# **Campus/Location or Online**

**Fall 2022**

Coronavirus (COVID-19) Information

Students must be prepared for any, and all, classes to be moved online in response to changes in the coronavirus status. Please visit the [COVID-19 website](https://stlcc.edu/messages/covid-19.aspx) for the latest update.

## Section Information

**Course Title**: College Composition I

**Course Prefix, Number, and Section**: ENG 101

MOTR ENGL 100

HE1

**Course Registration Number (CRN)**: 33581

**Meeting Day(s)/Time(s)**: B-Days, 7th period.

**Location(s)**: Hazelwood East High School (room D202)

## Instructor Information

**Instructor**: Prof. Harshman

Campus Hours:

Location of Campus Hours:

**STLCC E-mail**: eharshman@stlcc.edu

**Office Location**: St. Louis Community College - Meramec

11333 Big Bend Rd, St. Louis, MO 63122  
**Office**: Communications North 114

**Office Phone**: (314) 984-7265

**Additional Contact Information**:

eharshman@hazelwoodschools.org

D202

314-953-7353

## Course Information

**Course Description**:

Course Description: College Composition I focuses on the development of writing techniques. Students will develop effective writing styles, writing processes, revision practices, and analytical skills.

Credit Hours: 3

Course Pre-requisite: Placement score or co-enrollment in ENG 079 or ENG 070 and Reading Proficiency or completion or enrollment of RDG 079.

Exit Requirements: Coursework completed with a letter grade of “C” or better by the final date of class.

Course Learning Outcomes

**Credit Hours**: 3

**Exit Requirements**:

Four essays, at least **16 pages of writing**.

* Completion of various textbook & other readings, exercises & small writing assignments
* Participate in active reading, workshops and critical / analytical discussion of assigned texts
* Attendance and participation in class meetings

## Course Learning Outcomes

Upon successful completion of the course, the student will demonstrate the ability to:

1. Respond to a variety of texts.

2. Use appropriate techniques that effectively paraphrase, summarize, and synthesize small amounts of information.

3. Develop an essay’s controlling idea with a balance of generalizations as well as specific, illustrative details.

4. Arrange appropriate patterns of organization for subject, audience, and purpose.

5. Organize a logically structured, coherent, and developed essay that achieves its rhetorical purpose.

6. Communicate without major sentence-level errors in grammar, usage, diction, and mechanics.

7. Demonstrate evidence of pre-writing techniques and multiple drafts of writing.

8. Write for a variety of audiences.

## Required Course Materials

* + *Reading Critically Writing Well* (12th edition) by Rise B. Axelrod, Charles R. Cooper & Allison M. Warriner
  + I will be providing this text for your via PDF files in Google Classroom

## Technology Requirements

* You will need your Chromebooks (and chargers) every single day!
* You will need access to Google Classroom
* All students have free access to Microsoft 365 through their MySTLCC account, which includes software such as Word, PowerPoint, Excel, OneDrive, a calendar, and e-mail. See the link [STLCC Student Email and Office 365](https://www.stlcc.edu/departments/information-technology/student-email/office-proplus.aspx) for more information.

This information is required by QM for both online and hybrid courses.

## Classroom Policies

**EDUCATIONAL BELIEFS**:

My education is the single most valuable possession I have. It is my immense love for learning (and my chosen subject) that distinguishes me from my peers and contemporaries. I hope to impart this love of English (in this case: writing) to you by the end of this course. My classroom is an open atmosphere of unrestrained creativity and active learning. Please do not hesitate to share ideas, ask for assistance and give constructive feedback and criticism. While you might have heard this before, be assured that it is the truth: I am learning from you as much as you are learning from me.

### Grading Policy

**Assignment Points**

Attendance 100

Essays 400 (100 points each)

Final Portfolio 350

Homework/Textbook Assignments 75

Participation 75

**TOTAL: 1000**

**TOTAL: 1000**

Final Grades will be determined as follows: 900 – 1000 = A

790 – 899 = B

650 – 789 = C

530 – 649 = D

529 or fewer = F

**GRADING EXPLANATION:**

**Tardiness** – Will be met with points deducted from your final grade.

**Attendance** – Likewise, excessive absences will be met with points deducted from the student’s final grade. This is in addition to points deducted for missing or incomplete student work that occur during those absences.

**Essays** – Incomplete essays will be given a zero (no points). Papers completed, but not revised to final draft form, will be given a grade based upon my judgment of their level of quality.

**Final Portfolios -** Are mandatory. If your Final Portfolio is not completed or submitted you have a very slim chance of passing this course.

**Home / Textbook Assignments** – Textbook and/or additional writing assignments are due on the due date, period. If assignments are late, points may be taken off. If assignments are late more than two weeks they may not be made up at all. All textbook writing assignments should be **typed** and e-mailed to me following the “Assignment Submission” policies outlined below.

**Participation & Class Readings –** Students **must** complete all assigned readings and have **discussion notes** written. For each story (contained within the assigned chapter) you are assigned, you are to answer the “Purpose and Audience” and “Style and Structure” questions at the end of each story. If you do not participate in class discussion, you will not receive the 75 points for participation and your grade will be negatively impacted.

### Attendance Policy

## Students are expected to attend all classes. However, in the event of a dire emergency it is your responsibility to acquire missed course materials and the information supplied in class. You can do this several ways: 1) Check Google Classroom (however, please note: not all assignments will be listed on Google Classroom) 2) Contact a classmate and ask what was covered during the missed class. 3) Visit me during my office hours, when I will have the time to adequately go over any missed information. 4) If nothing else, e-mail or call me with any questions (though in-person visits are preferred).

## Tardiness is disrespectful and unprofessional. While you wouldn’t be late to your job, I ask that you are not late to my class. You will miss vital information, assignment stipulations and due dates if you are late. PLEASE BE ON TIME!! Attendance is taken at the beginning of class. If you are not present, you will be marked absent. It is your responsibility to let me know when you foresee tardiness so I can adjust the attendance sheet. However, if you are late, do not interrupt the class further to ask me to change the attendance sheet; see me as soon as class is over. In addition, it is expected that you will not only attend class, but also actively participate.

## Please, no SLEEPING or PHONE ACTIVITY (texting, messaging, etc.) or you will be asked to leave and marked absent.

### Late Work/Missed Exams Policy

Assignments are due on the date assigned at the beginning of the class, period. Due dates will be repeated numerous times, in addition to being listed in the syllabus and on Blackboard. If you know ahead of time that you will be absent on the date an assignment is due, it is your responsibility to deliver the assignment to me early or on the due date (via e-mail or in person).

**FORMAT FOR PARAGRAPH AND ESSAY ASSIGNMENTS:**

Unless the assignment is a free write, or is planned as a handwritten assignment (i.e. in class without the aid of the computer lab), all papers submitted for this class should be typed, double-spaced, in size 12, Times New Roman font on standard-size (8.5 X 11) white typing paper. Papers should be in MLA format (please see example at the end of the syllabus). Any papers that are submitted with incorrect formatting will be returned unread and will not be accepted, reviewed or graded.

**REVISION & EXTRA CREDIT:**

While revision is indeed **mandatory** (as your final paper **MUST** be a **finalized and approved draft**)I do **NOT** set due dates for revision.

I do this for two reasons: 1.) All students entering the classroom are college-age adults, and with that title comes the inherent responsibility, and 2.) We have so much to cover during the semester (and so little time) that I find it not unreasonable to ask the students to preside over the improvement of their own work.

Revision will assist you greatly in that your writing will improve, as will your understanding of the revision process.

**No extra credit will be considered.**

### Academic Integrity Statement

Academic Honesty: STLCC policy states that all students are “responsible for behaving in… [an] ethical manner both in the classroom and in all communications and contact with the instructor, other staff members, and other students.” (Fact Finder 60).

Academic Honesty means the following:

• Documenting all proprietary information that is received from outside sources, including books, articles, websites, lectures, interviews, television, radio, etc.

• Putting quotation marks around the words that were written or spoken by someone other than oneself.

• Applying this standard to all assignments (paper, take home exams, presentations, etc.).

Plagiarism: To present someone else’s work or ideas as one’s own is plagiarism. A student commits plagiarism by:

• Copying, word for word, someone else’s writing without putting that passage in quotation marks and identifying the source;

• Taking someone else’s writing, changing some of the words, and not identifying the source

• Taking someone else’s ideas or organization of ideas, putting them into his/her own words and not identifying the source

• Having someone else change the student’s writing—a tutor, friend, or relative, for instance—and creating the impression that this is the student’s own work

• Purchasing or downloading papers or passages from the Web.

It is campus policy that a student guilty of plagiarism may receive an F for the plagiarized assignment or be dismissed from the course with a grade of F.

### Classroom Expectations

**Computer Use:** Your computers are to be used for class work ONLY.

**Phones/Electronic Devices in Classroom:** All phones/electronic devices should be turned to silent mode prior to entering the classroom and may NOT be used in the classroom. Failure to follow this policy will be considered a student disruption and will result in disciplinary action.

**General Conduct:** Students are expected to extend common courtesies to the instructor and their peers. As I stated before, my classroom is an open environment of idea sharing, creativity & active learning. Bottom line: be respectful of one another as you are respectful of me. No antagonizing. No bullying or verbal abuse. No vulgarity. There will be NO exceptions to this policy. Any student who disregards this policy will be asked to leave the classroom and will not be admitted back until they have met with me during office hours. In addition, any student who is asked to leave the classroom will be marked as ABSENT for that day, regardless of how much class time has passed before said incident.

## STLCC College Policies

Below are important STLCC College policies of which you must be aware. Please go to [Consumer Information](https://stlcc.edu/college-policy-procedures/consumer-information/index.aspx) (https://stlcc.edu/college-policy-procedures/consumer-information/index.aspx) for additional information.

### Withdrawal Policy

To formally withdraw, students must submit official forms to the Admissions/Registration office. The class will be shown on the transcript with a grade of W, and students are not eligible for a refund of fees. It is always the student’s responsibility to initiate a withdrawal.

The last day you may withdraw from this class is Friday, November 18th.

### Diversity & Inclusion, Non-Discrimination Statement

St. Louis Community College is committed to creating inclusive, welcoming, and respectful learning and working environments focused on the needs of our diverse communities. The College does not discriminate on the basis of race, color, national origin, ancestry, religion, sex, pregnancy, sexual orientation, gender identity, gender expression, age, disability, protected veteran status, and any other status protected by applicable state or federal law. The College’s Nondiscrimination policies apply to any phase of its employment process, any phase of its admission, or financial aid programs, and all of its educational programs or activities.

Student inquiries concerning discrimination or harassment, and the procedure for complaints of discrimination or harassment may be made to: Mary Zabriskie, Director, Student Conduct/Title IX Coordinator, 314-539-5345, mzabriskie@stlcc.edu.

### Disability Resources and Access Office Information

STLCC is committed to providing all students equal access to learning opportunities.

Access Office staff, available on each campus, work with students who have disabilities to provide and/or arrange academic accommodations. Students who have, or think they may have, a disability are encouraged to contact the campus Access Office:

* Florissant Valley: 314-513-4551 or [FVAccess@stlcc.edu](mailto:FVAccess@stlcc.edu)

Students with academic accommodations are responsible for providing their professors with Instructor Memos and should do so early in the course. For more information, see [Access services](https://www.stlcc.edu/student-support/disability-services/) (https://www.stlcc.edu/student-support/disability-services/).

### Title IX

Discrimination includes any form of unequal treatment on the basis of sex, sexual orientation or gender expression such as denial of opportunities, harassment, and violence. Sex based violence includes sexual assault, sexual harassment, dating violence, domestic violence and stalking.  If you experience discrimination in any of these forms, you are encouraged to report the incident to the Title IX Coordinator, or campus-based Title IX Investigators.  To learn more, including information on campus and community resources, go to [STLCC's Sexual Misconduct Policy](https://www.stlcc.edu/docs/policies-and-procedures/sexual-misconduct-guidelines.pdf) (https://www.stlcc.edu/docs/policies-and-procedures/sexual-misconduct-guidelines.pdf).

## Course Outline

**TENTATIVE COURSE SCHEDULE:**

**\* Please note that this schedule is tentative. While we will try to adhere to this schedule as closely as possible, assignments & activities may change. By this I mean that I will (undoubtedly) create new, impromptu assignments to assist you in honing your writing skills. Additionally, assignments and activities may be rearranged to accommodate the class’s requirements and special circumstances. Please ask me (via e-mail, phone or during office hours) or consult Blackboard (when assignments are listed there) for final confirmation.**

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| **Week / Date** | **Topic** | **Assignment** |
| **Week 1 (Aug. 22nd -26th)** |  |  |
|  | Introductions | **In Class:** The syllabus will be introduced and discussed.  Trust building exercises will be conducted.  **Homework:** Read Ch.s 1  **Complete Activity:** 1 in chapter 1 (pg. 4). |
| **Week 2 (Aug. 29th – Sept. 2nd)** | Personal Narrative |  |
|  |  | **In Class:** Class readings will be discussed & homework will be reviewed.  Furthermore, your first writing assignment (Personal Narrative) will be introduced & discussed.  **Reading Groups**: **Read**: Students will read:  “Me Talk pretty One Day” by David Sedaris (pg. 81)  and  “Tupac and My Non-Thug Life” (pg. 100)  We will discuss the elements (thesis, support, etc.) of these personal narratives.  **Homework:** Read Ch. 2 |
| **Week 3 (September 6th – 9th)** | Observation | **In Class:** Class readings will be discussed.  Revision Policy will be covered again.  A presentation on formal composition (MLA formatting) will follow.  **Reading Groups**: **Read**: Students will read:  “I’m Not Leaving Until I Eat This Thing” by John T. Edge (pg. 131)  And  “Long Good-Bye” by Amanda Coyne (pg. 144)  We will discuss the elements (thesis, support, etc.) of these personal narratives.  **Homework:** Read Ch, 3  Begin drafting Personal Narrative Thesis and Body Paragraphs. |
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| **Week 4 (September 12th – 16th)** | Reflection | **In Class:** Class readings will be discussed & homework will be reviewed.  **Activity**: “Thinking About Reflection” (pg. 178);  **Read**: “Starving for Control” (pg. 205), “Black Men and Public Spaces” (pg. 179).  **Due Monday (Sept. 13th):** Personal Narrative Thesis Statement and Pre-writing (outlining, drafting, etc.) for peer review.  **Homework:**  Read Ch. 4 |
| **Week 4 (September 19th – 23rd)** | Peer Editing |  |
|  |  | **In class**: We will have a Peer Editing workshop, where students will read & offer constructive criticism to their peers’ thesis statements & pre-writing for their personal narratives.  **Homework**:  **Read**: Ch. 11  **Complete activity**: “Thinking About Multi-Genre Writing” (pg. 514)  **Finish drafting your Personal Narratives.**  **Note**: The rough draft of your Personal Narrative is due on our first class meeting of the following week. |
| **Week 5 (September 26th – 30th)** | Writing in Genres | **In Class:** Class readings will be discussed & homework will be reviewed.  **Reading Groups**:  Students will read:  “How Can We Expand the Way We Write About Our Identities” (pg. 551)  And  ”On Being Midwestern: The Burden of Normality” (pg. 542)  We will discuss the elements (thesis, support, etc.) of these essays and how it pertains to critical writing.  I will also introduce our next assignment and give a presentation on the virtues of Critical Writing.  **Read**: Ch. 7  **Activities**: “Thinking About Evaluation” (pg. 276)  “Analyze & Write” (pg. 245 & 249) |
| **Week 6 (October 3rd – 7th)** | Critical Writing | **In class**: Class readings will be discussed.  I will also introduce a supplemental assignment (the Critical Breakdown) that will assist in writing your Critical Essay.  We will also complete a sample Critical Breakdown together in class to assist with comprehension.  **Homework**: Complete the Critical Breakdown (**Due**: first class meeting of our next class). |
| **Week 7 (October 10th – 14th)** | Critical Writing | **In class**:  **Reading Groups**: Students will look at past student Critical Essays and formal (published) critiques and analyze them for their academic strengths and efficiency.  **Homework**: Begin drafting your Critical Essays.  **Due**: Thesis statement, outline or pre-writing on your Critical Essay.  Bring first class meeting of next week. |
| **Week 8 (October 17th – 21st)** | Peer Editing | **In class**: We will have a Peer Editing workshop, where students will read & offer constructive criticism to their peers’ thesis statements & pre-writing for their Critical Essays.  **Reading Groups**: Students will look at past student Critical Essays and formal (published) critiques and analyze them for their academic strengths and efficiency.  **Homework**:  **Due**: Your Critical Essay are due first class meeting of next week. |
| **Week 8 (October 24th – 28th)** | Business Writing | **In class**:  I will give a brief multi-media interactive presentation on the virtues of business writing.  I will lead the class in the writing of a cover letter. |
| **Week 9 (October 31st – November 4th)** | Business Writing | **In class:**  **Reading Groups**:  Students will read and analyze different samples of business writing (including previous student work) and analyze them for professional diction and formatting.  **Homework:** Continue drafting your Cover Letter.  Begin drafting your Résumé. |
| **Week 10 (November 7th – 11th)** | AP Exam Prep. | **In Class:**  Students will complete various AP practice exams.  We will discuss test taking strategies and best practices regarding the AP exam.  **Due**: Your Cover Letter and Résumé are due before we leaving for Thanksgiving Break. |
| **Week 11 (November 14th – 18th)** | Peer Editing | **In Class:**  Students will peer edit one another’s Cover Letters and Résumés and analyze their use of professional diction.  **Due**: Your Cover Letter and Résumé are due before we leaving for Thanksgiving Break. |
| **Week 12 (November 21st – 25th)** | **Thanksgiving Break –**  **No class** | **Thanksgiving Break –**  **No class** |
| **Week 13 (November 28th – December 2nd)** | AP Exam Prep. | **In Class:**  Students will complete various AP practice exams.  We will discuss test taking strategies and best practices regarding the AP exam. |
| **Week 14 (December 5th – 9th)** | AP Exam Prep. | **In Class:**  Students will complete various AP practice exams.  We will discuss test taking strategies and best practices regarding the AP exam. |
| **Week 15 (December 12th – 16th)** | AP Exam Prep. | **In Class:**  Students will complete various AP practice exams.  We will discuss test taking strategies and best practices regarding the AP exam. |

**Semester 2 – Spring 2023**

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| **Week 16 (January 3rd – 6th)** | Finals Exam Prep. | We will begin prepping for our Final Exam. |
| **Week 17 (January 9th – 13th)** | Finals Week | We will have our Final Exam (a practice AP Language exam, with multiple choice and essay questions) at our appointed time. |
| **Week 18 (January 17th – 20th)** | Compare & Contrast Writing | **In class**:  Your next writing assignment (Compare & Contrast essay) will be introduced & explained.  **Homework:**   * **Read** Compare and Contrast writing handout (PDF). It will be available on Blackboard. * Begin brainstorming & pre-writing for your Compare & Contrast Essay. * Compare and Contrast exercises (handouts).   **Read** Ch. 12 |
| **Week 19 (January 23rd – 27th)** | Library Research | **In Class:** We will either be in the library and Ms. Mills will give a brief presentation on how to use library (and online) resources.  Or we will have a Google Meets with a Library Research Specialist from STLCC who will help guide students through the vast resources available to them via STLCC’s libraries.  Students should take this time to find **two** outside sources as support for their Compare & Contrast Essays.  **Due at end of class:** Two useable outside sources (books, articles, etc.) for their Compare & Contrast Essays.  **Homework:**  Complete Compare & Contrast Essay Thesis Statement and Pre-writing (outlining, drafting, etc.) for peer review.  **Read**: Ch. 8  **Activities**: “Thinking About Position (pg. 338). |
| **Week 20 (January 30th – February 3rd)** | Peer Editing | **In Class:**  Compare and Contrast Essay Thesis Statements and Pre-writing (outlining, drafting, etc.) will be peer reviewed.  **Reading Groups**:  Students will read:  “The Flight From Conversation” by Sherry Turkle (pg. 355),  “Why Privacy Matters Even If You Have ‘Nothing To Hide’’ by Daniel J. Solove (pg. 360),  “In The Name of Love” by Miya Tokumitsu (pg. 367)  And  “Children Need to Play, Not Compete” by Jessica Statsky (pg. 374).  We will discuss the elements (thesis, support, etc.) of these Compare and Contrast essays. |
| **Week 21 (February 6th – 10th)** | Compare and Contrast Writing | **In class**: Class readings will be discussed.  Whatever readings (textbook essays) that were not covered the previous week will be read and analyzed.  **Due**: Compare & Contrast Essay will be due first class meeting of next week. |
| **Week 22 (February 13th – 17th)** | Persuasion | **In Class:**  Your next essay (Persuasive Essay) will be introduced & explained.  I will also give a brief multi-media PowerPoint presentation on the canons of rhetoric.  **Reading Groups**:  Students will read:  “Why We Crave Horror Movies” (pg. 397)  And  “Is Google Making Us Stupid?” by Nicholas Carr (pg. 424).  We will analyze these essays for their use of persuasion.  **Homework:**  **Read**: Ch. 9 |
|  |  | **Activities**:  Complete “Thinking About Speculating about Causes and Effects” (pg. 396). |
| **Week 23 (February 21st – 24th)** | Research Day | **In Class:** We will either be in the library, or will conduct our research in class.  Students should take this time to find **two** outside sources as support for their Persuasive Essays.  **Due at end of the week:** Two useable outside sources (books, articles, etc.) for their Compare & Contrast Essays.  **Homework**:  Persuasive exercises (Junk Mail, Movie Trailer assignments). |
| **Week 24 (February 27th – March 3rd)** |  | **In class**:  In Reading Groups, students will read and analyze various pieces of persuasive writing (including satirical persuasive writing) and analyze each work for its effectiveness.  **Homework:** Continue drafting your Persuasive Essays.  **Read**: Ch. 9 and 10  **Activities**: Complete all “Analyze and Write” (pg. 420, 421) |
| **Week 25 (March 6th – 10th)** | Persuasion | **In Class:**  Readings (chapters (9 & 10) will be discussed.  **Reading Groups**:  Students will read  “How to Raise Americans’ Wages” by Harold Meyerson (pg. 469),  “Ounces of Prevention” by Kelly d. Brownell & Thomas R. Frieden (pg. 487),  And  “Skim Reading is the New Normal” (pg. 476)  We will then analyze these essays for their effective use of persuasive language and rhetoric.  **Homework**: Continue drafting your Persuasive Essays. |
| **Week 26th (March 13th – 17th)** | Library Research Day | **In Class:** We will be in the library. Students should take this time to find **two** outside sources as support for their Persuasive Essays.  **Note**: I allow two library research days for the Persuasive Essay for two reasons: 1.) It is perhaps the more difficult essay of the lot, 2.) I have found that students tend to shift topics mid-stream; this gives you an opportunity to collect research material for your new topic, if you have shifted gears.  **Due at end of class:** Two useable outside sources (books, articles, etc.) for their Compare & Contrast Essays.  **Homework**: Continue drafting your Persuasive Essays.  **Due**: For Wednesday (Nov. 10th) bring your thesis statement, pre-writing or outline for your Persuasive Essay for peer editing. |
| **Week 27th (March 20th – 23rd)** | Peer Editing | **In Class:** Students’ pre-writing for their Persuasive Essays will be peer reviewed.  **Reading groups**:  “Rise of Crowdsourcing” (pg. 236)  And  “Do You Suffer From Decision Fatigue?” (pg. 230)  We will then analyze these essays for their effective use of persuasive language and rhetoric.  **Homework**:  **Read**: Ch. 6  **Due**: Persuasive Essays will be due when we return from spring vacation. |
| **Week 28th (March 27th – March 31st)** | Spring Break – No School | Spring Break – No School |
| **Week 29 (April 3rd – 6th)** | AP Exam Prep. | **In Class:**  Students will complete various AP practice exams.  We will discuss test taking strategies and best practices regarding the AP exam. |
| **Week 30 (April 11th – 14th)** | Final Portfolio | **In class**: As the end of the semester approaches, I will further demystify the Final Portfolio assignment and answer any and all questions.  I will also hold individualized professor-student meetings for any students who need one-on-one guidance, but are unable to attend Office Hours.  **Homework**: Continue revisions of your essays and continue building your Final Portfolio. |
| **Week 31 (April 17th – 21st)** | Professor-Student Meetings | **In class**:  I will hold individualized professor-student meetings for any students who need one-on-one guidance.  Students should be working on revisions during the time I am meeting with other students. |
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| **Week 32 (April 24th – 28th)** | AP Exam Prep. | **In Class:** Students will complete various AP practice exams.  We will discuss test taking strategies and best practices regarding the AP exam. |
| **Week 33 (May 1st – 5th)** | AP Exam Prep | **In Class:** Students will complete various AP practice exams.  We will discuss test taking strategies and best practices regarding the AP exam. |
| **Week 34 (May 8th – 12th)** | AP Exam Prep | **In Class:** Students will complete various AP practice exams.  We will discuss test taking strategies and best practices regarding the AP exam. |
| **Week 35 (May 15th – 19th)** | Final Portfolio Presentations | **In Class:** Students who are finished with their Final Portfolios may present them to the professor for their final class grade.  I will also hold class Office Hours for any students wishing individualized conferences and assistance.  **Homework:** Continue refining your Final Portfolios. |
| **Week 36 (May 22nd – 25th)** | Final Portfolio Presentations | **In Class:** Students who are finished with their Final Portfolios may present them to the professor for their final class grade.  I will also hold class Office Hours for any students wishing individualized conferences and assistance.  **Homework:** Continue refining your Final Portfolios. |
| **Final Week (May 30th – June 3rd)** | Finals Week | **In Class:** We will have our Final Exam (a practice AP Language exam, with multiple choice and essay questions) at our appointed time. |

## STLCC Libraries

Make [STLCC Libraries](http://stlcc.edu/libraries/) your source for finding and evaluating high-quality information. The best students know that meeting with a librarian will help them become even better scholars.

## For your health and safety

All employees, students and visitors entering STLCC property must:

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| --- | --- | --- |
| covid-19 mask protection icon | covid-19 distancing at least 6ft icon | covid-19 wash hands frequently icon |
| **WEAR A MASK** | **PRACTICE 6-FOOT DISTANCING** | **WASH HANDS FREQUENTLY** |