoon 2 p.m.
Monday, May 7	Chemistry Environmental Science	Psychology
Tuesday, May 8	Computer Science A Spanish Language	Art History
Wednesday, May 9	Calculus AB Calculus BC	Chinese Language and Culture
Thursday, May 10	English Literature and Composition	Japanese Language and Culture Latin/Vergil
Friday, May 11	German Language and Culture United States History	European History
Week 2	Morning 8 a.m.	Afternoon 2 p.m.
Monday, May 14	Biology Music Theory	Physics B Physics C: Mechanics
Tuesday, May 15	United States Government and Politics Politics	Comparative Government and Politics French Language and Culture
Wednesday, May 16	English Language and Composition	Statistics
Thursday, May 17	Macroeconomics World History	Microeconomics Italian Language and Culture
Friday, May 18	Human Geography Spanish Literature	

Please note:

- Coordinators may order late-testing exams for students who would like to take exams that are scheduled for the same time.

Please return only this page of this packet.
Due, for credit, no later than **Monday, September 12th**

Student's Name: _____ Class Hour: _____

"I have read and understand the rules and expectations of Mrs. Erickson's 2011 - 2012 Advanced Placement English Language and Composition Course":

Student's Signature: _____ Date: _____

Student's PRIMARY E-mail address: _____
(this will be used to send reminders and other various class related messages)

"I have read and discussed Mrs. Erickson's 2011 - 2012 Advanced Placement English Language and Composition Syllabus with my child, and am familiar with the expectations being placed upon him/her for this school year.":

Parent/Guardian's Signature: _____ Date: _____

**All parent/guardian contact information is available to your student's teachers, counselor, and administrators through Zangle. Please confirm that your information is current. If you would like me to contact you (if the need arises) through a different e-mail address or telephone number than the one(s) recorded on Zangle, please enter it below:*

ATTENTION PARENT(S)/GUARDIAN(S) AND STUDENT: Mrs. Erickson occasionally takes photos and videos of her students and shares them on the class website. Please initial below if you do NOT want photos and videos of yourself or your student posted on the class website:

By initialing here I am indicating that I do NOT want class photos and videos in which I or my student is featured to appear on the class website: _____

Students, Mrs. Erickson's A.P. Composition course has a Facebook group, which is NOT linked to her personal Facebook account. The purpose of this group is to allow students to receive additional reminders about upcoming class assignments and tests, as well as allow them to discuss class concepts with one another, when in need of peer assistance. Please initial below if you would like to be included in this Facebook group. Also, please include your Facebook profile name so Mrs. Erickson may easily add you as a "friend" on this account and to the group.

INITIAL *Facebook Profile Name*

FORMAL ASSIGNMENT #1

On-going throughout the entire first semester

50 points possible (*the equivalent of half of one formal essay score*)

This assignment, which is NOT extra-credit, is worth 50 points. You currently have 100% on this assignment; it's even already entered into my grade book as a 50 out of 50. You will very rarely, if ever, have the opportunity to add earned points to this assignment; you can, however, LOSE points from this assignment. Here's how:

- ✓ Every time The first time Mrs. Erickson HEARS your cellular telephone ring, vibrate, or beep during class time, you lose 5 points from this score.

The second time Mrs. Erickson HEARS your cellular telephone ring, vibrate, or beep during class time, you lose 10 points from this score.

The third time Mrs. Erickson HEARS your cellular telephone ring, vibrate, or beep during class time, you lose 15 points from this score.

The fourth time Mrs. Erickson HEARS your cellular telephone ring, vibrate, or beep during class time, you lose 20 points from this score.

Every time after the fourth offense, if Mrs. Erickson HEARS your cellular telephone ring, vibrate, or beep during class time, you lose pre-recorded extra-credit points from your overall class grade.

- ✓ Every time The first time Mrs. Erickson sees you using your cell phone during class time, in any way (including, but not limited to: glancing at the phone to check for updates, checking missed calls, reading text messages, checking the time, using the calculator, composing and/or sending a text message checking ANYTHING on the internet) you lose 5 points from this score.

The second time Mrs. Erickson sees you using your cell phone during class time, in any way (including, but not limited to: glancing at the phone to check for updates, checking missed calls, reading text messages, checking the time, using the calculator, composing and/or sending a text message checking ANYTHING on the internet) you lose 10 points from this score.

The third time Mrs. Erickson sees you using your cell phone during class time, in any way (including, but not limited to: glancing at the phone to check for updates, checking missed calls, reading text messages, checking the time, using the calculator, composing and/or sending a text message checking ANYTHING on the internet) you lose 15 points from this score.

The fourth time Mrs. Erickson sees you using your cell phone during class time, in any way (including, but not limited to: glancing at the phone to check for updates, checking missed calls, reading text messages, checking the time, using the calculator, composing and/or sending a text message checking ANYTHING on the internet) you lose 20 points from this score.

Every time after the fourth offense, if Mrs. Erickson sees you using your cell phone during class time, in any way (including, but not limited to: glancing at the phone to check for updates, checking missed calls, reading text messages, checking the time, using the calculator, composing and/or sending a text message checking ANYTHING on the internet) you lose pre-recorded extra-credit points from your overall class grade.

- ✓ Every time The first time Mrs. Erickson sees you dialing or talking on your cell phone during you're A.P. Composition class time – whether in the classroom or elsewhere in HHS, you lose 5 points from your total score.

The second time Mrs. Erickson sees you dialing or talking on your cell phone during you're A.P. Composition class time – whether in the classroom or elsewhere in HHS, you lose 10 points from your total score.

The third time Mrs. Erickson sees you dialing or talking on your cell phone during you're A.P. Composition class time – whether in the classroom or elsewhere in HHS, you lose 15 points from your total score.

The fourth time Mrs. Erickson sees you dialing or talking on your cell phone during you're A.P. Composition class time – whether in the classroom or elsewhere in HHS, you lose 20 points from your total score.

Every time after the fourth offense, if Mrs. Erickson sees you dialing or talking on your cell phone during you're A.P. Composition class time – whether in the classroom or elsewhere in HHS, you lose pre-recorded extra-credit points from your overall class grade.

In short, ANY use of or noise from your cell phone during this class time will result in a point loss from your 50 point assignment, and that point loss increases by five upon every offense.

If you do not carry or use your cell phone in school or keep it turned off during the school day, count yourself lucky! You KNOW you will have at least one 100% assignment score.

There are **absolutely no exceptions to the above explained assignment requirements.**

If you find yourself in an emergency situation that requires telephonic communication, you are absolutely permitted to leave class to visit the front office to use the telephone. Additionally, if an unfortunate family emergency results, requiring your parents/guardians to reach you immediately, they may call **810/ 626-2200**, briefly explain the situation to front office personnel, and you will be excused from class promptly. Your cell phone, therefore, is never needed during class time.

Further, the above listed penalties are extremely lenient in comparison to the consequences you will face in your higher education courses, should your cell phone cause a disruption in class.

The below (only) is due no later than next Monday, September 12th, 2011. Failure to turn this in by this date will result in a 5 point deduction from your 50 point assignment score. Early submission (tomorrow, this Thursday, or this Friday), however, will earn you 5 extra points toward this assignment grade.

I _____ have read and understand the 50-point
Please print student's name

"Zero Cell Phone Use" Assignment for the 2011 – 2012 *Advanced Placement English Language and Composition Class.*

Student's Signature

Dated

I _____ have read and understand the 50-point "Zero
Please print parent's/guardian's name

Cell Phone Use" Assignment for my child's 2011 – 2012 *Advanced Placement English Language and Composition Class.*

Parent's/Guardian's Signature

Dated