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Course Details

ENG 160

Credit Hours: 3 Composition 1

Course Modality: Seated

- In person
- 40 minutes per class period, five days per week
- Each module should take approximately three weeks to complete
- We utilize Schoology as our online delivery system

Pre/Co-requisites: N/A

Instructor Details

Name and Title: Mrs. Annmarie Lugo, English Language Arts Teacher

Campus Email: alugo1@wallkillcsd.k12.ny.us

Generative AI Tools & ChatGPT

This course prohibits the use of ChatGPT or Generative AI tools on all discussions, essays, assignments, and projects, and presentations. Use of such will be considered a violation of the Academic Integrity policy.

Course Description

This course concentrates on rhetorical situations, introductory skills like thesis development, organization, basic research, and citation. Drafting and revision required. Students will have training in critical reading, the process of composing, academic forms of writing, and computer literacy. Movement from expressive to expository writing. Papers assigned to develop particular writing techniques. A first- semester English course.

Student Learning Outcomes

Upon completion of this course, students will be able to:

- Write well in different rhetorical situations, i.e. for different purposes, occasions, and audiences
- Understand and reflect on key concepts about writing and rhetoric (style, exigence, voice, invention, etc.)

- Craft well-developed, well-organized, clear, and grammatical sentences, paragraphs, and essays
- Think and write as college students (reflecting, observing, explaining, comparing, summarizing, synthesizing, analyzing, evaluating, and interpreting)
- Approach writing as a process (planning, shaping, drafting, revising, and editing)
- Critique one's own writing and the writing of others through reflection on important concepts and issues in composition studies
- Evaluate sources of information using criteria such as currency, authority, objectivity, accuracy, specificity, and relevance
- Use information ethically and legally
- Develop oral presentation skills
- Develop computer and library information literacy skills

Reading Materials

Writing & Rhetoric Guide: 2023-2024. SUNY New Paltz, July 2023

PDF. <https://www.newpaltz.edu/english/composition/>

Lunsford, A. A., Brody, M., Ede, L. S., Moss, B. J., Papper, C. C., & Walters, K. (2023). *Everyone's an author*. W. W. Norton & Company.

Rigolino, Rachel, and Joann Deiudicibus, eds. *New Voices, New Visions*

2021: Essays from the Composition Program. SUNY New Paltz, July

2022. <https://newpaltzcomposition.wordpress.com/>

The Purdue OWL Family of Sites. The Writing Lab and OWL at

Purdue and Purdue U, 2019, owl.english.purdue.edu/owl.

*All additional readings and course materials are posted on Schoology and will be shared with the class in person/by email.

*Required for this course: [Free download of Office 365/Microsoft Word](#) for students (as campus no longer supports Google drive/docs; these often result in formatting issues); Turnitin on Schoology (upload papers)

Attendance Policy:

The Writing and Rhetoric Program has a VERY STRICT attendance policy:

Instructors will take attendance at the beginning of each class session. This roster is taken diligently; it is accurate and incontestable. Students who are not in the classroom when the roster is called are marked absent. If the student is LATE it is their responsibility to inform the professor AFTER the class and make sure they are signed in (tardy are monitored). If students do have to miss class, they should notify the instructor in advance via Schoology whenever possible. This is to allow

students to better prepare for the next class and make alternate arrangements for missed or late work as needed. Excessive absences will reduce your grade in this course.

Exceptions:

- Death &/or funeral in the family
- Religious observances. Please notify instructors in advance via email if you choose to participate in observances in order to avoid being marked absent
- Athletes: away games/matches, conferences etc. Athletes must bring official documentation to the instructor's attention in advance.

Note: Three (unexcused) tardies constitute one absence. Tardy is defined as arriving after the instructor has taken attendance based on the roster and begun class. Students are responsible for making sure they are marked present. If there are long-term situations resulting in prolonged absences, the instructor will address them on a case-by-case basis in consultation with the Writing & Rhetoric Program Coordinator. It is the student's responsibility to provide any necessary supporting medical documentation or other evidence of extenuating circumstances. In general, it is the student's responsibility to let the instructor know the reason for the absence, and to make arrangements to keep abreast of homework and projects.

Assignment Policy

Students must COMPLETE the following to PASS the course:

- All four (4) of the main writing assignments
- ePortfolio
- Oral presentation
- Library module (P/F)
- Consistent participation (quizzes, blogs, discussion boards, journals, short written responses)
- Assessment Assignment (P/F) to be completed & posted to Schoology for the instructor to send to raters by Common Final Day

***Keep everything you write for this class in a folder and save different (dated and labeled draft 1, final, revision) Microsoft Word files of essay drafts. ***

Grading Information

All assignments will be graded in some way. Essays will count as the majority of a student's grade. There will be **four (4) essays written during this semester**. Students **must complete all major assignments in order to pass the course for college credit**. Major assignments include **all take-home essays, oral presentations, and the library module**. **Failure to complete one of those assignments will result in a college grade of "F" regardless of one's high school grade**. Students will also take quizzes and complete class work in order to improve their skills in grammar

and vocabulary usage. Student grades will be calculated via a point system, where each assignment adds to his or her grade. Since this is a semester-long course, but the high school grading system is broken into quarters within that semester, a total of 200 points can be earned over the duration of the semester.

See below (tentative due dates for **final drafts** in parentheses):

Assignments and Weight

Diagnostic Essay (mandatory in class, timed; 9/15): 15 points

Narrative Essay (10/4): 20 points

Letter to the Board of Education Essay (10/25): 25 points

Food/Film/Play/Album/Show Review Essay (11/9): 20 points

Descriptive Essay (11/30) : 20 points

Quizzes: 20 points (10 per quarter; 2 quizzes/quarter)

Oral Presentations: 30 points (15 per quarter; 1 presentation/quarter)

Other Writing: 30 points (15 per quarter; number per quarter TBD)

Portfolio Cover Letter (12/8): 20 points

Grade Scale (by percentage-for HS purposes, the standard scale applies):

<i>A</i>	<i>100 – 93 (4.0)</i>	<i>A- 92 – 90 (3.67)</i>
<i>B+</i>	<i>89 – 86 (3.33)</i>	<i>B. 85– 83 (3.0)</i>
<i>B-</i>	<i>82– 80 (2.67)</i>	<i>C+ 79 – 76 (2.33)</i>
<i>C</i>	<i>75– 73 (2.0)</i>	<i>C- 72– 70 (1.67)</i>
<i>D+</i>	<i>69– 66 (1.33)</i>	<i>D 65 – 63 (1.0)</i>
		<i>F Below 60 (0.00)</i>

Last Day to Withdraw without Grade Penalty

Fall 2023: November 3

Campus Policies

Please be aware of the most [current Campus Policies](#) applicable to issues such as Academic Integrity, Computer/Network Use, Identity Verification, Accommodation of & Individuals with Disabilities.

Please note:

Consider this syllabus and the information in our *Writing & Rhetoric Program Guide* contracts between you and me; read and understand them. I am available to meet with you about coursework during my office hours/by appointment.

The semester always proceeds more smoothly when students adhere to deadlines. Late work will only be accepted if an arrangement is made with the instructor at least one week prior to the due date. Late papers are subject to penalty grades. *It is always better to communicate your concerns sooner than later and to seek the support you need to succeed (point deductions on late work is preferable to failing an assignment or the class entirely for not submitting it).*

If you have questions while working on a paper, contact me on Schoology or Remind *within reasonable advance of the due date*, or come in for office hours.

Summary of Topics Covered and Course Schedule

Module 1: Narrative Writing (September 6-October 4)

Assignment(s)

Read Audience, Purpose, and Context

Read selected excerpts from *Everyone's an author*

- View TED Talk (Topic TBD)
- Write personal narrative (2-3 pages)
- Write diagnostic essay analyzing TED Talk (1-2 pages)
- One month

Module 2: Researched Argument (October 4-October 25)

Assignment(s)

Read sample essays (class archive)

- Write *Improvements in Education* Essay (3-5 pages)
- Three weeks

Module 3: The Review (October 25-November 9)

Assignment(s)

Read Sample Food/Film/Album/Restaurant/Game Reviews

- *Write Film/Album/Restaurant/Game Review (2-3 pages)*
- *Three weeks*

Module 4: Descriptive Writing (November 9-November 30)
Assignment(s)

Read “Descriptive Writing”

- *Write descriptive essay (2-3 pages)*
- *Three weeks*

Module 5: Portfolio Prep (November 30-December 15)
Assignment(s)

- *Compile edited writings 1*
- *Write cover letter*
- *Edit/create Hawksite*
- *Three weeks*

Holiday Break starts on December 24th, 2025



State University of New York–New Paltz

Dept. of English

ENG 170: Writing & Rhetoric

Liberal Arts & Sciences, General Education-5

Course Number, Section, and Title: ENG 170 00 Writing & Rhetoric

Credit Hours: 4

Class Days, Time, Location: Monday-Friday (during class period)

Course Modality: Fully Seated

Pre/Co-requisites:

Composition I-ENG160

Instructor Details

Instructor Name: Annmarie Lugo

Instructor Email: alugo1@wallkillcsd.k12.ny.us

Office Location: English Office (w/Social Studies office)

Office Hours: TBD

Course Description

Training in rhetorical situation analysis and argument writing. Focus on research, critical analysis, and academic genres. Oral presentation and library components. Papers assigned to develop collection and integration of materials, evidence-based analysis, and argument invention.

This course concentrates on a wicked question that we'll explore from various perspectives throughout the term.

Our "Wicked Question" is: How is our identity shaped? To what extent do personal choices, family life, or environment shape our identity?

SUNY Learning Outcomes

- Students will research a topic, develop an argument, and organize supporting details. (BCW)
- Demonstrate coherent college-level communication (written and oral) that informs, persuades, or otherwise engages with an audience. (BCW)
- Students will demonstrate the ability to revise and improve written and oral communication. (BCW)
- Students will evaluate communication for substance, bias and intended effect. (BCO)
- Students will perform the basic operations of personal computer use. (IM)
- Students will understand and use basic research techniques. (IM)
- Students will locate, evaluate, and synthesize information from a variety of sources. (IM)

ENG 170 Writing & Rhetoric Course Objectives

By semester's end, students will:

1. Identify and analyze two or more rhetorical situations, including constraints, audience needs, genre options, speaker roles, and other contexts.
2. Develop a writing process that takes researched materials and ongoing conversations into account early and integrates those with original ideas and arguments.
3. Craft sustained, logically-organized, stylistic, and grammatical sentences, paragraphs and essays—leading to significant writing in academic and professional genres.
4. Analyze and evaluate arguments from multiple genres by considering aesthetic elements, rhetorical strategies, bias, premises and assumptions, deductive and inductive reasoning, logical fallacies, and forms of evidence.
5. Develop knowledge in at least one researched topic and use that knowledge to develop an evidence-based case to answer a research question of the student's making.
6. Deliver a source-based oral presentation with preparatory materials and visuals.
7. Critique the content, delivery and impact of at least one oral presentation.
8. Create a multimodal text, usefully combining words with sound, images, or other media.
9. Select the best available information and use it ethically and legally, including practicing appropriate summary, quotation, and paraphrase.
10. Transfer learned communication strategies (written & oral) to assignments for another course or context.
11. Develop at least three strategies for taking an idea deeper and in new directions (stasis theory, freewriting, analogies, associative thinking, exploratory research, others).
12. Develop a process for sustained revision to written & oral communication

Reading Materials

Lunsford, Andrea, et al. *Everyone's an Author*, 4th edition. W.W. Norton, 2023.

Shelley, Mary, et al. *Frankenstein*. Ginn, 1999.

Rigolino, Rachel, and Joann Deiudicibus, eds. [*New Voices, New Visions: Essays from the Composition Program*](#). SUNY New Paltz, December 2021.

The Purdue OWL Family of Sites. The Writing Lab and OWL at Purdue and Purdue U, 2019, owl.english.purdue.edu/owl.

Shakespeare, William. "Macbeth." *MyShakespeare*, 21 Nov. 2023, Myshakespeare.com/macbeth/.

[*Writing & Rhetoric Program Guide*](#). SUNY New Paltz, July 2023.

Students need- Office 365/Microsoft Word

Assignment Policy

Students must COMPLETE the following to PASS the course:

- All six of the formal writing assignments
- Oral presentation & evaluation
- Library Instruction
- Consistent participation in class
- Consistent engagement with the Writing Journal/Discussion Boards (minimum grade D to pass)
- ePortfolio via PDF

The final e-portfolio will contain the following:

A cover letter—a final reflective statement in which the student articulates the writing processes and progress in the course

Two revised projects (clean copies without grades, notes, or marks), at least one of which demonstrates argumentative writing, effective research skills, and proficiency in basic MLA documentation methods

Corresponding drafts, one each for the revised essays above

Images/Photos/Copies of drafts or outlines to illustrate original idea development and process

Artificial Intelligence Policy

Generative AI Tools & ChatGPT

It is my job and my pleasure to help you develop your ideas, your voice, your expression, and your writing style. Note that this course emphasizes process, so students will be expected to show drafts, notes, outlines, and idea development through writing for all assignments.

This course prohibits the use of ChatGPT or any Generative AI tools when composing content for course assignments. Use of such tools will be considered a violation of the Academic Integrity policy without express permission and guidelines given by the instructor.

*AI editing and paraphrasing tools including, but not limited to, Grammarly, Scribbr, QuillBot, *even some elements of Microsoft CoPilot, etc. which significantly alter syntax, tone & writing style/voice, are also not permitted. Use of such tools will be considered a violation of the Academic Integrity Policy. However, students may (and should) use basic spelling & grammar check software (on full settings, not default) already built into Microsoft Word.*

Please note: I use Turnitin for assignment submissions, which identifies AI- generated & paraphrased content. Students who receive very high scores on these reports and who cannot illustrate original thought, writing, or style through process-based evidence may be reported, earn a grade penalty, and will be required to complete the assignment again on their own/without AI assistance.

Submission Policy

*Only original work/writing will be accepted for this course.

- All students are expected to submit work on the set due date
- If you are struggling with the assignment, do not hesitate to contact me for clarification or consultation
- If you need an emergency extension, contact me 24 hours BEFORE the due date

Assignment & Grading Information

- Minor Project 1: Expository essay on "Exploration of Identity " with research 5%
- Minor Project 2: Working argument thesis and research proposal = 10%
& Evaluative annotated bibliography = 10%
- Library Session P/F
- Major Project 1 Researched Argument essay for portfolio = 20%
- Minor Project 3 Revision of & reflection on research essay /unit 1 assignments = 10%
- Information Literacy Assignment (SP Assessment)= P/F
- Minor Project 4: Writing to Present, Preparing your presentation =10% written work;
 - 5 % delivery and visuals
- Evaluating Oral Presentations & Visual Rhetoric= 5%

*Evaluative argument and write collaboratively in sections on speech

- Major Project 2: Course cover letter w/ sources, ePortfolio curation & writing for the Web (timely submission, completion, and design) =15%
- Participation/Homework = 10% (Schoology responses/discussion boards, class discussions, free-writes, in-class writing/practice)

All minor and major projects are due at midnight of their assigned due date unless due before class. Teacher will inform students of change if necessary.

Grade Scale

<i>A</i>	<i>100.00 – 94.00</i>	<i>A-</i>	<i>93.9 – 90.00</i>
<i>B+</i>	<i>89.9 – 87.10</i>	<i>B</i>	<i>87.00 – 83.00</i>
<i>B-</i>	<i>82.9 – 80.00</i>	<i>C+</i>	<i>79.9 – 77.10</i>
<i>C</i>	<i>77.00 – 73.00</i>	<i>C-</i>	<i>72.9 – 70.00</i>
<i>D+</i>	<i>69.9 – 67.10</i>	<i>D</i>	<i>67.00 – 60.00</i>
<i>F</i>	<i>Below 60</i>		

The ePortfolio

All eligible students are required to create a digital portfolio on Schoology in order to pass Writing & Rhetoric. In order to be eligible for submission, students must complete all major assignments and maintain a grade of D or higher. ***Keep everything you write for this class, and save different (dated and labeled—draft 1, final, revision) Microsoft Word files of essay drafts.*** At the end of the semester, the ePortfolio is assessed by another reviewer as one of the following: Exceeds/Meets/Approaches/Fails.

For assessment purposes, the final ePortfolio must contain the following:

- A cover letter—a final reflective statement in which the student articulates the writing processes and progress in the course
- One of our major class assignments and the two smaller assignments which lead up to it, the sum of which will demonstrate the student’s research skills, argumentative writing, ability to revise, and proficiency in basic MLA documentation methods
- A draft of the included major project to illustrate writing process

Academic Integrity

Students are expected to produce original writing and work for their courses as per university's Academic integrity policy:

Students are expected to maintain the highest standards of honesty in their college work. Cheating, forgery, and plagiarism are serious violations of academic integrity. Students found guilty of any violation of academic integrity are subject to disciplinary action, up to and including expulsion. New Paltz's [undergraduate](#) and [graduate](#) academic integrity policies are published in the respective catalogs. Sojourner Truth Library's website contains several excellent resources to help with [avoiding plagiarism](#).

- All [plagiarism](#) cases must be documented and reported in writing to the Associate Dean of Liberal Arts & Sciences and copied to the Chair of the English Department. The brief letter should include how the instructor will evaluate the original assignment, whether a revision will be required, and how the revised work will be evaluated. The letter should include to what extent the student's grade for the assignment/course will be affected, depending on the severity of the case.

Participation Policy

The particular assignments and verbal contributions required for the participation grade. Students are expected to be mentally present and engaged during class (10%).

This will include Schoology responses/discussion boards, class discussions, free-writes, in-class writing/practice.

Attendance Policy

Note: Faculty will make efforts to reasonably accommodate students with serious illness and coronavirus-related quarantine/isolation, and related issues. "Reasonable" accommodations are at the discretion of the instructor.

The Writing & Rhetoric Program has a VERY STRICT attendance policy:

Instructors will take attendance at the beginning of each class session. This roster is taken diligently, it is accurate and incontestable. Students who are not in the classroom when the roster is called are marked absent. If the student is LATE it is their responsibility to inform the professor AFTER the class and make sure they are signed in (tardy are monitored). If students do have to miss class, they should notify the instructor in advance via email whenever possible. This is to allow students to better prepare for the next class and make alternate arrangements for missed or late work as needed.

Exceptions:

- Death &/or funeral in the family
- Religious observances. Students need to notify instructors in advance via email if they choose to participate in observances in order to avoid being marked absent
- Athletes: away games/matches, conferences etc. Athletes must bring official documentation to the instructor's attention in advance.

Tardy: Three tardy constitute one absence. Tardy is defined as arriving after the instructor has taken attendance based on the roster and begun class. Students arriving more than 15 mins late will earn an absent unless there are legitimate circumstances.

If there are long-term situations resulting in prolonged absences, the instructor will address them on a case-by-case basis in consultation with the Writing & Rhetoric Program Coordinator. It is the student's responsibility to provide any necessary supporting documentation or other evidence of extenuating circumstances. Students may request a generic note from their healthcare provider to acknowledge a sickness or issue without a statement of diagnosis, which includes the number of days recommended for recovery.

Reminders: Consider this syllabus and our program policies contracts between you and me; read and understand them. I am available to meet with you about coursework during my office hours/by appointment. Be prepared when our class starts.

The semester always proceeds more smoothly when students adhere to deadlines. *It is always better to communicate your concerns sooner than later and to seek the support you need to succeed (point deductions on late work is preferable to failing an assignment or failing the class entirely for not submitting work).*

If you have questions while working on a paper, contact me *within reasonable advance of the due date*, or schedule a meeting during office hours.

Campus Policies

Please be aware of the most [current Campus Policies](#) applicable to issues such as Academic Integrity, Computer/Network Use, Identity Verification, and Accommodation of Individuals with Disabilities.

Schedule of Readings & Assignments

Week 1: Introduction to the class, text, each other; "What Is Rhetoric?"

Jan. 5-9

Assignment(s)

- Read the syllabus (policies, assignments, and texts)
- Diagnostic Writing (40-50 minutes-ungraded) + Self-reflection on writing goals/learning survey (What do I know; What do I want to know?)
- Overview of Key Terms (Rhetoric; Genre; Mode; Rhetorical Triangle: Purpose, Context/Situation, Audience; Citation/Attribution)
- READ. EAA Ch. 1: Thinking Rhetorically
- Wicked Questions: intellectual curiosity, research and writing as discovery, reflection, and connection/collaboration

Week 2: Habits of Mind; What Is Academic Integrity?

Jan. 12-16

Assignment(s)

- Read EAA, Ch. 3 Rhetorical Situations; Ch. 29
- Brainstorm/freewrite what they know about plagiarism/citation/research or respond to a reading like Trip Gabriel's "Plagiarism Lines Blur in the Digital Age" from the NY Times; Students can also brainstorm their goals for the course by considering the course objectives and habits of mind.
- **Assign Brief Assignment 1**, a 3-page informative paper with research on a topic of interest related to the Wicked Question /and your interests. Model/Practice introductory research practices

Week 3: Reading Rhetorically, Annotating; Exploring a Research Question;

Thesis/Proposal Examples

Jan.26-30

Assignment(s)

- Read EAA, Ch. 16 Just the facts; Selections from Ch. 6 & 7
- Assign a reading and have students practice what they learned in class/for homework (annotating, identifying the rhetorical triangle, etc.)
- 1st weekly response (250 words)-discussion boards for readings
- In-class visual or other text to practice reading rhetorically during your lesson

- Create PDF with students to set up correct template for the ENG170 ePortfolio; By week 4 students will create a short bio on their welcome page
- **Brief Assignment 1** due on Schoology-In class reflection on papers with guided questions on struggles and successes
- Start reading *Macbeth*

Week 4: Finding Sources & Arguing a Position; Logical Fallacies

Feb. 2-6 (President's Day is off)

Assignment(s)

- Read EAA, Ch. 4 Language, Power & Rhetoric; Ch. 13 Arguing a Position
- Assign additional readings as models of research and support; assign practice for homework (identifying thesis, evidence/support, etc.)
- *Macbeth* speech- collaboration and oral component
- Weekly response (250 words)-discussion boards for readings
- In-class skills-based practice focusing Google and online searches then using the library website/databases-A WQ article scavenger hunt related to students' interests. Students will post/share, and comment on their texts and search strategies on discussion board.
- In-class skills-based practice evaluating sources formally applying Rhetorical Situation/Logical Fallacies
- **Assign Brief Paper 2**, argument thesis proposal based on your first assignment topic with an evaluative annotated bibliography that explores re/search process via general and library database means, and introduction to considering source bias and credibility, etc. (3-4 sources).

Week 5: Arguing a Position Refining a Research Question;

Developing a Working, Debatable Thesis

Feb. 9-13

Assignment(s)

- Read EAA, Ch. 19 & 21
- Assign in-class skills-based practice on argument (debate, writing from an opposing side objectively and avoiding fallacies, etc.)
- **Brief Assignment 2** Thesis Proposal (Draft-Workshop)

Week 6: Strategies for Supporting an Argument; Rhetorical Appeals

Feb. 18-27

Assignment(s)

- Read Ch. 2 *Engaging Productively...*; Ch. 20
- **Assignment 2 Final Due**
- **Assign Major Project 1**, Argument-based research essay on *Macbeth*

Week 7: Evaluating Sources/Identifying Misinformation; Evaluating Bias

Library Session*

Mar. 2-13

Assignment(s)

- Read EAA, Ch. 25 & 26
- Discuss how sources add ethos, develop ideas, analyze types of research in these models; have students practice basic MLA citation; see the chart: *Did I Plagiarize?*
- Media Bias study; Google search a current news topic/event and discuss examples of bias/charged language in headline/titles as a class collaboratively
- Creating Informative versus Academic versus Click bait titles.
- **Major Assignment 1 Draft Due** (3 pages)/Peer Workshop (Outlining/Reverse Outlining)

Week 8: Genres and Audience; PDF Check

Mar. 9-13

Assignment(s)

- Read EAA, Ch. 1
- In-class skills-based practice with genres like writing letters to family, a professional email to a professor, a cover letter for a dream job, a text to a best friend, a postcard or card to someone they miss/have not connected with in a while.
- Assign in-class skills-based analysis and annotation of relevant genre, considering conventions in format and content, writing style and voice, etc.
- Translate an argument or topic into a new genre for a new demographic (a letter to the editor from a newspaper into a meme, etc.)
- **Portfolio Check:** Welcome/About me, all Unit one assignments so far (Informative paper, Thesis proposal and Annotated Bibliography, any related reflections and assignment sheets). Add full draft of Major assignment one and final revision when complete!

Week 9: Synthesis; Summary, Paraphrase, & Quotations; Avoiding Plagiarism

Mar. 23-27

Assignment(s)

- Read EAA, Ch. 27 & 28
- Assign additional readings as models of effective and ineffective arguments and have students practice what they learned in class for homework
- Assign in-class skills-based practice paraphrasing; see Purdue OWL's exercise; Review ICE/Quotation sandwich methods of introducing sources and discussing them effectively. Post these on Schoology on discussion board
- **Major Assignment 1 DUE**
- **Assign Major Assignment 2** Multi-genre project social organization

Week 10:

Apr. 7-10

- Create social organization name, and draft your mission statement
- Find 2 credible sources on the main topic/issue to support your mission with facts to cite
- Start reading Frankenstein

Week 11: Audience & the Call to Action

Apr.13-17

Assignment(s)

- Read EAA, Ch. 36 & 39 ; Discuss Exigence
- Assign additional readings and multimedia texts (videos/presentations, TED talks as letters, emails, mission statements, etc.) to various audiences as models of effective and ineffective arguments/calls to action.
- Have students evaluate orally presented examples and apply rubrics to practice analyzing presentations/speeches, non-profit ads, etc.
- In-class Workshop: developing your mission statement, identifying a clear audience, effectively incorporating the rhetorical appeals and sources/statistics

Week 12-13: Writing to Present/Visual Rhetoric & Effective Design

Apr. 20-24

Assignment(s)

- *Read EAA, Ch. 38*
- *Create a transcript for an ad that concisely presents your organization's mission and the importance of its goals. Include a call to action for a particular audience.*

Apr. 27-30

Assignment(s)

- *Read EAA, Ch. 37*
- *Create a short 3–4-minute video with voiceover, effective images, etc. Be sure to cite ALL sources, images, music, etc. Post on discussion board in Schoology.*
- *Peers review student videos and provide notes/rubric feedback*

Week 14-15: Writing Process, Reflection, ePortfolio: Showcasing a Collection of your Work

May. 1-7

Portfolio review (date subject to change/confirmation from college)

Assignment(s)

- *Read EAA, Ch. 9 & 10*
- *Review Cover Letter Questions*
- *Drafting the Course Cover Letter for your ePortfolio; Supporting Examples/Developing Body Paragraphs*
- *Editing: Best Practices*
- *Read EAA. 10 & 11*
- *PDF: Final Workshop to post missing work, revise final projects, & personalize your ePortfolio!*
- *Grammar/Proofreading & Final editing tips for PDF*



Course Syllabus

ENG 101 - English Composition I

BASIC COURSE INFORMATION

Course Code: ENG 101

Course Title: English Composition I

Department: English

Credit Hours: 3

Contact Hours: M-F 42 minutes

Corequisites: None

Prerequisites: Placement by test

Sequence Requirement: A grade of C or better must be earned for advancement to English 102 and 227.

Instructor Name: Mike Strano

High School: Wallkill Senior High School

COURSE DESCRIPTION: Students read, discuss, and write essays that explore contemporary social issues. Students work on skills necessary to meet the challenge of writing accurately and clearly on the college level. Emphasis is on the development of a topic, use of appropriate rhetoric and research, and a review of grammar. At the end of the semester, students write a research paper that demonstrates proficiency in content, organization, grammar, and MLA.

STUDENT LEARNING OUTCOMES: Students who complete the course should be able to do the following:

1. Research a topic, develop an argument, and organize supporting details; to form judgments and/or draw conclusions
2. Demonstrate coherent college-level written communication that informs, persuades, or otherwise engages with an audience
3. Evaluate communication for substance, bias, and intended effect; and acknowledge limitations
4. Demonstrate the ability to revise and improve written communication

SPECIFIC COURSE OBJECTIVES:

At the completion of the course, the student should be able to do the following:

1. Express complex thoughts with clarity and appropriate organization;
2. Write maturely about societal and/or personal issues;
3. Identify strengths and weaknesses in their writing and address the latter
4. Use Modern Language Association (MLA) format for integration and documentation of appropriate direct quotations.
5. Critically analyze essays that explore relevant multicultural and societal issues;

6. Write in an organized, coherent manner, with correct grammar, mechanics and spelling, and appropriate word choice;
7. Demonstrate proficiency in multiple rhetorical modes and the research paper.

ASSESSMENT METHODS:

Evaluation Standards:

1. By the end of the semester, each student will be expected to demonstrate the ability to write expository essays that are clear, correct, and effective. During the final examination week, each student must take a departmental writing competency test. The results of this exam constitute 25% of the student's grade for the course. Students who have earned a C or better in the course after the exam grade is averaged with other course grades may register for ENG 102.
2. The English Department has established the following grading standards for written assignments:
 - A = The essay exceeds the standards for a B grade. The essay is free from mechanical and grammatical errors, is fresh and accurate in diction, and is outstanding in insight and development.
 - B = The essay exceeds the standards for a grade of C. There are few mechanical and grammatical errors, diction is accurate and appropriate, and both insight and development are above average.
 - C = The essay indicates basic competence. The topic is clearly stated; the organization is evident and suitable; and there are few grammatical, mechanical, and spelling errors. Adequate support is provided, including direct quotations, which have been integrated into the essay using MLA format. In addition, the essay fulfills the directions given for the particular assignment. It is expected that most students will have to work hard to achieve this level of competence.
 - D = The essay fails to meet one or more of the criteria given above for the grade of C. For example, the thesis is not clearly stated or is completely missing; the organization of the essay is sloppy or inaccurate; paragraphing in the body of the essay does not develop the thesis; the conclusion is weak or missing; spelling and grammatical errors do not meet the minimum criteria given above for a grade of C; or directions for the assignment have not been followed.
 - F = The essay has specific or general weaknesses which are so serious and numerous that the writing fails to reflect an understanding of the skills.

ASSESSMENT GRADE SCALE:

93-100= A	87-89.9=B+	77-79.9=C+	67-69.9=D+	0-59.9=F
90-92.9=A-	83-86.9=B	73-76.9=C	63-66.9=D	
	80-82.9=B-	70-72.9=C-	60-62.9=D-	

Course of Study:

- Weeks 1-2: Introduction to Academic Writing and Writing Process Diagnostic Essay
- Week 3-4: 4 Major Grammar Errors and other common errors Writing Engaging Introductions
- Week 5-6: Elements of Research
500-word Exemplification Essay
- Week 7-8 Logos, Pathos and Ethos
Using Research to add to your argument
- Week 9-10: Proving your point in an Interesting Way
500-word Process Essay
- Week 11-12: Other Rhetorical Patterns
750-word essay: Cause & Effect
- Week 13-14: 750-word Definition Essay
- Week 15-16: Writing longer papers – Combining Rhetoric Patterns
Final Research Paper- Creating Thesis & Annotated Bibliography
- Week 17-18: Research Paper- Organizing and Drafting
- Week 19-20: Final Research Paper- Review and Submit



Course Syllabus

ENG 102 - English Composition II

BASIC COURSE INFORMATION

Course Code: ENG 102

Course Title: English Composition II

Instructor Name: Michael Strano

Contact Information:

Department: English

Credit Hours: 3

Contact Hours: M-F

Corequisites: LIB 111

Prerequisites: The successful completion of English 101 with a C or better

COURSE DESCRIPTION:

Students read and discuss literature that explores the human condition and its moral dilemmas, social problems, and values. This course continues to stress the development of writing skills, with emphasis on criticism, analysis, research methods, and documentation.

STUDENT LEARNING OUTCOMES:

Students who successfully complete the course should be able to do the following:

1. Demonstrate knowledge of the conventions and methods of literature.
2. Recognize and analyze nuance and complexity of meaning through critical reflections on text, visual images, or artifacts.

SPECIFIC COURSE OBJECTIVES:

1. Demonstrate an understanding of the elements of literary analysis, including relevant vocabulary, as applied to short fiction, poetry, novel, film, and/or drama.
2. Produce essays of literary analysis that demonstrate proficiency in grammar, mechanics, punctuation and spelling; and write a work of original literary analysis using primary and secondary sources and correct Modern Language Association (MLA) documentation;
3. Evaluate and interpret the writings and opinions of scholars and incorporate these into a literary research paper;
4. Compose essays that use effective writing strategies and demonstrate grammatical correctness; and

What follows is a list of topics to be covered in ENG102. The sequence will change from instructor to instructor, and will include at least three of the five areas below. Interspersed throughout the semester, however, will be a study of writing.

Short fiction: *A reading of about stories gives the student an understanding of the following:*

- *theme or message*
- *identification of the protagonist and that character's conflict*
- *climax or turning point of the plot*
- *characterization and character change*
- *significance, if appropriate, of the setting*
- *symbolism*

Poetry: *A reading of a selection of poetry illustrates the following:*

- *various forms of prosody including rhyme scheme, meter, alliteration, assonance, and poetry type*
- *persona*
- *message*
- *symbolic content*

Drama: A reading, and/or viewing, of a drama illustrates the following:

- the development of character through words and actions
- conflict of the protagonist
- climax of the action
- importance of the stage set
- the conventions of the stage and of drama in general

Film: A viewing of a film illustrates the following:

- the development of character through words and actions
- conflict of the protagonist
- climax of the action
- importance of the set
- the conventions of the film in general

Novel: A reading of a novel illustrates the following:

- theme or message
- identification of the protagonist and that character's conflict
- climax or turning point of the plot
- characterization and character change
- significance, if appropriate, of the setting

- symbolism

WRITTEN ASSIGNMENTS

Interpretation: For each of the genres studied, the student writes a clear, correct literary essay which incorporates the following:

1. an understanding of the specific literary work
2. an understanding of the conventions of writing about literature
3. evidence of critical thinking when dealing with a specific literary work

Research: The student studies the scholarly writing and opinions of others (in some cases both primary and secondary sources). In consultation with the instructor, the student selects a narrowed topic about which he or she develops a 1,500 to 2,000 word research paper. The student may use only library resources and databases for this research paper. With this research paper, the student demonstrates the following:

- *that he or she can write clearly and correctly that the student can construct a clear thesis statement;*
- *that the student can smoothly incorporate within the paper the ideas and opinions of scholars;*
- *that the student can use these opinions to develop the paper's thesis statement;*
- *that the student can use the Modern Language Association's style of documentation (or some other approved style of documentation);*
- *that the student can engage in critical thinking.*

ASSESSMENT GUIDELINES

Since the student has met the evaluation standards used for determining proficiency in written expression in College English I, he or she is expected to write essays that are clear, correct, and effective.

Grading standards for written assignments are as follows:

"A" – The essay is free from mechanical and grammatical errors, is fresh and accurate in diction, and is exemplary in insight and development.

"B" -- The essay has few mechanical and grammatical errors, demonstrates strong diction, and is above average in insight and development.

"C" – The essay shows basic competence. The topic is clearly stated, the organization is evident and suitable, and the essay fulfills the directions given for the particular assignment. The paper may have a few grammatical and/or mechanical errors.

"D" -- The essay fails to meet one or more criteria given above for the grade of "C." For example, the thesis may not be clearly stated or may be completely missing; the organization of the essay may be sloppy and inaccurate; paragraphing in the body of the essay may not develop the thesis; or the conclusion may be weak or missing. Spelling and grammatical errors may not meet the

minimum criteria given above for the grade of "C," or directions for the assignment may not have been followed.

"F" -- The essay has specific or general weaknesses which are so serious and numerous that the writing fails to reflect an understanding of skills necessary to pass College English II.

ASSESSMENT GRADE SCALE:

93-100= A	87-89.9=B+	77-79.9=C+	67-69.9=D+	0-59.9=F
90-92.9=A-	83-86.9=B	73-76.9=C	63-66.9=D	
	80-82.9=B-	70-72.9=C-	60-62.9=D-	

Weeks 1-5: Shakespeare's *Hamlet*

Assignments: "To be or not to be" recitation

Literary Analysis paper on *Hamlet*

Weeks 6-10: Mary Shelly's *Frankenstein*

Assignments: Daily Reading Quizzes

Research Paper on the "dangers of knowledge"

Weeks 11-15: Short Fiction

Assignments: Literary Element Outline

Multiple Perspective Literary Analysis Paper

Weeks 16-20: Film as Literary Genre

Assignments: Compare/Contrast on how film handles social issue over time

Final Exam



ENG 2050-Creative Writing

COURSE DESCRIPTION:

This course will focus on writing creatively in multiple genres, including poetry, fiction, drama, and creative non-fiction, covering such topics as plot and characterization, setting, point of view, tone, form and figurative language, among others.

TERM: Spring 2026 (half-year course)

NUMBER OF CREDITS: 3

INSTRUCTOR - Amanda Murphy

Email: amurphy@wallkillcsd.k12.ny.us

Phone: 845-895-7150, ext. 8316

Office Hours: Periods 1, 3, 6, 8 (study hall)

TEXTBOOKS:

- Burroway, Janet. *Imaginative Writing: The Elements of Craft*. 2nd ed., Pearson/Longman, 2006

-Instructor-provided materials

OVERVIEW:

This course will allow students to explore this genre through readings, discussion, and regular submission of original pieces. Students will participate in writing workshops to read, analyze, and critique each other's work. Potential areas of study include personal essays, short stories, poetry, and drama with an emphasis on the elements of craft that are universal in all forms of creative expression.

In this course, students spend the first few weeks examining the elements of writing that endure in any creative form-image, voice, character, setting, and story-by engaging with a collection of prompts. The class then moves on to explore various genres, including narratives, short stories, poetry and dramatic texts. The latter part of the course provides students with longer stretches of time to try their hand in the different genres (prompted and unprompted.) Additionally, every student will have at least one piece formally workshopped with the whole class.

GENERAL COURSE GOALS:

1. Students will develop knowledge of the distinctive elements that are universal in all forms of creative writing: image, voice, setting, character and story.
2. Students will respond to journal prompts and exercises to practice different techniques and develop ideas for further expansion
3. Students will develop ideas into full pieces, both through drafting and editing as well as peer and instructor review and workshopping
4. Students will grow in confidence and ability

STUDENT LEARNING OUTCOMES:

By the end of the course, the student will...

- Demonstrate an increasing ability to write in all explored forms
- Demonstrate a proficiency in accepting and sharing critique
- Demonstrate an understanding of the elements of craft

STUDENT REQUIREMENTS FOR COMPLETION OF THE COURSE:

- Satisfactory participation in writing activities
- Satisfactory participation in writing workshops as both an author and critic
- Satisfactory completion of portfolio and other written submissions

ASSESSMENT

Journal/Prompt responses/notebook checks.....	(25%)
Quarterly Portfolios.....	(30%)
Checkpoint submissions.....	(20%)
Informal and Formal Workshopping.....	(25%)

GRADING SCALE (collegiate)

A: 93 and above	C: 73-77
A-: 90-92	C-: 70-72
B+: 88-89	D+: 68-69
B: 83-87	D: 63-67
B-: 80-82	D-: 60-62
C+: 78-79	F: 59 and below

GRADING RUBRICS

Certain course activities and assignments may be graded using a rubric. Rubrics will be provided on Schoology in advance of the due date.

DISTRIBUTING GRADES

Feedback on writing and grades will be provided regularly; feedback may be provided via physical notes, conferences, and/or on Schoology, and all grades will be visible in your Schoology grade book.

LATE WORK/MAKE-UP POLICY

Reasons for late work or class absences due to medical or other personal/family emergencies should be communicated with your instructor as soon as possible. Assignments handed in after a specified deadline will result in a deduction of up to 50% of the original value. Students are responsible for all material covered in their absence. Make-up work may be assigned at the discretion of the instructor.

ACADEMIC HONESTY

The mission of Mount Saint Mary College is concerned with "...the development of sound values, goals and commitments on the part of students. Equipping students to play responsible roles in society has been a consistent aim of our institution." Instances of academic dishonesty subvert the mission of the College and the experience students derive from it. These instances harm the offender as well as students who maintain academic honesty. The Mount community, therefore, commits itself to do all in its power to

prevent such dishonesty and imposes impartial sanctions upon those who harm themselves, their fellow students and the College in this way.

Definitions:

The following definitions shall be utilized for this Academic Honesty Policy:

- a. Cheating: using or attempting to use, giving or attempting to give, unauthorized materials, information, assistance or study aids in any academic exercise or evaluation (tests), unless the nature of the academic exercise legitimizes cooperative learning;
- b. Plagiarism: copying or imitating the language, ideas or thoughts of another person, and passing off the same as one's original work;
- c. Falsification: forgery, alteration or misuse of academic documents, records or forms.
- d. Artificial Intelligence (AI): The use of machine learning technology, software, automations, and algorithms to perform tasks and make rules or predictions based on existing datasets or instructions. AI may be open source or closed source. Open-source AI may have an accessible system that is freely available, modifiable, and shareable, while closed source AI may be developed by private organizations who keep the code, data, structure, and proprietary information private (definition adapted from SANS Institute and Linux Foundation).

The full Academic Honesty Policy can be found in the student handbook. To download the student handbook, visit www.msmc.edu/studenthandbook.

ARTIFICIAL INTELLIGENCE (AI) AND COURSE EXPECTATIONS

Artificial Intelligence (AI) software is a rapidly emerging tool that can have a profound impact in higher education. AI tools, including Generative Artificial Intelligence (GAI) tools such as ChatGPT, may be used for select assignments throughout the course as described in each individual assignment, but must include a disclosure statement and appropriate citations. If you are in doubt as to whether you are using AI language models appropriately in this course or for assignments, please discuss your situation with the instructor. Students are responsible for fact checking AI-generated content and evaluating sources. The MSMC Academic Honesty Policy applies to all coursework including coursework utilizing AI tools.

Citation formatting: <https://style.mla.org/citing-generative-ai/>

<i>Sample Disclosure Statement</i>	<i>Example Disclosure Statement Submission</i>
I acknowledge the use of [insert AI system(s) and link] to [specific use of generative artificial intelligence]. The prompts used include [list of prompts]. The output from these prompts was used to [explain use].	I acknowledge the use of ChatGPT 3.5 (https://chat.openai.com/) to generate a case study about the challenges of sustainability and labor ethics in the chocolate industry. I entered the following prompt on August 1, 2023: "Create a case study over the operations of a chocolate company detailing the challenges of managing chocolate supply chains in both a sustainable and ethical manner. Identify key challenges. Propose potential solutions, but do not commit to any single approach. Conclude by with

	questions for students to consider about how they would proceed." The output from these prompts was used as the case study for the assignment which was then analyzed in the remaining portion of the assignment.
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SCHEDULE/COURSE OVERVIEW (subject to change; changes announced in class and/or via Schoology):

Elements of Craft (8 weeks)

- Discussions regarding image, voice, character, setting, and story
- Read exemplar texts
- Prompts highlighting facets of all five elements

Genre Exploration (10 weeks)

- Analysis of each genre; introduction to genre-specific vocabulary and strategies
- Prompts to explore each genre
- Extended writing time

Workshopping (ongoing in 2nd half of semester)

- "Workshop Wednesday" dates will be assigned in advance
 - Students will provide their chosen piece for their workshop by the Friday prior to their assigned date
 - Students will be given copies of their classmates' work prior to workshops each week in order to annotate, mark up, etc.
 - Students will be required to provide their notations and additional evidence of analysis after workshops

ATTENDANCE POLICY: Students are expected to attend class regularly; excused absences require documentation. See district attendance policy for more specific requirements.



Course Syllabus COM 105 Public Speaking

Basic Course Information

Course Code: COM 105

Course Title: Public Speaking

Department: Arts & Communication

Credit Hours: 3.0

Contact Hours: 3.0 lecture hours

Prerequisite or Corequisites: ENG 101

SUNY General Education Category: Communication, Critical Thinking & Reasoning

Semesters Offered: Fall and Spring

Instructor: Mrs. Amanda Murphy

Course Description

Students gain practical experience in speaking situations, group discussion, and informative and persuasive presentations. Emphasis is on confidence-building through extemporaneous delivery and through audiovisual resources.

The public speaking course is designed to develop the ability to effectively present a variety of speech types. Exercises in voice production and diction and informal presentations will develop confidence and fluidity in public speaking. Through lectures, class discussions, projects and assigned reading, students will become familiar with important theories of communication. Research, preparation, and presentation of several formal speeches will allow the student to demonstrate proficiency in communicating complex ideas clearly and effectively.

Student Learning Outcomes

- Demonstrate coherent college-level oral communication that informs, persuades, or otherwise engages with an audience with an effective presentation.
- Evaluate oral communication for substance, bias, and intended effect.
- Demonstrate the ability to revise and improve oral communication.
- Research a topic, develop an argument, and organize supporting details
- Develop well-reasoned (logical) arguments to form judgments and/or draw conclusions.

Specific Course Objectives

At the conclusion of this course, the student will be able to accomplish the following objectives.

1. Students will be able to recognize the appropriate use of various speech types.
 2. Students will understand the value of preparation, including balanced and thorough research.
 3. Students will be able to speak extemporaneously from an outline.
 4. Students will be able to create clear outlines for a variety of speech types.
 5. Students will have well developed verbal and physical performance skills.
 6. Students will be able to effectively incorporate visual aids into their speeches.
- Schedule (subject to change; all changes will be announced in class and/or via email)

You as a Communicator: Weeks 1-4

September 4th -September 27th

- Communication Inventory (5 points)
- “Anatomy of a Successful Speech” activity
- “About Me” introductory speech (10 points)
- Improvisation activities
- Children’s story read-aloud (5 points)

Communicating/Problem-Solving in Groups: Weeks 5-6

October 7th -October 18th

- Group analyses/presentations of prominent speeches (10 points)
- “Borrowed” speech presentations and critiques (10 points)

Communicating with Purpose: Weeks 7-12

October 21st -December 6th

- Rhetorical appeal Nearpod activity
- Writing letters (rhetorical appeal practice) (5 points)
- Persuasive Speeches (10 points)
- Speed Debating
- Group Debates (15 points)

Communicating Creatively: Weeks 13-14

December 9th -20th

- Song/Poetry recitations (5 points)

Communicating Professionally: Weeks 15-17

January 2-10th

- Professional message/resume/interview (10 points)

Final Project: Weeks 18-20

January 13th -January 24th

- Final Speech (15 points)



CMA 2310-Newswriting

COURSE DESCRIPTION: A course designed to treat the subject of newswriting, including reporting practices, such as interview techniques. Applied study of writing craft as accepted in current reporting for well-edited newspapers. Intended for any student who recognizes a need to know how to write clear, succinct reports.

TERM: Fall 2024 (half-year course)

NUMBER OF CREDITS: 3

INSTRUCTOR - Amanda Murphy

Email: amurphy@wallkillcsd.k12.ny.us

TEXTBOOKS: - Rich, Carole. Writing and Reporting News: A Coaching Method. 8th ed., Cengage Learning, 2016 -Instructor-provided materials

OVERVIEW:

Welcome to Newswriting/Journalism! This news writing course will provide practical experience in gathering news and writing the basic journalistic forms, including the straight news story and features. Students undertake reporting assignments designed to develop skills in interviewing, observation and writing, and receive individual evaluation of their work. Work in this class will foster the growth of reading, writing, listening and speaking skills. Students will develop news literacy and analysis skills and will apply their learning through the creation of news products in print, web-based, and broadcast modalities. Though not prerequisites, experience with word processing and desktop publishing are helpful.

GENERAL COURSE GOALS:

1. Students will develop their ability to consume news responsibly
2. Students will contribute to the production of our daily news program recordings
3. Students will hone their writing skills to produce effective articles

STUDENT LEARNING OUTCOMES:

By the end of the course, the student will...

- Demonstrate an understanding of newsgathering techniques, social media issues, legal and ethical issues.
- Write news stories and features that are developed through drafts, revisions and editing and which use traditional news sources and electronic research tools.
- Properly cite all sources used in the research and development of news and feature articles in accordance with journalism conventions.
- Discuss pertinent journalism issues in the news and in the industry.

- Prepare for and conduct professional interviews.
- Write a news or feature article that includes a lead, nut graph, lead quote(s), background, middle and end and follow AP style.
- Demonstrate an understanding of the legal and ethical implications of reporting in print and online.
- Demonstrate knowledge of media bias and the evolution of Journalism
- Demonstrate increased ability to communicate information effectively in both written and spoken forms
- Demonstrate an ability to contribute meaningfully to the course's productions

STUDENT REQUIREMENTS FOR COMPLETION OF THE COURSE:

- Satisfactory completion of written assignments and projects
- Satisfactory contribution to news production and media projects

ASSESSMENT

Written assignments	(50%)
Classwork.....	(25%)
Reporting.....	(25%)

GRADING SCALE (collegiate)

A: 93 and above
A-: 90-92
B+: 88-89
B: 83-87
B-: 80-82
C+: 78-79
C: 73-77
C-: 70-72
D+: 68-69
D: 63-67
D-: 60-62
F: 59 and below

IMPORTANT! All papers should be written in the third person. There is no "I" in news reporting to help prevent editorializing or inserting yourself as a character in a story. We'll talk more about it in class.

ACADEMIC INTEGRITY

The main difference between plagiarism and research is the accurate and thorough identification of the sources used. You can avoid any problems with plagiarism by:

1. Keeping track of your sources and identifying clearly to your reader what is paraphrased or quoted directly from any source.
2. Sources should never be quoted or paraphrased in a way that leads your readers to think that what they are reading was written by you when it wasn't.

Any of the following are considered plagiarism in this class:

1. Using more than six or seven words in a row or a sentence or more with only minor changes from an unidentified source.
2. Using more than six or seven words in a row or a sentence or more with only minor changes from an identified source but without identifying the direct wording as a quotation.
3. Paraphrasing or summarizing from a source without identifying it.

To avoid plagiarism, you need to:

1. Identify all sources used your stories. The sources need to be identified with each direct or indirect quote. (We'll go over this in class.)
2. Identify the source of any statistic, whether it is an explicit statistic (47% of college students voted in the last election) or implicit (more college students voted in the last election than in any previous election).
3. Document your sources correctly following AP style.

Communication students need to meet the highest standards of avoiding plagiarism. Careers and reputations in our field can be lost based on one instance of plagiarism, intentional or not. At a minimum plagiarism will result in a large grade deduction, and may result in a course failure S

SCHEDULE/COURSE OVERVIEW (subject to change; changes announced in class and/or via Schoology):

Course Introduction and Responsibilities (1 week)

- Opening survey
- "Most Impactful News Event of Your Life"
- Studio Tour notes

Ethical Reporting and the Evolution of Media (3 weeks)

- Scenarios assessment
- Landmark Cases (group project)
- Code of Ethics assessment

News Value/Language/Structure (2 weeks)

- New Values assignment
- Lead-writing, Parts 1 and 2 • Article structure (practice article)
- Article dissection activity

Reliable Sources: Fact-gathering and Interviewing (2 weeks)

- Extension activities with MediaWise

Writing for the News (3 weeks)

- Sports-writing
- Opinion writing

Application of Principles (Practical) (ongoing)

- WSBC appearances
- Articles for publication – The Wallkill Chronicle and other outlets

- Article of the week worksheets
- Video projects in Adobe Spark Express

ATTENDANCE POLICY: Students are expected to attend class regularly; excused absences require documentation



Elementary Statistics (MAT 211) – 2025/2026

Instructor Information

Instructor: Melissa Tierney

Email: mtierney@wallkillcsd.k12.ny.us

Phone: (845) 895-7150

Office Hours Periods 3, 5 & 6 – Math Office

Period 9 – AIS Room 209

After school by appointment

Textbook

Elementary Statistics, 11th Edition by Mario Triola

Note: The textbook is used in class as a reference resource only.

Calculator Requirement

A TI-84 graphing calculator is required. A classroom set is available for use during classwork, quizzes, and tests.

Course Description

This course covers statistical thinking, data collection, data summarization and visualization, probability, discrete and continuous distributions, hypothesis testing, inference, correlation and regression, goodness of fit, and analysis of variance.

Course Objectives

Students will learn to manage, interpret, analyze, and critique statistical data. They will understand when and how to apply formulas and tables and gain a foundational understanding of statistical procedures.

Course Outline

- ☐ Introduction to Statistics
 - Data, Collecting Data
 - Summarizing & Graphing Data
 - Frequency Distributions
 - Histograms
 - *Other statistical graphs (optional)*
- ☐ Measures for Data
 - Center
 - Variation
 - Relative Standing/BoxPlots
- ☐ Probability
 - Basic Concepts

- Addition
- Multiplication (including complements)
- Conditional – Simulations
- Counting - Bayes (optional)
- ☐ Discrete Distributions
 - Random variables
 - Binomial Probability Distribution
 - Mean, variance & standard deviation
 - Poisson (optional)
- ☐ Normal Probability Distributions
 - Standard Normal
 - Applications
 - Central Limit Theorem
 - Normal Approximation to Binomial
- ☐ Confidence Intervals
 - Population Proportion
 - Population Mean - Population Mean (unknown standard deviation) (optional)
 - Population Variance (optional)
- ☐ Hypothesis Testing
 - Basics
 - Population Proportion
 - Population Mean
 - Population Mean (unknown standard deviation) (optional)
 - Population Variance (optional)
- ☐ Inference from Two Samples (optional)
 - Two proportions Schoology
 - Two Means
 - Independent & Dependent Samples
- ☐ Correlation & Regression
 - Correlation
 - Regression
 - Variation & Prediction Intervals
- ☐ Goodness of Fit

Schoology

All notes, homework, projects, videos, calendar, and up-to-date grades will be housed in Schoology. It is your responsibility to check it daily. Parents will be given links to their respective students' Schoology account.

Remind

Remind will be used as our communication tool in addition to Schoology. The link will be provided once available within the first weeks of school.

Homework

Practice is an essential part of learning math. Collected homework assignments will be graded as a project or quiz. At the conclusion of most classes, problems will be assigned and posted on Schoology. There will be a short time at the beginning of each class to ask questions. If you had

difficulty with more than a couple of exercises, please email me, see me during office hours, or seek a tutor.

Testing & Grading

Quiz: 27.5%

Project: 32.5%

Test: 40%

There will be up to twelve 40-minute chapter tests along with a midterm and a comprehensive final exam. The midterm will count twice. The final exam is 20% of the student's overall average.

There will be at least one project per unit. Projects start as short-term creative assignments and progress to long term, complex statistical projects. Late projects will lose 10% per day.

The lowest quiz grade will be dropped each quarter. Students have one week to make up any missed test or quiz. If not made up within one week, it will be counted as a zero.

SUNY Ulster Grade Scale

A 93 – 100

A- 90 – 92

B+ 87 – 89

B 83 – 86

B- 80 – 82

C+ 77 – 79

C 73 – 76

C- 70 – 72

D+ 67 – 69

D 63 – 66

D- 60 – 62

F 0 – 59

SUNY Ulster

Students can register for Elementary Statistics MAT211 through SUNY Ulster for 3 college credits. Registration closes on September 30, 2025.

Tuition is \$79 per credit. MAT211 is a 3-credit course. Total course cost is \$237.00

Students must receive a course grade of C or better to receive credit for the course.

If you choose to withdraw from MAT211 AFTER you have registered with SUNY Ulster, you MUST withdraw with SUNY Ulster, not just Wallkill. You will not be allowed to drop the course. A "W" will be generated on your college transcript. Withdrawal deadline is June 5, 2026.

Attendance

Students are expected to be in class on time. Attendance is essential for success and will be taken at the beginning of each class.

If you miss a class, you are responsible for the material presented and any assignments given. Retrieve notes and assignments from Schoology. Late homework/projects are not accepted if you are in school. Late projects lose 10% per day. Speak with me about assignments before school trips or vacations.

All other attendance or tardy issues will be handled according to Wallkill Policies in the Student Handbook.

*The Wallkill attendance policy is based on forty-minute periods, five days a week, as compared to the college schedule.

Cell Phone

We will be following the District's cell phone policy. Phones must be locked in lockers.

Disclaimer

This syllabus is a fluid document and will change as the needs of the class dictate.



Wallkill Senior High School
College Algebra & Trigonometry
MAT 115 SUNY Ulster,
STEM Department 2024-2025
Ms. Andryshak vandryshak@wallkillcsd.k12.ny.us

Course Description:

Topics in this course include Equations & Inequalities, Coordinate Geometry, Functions and Polynomial Graphs, Exponential & Logarithmic Functions and Trigonometry.

Student Learning Outcomes:

Program Based Student Learning Outcome for Liberal Art-Math and Science: The student will be able to apply appropriate mathematical procedures and quantitative methods to solve practical problems in mathematics and the natural sciences. At the completion of the course the student will demonstrate quantitative reasoning skills by being able to:

1. Analyze, solve and apply equations including linear, quadratic, rational, radical, factorable polynomial, absolute value, exponential and logarithmic; and inequalities including linear, quadratic, polynomial and rational.
2. Analyze and graph a relation in two variables in terms of domain, intercepts, and symmetry. Analyze linear relationships including slope, y-intercept, and finding an appropriate equation; and circles including center and radius.
3. Demonstrate comprehension of fundamental concepts of functions by evaluating, performing operations, and determining domain and range.
4. Identify and graph basic functions including constant, linear, power, root, reciprocal, exponential; analyze and apply the method of transformations.
5. Demonstrate proficiency with exponential and logarithmic functions and their properties
6. Define and use the six trigonometric functions both for a right triangle and for general angles

Course Outline:

Algebra Skills Review
Equations & Inequalities
 Quadratics
 Radicals
 Cubic
Coordinate Geometry
 Slope
 Equation of a line
 Distance
 Equation of a Circle
Functions

Evaluate
Operations
Compositions
Exponential
Logarithmic
Graphs
Quadratic
Polynomial
Exponential
Logarithmic
Trigonometry
Right Triangle Basics
Evaluating
Identities

Calculator:

- A TI-84 Graphing calculator is recommended
 - o There are free calculator apps for smart phones
 - iPhone: Calculate 84
 - Android: Wabbitemu

Resources: We will be utilizing Schoology, Formative, Delta Math, and Remind throughout the school year.

Grading:

We will have 4 quarterly exams along with a comprehensive final exam. The final exam is 20% of the student's overall average.

Students will have 1 week to make up any missed test or quiz. If the test or quiz is not made up in 1 week, it will be counted as a zero.

Final grades are assigned according to the UCCC departmental grade scale.

Grade scale - 93 – 100: A 73 – 76: C 90 – 92: A- 70 – 72: C 87 – 89: B+ 67 – 69: D+ 83 – 86: B 63 – 66: D 80 – 82: B- 60 – 62: D 77 – 79: C+ 0 – 59: F

Final Exam: A local final exam will be given in June 2025.

Final Course Grade:

Quarterly Exams: 60%
Classwork, quizzes, homework: 20%
Final Exam Grade: 20%

Attendance: Students are expected to be in class on time. In order to be successful, students must attend class. Attendance will be taken at the beginning of each class.

If you miss a class, you are responsible for the material presented and for any assignment given. Students are responsible for getting all notes and assignments from Schoology. If you need help,

please see me about missed work. Late homework is not accepted if you are in school. Get assignments prior to any school trip or vacation.

Academic Integrity:

Each student is responsible for maintaining academic integrity through being honest and respecting ethical standards while completing course work. Academic dishonesty of any form (cheating, plagiarism, copying homework, duplicating assessments, etc) will not be tolerated and deserves immediate disciplinary action.

Withdrawal Policy:

Students wishing to withdraw from a course must secure the necessary withdrawal form from the Registrar's Office. The withdrawal must be processed promptly by the student by immediately notifying the Registrar's Office. A student may officially withdraw from a course by the last day of class for that course and will receive a grade of W.



AP Calculus AB Course Syllabus
Mrs. S. Barnes

Course Objective: This course focuses on developing the students' understanding of Calculus and providing experience with its methods and applications. It will show students how applications of concepts relate to real world situations in ways they can see and understand. Technology will be used regularly by students and teachers to reinforce the relationships among multiple representations of functions, to confirm written work, to implement experimentation, and to assist in interpreting results. With these core concepts and the actual rigor of the course work, students will be equipped with the skills necessary for success in post-secondary courses and a potential career in the field of mathematics.

Course Materials:

3 ring binder to organize notes, assignments, quizzes and tests.
TI-84 graphing calculator
Chromebooks (fully charged)

Grading: 1st, 2nd, and 3rd quarter:

Grade will be comprised of tests, quizzes, collected assignments, digital assignments and homework.

Tests will always be announced at least one week prior. If you miss a test, it should be made up as soon as possible but no later than one week after date missed.

Quizzes: Announced and unannounced. Quizzes should be made up within two days of an absence.

4th quarter: In addition to above, AP exam attendance or alternate assessment and project.

New Paltz Final exam (given in April) (20% of HS grade; 1/3 of NP grade) BENEATH Point deductions will be applied to any late work.

Attendance Policy: You are required to be here everyday. Excessive absences/tardy can hinder success.

Respect should be shown to fellow students as well as any adult in the classroom. Good behavior and a positive attitude are expected. If you need help, please ask 😊

E-mail: sbarnes@wallkillcsd.k12.ny.us

Preliminaries for Calculus 2 weeks

Polynomials and Rational Functions

➤ Study of parent functions, transformations and compositions of functions, and other types of functions we will be using throughout the course.

Graphing Calculators

➤ Evaluate a sketch in order to find extrema, intercepts, asymptotes and other relationships between functions and their graphs. Inverse Functions

➤ Review of inverses and evaluating them graphically, algebraically and by using composites. Trigonometric and Inverse Trigonometric Functions

➤ Revisit the unit circle and how to use it as well as all 6 trigonometric functions, their graphs, properties and main identities. Exponential and Logarithmic Functions

➤ Examine what exponential functions are, how to recognize them, how to solve exponential equations and properties of logarithms.

Chapter 1 – Limits and Continuity 2 weeks

Tangent Lines and Length of Curves

➤ Review of tangent and secant lines for the sake of using those lines to estimate the length of a curve. Concepts and Computation of Limits

➤ Define and analyze limits visually, then solve them by using a calculator or analytic calculations. We graph functions on graphing calculators that have holes and/or asymptotes. We then use the 'table of values' utility on the calculators to find values of points extremely close to non-existent values. Continuity and Its Consequences

➤ Define continuity and different types of discontinuity, understanding how it affects functions and their derivatives. Limits Involving Infinity

➤ Graph various types of functions and use the zoom feature to better describe what graphs look like and discuss different characteristics observable for each function. The students solve limits graphically or by analytic calculations.

Formal Definition of a Limit

➤ Discover how limits can be used to find the derivative of a function at a point, which is also the slope of the tangent line at the same point.

Chapter 2 – Differentiation 5 weeks

Tangent Lines and Velocity

➤ Evaluate lines tangent to a curve and how that relates to instantaneous velocity at the point. Derivatives

➤ Learn the definition for a derivative and use limits to find the derivative function. We will discuss the relationship between a function and its derivative function (i.e. when a function is decreasing the derivative is negative).

The Power Rule

➤ Practice differentiating by using the Power Rule on specific problems. The Product and Quotient Rule

➤ Use the Product or Quotient Rules to differentiate and know the difference between the two. The Chain Rule

- Use candy to introduce this complex technique as we must differentiate each layer of candy. Trigonometric Functions
- Study the derivatives of transcendental functions and practice problems involving them. Exponential and Logarithmic Functions
- Study the derivatives of transcendental functions and practice problems involving them. Implicit Differentiation and Inverse Trigonometric Functions
- Study the derivatives of transcendental functions and practice problems involving them. The Mean Value Theorem
- Study what the Mean Value Theorem is, how to use it, and how to relate it to real world occurrences.

Chapter 3 – Applications of Differentiation 6 weeks

Maximum and Minimum Values

- Find local and absolute maximum and minimum values through analytical use of calculus and a graphing calculator. Increasing and Decreasing Functions
- Study trends of derivatives for increasing and decreasing functions. Concavity and Second Derivative Test
- How we can determine the concavity of a function based on the second derivative of the function and any extrema.

Curve Sketching and Optimization

- Learn how to use Algebra, Calculus and graphing calculators to model real world situations and to optimize those situations. Related Rates
- Follow the 3 step process. First, draw a picture and label variables and constants. Identify the given rate of change, rate to be found and when to find it. Second, choose an equation that relates the variables. Eliminate variables that don't have matching rates. Finally, differentiate both sides with respect to time. Substitute and solve, but don't forget correct units!

Rates of Change in Economics and the Sciences

- Answer free response questions from past AP exams.

Chapter 4 – Integration 4 weeks

Antiderivatives

- Introduce integration by studying antiderivatives of given functions. Sums and Sigma Notation
- Graphical representations of antiderivatives and development of Mathematical Induction. Area
- Discuss how to find area under curves by using Geometric figures and Riemann Sums. The Definite Integral

- Explore what a definite integral is, what it can be applied to and how it was derived from infinite Riemann Sums, plus how to solve problems involving a definite integral.

Fundamental Theorem

- Prove the Fundamental Theorem through induction. Substitution and Numerical Integration ➤ Study of 'u-substitution', 'Midpoint Rule' or 'Trapezoidal Rule' so that we may evaluate integrals for which no elementary antiderivative exists. Natural Logarithms

- Examine Natural Logarithms as integrals, whereby $\ln x$ can be thought of in terms of area.

Chapter 5 – Applications of the Definite Integral 3 weeks

Area Between Curves

- Demonstrate the versatility of the integral by exploring the area bounded between two curves. Volume: The Disk, Washer and Shell Method
- Use of integrals and cross sections to compute the volume of a three-dimensional solid.

Chapter 6 – Integration Techniques 5 weeks

Basic Integration Rules

- Examine antiderivatives following directly from derivatives of basic functions as well as by substitution of variables (including change of limits for definite integrals). Trigonometric Integrals
- Review antiderivatives following directly from derivatives of trigonometric functions and learn 9 basic integration formulas.

AP Exam Preparation 2 weeks

AP Multiple Choice

- Review test taking strategies along with how to solve Calculus problems analytically and with and without the use of a calculator.

AP Free Response Questions

- Review major concepts of Calculus, how to solve problems and, most importantly, how to justify answers.

Project 2 weeks



MAT 181: Precalculus

SUNY New Paltz Spring 2024

Instructor: Robin Acton

e-mail: actonr@newpaltz.edu

Course Description: Topics needed for calculus: brief review of algebra; polynomial, exponential, logarithmic and trigonometric functions; trigonometry; remainder and factor theorems; introduction to complex numbers; solving exponential equations, logarithmic equations and trigonometric equations.

Prerequisite: Minimum grade of C- in College Algebra (MAT152) or MPL 4.

Student Learning Outcomes: Upon completing this course, students should be able to:

1. perform operations on functions including addition, subtraction, multiplication, division, composition and difference quotients;
2. sketch graphs of transformed quadratic, cubic, square root, absolute value, polynomial, rational, exponential, logarithmic and trigonometric functions;
3. identify the domain and range of functions;
4. find the inverse of a one-to-one or restricted domain one-to-one function;
5. solve absolute value, exponential, logarithmic and trigonometric equations; and
6. understand and solve application problems.

GE 5 Math Learning Outcomes: Students will demonstrate mathematical skills and quantitative reasoning, including the ability to:

- interpret and draw inferences from appropriate mathematical models such as formulas, graphs, tables, or schematics;
- represent mathematical information symbolically, visually, numerically, or verbally as appropriate; and
- employ quantitative methods such as arithmetic, algebra, geometry, or statistics to solve problems.

Textbook/Course Content: We will be using Precalculus by Abramson, which can be downloaded for free at the following link: <http://openstax.org/details/books/precalculus>. The course will cover content in modules 1, 3, 4, 7, 8, and 9. You can access the online homework manager with the following link: <http://ohm.lumenlearning.com>.

Evaluation: Homework 15% Quiz Average 15% Exams (3) 45% Final Exam 25%

Grading: A 93 – 100 B+ 87 – 89 C+ 77 – 79 D 60 – 69 A- 90 – 92 B 83 – 86 C 73 – 76 F below 60 B- 80 – 82 C- 70 – 72

Course Requirements:

1. You are responsible for ALL material covered, even if you are absent.
2. Regular and punctual attendance is required.
3. Participate in class discussions.
4. Submit assignments on time.
5. Prepare for quizzes and exams.
6. Ask questions and get extra help, if needed (Math Lab SH 168).
7. Calculators, cell phones, or other electronic devices are not allowed.

Homework: Homework will be assigned and graded through Lumen online homework manager. To get started, please visit <http://ohm.lumenlearning.com> and enter our course ID

Quizzes: All quizzes will be announced. Graded quizzes are typically returned at the very next class meeting. It is recommended that you make every effort to attend each class session. There are NO MAKE-UPS for missed quizzes unless valid medical or legal documentation is presented. If you have any extenuating circumstances, please contact me immediately.

Exams: There will be three exams during the semester, in addition to the final exam. Exams dates are in the schedule on the next page. There will be no make-ups for missed exams unless arrangements are made in advance or there are extenuating circumstances (documentation required). You may not leave the room during quizzes or exams. Final Exam: The Precalculus

Final Exam is a common final exam and will be given on Friday, May 10th. Calculators are NOT permitted.

Campus-wide Academic Policies: Please read through all posted policies here: <https://www.newpaltz.edu/acadaff/academic-policies-including-academic-integrity/>.

Campus-wide Policy Statements

Academic integrity policy statement:

Students are expected to maintain the highest standards of honesty in their college work. Cheating, forgery, and plagiarism are serious violations of academic integrity. Students found guilty of any violation of academic integrity are subject to disciplinary action, up to and including expulsion. New Paltz's policy on academic integrity (rev. October 2017) is found in the Undergraduate Catalog. Sojourner Truth Library's website contains several excellent resources to help with avoiding plagiarism; see especially lib.newpaltz.edu/assistance/plag.html.

Reasonable accommodation of individuals with disabilities statement:

Students needing classroom and/or testing accommodations related to a disability should contact the Disability Resource Center (Haggerty Administration Building, Room 205, 845-257-3020) as close as possible to the beginning of the semester. The DRC will

then provide students' instructors with Accommodation Notifications verifying the need for accommodations. Specific questions about services and accommodations may be directed to Deanna Knapp, Assistant Director (knappd@newpaltz.edu) or Jean Vizvary, Director (vizvaryj@newpaltz.edu).

Veteran & Military Services statement:

New Paltz's Office of Veteran & Military Services (OVMS) is committed to serving the needs of veterans, service members and their dependents during their transition from military life to student life. Student veterans, service members or their dependents who need assistance while attending SUNY New Paltz may refer to OVMS's website; call 845-257-3120, -3124 or -3074; e-mail np-vms@newpaltz.edu; or stop by the Student Union, Room 100 South.

Computer and network policies statement:

Users of New Paltz's computer resources and network facilities are required to comply with the institutional policies outlined in the Acceptable Uses and Privacy Policy and other technology policies, available at www.newpaltz.edu/itpolicy.

Identity verification policy statement for online courses:

New Paltz's Online Identity Verification Policy is designed to verify that students enrolled in our online courses and/or programs are the ones who take the courses, complete the programs, and receive the academic credit. The complete policy is published in the Undergraduate Catalog. Title IX and related policy statement: Gender discrimination, sexual harassment, sexual assault, sexual violence, stalking, and power-imbalanced sexual/romantic relationships between faculty and students are strictly prohibited within the SUNY New Paltz community. We encourage students to report, confidentially discuss, or raise questions and concerns regarding potential violations. Reports can be made to the Title IX Office, the department chair and/or the dean of your school. For information on Title IX reporting and support, visit www.newpaltz.edu/titleix/. The College's Consensual Relationship Policy can be found at www.newpaltz.edu/hr/policies.html.

Information on electronic SEIs, which students are encouraged to complete. You are responsible for completing the Student Evaluation of Instruction (SEI) for this course and for all your courses with an enrollment of five (5) or more students. I value your feedback and use it to improve my teaching and planning. Please complete the online form during the open window.

Online Etiquette: Expectations in a Virtual Environment "Netiquette, a social code that defines "good" online behavior is something to keep in mind during your online course interactions. Writing may be the only means of communication you have with classmates and instructors, so it is especially important to do this effectively. Follow the guidelines below to leave your mark as a knowledgeable, respectful, and polite student who is also positioned to succeed professionally. Be Scholarly: DO: Use proper language, grammar and spelling. Be explanatory and justify your opinions. Credit the ideas of others through citing and linking to scholarly resources. AVOID: Misinforming others when you may not know the answer. If you are guessing about something, clearly state that you do not know the answer. Be Respectful: DO: Respect privacy, diversity and opinions of others. Communicate tactfully and base disagreements on scholarly ideas or research evidence. AVOID: Sharing another person's professional or personal information. Be Professional: DO: Represent yourself well at all times. Be truthful, accurate, and run a final spell check.

Limit the use of slang and emoticons. AVOID: Using profanity or participating in hostile interactions. Be Polite: DO: Address others by name or appropriate title and be mindful of your tone. Treat people as if you were in a face-to-face situation. AVOID: Using sarcasm, being rude or writing in all capital letters. Written words can be easily misinterpreted as they lack nonverbal cues.

Important Dates:

February 4 – Drop deadline
February 19 – No class, President's Day
March 25-29– Spring Break (no classes)
March 31 – Last day for course withdrawal
May 7 – Last day of classes
May 10 – Common Exam Day FINAL EXAM

Summary of Topics and Tentative Course Schedule

Week One: Introduction to Functions Assignments: See Lumen Calendar Assessment: none

Week Two: Quadratic Functions Assignments: See Lumen Calendar Assessment: Quiz 1 on Wednesday, 1/31

Week Three: P o l y n o m i a l F u n c t i o n s Assignments: See Lumen Calendar Assessment: Exam 1 Thursday 2/8

Week Four: Polynomial Zeros, Graphs, and Division Assignments: See Lumen Calendar Assessment: Quiz 2 Thursday 2/15

Week Five: Polynomial and Rational Functions Assignments: See Lumen Calendar Assessment: Quiz 3 Thursday 2/22

Week Six: Inverse and Radical Functions, Variation Assignments: See Lumen Calendar Assessment: Quiz 4 Thursday 2/29

Week Seven: Review and Exam 2: Module 3 Assignments: See Lumen Calendar Assessment: Exam 2: Module 3 on Thursday 3/7

Week Eight: Exponential Functions, Logarithmic Functions and their Graphs Assignments: See Lumen Calendar Assessment: None

Week Nine: Logarithmic Properties, Exponential and Logarithmic Equations Assignments: See Lumen Calendar Assessment: Quiz 5 Thursday 3/21

Week Ten: Exponential and Logarithmic Models Assignments: See Lumen Calendar Assessment: none

Week Eleven: An g l e s , Right Angle Trigonometry and the Unit Circle Assignments: See Lumen Calendar Assessment: Quiz 6 on Thursday 4/11

Week Twelve: Trigonometric Graphs and Inverse Trigonometric Functions Assignments:
See Lumen Calendar Assessment: Quiz 7 Thursday 4/18

Week Thirteen: Review and Exam 3: Module 4,7 and 8 Assignment: See Lumen Calendar
Assessment: Exam 3: on Thursday 4/25

Week Fourteen: Trigonometric Identities and Formulas Assignments: See Lumen Calendar
Assessment: None

Week Fifteen: Trigonometric Equations and Review, Final Exam Assignment: See Lumen
Calendar Assessment: Final Exam on Friday 5/10



Wallkill High School 2024-2025 College Algebra

Mr. Tuttle

Email: gtuttle@wallkillcsd.k12.ny.us

College Algebra is a 3-credit college level class offered through SUNY New Paltz. This is a semester course with a final exam given in January.

The University in the High School Program at SUNY New Paltz provides students with the academic challenges of college-level curricula during their final year(s) of high school. UHS courses can help students develop the necessary skills and experience needed for academic success in college and can help get a jump start on college credits while in high school. While no guarantee can be offered, SUNY New Paltz has found that credits earned in the UHS with a grade of “C” or better are usually accepted by American colleges and universities.

Topics Include:

Basic Operations with Polynomials, Exponents, Radicals and Rational Expressions
Solving Equations and Inequalities: Linear, Quadratic, Absolute Value, Radical, Rational
Coordinate Geometry: Slope, Midpoint, Distance, Equations of Lines, Equations of Circles
Functions: Transformations of, Composition of, Inverse and One to One
Polynomials: Functions and Their Graphs, Dividing, Zeros, Complex Zeros, Rational Zeros
Rational Functions and Their Transformations
Exponential and Logarithmic Functions: Transformations of, Laws of Logarithms, Solving
Sequences and Series: Arithmetic, Geometric, Induction Proofs and Binomial Theorem
Vectors: Operations and Equation of a Plane
Matrices: Operations and Solving of a System of Equations

Expectations:

1. In class and prepared to work when the bell rings. Follow classroom rules.
2. Complete all assigned work.
3. Be respectful of yourself, your classmates, and your teachers.

Cell Phones, smart watches, and earbuds are not permitted in the classroom. Students must keep phones turned off and put away. Anyone that does not have their phone away or is using phone will be sent to student services and a referral will be written.

Materials Needed:

1. Several pens or pencils
2. Notebook or binder

3. Graph paper

Calculators- Graphing calculators are NOT permitted. Students should have their own scientific calculators for use on homework and in class for tests and quizzes. TI-30IIS recommended.

Grading-

Quarter grades will consist of tests/quizzes, homework assignments, and assignments done in class. Please check schoology often to check your grades.

Homework Approximately 15%

Classwork/ Packet Approximately 5%

Tests/quizzes Approximately 80%

Homework will be assigned on a daily basis and be due the next day unless otherwise instructed. Quizzes will be given often, with some being announced and some not. Tests will usually be given at the end of each chapter with several days' notice given before each test.

Final Course Grades

Quarter 1 – 40%

Quarter 2 – 40%

Final Exam – 20%

Attendance: College Algebra is a college level course. Attendance in class is extremely important. Students who are absent should see me when they return for missed work. Any missed tests or quizzes need to be made up during student's study halls or lunch periods.

Available Periods for help (may change)

3 rd ,4th, and 6 th – math office

2 nd - Cafeteria (study hall)

Before or After School by appointment Students are encouraged to see me with any questions they may have and come to me when any help is needed. I will usually be available at least once a week after school for extra help.

Students can also see me about scheduling extra help during free periods if available.

Parents- Please contact me if you have any concerns about your child's progress



CSC/CIT-2550: INTRO TO PROGRAMMING

2024-

25

Course Description: This course introduces the student to the fundamental concepts of visual computer programming, including the concepts of structured programming and object-oriented programming, procedures, and functions. Students will learn to develop many Windows-based applications.

Number of Credits: 3

Division of Mathematics and IT

Instructor: Samrat Pathania

Email: spathania@wallkillcsd.k12.ny.us

Performance Objectives: Students who successfully complete this course will be able to:

1. Demonstrate a working knowledge of data structures and study ways to store and represent information;
2. Understand control statements, program flow, and functions;
3. Understand concepts related to Object Oriented Programming (OOP);
4. Understand abstraction, encapsulation of data, inheritance, and polymorphism;
5. Demonstrate how to import modules and packages;
6. Demonstrate how to handle errors to prevent apps from crashing;
7. Demonstrate basic & advanced skills having to do with file manipulation;
8. Break down complex problems into basic components.
9. Grapple with relevant ethical, social, and legal issues in computer science and technology in a meaningful way.

Grade Distribution:

Students' overall average consists of 4 Quarters and a Final Exam.

- Quarter 1- 20%
- Quarter 2- 20%
- Quarter 3- 20%
- Quarter 4- 20%
- Final Exam - 20%

For each quarter, students' grades are comprised of the following weighted categories:

- Tests/Exams: 40%

- Quizzes and Assignments: 50%
- Class Activities and HW : 10%

Grading Scale:

Letter Grade	Numerical Grade Range
A	93-100
A-	90 – 92
B+	87-89
B	83-86
B-	80-82
C+	77-79
C	73-76
C-	70-72
D+	67-69
D	66
D-	65
F	0-64

Class participation:

Questions and discussion are highly encouraged in this course- that's where most insightful connections are made. Note that a major component of success (in school and in life in general) depends on one's engagement, attitude, and work ethic. How you conduct yourself as you go about your daily tasks matters, because opportunities are given to those who are reliable, interested, and easy to work with.

My unsolicited advice: Make an effort to be present, physically and mentally. Your power of attention is one of your most precious resources. It's also a 'soft muscle'- one that can be trained. Pay attention to your attention; notice where your mind lingers and how that makes you feel. Distractions will appear all day, so we get endless attempts to practice being present.

Communication:

Please feel free to meet me outside of class time with questions. Asking questions is a sign of active learning, not a sign of weakness. It helps to be specific in your question; think about what you're asking and what I might need to know in order to help you. Learning how to ask specific, targeted questions is an important part of becoming professional. Practice it often.

Topical Outline and Course Schedule (Subject to Change)

UNIT/TOPIC	CONTENT
Introduction to Programming and Java	Week 1 - Introduction to IDEs Week 2 - Number Operations Week 3 - Variables and Data Types Week 4 - Expressions and Assignment Statements Week 5 - Compound Assignment Operators Week 6 - Input and Output

Boolean Expressions and if Statements	Week 7 - Boolean Expressions Week 8 - Control Flow Week 9 - Chained and Nested Conditionals Week 10 - Boolean Algebra Week 11 - Compound Boolean Expressions
Iteration and Basics of Objects	Week 12 and 13 - While and For Loops Week 14 - Objects, Instances and Constructors Week 15 -String objects (concatenation, literals, etc.) Week 16 – String methods
Methods in Depth	Week 17 - Void Methods Week 18 - Parameters and Arguments Week 19 - Overloading Week 20 - Primitive vs. Object Parameters Week 21 - Using the Math Class
Arrays	Week 22 - 1 Dimensional Arrays Week 23 - Arrays of Objects Week 24 - Enhanced For Loops Week 25 - 2 Dimensional Arrays
User Defined Classes	Week 26 - Class Definitions and Constructors Week 27 - Accessors / Modifiers Week 28 - Static (vs Non-Static) Variables and Methods
Classes in Depth	Week 29 - Class Hierarchy Week 30 - Inheritance Week 31 - Polymorphism Week 32 - Overriding, This Vs. Super Week 33 - Abstract Classes Week 34 - Wrapper Classes
ArrayLists	Week 35 - ArrayList Class and related methods
Errors	Week 36 - Exception Handling
File Manipulation	Week 37/38 - Reading, Writing, and Creating Files Week 39/40 - Review

COLLEGE POLICIES

Academic Honesty Policy

The mission of Mount Saint Mary College is concerned with “...the development of sound values, goals and commitments on the part of students. Equipping students to play responsible roles in society has been a consistent aim of our institution.” Instances of academic dishonesty subvert the mission of the College and the experience students derive from it. These instances harm the offender as well as students who maintain academic honesty. The Mount community, therefore, commits itself to do all in its power to prevent such dishonesty and imposes impartial sanctions upon those who harm themselves, their fellow students and the College in this way.

Definitions:

Generally, academic dishonesty may be defined in the following ways:

- a. Cheating: using or attempting to use, giving or attempting to give, unauthorized materials, information, assistance or study aids in any academic exercise or evaluation (tests), unless the nature of the academic exercise legitimizes cooperative learning;
- b. Plagiarism: copying or imitating the language, ideas or thoughts of another person, and passing off the same as one's original work;
- c. Falsification: forgery, alteration or misuse of academic documents, records or forms.

To download the student handbook visit www.msmc.edu/studenthandbook.



Wallkill Senior High School College Program

Course Outline & Syllabus

Course Title: Forensic Science

Department & Course Number: SCI 1001

Number of Course Credit Hours: 3

Instructors: Mr. Malgieri

Instructor Contact Information:

Email: nmalgieri@wallkillcsd.k12.ny.us

Textbook: *Forensic Science Fundamentals & Investigations (2nd Edition)* by Bertino, A.J., Bertino, P.N. South-Western Cengage Learning. ISBN-13:978-0-538-73155-3

Course Description:

This course will introduce the student to laws, theories, and principles of physical and biological science and their application to solve questions of legal interest. Forensic science is the application of science to those criminal and civil laws that are enforced by police agencies in a criminal justice system. It has become a comprehensive subject incorporating biology, chemistry, physics, entomology, earth science, anatomy and physiology as well as other aspects of science. "This course provides a broad overview of forensic science, with an emphasis on the chemical and instrumental methods used by forensic scientists to analyze evidence. Students will gain an appreciation for the extent of the scientific background needed for a career in forensic science, develop a basic understanding of the types of evidence collected at crime scenes and the science behind its analysis, and understand the importance of ethics in forensic science." This course is designed for juniors and seniors who have successfully completed the Living Environment AND Earth Science Regents.

MSMC Registration

Students enrolled in this course are eligible to earn 3 undergraduate college credits through Mount Saint Mary College. In order to receive college credit, students must submit registration materials to Mount Saint Mary College by October 16, 2024. Tuition for each student enrolled in the course is \$180. Registration for college credit is optional.

Grading

Students' overall average consists of 4 Quarters and a Final Exam. The final exam will include a written component as well as a lab practical component.

- Quarter 1- 22.5%
- Quarter 2- 22.5%
- Quarter 3- 22.5%
- Quarter 4- 22.5%
- Final Exam- 10%

Grading Scale:

Letter Grade	Numerical Grade Range
A	90-100
A-	88 – 89
B+	85-87
B	80-84
B-	78-79
C+	75-77
C	70-74
C-	68-69
D+	65-67
D	60-64
F	0-63

*Students need to earn a 70 or higher for most colleges to accept the credit.

For each quarter, students' grades are comprised of the following weighted categories:

- Tests/Quizzes: 60%
- Labs/Research Papers: 30%
- Classwork: 10%

Learning Outcomes of Course

Students who complete the course will be able to do the following:

1. Understand the scientific method and use it to solve problems.
2. Use problem-solving techniques to solve everyday problems.
3. Apply concepts of science to analyze, compare, identify, and interpret physical evidence.
4. Understand DNA analysis: its strengths, uses, and limitations.
5. Communicate experimental findings verbally and in writing.
6. Work as a collaborative member of a group.

In addition, the following general education outcomes will be addressed:

General education outcomes addressed in this course

Skills (I): Possess communication, problem-solving, and technological skills in a variety of contexts as demonstrated in the ability to:
1. write a clear, well-organized paper that incorporates relevant details, sources, and examples, while following standards for style, usage, and documentation appropriate to the discipline;
2. deliver an oral presentation that demonstrates internalized knowledge and understanding of a topic, engages an audience, and makes effective use of appropriate visual aids;
3. correctly assess and analyze graphical and statistical data;
4. accurately interpret, analyze, and evaluate evidence in order to construct well-supported arguments that justify clearly stated conclusions;
5. identify, access, and evaluate relevant sources of information and use technological tools and other resources for organizing, conducting, and presenting research.
Knowledge (II): Acquire and integrate knowledge essential to the understanding of:
1. major theories, methodologies, and applications of the natural sciences, including the use of the scientific method for the study of living organisms and the physical environment;

Assignments

Unit	Assignments
Unit 1: Introduction to Forensic Science & Eyewitness Testimony Learning Outcomes Addressed: 1, 2, 4, 6	Forensic Career Research Presentation "Are You A Reliable Eyewitness?" Activity Eyewitness Case Study Assignment Ronald Cotton Research Paper Unit Quiz Unit Test
Unit 2: Crime Scene Investigation & Evidence Collection Learning Outcomes Addressed: 1, 2, 3, 5, 6	Locard's Exchange Principles Lab Mock Crime Scene 1 JonBenet Ramsey Research Paper Unit Quiz Unit Test
Unit 3: Death- Meaning, Manner, Mechanism, Cause and Time Learning Outcomes Addressed: 1, 2, 3, 5, 6	Rigor Mortis Assignments Algor Mortis Assignments Livor, Rigor, Algor, Insect Assignment Forensic Entomology Lab Decomposition Lab Steven Truscott Case Study Assignment Unit Quiz Unit Test
Unit 4: Forensic Anthropology & Forensic Psychology	Skeletal Remains Assignment Pass the Bones Lab Green River Killer Case Study Assignment Serial Killer Research Presentations Unit Quiz

Learning Outcomes Addressed: 1, 2, 3, 4, 5, 6	Unit Test
Unit 5: Blood, Blood Spatter, and Toxicology Learning Outcomes Addressed: 1, 2, 3, 4, 5, 6	Presumptive Blood Lab Blood Typing Lab Blood Spatter Lab Area of Convergence Assignment Point of Origin Assignment Drug Identification Lab Urinalysis Lab Controlled Substance Research Project Blood/Toxicology Research Presentations Unit Quiz Unit Test
Unit 6: Fingerprint Analysis Learning Outcomes Addressed: 1, 2, 3, 4, 5, 6	Fingerprint Balloon Lab Ten Card Lab Latent Fingerprint Lab Fingerprint Identification Assignment Richard Ramirez Research Paper Unit Quiz Unit Test Mock Crime Scene 2
Unit 7: DNA Analysis Learning Outcomes Addressed: 1, 2, 3, 4, 5, 6	DNA Extraction Lab Gel Electrophoresis using Dyes Lab Virtual Extraction, PCR, Electrophoresis Labs DNA Profiles Assignment Unit Quiz Unit Test
Unit 8: Hair & Fiber Evidence Learning Outcomes Addressed: 1, 2, 3, 5, 6	Human Hair Lab Animal Hair Lab Fiber Identification Lab Murder at Old Fields Virtual Lab Unit Quiz Unit Test
Unit 9: Footprints & Tire Impressions Learning Outcomes Addressed: 1, 2, 3, 5, 6	Footprint Identification Casts Lab Create a Cast Lab Hotwheels Lab Mock Crime Scene 3 Unit Quiz Unit Test
Unit 10: Toolmarks & Ballistics	Toolmark Lab Hammer Lab GSR Lab "Who Shot Ricky?" Rifling & Cartridge Identification Lab Trajectory Lab

Learning Outcomes Addressed: 1, 2, 3, 5, 6	Toolmark & Ballistics Assignments Trajectory Assignments Conspiracy Research Presentation Unit Quiz Unit Test
Unit 11: Document Analysis Learning Outcomes Addressed: 1, 2, 3, 5, 6	Handwriting Analysis Lab Ramsey Ransom Note Lab Forgery & Counterfeit Lab Unit Quiz Unit Test
Final Exam Learning Outcomes Addressed: 1, 2, 3, 4, 5	Mock Crime Scene 4 with Lab Practical Written Component of Multiple Choice and Short Answer Questions

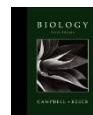
Academic Honesty Policy

The mission of Mount Saint Mary College is concerned with "...the development of sound values, goals and commitments on the part of students. Equipping students to play responsible roles in society has been a consistent aim of our institution." Instances of academic dishonesty subvert the mission of the College, and the experience students derive from it. These instances harm the offender as well as students who maintain academic honesty. The Mount community, therefore, commits itself to do all in its power to prevent such dishonesty and imposes impartial sanctions upon those who harm themselves, their fellow students and the College in this way.

Definitions:

Generally, academic dishonesty may be defined in the following ways:

- a. Cheating: using or attempting to use, giving or attempting to give, unauthorized materials, information, assistance or study aids in any academic exercise or evaluation (tests), unless the nature of the academic exercise legitimizes cooperative learning;
- b. Plagiarism: copying or imitating the language, ideas or thoughts of another person, and passing off the same as one's original work;
- c. Falsification: forgery, alteration or misuse of academic documents, records or forms.



AP BIOLOGY / SUNY ULSTER BIO 105

Mr. Mills

tdmills@wallkillcsd.k12.ny.us

Text: Campbell Biology, 12th (AP*) Edition – Urry/Cain/Wasserman/Minorsky/Orr

Course Description

- This is a project and Laboratory based course where you will be allowed to generate knowledge about biology with your peers and prepare to take the demanding Advanced Placement Biology Exam. Your teacher will be a guide for the journey, a facilitator, an events planner, and a source of information. Topics of this lecture and laboratory course include scientific inquiry, basic chemistry, cell structure and function, metabolism and enzymes, cellular respiration and photosynthesis, cell division, genetics, and evolution. The laboratory component includes microscope work, examination of biological diversity with an emphasis on the scientific method. Other sources of information will be the textbook, charts and diagrams, videos, and many internet sources selected by the guide and by you. **Always remember, you are the learner here! You are the one who needs to actively acquire knowledge. You are the one preparing for the AP Biology Exam**

UNIT 1 – The Chemistry of Life

- Basic Chemistry
- Macromolecules
- Metabolism & Enzymes
- Origin of Life

UNIT 2 – The Cell

- Cell Structures/Membranes
- Cellular Respiration
- Photosynthesis

:

UNIT 3 – Genetics

- Mitosis & Meiosis
- Inheritance
- DNA replication
- Gene to Protein
- Mutation/Gene Expression
- Viruses
- Biotechnology

UNIT 4 – Mechanisms of Evolution

- Natural Selection
- Origin of Species

UNIT 5 – Scientific Method and Lab Skills (Covered Throughout The Year)

- Students will also prepare for the AP Biology Exam (May)

Grading:

- **4 Tests** (~100 pts each)
- **6 Quizzes** (20 pts each)
- **6 Labs** (10 pts each)
- **Classwork / Homework** (point total varies depending on assignment)
- **Lab Final** (50 pts)
- **Lecture Final** (50 pts)
- **Quarterly grades** - are based on points earned divided by total points.

Grading

A	90+
B+	85-89
B	80-84
C+	75-79
C	70-74
D+	65-69
D	60-64
F	<60

Requirements:

1. **Attendance** is mandatory - any work missed due to absence for any reason is the student's responsibility.
2. Each student should have a **separate** notebook for AP Biology.
3. Each student must prepare a **written account of each lab report**. Lab reports are usually collected one week after completion. Late labs may receive no grade, but must be completed.
4. **Study** - It is recommended that each student spend 20 - 30 minutes per evening in a conscientious manner studying AP Biology. Hopefully this will be at the same time every evening to establish a habit (See Biology Survival Guide).
5. Students are expected to come to class **physically and mentally prepared to work**. This includes arriving at class with notebooks, handouts, and especially pens and pencils.

Parent Contact:

- Normally parent contact is accomplished through the usual channels; Namely 5,15,25, and 35 week progress reports combined with quarterly report cards at 10, 20, 30, and 40 weeks.
- However, should you feel any need to contact me, please email me at tdmills@wallkillcsd.k12.ny.us. I will return your email as soon as possible.
- You may call me at school (895-7150) and leave a number where you may be reached. I will return your call as soon as possible.

Parent Contribution:

I personally consider the role of the parent to be of great importance. You may help by:

1. Realizing there is work to do each and every night in AP Biology.
 - If not work due to be handed in, then work on notes, etc.
2. Providing adequate time, materials, and habitat for productive study.
3. Providing proper emotional and psychological support in a time of great stress.
4. Guiding the student toward organization, perseverance, and self-motivation.

_____ Parent or Guardian's Signature

BIOLOGY SURVIVAL GUIDE

Required Materials:

- 3-ring binder with pocketed dividers
- Standard size, loose leaf notebook paper
- Pencils with erasers
- Black ink pens
- Access to the internet & a word processor
- Good collegiate level dictionary

THE NIGHT BEFORE CLASS

The Textbook

1. Note where you are in the table of contents.
2. Read the text prior to the lecture - jot down questions on confusing information to ask the teacher.
3. Now reread the text paying particular attention to topics, concepts, and important terms - jot down ones that appear to be key terms (usually in bold print or italicized)
4. Now close the book and attempt to write a short summary of the topic.
5. Open the book and compare the text with your summary: add, subtract or correct when necessary.

THE LECTURE

1. Be on time and ready to start.
2. Have everything you need at your disposal. Don't have to go to a bag to try and find a pencil. You'll lose valuable information.
3. At the beginning of the lecture, note the date and main topic for the day. Leave room to place the corresponding text page numbers.
4. Outline your notes: topics, main ideas, at the left margin of the page. Take your class notes in the center 2/3 of the page, leaving the remaining 1/3 on the far right to enter textbook notes at night.
5. Note taking
 - Do not use complete sentences
 - Avoid superfluous punctuation
 - Listen - then write; take small bites of information at a time and record. Do not try to analyze them now.
 - Use abbreviations and symbols - it doesn't matter if no one else understands them as long as you do.
 - When the teacher emphasizes a word or phrase, repeats it and then writes it on the board - you should suspect it's important enough for you to emphasize in your notes.
6. "TOO FAST" - If the lecture is going too fast for you, just get the key words into your notes - but go on - Do not try to remember what you missed or you will miss more. If you ask your classmate, then both of you will miss the next item.
7. After Class - Compare your notes with those of a classmate. Fill in all missed information: Compare "perceived" ideas with the facts and ask yourself "Does this make sense?" If not, why not?

8. Absence - Get the notes missed from a classmate. Then check them yourself for understanding and accuracy.

THAT NIGHT FOR HOMEWORK

1. Preparation

- a. Plan your study by the job or assignment, NOT by the clock: you should not be able to see a clock when you sit to study!
- b. Use time saving devices such as flash-cards or short notes.
- c. Study at the same location and time daily.
- d. Study with proper lighting.
- e. Have everything you will need at hand. No excuses for getting up to get something.
- f. Time block your day so you will have adequate time for a regular daily study period.

2. Concentration

- a. Study for short periods of time, 15 or 20 minute intervals are best.
- b. Relax now and then, listen to a record, have a snack, etc.
- c. Remove all distractions: a clock, radio, picture of a "loved one", etc.
- d. Remember, learning requires repetition:

3 Studying

- a. Using the text book fill in the third column in your notebook with information you missed in lecture, including page number, terms, and diagrams if necessary.
- b. Use the text book to correct any inaccuracies in your notes.
- c. You took notes in shorthand during class: now is the time to convert that shorthand to the English language.
- d. Read the material: does it make sense to you: if not - MAKE it make sense.
- e. You should be able to explain all of the concepts using the proper terms for the material and draw any pertinent diagrams.
- f. Make up a self test, take it and grade it - HONESTLY
- g. If there is anything you don't understand, then use a highlight pen or pen of a different color to jot down a question that you can ask the teacher the first thing next day.
(IGNORANCE COMPOUNDS DAILY)
- h. Arrange a time to confer with a "study-buddy" and compare notes. (TWO HEADS ARE BETTER THAN ONE) and usually more accurate.
- i. Prepare and set up for the next day's lecture.
- j. Keep a permanent listing of vocabulary terms with definitions at the back of your notebook or on a set of flashcards. Review them constantly.
- k. WRITING information is a valuable type of reinforcement. Most people learn better if they write something down. If you can write it down you definitely know it. If you don't try to write it down, you're only fooling yourself that you know it.

SUNY Ulster

Course Syllabus

<i>Course Title</i>	General Biology II (lecture and lab)	<i>Sections</i>	
<i>Course Number</i>	BIO 106	<i>Credits</i>	4
<i>Prerequisites</i>	None, but BIO 105 is recommended		
<i>Session</i>			
<i>Instructor</i>			
<i>Texts & equipment</i>	<i>Biology</i> (Campbell and Reece, 9th Ed.) <i>A Photographic Atlas for the Biological Laboratory</i> (Van De Graaff & Crawley). Latest edition (6 th)		
<i>(Note: Both texts are used for BIO 105 and BIO 106)</i>			

Description

This is the second course in the two-semester sequence of BIO 105 and BIO 106. Topics of this lecture and laboratory course included a survey of the diversity of life: taxonomy and phylogeny of the prokaryotes, protists, plants, fungi and animals; an introduction to ecology; and a comparative survey of form and function in plants and animals. The laboratory component includes microscope work, examination of preserved and living specimens, and performing experiments with emphasis on the scientific method. It is recommended, but not required, that BIO 105 be taken before BIO 106.

Learning Outcomes of Course

At the successful completion of this course, students should be able to do the following:

1. Describe the patterns and mechanisms of evolution.
2. Interpret phylogenetic trees to describe the evolutionary relationships among different organisms.
3. Describe the biological diversity and comparative anatomy of major groups of organisms.
4. Describe basic animal development.
5. Describe the structure and function of various animal body systems.
6. Explain the homeostatic mechanisms that regulate various animal organ systems.

Method of Assessment (Note: exact percentages and points will depend upon the actual number of labs)

Four lecture exams *

Usually one week's notice to an exam. Exams are usually given during the 5th, 10th, 14th and during finals week.

Lab assignments **

Lab exams (2)

Lab write-ups

Prelabs

1 paper (due first class of 10th)

* The fourth, comprehensive, lecture exam can be substituted for an earlier lecture exam with a lower grade. Note: only 3 lecture exams (100 points each) contribute towards the overall grade for the course.

** Extra credit of 10 points is associated with lab write-ups.

Note: Please plan accordingly: exams are only given during scheduled class sessions (you can't take an exam early); you can't leave the room during an exam, and, if late, you can't take the exam after the first person to finish the exam leaves the room.

Make-ups

Exam or lab make-ups are only possible for extenuating circumstances, along with prior or prompt notification. ***If you receive one make-up, a second make-up will not be given.***

Exams

Lecture exam

There are no make-ups for missing one lecture exam. Your remaining 3 exams will count towards your grade. If you receive a make-up for a second missed exam, the make-up will be at the end of the semester.

Lab exams

If you receive a make-up, it will take place at the end of the semester.

Labs

With permission, it may be possible to attend an alternative section, otherwise a lab make-up may not be possible. ***This may only be possible ONCE per semester***. However, for most labs, you will be able to catch up with the material during open labs.

NOTE: Generally, for both lectures and labs, switching sections is NOT possible without permission. Please DO NOT switch sections.

Grading

A	90+
B+	85-89

B	80-84
C+	75-79
C	70-74
D+	65-69
D	60-64
F	<60

These grade cut-offs are fixed. Some extra credit is available during the semester to give you the opportunity to bolster your grade. Point values will not be rounded up to achieve a higher grade, e.g., 89.5 is a B+ not an A.

Attendance

Missing the equivalent of two weeks of class may result in withdrawal (*W*) from the course. *Please note:* missing two labs is the equivalent of missing two weeks. If you choose to drop the course, a *W* for the course is not automatic. Unless you officially withdraw by contacting the Registrar's office you are likely to receive an *F*.

Writing in the sciences

The lecture component of the course includes the preparation, and presentation, of a research paper involving the summary and critical assessment of articles from a variety of sources. Details will be given in class.

Work outside of class & extra help

A continual review of lecture notes is essential for the successful completion of this fact-intensive course.

Ethics

Cheating on exams or quizzes will result in a grade of zero for that assignment. Other penalties may include an F grade for the entire class and a report to the Associate Dean of Student Services. Cheating in college is a serious offense and often results in expulsion from the institution.

Addendum

For this course, students are required to make use of their MYSUNYULSTER.edu portal e-mail for all communication with the instructor. This is especially important when communicating issues concerned with grades, exams, etc. This use of portal e-mail for faculty- student communication complies with Federal law (FERPA).



SUNY Ulster Collegian
Physics 1
2024-2025
Samrat Pathania - Science Department
Email: spathania@wallkillcsd.k12.ny.us

COURSE DESCRIPTION: This course will serve as an algebra-based introduction to classical mechanics, wave motion, and thermo-dynamic principles. Our focus is to help students develop a deep understanding of foundational principles of physics by applying them to complex physical situations that combine multiple aspects of physics rather than present concepts in isolation. It will emphasize the processes of science so that students learn to formulate a basis for either accepting or rejecting scientific theories.

CLASS PARTICIPATION:

Questions and discussion are highly encouraged in this course- that's where most insightful connections are made. Note that a major component of success (in school and in life in general) depends on one's engagement, attitude, and work ethic. How you conduct yourself as you go about your daily tasks matters, because opportunities are given to those who are reliable, interested, and easy to work with.

My unsolicited advice: Make an effort to be present, physically and mentally. Your power of attention is one of your most precious resources. It's also a 'soft muscle'- one that can be trained. Pay attention to your attention; notice where your mind lingers and how that makes you feel. Distractions will appear all day, so we get endless attempts to practice being present.

COMMUNICATION:

Please feel free to meet me outside of class time with questions. Asking questions is a sign of active learning, not a sign of weakness. It helps to be specific in your question; think about what you're asking and what I might need to know in order to help you. Learning how to ask specific, targeted questions is an important part of becoming professional. Practice it often.

HOMEWORK: **The best way to learn is to practice!!** Homework given as part of this course will be checked regularly to ensure it has been completed.

GRADING POLICY: The quarterly grade will be broken down as follows:

Tests/Exams: 35%

Quizzes: 35 %

Labs/Projects/Class Activities/HW: 30%

There will be no mid-term exam and final exam will comprise 20% of the total grade. Each quarter grade will be 20% of the final grade as well.

LEARNING OUTCOMES:

Important Student Learning Outcomes for this course which will be assessed include the following:

1. Students will understand the special case of motion with constant acceleration and be able to use equations to solve problems involving one-dimensional motion and two-dimensional motion.
2. Students will understand how Newton's Second Law applies to an object subject to forces and be able to analyze situations in which an object moves with a specified acceleration under the influence of one or more forces so they can determine the magnitude and direction of the net force, or of one of the forces that makes up the net force, such as motion up or down with constant acceleration.
3. Students will understand the concept of mechanical energy and be able to recognize and solve problems that call for the application of the conservation of mechanical energy.
4. Students will understand linear momentum conservation and be able to apply the principle of linear momentum conservation to problems of one-dimensional elastic and inelastic collisions.
5. Students will understand angular momentum conservation and be able to analyze problems in which the moment of inertia of an object is changed as it rotates freely about a fixed axis.

TENTATIVE SCHEDULE FOR THE YEAR

Sept - Oct	Kinematics (One and Two Dimensions)
Oct - Nov	Dynamics
Nov - Dec	Impulse and Momentum Work, Power, and Energy
Jan - Feb	Statics and Rotational Motion
Feb - March	S.H.M and Mechanical Waves
Mar - April	Fluid Mechanics
April - May	Thermodynamics

ADMINISTRATIVE ADDENDA

Academic Integrity Policy

<https://catalog.sunyulster.edu/content.php?catoid=8&navoid=222#student-academic-honesty>

UCCC GRADING SCALE

93 – 100	A	80 – 82	B-	67 – 69	D+
90 – 92	A-	77 – 79	C+	63 – 66	D
87 – 89	B+	73 – 76	C	60 – 62	D-
83 – 86	B	70 – 72	C-	0 – 59	F



SUNY Ulster Collegian
Environmental Themes
2024-2025

Samrat Pathania - Science Department
Email: spathania@wallkillcsd.k12.ny.us

COURSE DESCRIPTION: This is an introductory course that provides students with a basic understanding of how various aspects of the global natural environment interconnect with each other and with human society. Emphasis is placed on sustainable technological, economic, and social solutions to environmental dilemmas. Resource management, energy sources, pollution control, water resources, economics, ethics, and principles of equity and access are some of the many topics covered.

CLASS PARTICIPATION:

Questions and discussion are highly encouraged in this course- that's where most insightful connections are made. Note that a major component of success (in school and in life in general) depends on one's engagement, attitude, and work ethic. How you conduct yourself as you go about your daily tasks matters, because opportunities are given to those who are reliable, interested, and easy to work with.

My unsolicited advice: Make an effort to be present, physically and mentally. Your power of attention is one of your most precious resources. It's also a 'soft muscle'- one that can be trained. Pay attention to your attention; notice where your mind lingers and how that makes you feel. Distractions will appear all day, so we get endless attempts to practice being present.

COMMUNICATION:

Please feel free to meet me outside of class time with questions. Asking questions is a sign of active learning, not a sign of weakness. It helps to be specific in your question; think about what you're asking and what I might need to know in order to help you. Learning how to ask specific, targeted questions is an important part of becoming professional. Practice it often.

HOMEWORK: **The best way to learn is to practice!!** Homework given as part of this course will be checked regularly to ensure it has been completed.

GRADING POLICY: The quarterly grade will be broken down as follows:

Tests and Quizzes: 40%

Labs/Projects/Class Activities/HW: 60%

There will be no mid-term exam and final exam will comprise 20% of the total grade. Each quarter grade will be 20% of the final grade as well.

STUDENT LEARNING OUTCOMES:

Students will:

1. Demonstrate scientific reasoning applied to the natural world, including an understanding of the methods scientists use to explore natural phenomena, including observation, hypothesis development, measurement and data collection, experimentation, evaluation of evidence, and employment of data analysis or mathematical modeling.
2. Apply scientific data, concepts, and models in one of the natural (or physical) sciences.
3. Describe the historical and contemporary societal factors that shape the development of individual and group identity involving race, class, and gender.
4. Analyze the role that complex networks of social structures and systems play in the creation and perpetuation of the dynamics of power, privilege, oppression, and opportunity.
5. Apply the principles of rights, access, equity, and autonomous participation to past, current, or future action.

SPECIFIC COURSE LEARNING OBJECTIVES: Upon the successful completion of this course, students should be able to demonstrate the following learning objectives:

1. Describe *threats* to global biodiversity, ecosystems, natural resources, non-renewable energy resources, clean air and water.
2. Describe the *implications* of the threats to global biodiversity, ecosystems, natural resources, non-renewable energy resources, clean air and water.
3. Evaluate potential *solutions* to the issue of threats to global biodiversity, ecosystems, natural resources, non-renewable energy resources, clean air and water.
4. Describe the pragmatic difficulties of integrating human needs and wants without further compromising global resources and ecological processes.
5. Draw on different points of view to formulate applications appropriate to resolving contemporary environmental issues.
6. Describe various fundamental principles and discoveries in science such as the nature of science and scientific methods, how materials cycle through an ecosystem, plate tectonics, biological evolution, and thermodynamics.

ADMINISTRATIVE ADDENDA

Academic Integrity Policy

<https://catalog.sunyulster.edu/content.php?catoid=8&navoid=222#student-academic-honesty>

UCCC GRADING SCALE

93 – 100	A	80 – 82	B-	67 – 69	D+
90 – 92	A-	77 – 79	C+	63 – 66	D
87 – 89	B+	73 – 76	C	60 – 62	D-
83 – 86	B	70 – 72	C-	0 – 59	F



American National Government

Marist College 3 Credits Course POSC110L364

Class Procedures and Expectations

Mr. LaPolla

Contact Information: Email: mlapolla@wallkillcsd.k12.ny.us Phone: 845-895-7150

Classroom Rules:

1. Be respectful. We will talk about sensitive topics in this class, and respect is necessary.
2. Be prepared. Many days there will be a DO NOW posted to get started on, and homework should be on the side of your desk. Each day your laptop should be charged, and you should have your binder and something to write with.
3. Be inside the class before the bell rings.
4. Actively participate. Class participation will be a grade for the marking period. It is an easy way to boost grades. Actively disrupting the class will hurt participation grades.
5. Follow ALL school rules. This includes dress code, no food in the classroom, and school appropriate language always
6. NO cell phones during class! Also considered part of class participation.

Description of American National Government

American National Government/AP U.S. Government and Politics is a college-level year-long course that not only seeks to prepare students for success on the AP Exam but also provide students with the political knowledge and reasoning processes to participate meaningfully and thoughtfully in discussions and debates that are currently shaping American politics and society. Along with the chance to take the AP exam in May, you will earn 3 college credits upon successful completion. It is important to note that this course is not a history course; it is a political science course that studies the interconnectedness of the various parts of the American political system and the behaviors and attitudes that shape this system and are the byproduct of this system. American National Government/AP U.S. Government and Politics accomplishes these goals by framing the acquisition of political knowledge around enduring understandings and big ideas about American government and politics that can be applied to a set of disciplinary practices using a set of reasoning processes. Through the development of this set of political knowledge, disciplinary practices, and reasoning processes, by the end of the course, students will be able to analyze current and historical political events like a political scientist and develop factually accurate, well-reasoned, thoughtful arguments and opinions that acknowledge and grapple with alternative political perspectives.

Units of Study:

- UNIT 1: FOUNDATIONS OF AMERICAN DEMOCRACY
- UNIT 2: INTERACTIONS AMONG BRANCHES OF GOVERNMENT
- UNIT 3: CIVIL LIBERTIES AND CIVIL RIGHTS
- UNIT 4: AMERICAN POLITICAL IDEOLOGIES AND BELIEFS

UNIT 5: POLITICAL PARTICIPATION

UNIT 6: ECONOMICS

******MARIST COLLEGE REGISTRATION, GRADING AND ADDITIONAL INFORMATION:**

All information on Marist College's program, including the registration form, can be found on Schoology in your resources. You should follow the steps to register online.

Overview of the AP Exam and Keys to AP Exam Success

The AP U.S. Government and Politics Exam will be comprised of the following sections:

Multiple-Choice Questions: 55 Questions

Structure – The questions on multiple choice will ask students to:

- Analyze and compare political concepts
- Analyze and interpret quantitative, text-based, and visual sources
- Apply course concepts, foundational documents, and Supreme Court decisions in a variety of hypothetical and real-world scenarios

Percentage of Total Exam: 50%

Free-Response Questions: 4 Questions

Structure – The four questions on the free response will ask students to:

- Apply political concepts in real-world scenarios
- Compare the decisions and implications of different Supreme Court cases
- Analyze quantitative data (charts and graphs)
- Develop an argument using required foundational documents as evidence

Percentage of Total Exam: 50%

Course Content and Big Ideas

The course content consists of the essential political knowledge that will be synthesized in the construction of enduring understandings and grandiose ideas about American government and politics. The extensive ideas that connect the content in the course units include:

- Constitutionalism (CON)
- Liberty and Order (LOR)
- Civic Participation in a Representative Democracy (PRD)
- Competing Policy-Making Interests (PMI)
- Methods of Political Analysis (MPA)

Overview of Required Course Texts and Additional Resources

United States Government & Politics - David Wolfford Amsco School Publications

Links to AP Central and other online sources will be provided.

Required Supreme Court Cases

This course will incorporate the analysis of the following 14 required Supreme Court cases:

- Marbury v. Madison (1803)
- McCulloch v. Maryland (1819)
- Schenck v. United States (1919)
- Brown v. Board of Education (1954)
- Baker v. Carr (1961)
- Engel v. Vitale (1962)
- Gideon v. Wainwright (1963)

- Tinker v. Des Moines Independent Community School District (1969)
- New York Times Company v. United States (1971)
- Wisconsin v. Yoder (1972)
- Shaw v. Reno (1993)
- United States v. Lopez (1995)
- McDonald v. Chicago (2010)
- Citizens United v. Federal Election Commission (FEC) (2010)

Required Foundational Documents

This course will incorporate the analysis and discussion of nine required foundational documents to help understand the context and beliefs of the founders and their critics and the debates surrounding the writing and ratification of the U.S. Constitution:

- The Declaration of Independence
- The Articles of Confederation
- Federalist No. 10
- Brutus No. 1
- Federalist No. 51
- The Constitution of the United States
- Federalist No. 70
- Federalist No. 78
- “Letter from Birmingham Jail”

Grading Policy:

Tests – 40%

Projects and Essays – 20%

Quizzes – 10%

Homework – 15%

Participation – 15%

Late Work Policy:

Students will lose 5 percentage points each day when an assignment is late. It is your responsibility to find out what you missed when you were absent!

Class Materials:

1. Binder/Notebook
2. Highlighters, Pens/Pencils
3. Textbook
4. CHARGED LAPTOP
5. Notecards are optional but recommended for vocabulary

Absentee Policy

- If you are absent, it is YOUR responsibility to see me to obtain the make-up work. Tests and quizzes MUST be made up within three days of your absence for full credit. Homework is due within 1 day of absence.
- If you are absent, you are unable to participate. Illegal absences will also affect participation grade.

Extra Help

- Before and after school help is available by appointment. I am also free during the day during prep periods (1,3 and 6).

Contact and Additional Info

- My email address at school is mlapolla@wallkillcsd.k12.ny.us
- I have an individualized parent code that can be shared with you if you would like to see everything that your student sees on Schoology. All assignments, dates, updates, and grades can be seen here. **E-mail me if you would like your code.**
- This is an AP and College level course; students are held to a higher standard, and we are preparing for what they will face in college and life. Completed work does not automatically get an A+. There is a difference between work that is done (B), work that is done well (A-), and work that is excellent (A+).

Do not be shy! If you need some study tips or want to go over anything confusing - the door is always open! Let's have a wonderful year together!

The initial below indicates that you and your parent/guardian have read and understand the syllabus. It is also a waiver acknowledging that we will watch some movies that may contain foul language such as The American President, 13 Days, Wag the Dog, and possibly others.

_____ Student Initials _____ Parent Initials



AP Psychology Course Syllabus Wallkill High School/UCCC PSY101-49

Mr. Pillitteri

Jpillitteri@wallkillcsd.k12.ny.us

Purpose: To provide a college level understanding of basic psychological concepts with an empirical approach to every topic. Emphasis is made on the historical and scientific underpinnings of psychological forces in everyday life. Each student is responsible for completing quarterly projects and to participate fully in the activities of the class

Rules:

1. Be on time
2. Be prepared
3. Be respectful
4. Make an effort

Attendance:

- For in class learning we will follow the traditional tardy/absence policy. • YOU are responsible for gathering missed work when absent. Check Schoology and remind for missed work.
- You will be given the amount of time you were absent to complete missed work. (Ex. If you are absent for 2 days you have 2 days to makeup the work you missed)

Grading

- Tests: 50%
- Projects: 20%
- Homework: 20%
- Class Participation: 10%

Late Work: • Late homework/classwork will NOT BE ACCEPTED • Larger assignments (Projects, essays, etc.) handed in late will lose 25 points each day the assignment is late. • If there is an uncontrollable circumstance please let me know!

Materials:

- Textbook: Psychology Themes & Variations 5th Edition – Wayne Weiten/Wadsworth-Thompson Learning Inc., 2001

Supplies:

- 3 ring binder (1 ½ Inch) stocked with paper (note book and folder are ok too) • Pen/pencil • Charged Chromebook

Extra Help: I am available at the following times during the school day. PLEASE let me know if/when you are coming to see me! Please utilize these times if you have any questions!

Period 3 – Prep: 9:12-9:54 AM

Period 5 – Prep: 10:42–11:24 AM

Course Outline:

Unit 1: Biological Bases of Behavior

Unit 2: Cognition

Unit 3: Development and Learning

Unit 4: Social Psychology and Personality

Unit 5: Mental and Physical Health

AP Exam – May 16th, 2025 12 PM (THIS IS NOT MANDATORY!) In-School Final – May 23-30th, 2025 during your class period.



AP United States History

Mr. Andrews

2025-2026

handrews1@wallkillcsd.k12.ny.us

COURSE DESCRIPTION:

AP U.S. History is a challenging college-level course that is structured around the investigation of five course themes and 9 units through 9 different chronological periods from 1492 to the present. Besides covering the relevant historical facts from these eras and linking these facts to the analysis of the themes, the course requires you to master six historical thinking skills and eight themes throughout history. During the year, you will be provided with the opportunity to examine primary sources, such as documentary material, pictorial and graphic materials, maps, political cartoons, statistical tables, and works of art. In addition, you will be provided with exposure to both factual narrative and to the interpretations of American History from the perspectives of a variety of different writers and historians. Historiography is the history of history. You will examine how people have thought about and written about historical events over time. You will also be provided with the opportunity to develop your analytical and interpretive writing skills, practicing short answer questions as well as document-based and long essay question essays. Besides the short answer questions, you will be writing at least one essay in every unit.

To assess your knowledge of each part of each unit in AP World History and to prepare you for the AP Exam, you will be required to show your understanding in the following test formats: Long Essay Question Essays, Document Based Question Essays, Short Answer Questions, Standard Content-based Multiple-Choice Questions, and Stimulus-based Multiple-Choice Questions. When the syllabus says, “multiple choice,” be prepared to answer both types of multiple-choice questions.

HIS 1010 UNITED STATES HISTORY I: 1492 – 1865

A survey of America's history from the earliest discoveries through the Civil War. Emphasis will be placed on Colonial America, the Revolution and the Constitution, the Early National Period, Jacksonian Democracy, Manifest Destiny, sectionalism, secession and the Civil War.

HIS 1020 UNITED STATES HISTORY II: 1865 – PRESENT

A survey of American history from the Reconstruction Period to the Present. Emphasis will be placed on reconstruction, the West, industrialization, Populism and Progressivism, World War I, the New Deal, World War II and the turbulence of the 1960's.

Number of Credits: 6

Prerequisites: N/A

COURSE OUTCOMES:

Student Learning Outcome	Learning Activities	Student Assessment/Evaluation Methods
Understand the general trajectory of US History	Lectures, collaborative work, and readings	Unit exams, Essays, Midterm Exam, Final Exam, and Regents Exam
Identify major figures and social forces	Lectures, readings, and films	Quizzes, Tests, Projects, and Presentations
Public Speaking and Writing Skills	Presentations and Papers	Student presentations and writings

GENERAL EDUCATION LEARNING OUTCOMES SKILLS (I):

Possess communication, problem-solving, and technological skills in a variety of contexts as demonstrated in the ability to:

1. write a clear, well-organized paper that incorporates relevant details, sources, and examples, while following standards for style, usage, and documentation appropriate to the discipline;
2. accurately interpret, analyze, and evaluate evidence in order to construct well-supported arguments that justify clearly stated conclusions;
3. identify, access, and evaluate relevant sources of information and use technological tools and other resources for organizing, conducting, and presenting research.

CLASS POLICIES AND PROCEDURES:

Required Text: The American Pageant – 17th Edition

Required Materials: Chromebook
APUSH Study Guide
Storage for your study guides, extra paper, and writing utensils (1 – 1 ½ inch binder)

Grades: Assessments (Essays, Projects, and Tests): 50%
Quizzes: 30%
In-Class Assignments/Homework: 20%

- **Late assignments** will be accepted with a 50% penalty for up to one week, with no credit received beyond that week.
- **Make-ups:** for regular absences, quizzes, notes, and other assignments are due within one week of return. Larger absences may be negotiated with the instructor.
- **Extra Help** is available during my prep periods, before school, and after school by appointment.

CLASSROOM RULES:

1. Respect the Speaker: Whether the speaker is the instructor, or a fellow student, the rest of the class will be quiet and respectful. Students will speak in turn after being prompted by the instructor. Interrupting the speaker will result in a verbal warning, and, if the problem persists, removal from the classroom.

- 2. Use of Technology:** Phones are not permitted in this classroom. Any student found in possession of their phone during class time will be subject to the school's Student Handbook and disciplinary action. Any use of AI to complete assignments is prohibited, and if it is used, a zero will be received.
- 3. Abuse:** There will be a zero-tolerance abuse policy in the classroom. Whether the abuse is verbal or physical bullying, the instructor will take immediate disciplinary action.
- 4. Punctuality/Preparedness:** Students will be expected to be on time and in their seats for the beginning of class with the proper classroom materials. Tardiness will result in a partial or complete loss of participation points for the week. If the problem persists, a referral will be written.

TOPIC SCHEDULE (SUBJECT TO CHANGE):

Period 1 (1491 – 1607), Period 2 (1607 – 1754), and Period 3 (1754 – 1800)

Mini-Unit 1 – Pre-Colonial Economic, Society, and American Indian Conflicts

Mini-Unit 2 – The European Enlightenment and English Colonies

Mini-Unit 3 – The American Revolution: Lead-up, Conflict, Social Changes, and New Government

Mini-Unit 4 – Early American Political Parties, Foreign Diplomacy, and Frontier

Period 4 (1800 – 1848) and Period 5 (1844 – 1877)

Mini-Unit 5 – The Jeffersonian Era, Second Party System, and Market Revolution

Mini-Unit 6 – Sectionalism I, The Second Great Awakening, and American Intellectualism

Mini-Unit 7 – Sectionalism II, The Third-Party System, and the American Civil War

Mini-Unit 8 – The American Civil War, Reconstruction, and Westward Expansion

Period 6 (1865 – 1898) and Period 7 (1890 – 1945)

Mini-Unit 9 – The Second Industrial Revolution, Free Market Problems, and Reactionary Movements

Mini-Unit 10 – Immigration and American Indian Policy, Social and Economic Theories, and Women

Mini-Unit 11 – The Progressive Era and the Roaring 20s

Mini-Unit 12 – The Red Scare, The Great Depression, and Interventionism

Mini-Unit 13 – World War II: Lead-up, Events, and Impact

Period 8 (1945 – 1980) and Period 9 (1980 – Present)

Mini-Unit 14 – The Cold War, Counterculture, and the Civil Rights Movement

Mini-Unit 15 – Great Society Programs, Vietnam War, Cuba, Détente, Stagflation, and Conservatism

Mini-Unit 16 – The Bipolar Cold War, Decolonization, and Counterculture

Mini-Unit 17 – Reagan Administration, End of the Cold War, New World Role, and the Digital Age

Mini-Unit 18 – Review for AP Test

Mini-Unit 19 – Post-AP Test

Remind Code: Join or class remind [here](#), or text @wkillapush to the number 81010 to join Remind if you have not done so already!

I am looking forward to a tremendous year with each of you!

Mr. Andrews



WALLKILL HIGH SCHOOL Introduction to Criminal Justice Course

Course Title: CRJU 101, Introduction to Criminal Justice: Modern Law

Department & Course Number: Social Studies

Instructor: Hunter Andrews

Email: handrews1@wallkillcsd.k12.ny.us

Course No. CRJU 101

Year: 2023-2024

Textbook: Gaines, Larry K., Miller, Roger L., Criminal Justice in Action, 8th Edition

Stated Learning Outcomes of the Course: Upon completion of this course, students will:

1. Demonstrate an understanding of the overall criminal justice system in the United States, its history, development, organization, sequential steps, and procedures.
2. Describe the development and sources of law in the United States.
3. Summarize theories of the nature of crime, the causes of criminal behavior, and the methods of treatment and preventing crime.
4. Discuss the social, gender, age, and racial differences in crime rates.
5. Be able to describe the role and function of the police in a democratic society as well as their relationship with other criminal justice sub-systems.
6. Demonstrate an understanding of the American judiciary, and an understanding of the United States Constitution and constitutional implications of the criminal procedure as applied to arrest, use of force, and search and seizure.
7. Demonstrate an understanding of the current trends, problems, and concerns of contemporary criminal justice, including terrorism, hate crime, cybercrime, and societal violence.
8. Research current criminal justice topics and issues and apply them to operational activities.
9. Demonstrate an understanding of the correctional system from its beginning through modern trends including the basic structures of adult and juvenile corrections.
10. Utilize critical thinking and problem-solving skills to formulate, present, and defend logical arguments.

Outline of Course Content:

- I. The Criminal Justice System
 - a. Criminal Justice Today
 - b. Causes of Crime
 - c. The Crime Picture: Defenders and Victims
 - d. Inside Criminal Law
- II. The Police and Law Enforcement

- a. Law Enforcement Today
 - b. Problems and solutions in Modern Policing
 - c. Police and the Constitution: The Rules of Law Enforcement
- III. Criminal Courts
 - a. Courts and the Quest for Justice
 - b. Pretrial Procedures: The Adversary System in Action
 - c. Punishment and Sentencing
- IV. Corrections
 - a. Probation, Parole, and Intermediate Sanctions
 - b. Prisons and Jails
 - c. Behind Bars: The life of an Inmate
- V. Special Issues
 - a. The Juvenile Justice System
 - b. Today's Challenges: The Terror Threat, Cyber Crime, and White-Collar Crime
- VI. Conclusion

Student Requirements for Completion of the Course:

1. Satisfactory completion of all reading assignments, written assignments, quizzes, tests, and performance exercises (mock trials, class debates, & bi-weekly media reports).
2. Satisfactory collaborative work and subsequent presentations of that work to fellow classmates.
3. Satisfactory attendance and class participation (see Wallkill High School attendance policy)
4. Satisfactory performance on Final Project.
5. Students are required to have Chromebooks, a writing instrument, and workbooks with them each day in class.

Attendance Policy: See Wallkill High School Attendance Policy per Board of Education

Method of Assessing Student Learning Outcomes and Student Achievement: Students' final grades will be determined by the following:

1. Participation in class discussions and exercises.
2. Evaluation of the average of all tests, assignments, quizzes, and performances.
3. Evaluation and average of written materials.
4. Evaluation of student presentations using rubric scoring.
5. Completion of final project during the last week of classes.

Course Requirements and Grading (per quarter):

Classwork/Written Assignments: 30%

Quizzes: 10%

Tests/Class Projects: 35%

Class Participation: 25%

Final Grade Grading:

1st Quarter Grade: 20%

2nd Quarter Grade: 20%

3rd Quarter Grade: 20%

4th Quarter Grade: 20%

Final Project: 20%

Final Exam Option: A final project is required in this course. The project will be given during the last week of regularly scheduled classes and the end of the 4th quarter. Students must present their final project to the teacher in class or by appointment before the school year ends.

Individual Student Projects: Each student will choose either a serial killer or a famous crime and make a period long presentation to the class. This project must be visual in nature and demonstrate a deep understanding of the case. Presentations will be spread out over the school year but will not count until the 4th quarter grading period. Students must clear their subject choice with the teacher to avoid redundancy. A schedule of presentation dates will be posted on Schoology by the teacher.

Statement of Academic Integrity: See attached form.

Bibliography for the Course: Instructor will use various news websites including CNN, Fox News, ABC, CBS, NBC, and CNBC to present a fair and balanced approach to class.

Student/Parent Declaration:

- Each student and parent/guardian are required to read the above course outline and sign and return it to Mr. Andrews within three days of receipt.
- As part of the class, the following movies will be shown: Manhunter, Runaway Jury, A Few Good Men, Shawshank Redemption, and several episodes of Law and Order. Please note below any of the above that you do not want your child to view, and I will give them an alternate assignment while we watch the movie.
- A weekly email will be sent to all parents/guardians to better inform them of what is being covered in class and pending assignments. Please feel free to reply to emails with any questions or concerns. Student's Name:

Signature: _____ Student's

Parent's Name: _____

Signature: _____ Parent's

Parent's Email: _____

Notes:



ED 1051 INTRODUCTION TO TEACHING

Fall 2025 & Spring 2026

Course Code/Name: ED 1051 Introduction to Teaching Semester/Session: Fall 2025 & Spring 2026 Dates: Full-Year Course Credit Hours: 3	Instructor: Brian Vegliando Email: bvegliando1@wallkillcsd.k12.ny.us Phone: 845-895-7150 x8363 Office Hours: By Appointment Preferred Method of Contact: Email/Schoology
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Course Description: This course examines the role of the teacher in education and provides opportunities to observe instruction in order to obtain insights into teaching as a career. The course includes selected aspects of the history of education, educational philosophies, best practice principles, and current issues in education. This introductory course in teaching is designed to help students plan with care, insight, and excitement in order to prepare for teaching, as well as serve as a foundation for their professional growth after entering the profession. At least ten hours of fieldwork are required.

Use of Schoology: Students will use our secure learning management system, Schoology, to access course materials and submit assignments.

Required Course Materials: We will be using Open Source (*FREE*) textbooks, which are available digitally:

Wells, M., Clayton, C. (2021). *Foundations of American education: A critical lens*. VIVA Open Publishing: <https://oercommons.org/courses/foundations-of-american-education-a-critical-lens/view>

Amatullah, T., Avanzato, R., Baxter, J., Gibbins, T., Graham, L., Fradkin-Hayslip, A., Siegrist, R., Swantak-Furman, S., & Waid, N. (2021). *Foundations of Education*. SUNY Oneonta. VIVA Open Publishing: <https://courses.lumenlearning.com/suny-oneonta-education106/>

*We will also view videos and complete additional readings which will be available through Schoology.

Course Objectives: At the conclusion of the course students will have the ability to:

- Demonstrate an understanding of the roles and responsibilities of teachers.

- Identify characteristics of self as a learner (e.g., learning styles, multiple intelligences).
- Explain the concept of self-esteem regarding the learner.
- Identify the components of effective groups.
- Recognize barriers to learning and develop methods of dealing with these problems effectively.
- Explain and demonstrate the process of teaching.
- Distinguish between effective and ineffective teaching.
- Identify and utilize various methods of instruction.
- Demonstrate professional responsibilities in fieldwork.
- Research the history and development of education in public schools over the last two centuries as well as demonstrate knowledge of the social and political forces that have shaped American education over the last two centuries.
- Explain the structure/organization of a school and a school district.
- Research and debate various educational issues.
- Explain how individuals and schools react to and handle the need for change.
- Articulate commitment, attitude, and values related to becoming a teacher.
- Produce a reflective essay response based on readings, lectures, notes; essay must also demonstrate writing skills.
- Produce a well-crafted lesson plan and effectively teach the lesson.

What to Expect In-Class

Class sessions will be a mix of lecture, discussion, and assignments (ex, writing assignments, group activities, presentations). *Class participation is required!* We will have open discussions during which differing views, respectfully presented, are welcome. Please help to maintain a positive classroom climate of inquiry & respect.

What to Expect Out-of-Class

You will be expected to complete assigned readings outside of class each week, and to complete homework assignments such as reading reflections, observations, and projects. You will also need to study, complete research, write essays, design lesson plans, and present final projects.

Withdrawal Policy

This course adheres to Wallkill Senior High School policy regarding withdrawal from a course. If you plan to drop the course, see your guidance counselor for further information. Please be aware that Mount Saint Mary College withdrawal deadlines may prevent you from dropping the course after a certain date. The Mount Saint Mary College withdrawal deadline is **September 26th, 2025**.

TOPICAL OUTLINE AND COURSE SCHEDULE

*This outline is subject to change, and students should check Schoology for up-to-date assignments and deadlines. Please note the list below represents an approximate schedule of topics; several topics will overlap, as we will be working on certain concepts in combination. Generally, the course will start off with historical, conceptual, and theoretical ideas within the teaching profession, and

work towards a more practical application of the information and knowledge gained throughout the class.

Course of Study will focus on the following concepts and skills:

Month	Topics	Assessments
September	• Introductory Material • Why Teach? • Becoming a Teacher: Looking forward and backward at the same time • The Teaching Profession	• Discussion posts • Film Study • Teacher Interview Project • Student Critiques • Educational Autobiography Paper
October	• Influences on Learning: Student Differences and Similarities • Perspectives on Development • Historical Foundations of Education • History of American Education • Schools in the United States	• Discussion posts • Multiple Intelligence Survey & reflection • Learning Styles Fake Instagram Project & Presentation • Research Paper • Fieldwork observations & reflections
November	• Characteristics of Teaching and Learning • Classroom Learning Environment	• Discussion posts • Classroom Design Project & Presentation • Creating objectives • Fieldwork observations & reflections
December	• School Climate and Classroom Culture • Curriculum and Academic Standards	• Discussion posts • Fieldwork observations & reflections • Education in the News assignment
January	• Lesson Plan Components & Models • Instruction • Homework • Assessments • Student Lesson Plan • Student Taught Mini-Lesson	• Discussion posts • Midterm • Fieldwork observations & reflections • Lesson Plan • Mini-Lesson Presentation • Critiques • Self-evaluation & reflection
February	• Classroom Management & Discipline • Positive Behavioral Interventions Supports • Ethical and Legal Issues • Assessment • Instruction	• Discussion posts • Fieldwork observations & reflections • Controversial Issues in Education Discussion • Education in the News assignment
March	• Challenges • Social and Emotional Learning • Student Diversity	• Discussion posts • Fieldwork observations & reflections

April	• Culturally Responsive-Sustaining Education Framework • Professional Organizations • Process of Becoming a Teacher	• Discussion posts • Fieldwork observations & reflections • Classroom Teaching analysis paper
May	• Fieldwork Project • Lesson Planning • Formal Lesson Plan • Student Taught Lesson	• Discussion posts • Fieldwork observations & reflections • Lesson - Final Exam Project • Critiques • Self-evaluation & reflection • Fieldwork portfolio
June	• Fieldwork Project • Lesson Planning • Student Taught Lesson • Course Reflection • Course Survey	• Discussion posts • Fieldwork observations & reflections • Lesson #2- Final Exam Project • Critiques • Self-evaluation & reflection

TENTATIVE EXAM SCHEDULE

- Midterm Exam - January 15-16
- Final Exam Project: First Week of June

ASSIGNMENTS & GRADE DISTRIBUTION

Class Attendance, Homework, & Participation.....Percentage 20%

Attendance and active participation are expected in all class sessions. Students are required to maintain an active and engaged presence throughout the duration of the course. For full and active participation, it is important that you have read the assigned readings, are ready to discuss, ask questions, and participate in whole class and group activities in a way that helps you *and the class* understand the topics of the course.

Essays/Reflections.....Percentage 20%

You will be required to write multiple essays/reflections on topics important to the course learning outcomes. Guidelines for these essays will be provided during the semester.

Research Paper..... Percentage 10%

You will write a research paper on a topic related to teaching. Specifically, your paper should include an overview of the topic, a review of the research on the topic using scholarly sources, and your evaluation as to the conclusiveness of the research on the topic, and possible instructional or pedagogical decisions.

Midterm Examination..... Percentage 10%

In this assessment, you will be asked to respond to questions on topics that are central to the course.

Final Project..... Percentage

10%

You will plan your own lesson and teach the lesson to the class. You will write a formal lesson plan, create all materials needed, and effectively teach a 30-35 minute lesson on the topic of your choice. You will be evaluated using a rubric.

Projects..... Percentage

20%

You will complete and present several projects on topics that are central to the course.

Fieldwork..... Percentage 10%

An important part of this class will be the opportunity for you to spend time in a classroom observing and learning about what is involved in thinking like a teacher. As part of this fieldwork experience, you can do any of the following: a) observe the classroom, b) act as a teacher's aide, and/or c) work with a particular student(s).

GRADING CRITERIA:

Student progress is assessed during each grading period of the course. Methods of demonstration, modeling, teamwork in pairs and small groups, hands-on activities, projects – research, computer, video or multimedia, presentations, readings, participation, and self-evaluations will be used for assessment. Students will receive grades through the point system. Each assignment will be assigned a set number of points, and the student must accumulate a set total to equal the grade for the course. The field experience will be assessed through journal writing, lesson plans, and a portfolio.

Grading Scale:

A 93-100	B+ 89-87	C+ 79-76	D+ 67-65
A- 92-90	B 86-83	C 75-70	D 64-60
B- 82-80	C- 69-68	F Below 60	

Attendance Policy:

Students are expected to attend all classes, and attendance will be taken daily. Excessive absences can be detrimental to the final grade. Make-ups will only be given for excused absences; please plan

accordingly. If you are going to be absent for a test/quiz/fieldwork you must contact me THE DAY of to be considered for a make-up.

During the field experience, it is extremely important that students inform the supervising teacher at the assigned school if the student is to be absent. This may be done the day before, but must be **no later than 8 a.m.** on the day of the absence. Absences from field experience will be detrimental to your grade. Field experience days are not optional; if missed, they must be made up.

Late Work/Make-Up Policy

All assignments are due by the deadline posted on Schoology. Any late work submitted without previous communication regarding conflict with a deadline and/or a previous agreement with the instructor per the attendance policy above will result in a 10-point deduction per day from the assignment grade.

COLLEGE POLICIES

Academic Honesty Policy

The mission of Mount Saint Mary College is concerned with "...the development of sound values, goals and commitments on the part of students. Equipping students to play responsible roles in society has been a consistent aim of our institution." Instances of academic dishonesty subvert the mission of the College and the experience students derive from it. These instances harm the offender as well as students who maintain academic honesty. The Mount community, therefore, commits itself to do all in its power to prevent such dishonesty and imposes impartial sanctions upon those who harm themselves, their fellow students and the College in this way.

Definitions:

The following definitions shall be utilized for this Academic Honesty Policy:

- a. Cheating: using or attempting to use, giving or attempting to give, unauthorized materials, information, assistance or study aids in any academic exercise or evaluation (tests), unless the nature of the academic exercise legitimizes cooperative learning.
- b. Plagiarism: copying or imitating the language, ideas or thoughts of another person, and passing off the same as one's original work;
- c. Falsification: forgery, alteration or misuse of academic documents, records or forms.
- d. Artificial Intelligence (AI): The use of machine learning technology, software, automations, and algorithms to perform tasks and make rules or predictions based on existing datasets or instructions. AI may be open source or closed source. Open-source AI may have an accessible system that is freely available, modifiable, and shareable, while closed source AI may be developed by private organizations who keep the code, data, structure, and proprietary information private (definition adapted from SANS Institute and Linux Foundation).

To download the student handbook visit [MSMC STUDENT HANDBOOK](#).

Artificial Intelligence (AI) and Course Expectations

Artificial Intelligence (AI) software is a rapidly emerging tool that can have a profound impact in higher education. AI tools, including Generative Artificial Intelligence (GAI) tools such as ChatGPT, may be used for select assignments throughout the course as described in each individual assignment, but must include a disclosure statement and appropriate citations. If you are in doubt as to whether you are using AI language models appropriately in this course or for assignments, please discuss your situation with the instructor. Students are responsible for fact checking AI-generated content and evaluating sources. The MSMC Academic Honesty Policy applies to all coursework including coursework utilizing AI tools.



SUNY Ulster @ Wallkill Senior High School

SPA 201 Fall, 2024 - Intermediate Spanish I – 4 credits

Profesoras Ashley Sánchez y Marisol Williams

asanchez@wallkillcsd.k12.ny.us

mwilliams@wallkillcsd.k12.ny.us

I am delighted to be your professor for this school year. You are enrolled in a class that comes with **high expectations and continuous assessments which requires some effort and dedication.**

The material we study is cumulative; you should not allow yourself to fall behind. I strongly suggest you take some time to review your vocabulary and grammar notes **daily**. Class materials, work and homework is posted and available on **Schoology**.

Every day we will spend time perfecting the four skills necessary for learning a foreign language: listening, speaking, reading, and writing. We will develop these skills as we read and discuss short stories, articles and other resources. We will also review grammar as we apply the grammar to our conversations, reports and compositions.

Every day in class you will be required to **speak some Spanish, not English**. To emphasize the importance of speaking the target language we will have at least one speaking activity and grade per topic.

If you or your parents ever need to get in touch with me, please feel free to do so via email listed above or call (845) 895-7150.

PREREQUISITE

Three to four years of high school Spanish. The equivalent to SPA 102, SPA 111 or SPA 115; or by advisement.

GENERAL COURSE GOALS

SPECIFIC COURSE OBJECTIVES –

By the end of the course, the student will:

By the end of the course, the student will:

~Students will develop proficiency beyond the basic level in the understanding and use of Spanish.

~Students will develop knowledge of the distinctive features of the cultures of Spanish speaking regions and nations.

COURSE DESCRIPTION

Improvement of speaking, reading, listening and writing Spanish is stressed in this course for students who can already communicate orally in simple Spanish and who have a good knowledge of basic Spanish grammar. Students read articles from Spanish newspapers and magazines and simple short stories. In addition, they review Spanish grammar and practice, applying it in conversations, reports and compositions.

REQUIRED COURSE MATERIALS

~Chromebook – Bring daily charged and ready for use each day.

~Text:

- Imagina: Español sin barreras 4th Edition
- Encuentros Maravillosos - Gramática a través de la Literatura by Abby Kanter

~Spanish grammar packets

~Spanish literature/short stories

~Demonstrate knowledge of the societies of selected Latin American countries.

~Communicate in Spanish about familiar topics using the present, the preterit and the imperfect.

~Demonstrate the ability to use the future, the conditional, and the present subjunctive and the perfect tenses in guided compositions.

~Demonstrate the ability to read intermediate-mid level Spanish texts.

~Write summaries and compositions.

~Demonstrate oral proficiency on the intermediate-mid level of the ACTFL Proficiency Scale.

ATTENDANCE POLICY

Unexcused absences from class will result in zeros for missed discussions, class activities, and quizzes.

*The Walkkill attendance policy is based on forty-minute periods, five days a week, as compared to the college schedule.

~Binder organized into the following sections:

1. Los Apuntes/El Trabajo de la Clase/packets
2. Las Listas de Vocabulario

COURSE COMPONENTS

- ~Quizzes – Vocabulary and Grammar
- ~Unit Exams
- ~Speaking assessments/videos
- ~Assigned Projects
- ~Assigned Compositions
- ~Participation in class discussions and exercises
- ~Homework

GRADING

The Quarterly Grade will be determined by the following:

1. Homework and Class Participation – **40%**
2. Test and Quiz average – **60%**

Homework and important dates are posted daily on Schoology.

The Final Grade will be derived from the first quarter average, the second quarter average and the final exam grade.

All students must take the final exam.

IMPORTANT NOTE - If a student passes the course, but has a class average ***under 73%***, the student **will not receive credit for Español 201**. The student will receive a half unit of high school credit if the student receives at least 65%. If a student fails the course with a Walkkill average under 65%, the student fails the course and receives no credit.

FINAL GRADE CALCULATION:

- Q1 = 40%
- Q2 = 40%
- Final Exam = 20%

SUNY Ulster Grade Conversion

- A = 93-100
- A - = 90 –92
- B+ = 87 -89
- B = 83 – 86
- B - = 80 -82

C+ = 77 – 79

C = 73 – 76 Anything **less than a C will not receive college credit!**

SUNY Ulster Academic Honesty/Integrity Policy

*Academic honesty means that students are expected to do their own work and follow the rules regarding acts such as cheating and plagiarism. It is the student's responsibility to maintain academic honesty. That is, ignorance of the standards of academic honesty is **not** acceptable excuse for breaking these standards.*

Academic dishonesty - breaking the standards of academic honesty - is taken very seriously by the College. Breaking the rules of academic honesty will result in immediate disciplinary consequences. (College Policies – SUNY Ulster pg. 3)

Please see the full SUNY Ulster Academic Honesty Policy online via Schoology.

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- Copying work from another student (plagiarism)
- Screenshotting tests/quizzes
- Providing answers to another student
- Using cellphones or other electronic devices during assessments and examinations

Español 201 Tentative Assignment Schedule 2024-2025

(This is subject to change. All changes will be announced)

Expect and prepare for ONE quiz per week minimum.

Septiembre 2024

Lecturas, vocabulario y cultura:

- Los pasatiempos y Las Fiestas de San Fermín
- Carnaval
- El tango
- Imagina Capítulo 1: Sentir y Vivir

Gramática:

- Ser vs Estar

Proyectos:

Fechas importantes:

- **9/9/24 - Open House**

Octubre 2024

Vocabulario:

- Imagina Capítulo 1: Sentir y Vivir

Literatura:

- *Nada menos que todo un hombre* por Miguel de Unamuno

Gramática:

- El tiempo presente – Los irregulares
- Ser vs Estar

Proyectos:

- *Mi perfil de citas* (Imagina Capítulo 1)
- Neruda Ode (ser vs estar)

Fechas importantes:

- **10/3/24 - NO HAY CLASES**
- **10/14/24 - NO HAY CLASES**
- **10/31/24 - K-12 Early Release**

Noviembre 2024

Vocabulario:

- Imagina Capítulo 2: Vivir en la Ciudad

Literatura:

- *Nada menos que todo un hombre* por Miguel de Unamuno

Gramática:

- Repaso del pretérito – Los regulares e irregulares

Proyectos:

Proyecto de video en grupo – *Nada menos que todo un hombre*

Fechas importantes:

- **11/11/24 - Veteran's Day**
- **11/26/24 - ½ day for students, Parent Teacher Conferences**
- **11/27/24 - 11/29/24 – NO HAY CLASES**

Diciembre 2024

Vocabulario:

- Vocabulario del *cabo Montáñez*, *¡Pobre Inocente!*

Literatura:

- *El cabo Montáñez* - Una leyenda del Perú
- *¡Pobre Inocente!* - Una leyenda de Colombia

Gramática:

- Repaso del imperfecto – Los regulares e irregulares
- Pretérito vs Imperfecto

Proyectos:

- No hay

Fechas importantes:

- **12/23/24 – 1/1/24- NO HAY CLASES**

Enero 2025

Vocabulario:

- Repaso para el examen final

Literatura:

- Repaso para el examen final

Gramática:

- Repaso para el examen final

Proyectos:

- No hay

SPEAKING FINALS: *Tentative – date to be announced*

Fechas importantes:

- ***1/2/25- Alumni Day***
- ***1/20/25- Martin Luther King Day – no hay clases***
- ***1/21/25-1/24/25: Regents Week***
- ***1/29/25 - NO HAY CLASES***

SPANISH 201 Final Exam will be given during Regents Week – Date TBA



SUNY Ulster @ Wallkill Senior High School

SPA 202 Spring, 2022 - Intermediate Spanish II – 4 credits

Profesoras Ashley Sanchez y Marisol Williams

asanchez@wallkillcsd.k12.ny.us

mwilliams@wallkillcsd.k12.ny.us

I am delighted to be your professor for this school year. You are enrolled in a class that comes with high expectations and continuous assessments which requires some effort and dedication.

The material we study is cumulative; you should not allow yourself to fall behind. I strongly suggest you take some time to review your vocabulary and grammar notes daily. Class materials, work and homework is posted and available on Schoology.

Every day we will spend time perfecting the four skills necessary for learning a foreign language: listening, speaking, reading, and writing. We will develop these skills as we read and discuss short stories, articles and other resources. We will also review grammar as we apply the grammar to our conversations, reports and compositions.

Every day in class you will be required to speak some Spanish, not English. To emphasize the importance of speaking the target language we will have at least one speaking activity and grade per topic.

If you or your parents ever need to get in touch with me, please feel free to do so at asanchez@wallkillcsd.k12.ny.us

PREREQUISTE

Spanish 4, 201

GENERAL COURSE GOALS

By the end of the course, the student will:

- ~Students will develop proficiency beyond the basic level in the understanding and use of Spanish.***
- ~Students will develop knowledge of the distinctive features of the cultures of Spanish speaking regions and nations.***

COURSE DESCRIPTION

Improvement of speaking, reading, listening and writing Spanish is stressed in this course for students who can already communicate orally in simple Spanish and who have a good knowledge of basic Spanish grammar. Students read articles from Spanish newspapers and magazines and simple short stories. In addition, they review Spanish grammar and practice, applying it in conversations, reports and compositions.

SPECIFIC COURSE OBJECTIVES –

By the end of the course, the student will:

- ~Demonstrate knowledge of the societies of selected Latin American countries.***
- ~Communicate in Spanish about familiar topics using the present, the preterit and the imperfect.***
- ~Demonstrate the ability to use the future, the conditional, and the present subjunctive and the perfect tenses in guided compositions.***
- ~Demonstrate the ability to read intermediate-mid level Spanish texts.***
- ~Write summaries and compositions.***
- ~Demonstrate oral proficiency on the intermediate-mid level of the ACTFL Proficiency Scale.***

REQUIRED COURSE MATERIALS

**~Chromebook – Bring daily
charged and ready for use each
day.**

~Text:

- **Imagina: Español sin barreras 4th Edition**
- **Encuentros Maravillosos - Gramática a través de la Literatura by Abby Kanter**

~Spanish grammar packets

~Spanish literature/short stories

**~Binder organized into the
following sections:**

- 1. Los Apuntes/El Trabajo de la Clase/packets**
- 2. Las Listas de Vocabulario**

COURSE COMPONENTS

~Quizzes – Vocabulary and Grammar

~Unit Exams

~Speaking assessments/videos

~Assigned Projects

~Assigned Compositions

**~Participation in class discussions
and exercises**

~Homework

ATTENDANCE POLICY

**For a class meeting 5 days a week, students are
allowed a total of 9 absences for the semester.**

**After 9 absences, students will not receive
UCCC credit for Intermediate Spanish I. If
students successfully complete the course after
9 absences, students can receive a half unit of
local high school credit toward graduation.**

***The Walkkill attendance policy is based on
forty-minute periods, five days a week, as
compared to the college schedule.**

GRADING

**The Quarterly Grade will be determined by the
following:**

- 1. Homework and Class Participation – 40%**
- 2. Test and Quiz average – 60%**

**Homework and important dates are posted daily
on Schoology as well as in the classroom.**

The Final Grade will be derived from the first quarter average, the second quarter average and the final exam grade.

All students must take the final exam.

NOTE - If a student passes the course, but has a class average under 73%, the student will not receive credit for Español 201. The student will receive a half unit of high school credit if the student receives at least a 65%. If a student fails the course with a Wallkill average under 65%, the student fails the course and receives no credit.

FINAL GRADE CALCULATION:

Q1 = 40%

Q2 = 40%

Final Exam = 20%

SUNY Ulster Grade Conversion

A = 93-100

A - = 90 -92

B+ = 87 -89

B = 83 - 86

B - = 80 -82

C+ = 77 - 79

C = 73 - 76 Anything less than a C will not receive college credit!

SUNY Ulster Academic Honesty/Integrity Policy

Academic honesty means that students are expected to do their own work and follow the rules regarding acts such as cheating and plagiarism. It is the student's responsibility to maintain academic honesty. That is, ignorance of the standards of academic honesty is not an acceptable excuse for breaking these standards.

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- ***Using online translators (i.e.: Google, Spanishdict.com OR any other translator tool used for more than a single word are NOT acceptable)***
 - ***Copying work from another student (plagiarism)***
 - ***Screenshotting tests/quizzes***
 - ***Providing answers to another student***
- ***Using cellphones or other electronic devices during assessments and examinations***

Español 202 Tentative Assignment Schedule

(This is subject to change. All changes will be announced)

Expect and prepare for ONE quiz per week minimum.

29 de Enero – Febrero 2024

Vocabulario:

- ***Imagina Capítulo 4 - Generaciones en Movimiento: La Familia***

Gramática:

- ***Verbos Reflexivos- presente, pretérito e imperfecto***
 - ***Por y para***

Literatura:

- ***Encuentros Maravillosos – Como agua para chocolate (fragmento) por Laura Esquivel***

Proyectos:

Fechas importantes:

2/14/24- Día de San Valentín

2/19/24 - NO HAY CLASES - President's Day

Marzo 2024

Vocabulario:

- **Imagina Capítulo 9 – Escapar y divertirse**

Gramática:

Literatura:

- **Como agua para chocolate (continued)**

Proyectos:

- **No hay**

Fechas importantes:

- **Spring Break – 3/25/24-3/29/24**

Abril 2024

Vocabulario:

- **Teatro: La Gringa**

Literatura:

- **Teatro: La Gringa**

Gramática:

Proyectos:

Fechas importantes:

4/1/24 – No hay clases

May 2024

Vocabulario:

- **Imagina capítulo 7: Trabajo y Finanzas**

- *Viajes: Los cronopios, Las famas y las esperanzas*

Literatura:

- *Viajes: Los cronopios, Las famas y las esperanzas*

Gramática:

Proyectos:

- *Proyecto en grupo: Cronopios, famas y esperanzas (begin – due in June)*

Fechas importantes:

Field Trip to watch La Gringa at Repertorio Español Theatre in NYC – Date TBA

5/3/24 – Superintendents Conference Day

5/27/24 – No hay clases: Memorial Day

Junio 2024

Vocabulario:

- *Repaso para el examen final*

Literatura:

- *Repaso para el examen final*

Gramática:

- *Repaso para el examen final*

Proyectos:

- *Proyecto en grupo: Cronopios, famas y esperanzas – fecha de entrega
6/10/24(tentative)*

Fechas importantes:

6/4/24 – Regent Exam

6/14/24 -6/25/24 – Regents Week

6/19/24 – No hay clases – Juneteenth

5/30/24 or 5/31/24 (tentative) - SUNY Ulster SPA 202 Examen Final



SUNY Ulster @ Wallkill Senior High School

SPA 207 - Advanced Conversational Spanish – 4 credits

Profesora Ashley Sanchez

asanchez@wallkillcsd.k12.ny.us

I am delighted to be your professor for this school year. You are enrolled in a class that comes with high expectations and continuous assessments which requires some effort and dedication.

This class will be conducted entirely in Spanish.

Every day we will spend time perfecting the four skills necessary for learning a foreign language: listening, speaking, reading, and writing. We will develop these skills as we read and discuss short stories, articles and other resources. We will also review grammar as we apply the grammar to our conversations, reports and compositions.

The material we study is cumulative; you should not allow yourself to fall behind. I strongly suggest you take some time to review your vocabulary and grammar notes daily. Class materials, work and homework are posted and available on Schoology. Every day in class you will be required to speak some Spanish, not English. To emphasize the importance of speaking the target language, we will have at least one speaking activity and grade per topic.

If you or your parents ever need to get in touch with me, please feel free to do so at asanchez@wallkillcsd.k12.ny.us Tel (845) 895-7150

Office hours: Periods ____, ____, ____, ____

PREREQUISTE
Spanish 5, 202

GENERAL COURSE GOALS

By the end of the course, the student will:

- ~Students will develop proficiency beyond the intermediate level in the understanding and use of Spanish.
- ~Students will develop knowledge of the distinctive features of the cultures of Spanish speaking regions and nations.

COURSE DESCRIPTION

Conducted in Spanish, this is a fifth-level course for students who can speak Spanish but need to improve their fluency and accuracy. Vocabulary building, fluency, and grammatical accuracy are stressed. Students read and discuss a variety of literary and journalistic selections. In addition, they watch a variety of Spanish videos and listen to Spanish radio magazines. Prerequisite: SPA 202 or equivalent of a minimum of five years of high school Spanish.

SPECIFIC COURSE OBJECTIVES

- ~ Students will develop proficiency beyond the intermediate level in the understanding and use of Spanish text.
- ~ Students will develop knowledge of the distinctive features of the culture of Spanish speaking regions and nations.
- ~Write summaries and compositions.
- ~Demonstrate oral proficiency on the intermediate-mid level of the ACTFL Proficiency Scale.

REQUIRED COURSE MATERIALS

- ~Chromebook – Bring daily, **charged and ready for use each day**.
- ~Text:
 - TEXTBOOKS: Album (fourth edition) by Joy Renjillian-Burgy and Rebecca Valette plus instructor provided materials.

STUDENT LEARNING OUTCOMES:

By the end of the course the student will:

- Demonstrate knowledge of the societies of selected Latin American countries.
- Communicate in Spanish about a wide range of topics using the present, the preterit, the imperfect, the future, the conditional and the present subjunctive.

- Demonstrate an increasing ability to use the past subjunctive and the perfect tenses in conversations or presentations in Spanish
- Demonstrate speaking proficiency at least on the Advanced –low level of the ACTFL Proficiency Scale.
- Demonstrate listening proficiency on at least the Advanced-mid level of the ACTFL Proficiency Scale.

COURSE COMPONENTS

- ~Quizzes
- ~Speaking assessments/videos
- ~Assigned Projects
- ~Assigned Compositions
- ~Research projects with presentational component
- ~Daily participation in class discussions and exercises
- ~Homework

The Final Grade will be derived from the first quarter average, the second quarter average and the final exam grade.

All students must take the final exam.

ATTENDANCE POLICY

Unexcused absences from class will result in zeros for missed discussions, class activities, and quizzes.

STUDENT REQUIREMENTS FOR COMPLETION OF THE COURSE:

- Satisfactory participation in class discussions in Spanish.
 - Unexcused absences will result in a lower grade for class discussions.
- Satisfactory performance on periodic quizzes
- Satisfactory performance in oral presentations
- Satisfactory completion of the oral final exam

METHOD OF ASSESSING STUDENT ACHIEVEMENT/ GRADING

The Quarterly Grade will be determined by your active participation and performance on the following:

25% Class Discussions/Weekly participation

20% Tarea y Otras Asignaturas

55% Oral Presentations/Projects

Quarter 1 = 20%

Quarter 2 = 20%

Quarter 3 = 20%

Quarter 4 = 20%

ORAL FINAL EXAM = 20%

NOTE - If a student passes the course, but has a class average **BELOW 73%**, **the grade will NOT transfer for Spanish 207**. The student will receive one unit of high school credit if the student receives at least 65%. If a student fails the course with a Wallkill average under 65%, the student fails the course and receives no credit.

SUNY Ulster Grade Conversion

A = 93 - 100

A - = 90 - 92

B+ = 87 - 89

B = 83 - 86

B - = 80 - 82

C+ = 77 - 79

C = 73 - 76 Anything **less than a C will not transfer!**

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- Screenshotting tests/quizzes
- Providing answers to another student
- Using cellphones or other electronic devices during assessments and examinations



FALL-SPRING 2025-2026

DFS 203 01 INTERMEDIATE AMERICAN SIGN LANGUAGE 1

Course Details

Credit Hours: 3.0

Instructor Details

Instructor Name: Melissa Mourges

Instructor Email: mmourges@wallkillcsd.k12.ny.us

Course Description

This course is designed to provide intermediate advanced instruction in American Sign Language and Deaf Culture.

Student Learning Outcomes

1. Students will converse in American Sign Language demonstrating sign clarity and accuracy.
2. Students will recognize American Sign Language at the sentence and conversational level.
3. Students will demonstrate increased use of appropriate ASL grammar including, topic-comment, rhetorical questions. ASL classifiers, mouth morphemes and facial expression.
4. Students will give suggestions, express opinions, discuss events in American Sign Language and describe how things are done.
5. Students will lead activities in American Sign Language.
6. Students will be able to translate statements expressed in American Sign Language into English and translate English statements into American Sign Language.

7. Students will discuss topics such as Audism, Deaf Education, Interpreting and current events in the Deaf Community.

Course Materials

-Chromebook with login to Signing Naturally Online Curriculum Chapters 7-12 (through Schoology) and login to True+Way ASL

- A folder

- Dry Erase Marker

Grading Information

Grade Scale (by percentage)

94 - 100 = A

90 - 93 = A-

87 - 89 = B+

83 - 86 = B

80 - 82 = B-

77 - 79 = C+

73 - 76 = C

70 - 72 = C-

65 - 69 = D

Below 65 = F

Assignments and Weight

Participation	10%
Homework	20%
Quizzes	20%
Tests/Projects	40%

Participation: Each student will be graded on how actively one participates during class activities, participation in voice-off signing activities, attentiveness, and class preparedness. This grade will reflect arrival to class on time, remaining in class for the duration of the period, and overall effort. ASL is a visual-gestural language, therefore, student's eyes should not be preoccupied during class. No phones, laptops, or electronic devices should be used during class unless approved by the DRC.



Fall 2024 Spring 2025 Syllabus

LAW 2050 – Business Law I – All Sections

The course is a 3-credit hour course (\$60 per credit, \$180 total)

Prerequisites: None

Course Description: Designed to cover the history and nature of law; treatment of the law of contracts; formation and interpretation of the law; the parties' rights, duties and remedies. It also covers the legal concepts and relationships encountered in business, sales and lease contracts, torts (civil wrongs/injuries), criminal law, employment law, and the formation and operation of partnerships and corporations.