Portfolio for

CATHIE BOONE

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boonec@bgsu.edu
107 N. WASHINGTON ST. DELAWARE OH 43015
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REFLECTION

The various editing projects in this portfolio have been both gratifying and reassuring. It has been gratifying because I have honed a wide range of skills, editing types and techniques that I didn’t possess prior to engaging in this work, and I can immediately see the actual results and impact my work will have. It has been reassuring because even though I thought I knew what editing meant (and in some contexts I actually do), I realized that the skills I already have are useful with the new knowledge I have gained; it turns out that I am actually pretty good at editing. That’s not to say that I am as proficient or efficient as I hope to eventually be, but I have a really solid foundation from my journalism and education backgrounds, so it has been exciting to add a layer to that toolbox through the methods I have learned. I have also discovered that while it takes more time to do, I gravitate toward comprehensive editing, which is probably also a holdover from my journalism days; I just can’t do a “partial” or “good enough” job, or at least what seems like one to me.

Since I am in education rather than the business world, I was intimidated by, and for a while even somewhat paralyzed by, the idea of finding 25 or so pages of work to edit. I thought nothing from my “world” would have editing “value” (perhaps the public beat down of education and teachers over the past decade has finally come home to roost?), but I soon found a combination of documents that spanned business, industry, and education. It is interesting to know that even “published” documents can benefit from being edited, often due to a lack of the writers’ conscious consideration of audience and/or document function; in fact, those considerations frequently take a backseat to others, such as urgency. This, unfortunately, has the net result of published material with the potential to negatively impact public perception, or, at the very least, create negative perceptions within an organization.

My primary editing considerations are to ensure the professional impression and integrity that any business or institution wishes to maintain and to accomplish that through an editing process that recognizes the audience and end users of the documents. Even though some documents may only
need a quick copy edit while others need a more comprehensive edit, somebody ultimately has to read the documents writers produce, so they cannot simply ignore the audience in favor of expediency because they will sacrifice the professional integrity of the client in the process. The key tenets of editing fit well into my detail-oriented and perfectionistic tendencies, so the elements of accuracy, consistency, and visual appeal are important, which ties again into the whole process being gratifying. It turns out that as far as editing strengths, I have a pretty keen sense for reading between the lines for what an organization actually needs in a document as well as the ability to put a fine point on the details of a document’s errors and inconsistencies. This is encouraging since I had been concerned that not having specific knowledge of a particular company or industry would hamper my ability to effectively edit, but knowing that I can ask questions of the writer helps alleviate that issue to a degree. The editing work I have engaged in has underscored my attention to detail, which also made it enjoyable. It was nice to see the final products despite the (sometimes) tedious work.

One of the most important things to know about editing is that I as an editor cannot — and should not — infuse my preferred writing style into the editing of a document, nor can I make actual changes, only suggestions. Though it is frustrating not to make those changes, I naively thought not completing them would actually save time while editing, but nope, that is not the case at all. It is also really hard to ignore voice and/or stylistic elements, especially when I think the phrasing is junk (and after years of reading plenty of junk, I know it when I see it 😊). It’s weird to think that I can make a comment or suggestion about clarity or wordiness, yet the writer has the ultimate say; that is the exact opposite of teaching, through which I fully expect students to use my feedback to become better writers. Theoretically, professional writers will also take my editing suggestions or they wouldn’t be hiring an editor, but they do have the final say in changes.

Knowing and internalizing that writing and editing are separate endeavors in professional writing/editing is important, and is thus my final tool in the box. I tend to write, revise, and edit as I go when I am creating a piece; for the purposes of being an editor, I will separate those processes since I am not the writer and/or subject matter expert. Perhaps that separation will actually make it easier.
CATHERINE E. (CATHIE) BOONE, M.Ed.

107 N. Washington St. Delaware OH 43015 | c. 614.648.0484 | boonec@bgsu.edu

Summary of Qualifications

- Department Chair; liaison between administration & English department
- Department Facilitator for curriculum and professional development
- Liaison between and among district committees & building staff
- Consistent "Accomplished" OTES rating with over 94% student growth for five+ years
- Expected M.A., English - Professional Writing & Rhetoric, BGSU, December 2019

Results-focused, detail-oriented, and relationship-driven educator with proven strengths in developing and implementing high-quality curriculum, instruction and assessments focused on student achievement and growth. Strong ability to interpret and synthesize data and results to develop long-range strategies that drive desired goals. Facilitate best practices presentations among colleagues to enhance instruction and achievement growth within department.

Core skills & relevant course work:

<table>
<thead>
<tr>
<th>Skills</th>
<th>Course work</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excellent written and oral communication</td>
<td>Professional/Technical Editing</td>
</tr>
<tr>
<td>Strong leadership &amp; mentorship abilities</td>
<td>Professional/Technical Writing</td>
</tr>
<tr>
<td>Excellent relationship cultivation</td>
<td>Professional/Technical Communication &amp; Rhetoric</td>
</tr>
<tr>
<td>Policy &amp; procedure development</td>
<td>Visual Rhetoric &amp; Practices of Writing</td>
</tr>
<tr>
<td>Online curriculum/instruction development</td>
<td>Linguistics</td>
</tr>
<tr>
<td>Group facilitation experience</td>
<td></td>
</tr>
</tbody>
</table>

Experience & Contributions

Olentangy Local Schools

English Teacher/Department Chair, Olentangy Liberty High School

Twenty-four years of instructional leadership and expertise in a high-performing secondary public education environment, department chair and district-level roles, mentorship of pre-service and RESA teachers, and Advanced Placement English instruction.

- Highly effective instructional leader with nine years' experience as English department chair. Facilitate professional development, collaboration, and district initiatives, including vertical articulation of English curriculum standards. Develop annual budgets and create English teaching schedules annually.
- Collaborative leader to implement specific initiatives to increase student achievement – Created daily collaborative time for secondary teachers to analyze data and devise strategies to close learning gaps.
- Energetic, creative, accomplished educator and communicator – Develop curricula, plan, and instruct courses including AP English Language & Composition, AP Literature & Composition, College Prep English 12, and Etymology. Taught Introduction to Journalism, News Journalism, Advanced News Journalism, and Public Speaking. Coached Speech and Debate Team, qualifying teams to the State tournament annually and the National tournament twice. Advisor for Junior State of America and Writing Club.
- Employment of educational technology tools to promote learning and individual growth, including web-based discussion boards, presentation tools, and feedback tools.
Selected Career Highlights

- **Cooperating teacher/mentor for pre-service teachers; RESA mentor** - Mentor student teachers and new RESA teachers to refine planning, instruction, assessment, & classroom management skills.
- **English Department Chairperson/Instructional Leader** (2006 – 2015; present).
- **District committees:** Served on Collaboration Committee, Evaluation Committee, OTES Committee, Literature Selection Review Committee, and Superintendent’s Advisory Committee.
- **Exemplary AP Language and Composition curriculum** – Created curriculum that has consistently increased students’ AP scores; OLHS has the highest AP Composition scores of the four district high schools.
- **Master Teacher Designation, May 2012** - Created portfolio to demonstrate effectiveness in leadership, collaboration, distinguished instruction, and continued professional growth.

“Mrs. Boone is a strong advocate for our district, and her leadership is outstanding. Her passion and commitment to her students and school and the excellence that defines Olentangy are unquestionable.... Mrs. Boone strongly demonstrates her ability to deliver high quality instruction,.... She has effectively established an environment of respect and rapport that clearly supports a culture for learning. Mrs. Boone’s strongest attribute lies in her ability and willingness to establish meaningful relationships with her students; therefore, she is able to push students to higher levels of performance. She, without question, uses every opportunity to extend student thinking and learning. She challenges students to think independently, creatively, or critically. It is evident in all classes observed that students take ownership of their learning.”


“I found a small card with a short message from you, a message that made me realize that you were one of the few people at school who got to know me and cared about me. Whatever you saw in me 5-6 years ago that made you write such wonderful things, I just want to say thank you because I never gave it much thought until recently. I hope that you are still positively impacting young people’s lives every day and every year. I know that you are the only person from that building that I have genuine respect for, and I wanted to thank you for being my truest TEACHER.”

“Excerpt from Student Letter (2017)

“I wanted to express my deepest appreciation for all that you have done for my son. He has developed much respect for you. Please know that you are a teacher in the truest sense; you cared not only for my child’s academic progress, but for him as a whole person. My words cannot express my gratitude for you and what I know you’ll continue to do for children.”

“Excerpt from Parent Letter (2019)

Education/Licensure

**Bowling Green State University**
M.A., English - Professional Writing & Rhetoric (December 2019)

**University of Dayton (OH)**
M.S., Educational Leadership

**Ohio University, Athens, Ohio**
B.S., Journalism

**Ohio Dominican University, Columbus, Ohio**
Post Baccalaureate Comprehensive Communication licensure

**University of Cincinnati (OH)**
Gifted Intervention Specialist (K-12)

**Ohio Educator License, 7-12; Gifted Intervention License, K-12; both valid through June 2020**
**EDITING POLICY**

**Editing Objective**

As editor, my goal is to ensure the professionalism of documents I edit via logical organization of information, grammatical correctness, clear articulation of information, and professional formatting that meets professional writing standards to meet Client requirements.

**Standards & Guidelines**

Unless otherwise requested by the Client, the editor will use the EIA Style Manual as a style guide. Please make the editor aware of any specific guidelines or requirements for any publications.

**Types of information edited**

The Editor agrees to edit the following information and/or documents:

1. Technical proposals
2. Lifecycle cost analysis reports
3. Manufacturers’ warranties
4. Soil and water test documents
5. Other documents as agreed upon by editor and writer/customer

**Schedule & Prioritization of edits**

The Client must provide all information (hardcopy or softcopy) to the Editor before the scheduled edits are to be performed. If the Client does not provide the information on time, the Editor’s next scheduled project will take priority. The Client can choose handwritten or electronic edits.

Scheduled projects take priority over nonscheduled projects. Last-minute edits are available in the absence of other scheduled projects for an additional charge (15-50% based on the notice).

**Time to perform edits**

The Client will provide the following to determine an editing timeline: Experience level of the Client, type of information, audience, draft level (draft number and % complete), and degree of editing requested. The editor will notify the Client when edits are complete.

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**Pre-Edit Expectations**

The Editor will edit information that

1. is 85% complete first draft
2. is 100% complete second draft with prior edits
3. has been proofed
4. has been checked against publication checklists
5. adheres to consistency guidelines.

**Edit Checklists**

Types of Edits available (to be agreed upon in advance):

**Copy editing** – Edit for grammar, spelling, punctuation, usage, consistency, and formatting of tables, lists, figures & visual placement.

**Mechanical Style** – Edit for consistency of capitalization, abbreviations, numbers, symbols, & citations.

**Language Edit** – Review of expression of ideas, not based on editor personal preference.

**Substantive Edit** – Edit for organization, content, structure, & completeness.

A more complete list of edit types is available upon request. Extensive edits beyond project scope must be agreed upon and will incur additional charges.
EDITING AGREEMENT

Estimated timelines for editing of each piece will be determined by Editor and Writer/Client based on document length and complexity and upon the above prioritization.

Payment

Rates are based on project scope and complexity. Most project rates are $25-$35 per hour unless pre-edit expectations are not met and/or the editing is more extensive than initially agreed upon, in which case additional charges will be incurred and agreed upon. Payment is due upon completion of the work, but in no case will be payment be made later than 10 days beyond completion of the work.

Contract

This is a binding contract between the Editor and the Writer/Client. It may only be changed by written agreement of both parties.

Editor
_____________________________(print)
614-648-0484
boonec@bgsu.edu

Writer/Client
_____________________________(print)
_____________________________Phone
_____________________________Email
Technical Proposal – Multi-family Development

**Client:** ABC Architects

**Audience:** Yvonne Architect, Project Manager

**Purpose:**
- To provide information about the scope of architectural services, programming, and the project team to be provided to ABC Architect’s client.
- To allow ABC Architects to demonstrate the value in using the firm as a vendor for architectural services.

**Editing Performed**
- Revised consistency of formatting, including headings and numbering to create visual appeal and professionalism of the proposal.
- Edited for mechanical style and language to ensure consistent capitalization, acronyms, abbreviations, and numeral formats for clarity.
- Consulted the EIA style guide for consistency of information.
November 12, 2019

Yvonne Architect
ABC Architects, Ltd.
300 Spruce St.
Columbus, OH 43215

Dear Ms. Architect:

I appreciate the opportunity to work with you on your technical proposal. I’m pleased to let you know that it contains all the pertinent information your client requires about the scope of the project in order to make a sound decision about your services and the approach and process.

I copy edited your proposal thoroughly and have focused on consistency, completeness, correctness, and accuracy. I have indicated suggested revisions in the attached editing table so that you may easily locate the suggested changes.

As you review the table you will find that suggestions come in three main areas: format, mechanical style, and language. I have made suggestions that will ensure clarity for your client while setting the parameters for your firm’s work.

Below are key changes to note in the order of their importance. Additional minor changes are noted in the editing table.

1. Check the consistency of formatting to ensure that your client can easily find relevant information, including bold headings and consistent boldface and numbering of critical information. Using consistent formatting will create immediate visual appeal and professionalism as your client reviews the proposal.
2. Use consistent capitalization, acronyms/abbreviations, and numeral formats for clarity.
3. Spell out all abbreviations on first reference unless they are universally understood industry language.

I hope that my suggestions are helpful to you as you revise your proposal; please let me know if I can clarify any of this information further or if I can be of further assistance to you.

Sincerely,

Cathie Boone

Cathie Boone, Editor, Write Stuff Editing, Inc.
## Technical Proposal editing suggestions

<table>
<thead>
<tr>
<th>Edit type</th>
<th>Page</th>
<th>Section</th>
<th>Edit Summary</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Format</strong></td>
<td>1-3</td>
<td>1. Introduction, The Project, et al.</td>
<td>1. 12-point bold, all capital, and underlined type for all primary heading sections.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3. All sections</td>
<td>3. Check consistency of numeral use throughout.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Check format and consistency of indentation of bulleted/numbered lists throughout. Each required indention should be one em.</td>
</tr>
<tr>
<td><strong>Mechanical Style</strong></td>
<td>1-3</td>
<td>1. All sections</td>
<td>1. Check capitalization of key words for consistency and correctness (e.g., capitalizing proper nouns vs. capitalizing common nouns such as “surveys” and “geo-technical”).</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. Project Program List</td>
<td>2. Use a hyphen in compound adjectives (e.g., 1-bedroom).</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3. Construction Administration</td>
<td>3. Consistent numeral use (e.g. spelling out numbers under 10: every two weeks vs. “2 weeks”).</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4. Mechanical/Electrical</td>
<td>4. Acronym/Abbreviation capitalization (e.g. “HUD” vs. “Hud.”)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>5. Construction Administration</td>
<td>5. Acronym/Abbreviation use on first reference (e.g., “Request for Information” vs. “RFI” on first reference, then abbreviation afterward).</td>
</tr>
<tr>
<td><strong>Language</strong></td>
<td>1-3</td>
<td>1. The Team, Project Program List, Civil Engineering</td>
<td>1. Abbreviations should be spelled out on first reference unless it’s universally-understood industry language. (e.g., NGBS, ANSI, etc.)</td>
</tr>
<tr>
<td><strong>Substantive</strong></td>
<td>1-3</td>
<td>1. All sections</td>
<td>1. All information reflects content of the headings, subheadings, and lists as indicated. Abbreviations are addressed above.</td>
</tr>
</tbody>
</table>
Technical Proposal for Multi-Family Development

INTRODUCTION
The following generally defines the work to be completed by the design team for the Multi-Family Development as proposed by [Client]. This technical proposal has been prepared to demonstrate the architects’ understanding of the project and the design process. It ensures that this technical proposal will reflect the actual development of the project. It is understood that this technical proposal will be attached to, and become a part of, the prime agreement.

The Prime Contract will be between [Client] and [Architect]. In the language of the contract, [Architect] will be known as the “Architect of Record”. [Client] will in turn, subcontract for those services, which will not be performed in-house. The prime contract will be an AIA.201 “Standard Form of Agreement for Design Professional Services”.

THE PROJECT:
[Client] in conjunction with a multitude of Stakeholders/Investors, intends to construct the residential development project that includes 3 to 4 residential buildings, one amenity building and other supporting structures outlined in this proposal. The project is bounded primarily by [Street Name], Road, and [Street Name] with other residential neighborhoods bounding it to the north and the west. [Client] is basing this proposal on the architectural site plan included in the proposal. The site includes a total of 30 acres and will look to include 350 residential apartments. The project seeks to achieve a design of 80% of rentable space to gross areas. The project will include a clubhouse, pool, fitness and leasing office. Other types of amenities such as a dog park or sport courts have not been included in the project but may be considered later depending on the cost and how the amenity fits within the site.

The site has a water stream in the middle of the parcel that runs east to west. The site also has significant grade changes that may require a detailed study of how to accommodate accessibility within the overall site.

The project will include the following Project Program List:
1. Three four story buildings that include 350 residential apartments. The unit mix is anticipated as follows:
   - 65% - 1 bedroom apartments
   - 40% - 2 bedroom apartments
   - 5 to 10% - 3 bedroom apartments
   - We assume that there will be a total of three unit designs with the associated ANSI Type A version of each design.
2. We assume that the project will include four separate building designs that will be similar in character and selection of materials. Each building will require separate design and contract documents.
3. One Amenity Building (5,000 SF) that will include a fitness area, offices, community room, and business center.
4. One story parking garage buildings are shown on the conceptual site plan but not anticipated.
5. Maintenance Building/Office
6. Exterior Dumpster / Compactor Area
7. Outdoor Mail Kiosks: One building prototype
8. Pool Design will be by others.
9. Pool deck - 5,000 sf. (to include a possible cantilever)
[Budget assumption table and site plan redacted].

THE TEAM:
[Client] has assembled a team of specialized consultants to assist with the performance of the work. [Consultants] will lead the team and coordinate the efforts while allowing each consultant to best provide their own specialized expertise. Each consultant will appoint a project manager to serve as the architect’s single point of contact.

The team is as follows:
1. TBD Structural Engineer
2. TBD Mechanical/Electrical/Plumbing
3. TBD Civil Engineers
4. Architecture and Interior Design
5. TBD Landscaping - Site Planning
6. Owner provided [Surveyors]
8. Owner provided Geo-Technical

Commented [CB1]: Use 12-point bold type and underline all section headings so each proposal section is easily recognizable.
Commented [CB2]: For grammatical correctness, combine with the previous sentence by adding “and” after “process.” also lower-case the T in “To.”
Commented [CB3]: Is “Prime Contract” supposed to be capitalized since the words “prime agreement” are not capitalized in the previous paragraph?
Commented [CB4]: Check consistency of capitalization of common nouns throughout.
Commented [CB5]: Do you intend for these words to be capitalized? Generally, unless these are proper nouns, they would be lower case.
Commented [CB6]: Use a comma after “fitness” for clarity.
Commented [CB7]: Delete the comma.
Commented [CB8]: Indent each numbered item one em so that the list is clearly delineated as part of the “Project Program List.” Consider using a period rather than a dash after each item number, which is a more standardized format for a numbered list.
Commented [CB9]: For each of the items numbering the bedrooms, hyphenate it as follows: “1-bedroom, 2-bedroom, 3-bedroom.”
Commented [CB10]: Consider spelling this out if it is not a universally understood industry term.
Commented [CB11]: Indent the bulleted list one em from the numbered item so that its items are clearly referenced?
Commented [CB13]: Hyphenate “one-story.”
Commented [CB14]: Check consistency of capitalization.
Commented [CB15]: Delete comma.
Commented [CB16]: Change “each consultant” to “consultants” since “their” is plural.
Commented [CB17]: Insert a period.
Commented [CB18]: Consider putting this information into two columns so that when the team is determined it will be more clear.
Commented [CB19]: All words after “provided” in items 6-11 should be lower case.
7. Owner provided Cost Estimating
8. Owner provided Radon/Gas Mitigation Design
9. Owner provided Traffic Studies
10. Owner provided Hazardous Material/Phase I Environmental
11. Owner provided Construction Manager
12. TBD Sustainability Services (NGBS or Energy Star)

Current

[Site plan redacted].

**ARCHITECTURAL SERVICES:**

**SCHEMATIC DESIGN:**
They will provide a schematic building layout. Deliverables for this phase include exterior massing design, building sections, schematic exterior elevations and outline the design for residential units. We will provide general project statistics such as area summaries, building systems narratives. We will review the information and provide feedback regarding design and overall project cost. We will make the required revisions to address these considerations.

**ARCHITECTURAL RENDERING:**
They will develop the design and documentation in REVIT. Tridimensional images generated from this effort can be provided to the Owner at no additional cost. During the schematic design phases through construction documents, our team will provide some renderings that require additional effort in order to help convey selection of materials at schematic level (material illustration may not be accurate) and will soften the image to better communicate the vision with other project stakeholders. Our services will include the following:
- One color elevation per residential building and main amenity building.
- One aerial view of the project.
- One rendered perspective per residential building and main amenity building.

**DESIGN DEVELOPMENT:**
After approved the Schematic Design Package, they will develop the design concept to include and further define the building exterior envelope and coordinate the mechanical, electrical and plumbing systems together with the rest of the consulting team. In addition, the design of the residential units, we will further develop such code and accessibility reviews. At the end of this phase, they will provide a Design Development Package for review of and pricing review as needed. An outline specifications or project manual will be provided for further scope review.

**CONSTRUCTION DOCUMENTS:**
They will complete the design of the project and will provide a set of contract documents that can be used for permitting and procurement of the project.

**BIDDING AND NEGOTIATION:**
Our scope of work includes the following:
1. Clarifications and addenda preparation during bidding period.
2. Review of substitution requests.
3. Drawing and Specification revisions required for value engineering are not included in this proposal and will be considered an additional service.

**CONSTRUCTION ADMINISTRATION:**
During construction, they assumes a 64-week (15 months) construction period and will provide bi-weekly visits.
We are assuming 12 hours every 2 weeks for the Architectural Team.
The selected contractor will be the lead administrator during this phase of the project. The project manager will also remain involved with the work to the extent necessary to maintain continuity in execution of the design. Some of the duties to be performed by the Construction Administration team include, but are not limited to, the following:
- Shop Drawing criteria compliance review.
- Site Visits to observe construction for compliance with the Documents.
- Change order preparation and review.
- Review of Applications for Payment.

**LANDSCAPE ARCHITECTURE:**
- Include scope by consultant.
- Include rendered site plans as required for re-zoning efforts.
- Provide recommendations of site fixtures including site lighting. Documentation of site electrical.
will be by electrical engineer.

CIVIL ENGINEERING AND RE-ZONING SERVICES:
- Include scope by consultant.
- Property will require re-zoning services and maybe variances. Please advise and include that scope as a line item in your proposal.
- Include a general schedule to secure the required zoning and secure approval of any variances
- Outline any other regulatory items that may impact schedule. They should include but not be limited to Army Core of Engineers (per the streams on site) and OEP.
- Outline any other community meetings and community issues that may come up.
- Traffic studies or related discussions
- Curb Cuts or site access issues
- Advise on any other items that are required to secure the permitting and construction completion of the project.
- [redacted] assumed that the property needs to be rezoned to accept the proposed site density.
- [redacted] will prepare floor plans, elevations and one to two renderings to help illustrate the design concept to the Neighborhood Commissions.
- Civil engineer will fill out and submit all the required applications and coordinate all the re-zoning efforts with the rest of the [redacted] team.
- Any required efforts related to permitting with OEP or Army Core of Engineers.
- Assist with water management related to anticipated retaining walls (piping).

MECHANICAL, ELECTRICAL, FIRE PROTECTION, PLUMBING ENGINEERING SERVICES:
- Include scope by consultant.
- See HUD 221 Section and provide support as needed
- Include the design of site electrical for all residential and accessory buildings and other site features/ accessory buildings.

STRUCTURAL ENGINEERING:
- Include scope by consultant.
- Include design services related to anticipated retaining walls due to existing grading.

SUSTAINABILITY DESIGN ENERGY EFFICIENCY CONSULTING AND VERIFICATION:
- Include scope by consultant.

Commented [CB37]: Use the same font color throughout.

Commented [CB38]: Is this supposed to be part of the same bulleted list of information under “CIVIL ENGINEERING...?” Check on this.

Commented [CB39]: Put space between all main headings.

Commented [CB40]: If this is referencing the abbreviation for Housing and Urban Development, use HUD in all caps.

Commented [CB41]: All type should be black and indenting of bulleted lists should be consistent.
Client: OLHS AP Language & Composition teachers

Audience: AP Language & Composition students

Purpose:

- To provide information to students about course objectives, course sequence, course evaluation, student expectations, course policies, and teacher contact information.

Editing Performed

- Completed a comprehensive edit of the entire document to evaluate for readability and ease of use in the following areas: content development, organization, visual design, and style, including grammar, mechanics, and usage.
- Suggested revisions for consistency of formatting, including page design, headings, color, and graphics to create visual appeal and professionalism of the syllabus.
- Edited for style, including word choice and sentence structure to ensure consistency and clarity.
- Edited for grammar, mechanics, punctuation, and spelling.
## Editor's Comprehensive Editing Analysis

<table>
<thead>
<tr>
<th>Editor</th>
<th>Cathie Boone</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Document title</strong></td>
<td>Syllabus: AP Language &amp; Composition</td>
</tr>
</tbody>
</table>
| **Readers and purpose:** | Readers: Junior & senior students in AP Language & Comp  
Purpose: To provide an overview of course objectives, expectations, policies & contact information for students. |

### Evaluation

<table>
<thead>
<tr>
<th><strong>Content Development</strong></th>
<th>Content is generally clear, complete, and direct, with the exception that visual analysis should be added. Wordiness impedes clarity of information occasionally, and this has been noted below.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Organization</strong></td>
<td>The main sections indicated by centered headings are ordered logically in general, though some reorganization of a few sections would benefit students. See the document comments for these suggestions.</td>
</tr>
<tr>
<td><strong>Overall</strong></td>
<td>Key sections are highlighted/bulleted appropriately and well separated.</td>
</tr>
<tr>
<td><strong>Paragraphs</strong></td>
<td>Paragraph lengths are too long in several sections and should be condensed and/or split into multiple paragraphs for ease of reading and to more quickly access pertinent information.</td>
</tr>
<tr>
<td><strong>Visual design</strong></td>
<td>Pages are easy to follow visually, but text overwhelms the page in several sections. See suggested changes below.</td>
</tr>
<tr>
<td><strong>Page Design</strong></td>
<td>All major headings should be in large, bold type, at least 2 pt. sizes larger than the informational text below it to ensure easier usability.</td>
</tr>
<tr>
<td><strong>Color</strong></td>
<td>N/A – not available or necessary for this document (cartoon will print in black &amp; white).</td>
</tr>
<tr>
<td><strong>Illustrations/Graphics</strong></td>
<td>Cartoon adds a nice visual touch and is relevant to the document itself.</td>
</tr>
<tr>
<td><strong>Style</strong></td>
<td>Consistency in word choice throughout would benefit the readers.</td>
</tr>
<tr>
<td><strong>Word choice</strong></td>
<td>Sentences are appropriately phrased and clear, but some could be shorter.</td>
</tr>
<tr>
<td><strong>Sentence structures</strong></td>
<td>Grammar is consistently accurate.</td>
</tr>
<tr>
<td><strong>Grammar</strong></td>
<td>Punctuation is consistently accurate.</td>
</tr>
<tr>
<td><strong>Punctuation</strong></td>
<td>Mechanics are accurate except capitalization in &quot;Shape of the Year&quot; section. See suggestions.</td>
</tr>
<tr>
<td><strong>Mechanics</strong></td>
<td>No spelling errors exist in the document.</td>
</tr>
</tbody>
</table>
AP English Language and Composition 2018-19

Ms. Cathie Boone, Yellowpany Liberty High School, Room 2217
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[“Education is not preparation for life; education is life itself.”]
- John Dewey


Course Overview:
Advanced Placement English Language and Composition (A.K.A. “A.P. Lang”) is a college-level course that explores the notion that “everything is an argument”—that is to say that AP Lang students work to understand, analyze, and evaluate a wide range of arguments in various writing, speaking, and communication contexts. Giving emphasis to non-fiction texts, students will investigate the purposes for which writers write, as well as analyze the range of tools and resources writers use to achieve those purposes. Having unpacked a range of professional works, students will put theory into practice by building a “toolbox” of writing strategies for tackling their own writing demands with clarity, logic, and grace. Students will hone their critical reading skills in addition to writing for a variety of purposes, using a variety of modes for a range of audiences. The course also devotes time to developing a personal writing style and an understanding of rhetoric. Students will take practice AP exams regularly throughout the year, especially during the second semester.

Course Objectives:

Reading
Students will:

- Develop and utilize active, close reading strategies.
- Comprehend, interpret, and evaluate texts from a variety of genres, time periods, styles, genders, and ethnicities, focusing primarily on nonfiction prose (while also utilizing some fiction, poetry, and drama).
- Rhetorically and stylistically analyze nonfiction prose, becoming more aware of how specific techniques develop writers’ styles and further their purposes.
- Understand the connections between visual and written texts as they analyze rhetorical strategies used in graphics and other visual images.

Writing
Students will:

- Write for a variety of aims (expressive, informative, and persuasive) using various rhetorical modes (narration, description, example, comparison/contrast, definition, division, classification, cause and effect), and various argumentative models on a wide array of topics (pop-culture, current issues, etc.) and in varying contexts.
- Develop essays that proceed through multiple drafts and demonstrate a clear understanding of the writing process, through both peer and teacher critiques and student revision.
- Respond analytically, thoughtfully, and reflectively to reading through written assignments.
- Develop and hone research skills, particularly evaluation, synthesis, and incorporation of research from an array of sources as well as accurate, appropriate citation of sources in a recognized format such as MLA style.
- Skillfully employ rhetorical devices consciously and reflectively in your writing and also use the devices in analysis of others’ nonfiction and fiction prose, becoming increasingly aware of yourselves as writers and of the techniques employed by other writers whose works you read.
Language

Students will:

- Effectively utilize a wide-ranging, appropriate vocabulary as well as syntactical variety and appropriate tone and point of view.
- Demonstrate consistently proper use of Standard Written English.
- Develop an understanding of style and appropriate application of rhetorical terminology and strategies.

AP Examination—Wednesday, May 15, 2019

Students will:

- Become thoroughly familiarized with the AP Language test and will develop test-taking skills through practice with previously-released AP multiple choice and essay exams.

The Shape of the Year:

1- QUARTER: On Becoming a Writer

- The Writing Process: Characteristics and Dispositions of "Writers Writing Well"
- Exigency: Finding a Subject
- Expressive Writing: Writing about Yourself
- The Tools of Developing a Voice: Style, Narration, and Description
  - Anchor Text: Maxine Hong Kingston’s The Woman Warrior—intersections between self and culture(s)
  - Final Essay Assignment: Expressive Essay

A Note about the College Essay: AP Language will provide you with all the tools necessary to write a rhetorically aware, voice-rich college essay. It is NOT a required assignment within the course. We will, however, allocate about a week of class and writing group time to discussing issues relevant to the college essay. I am happy to schedule one-on-one writing conferences, according to my availability and as time allows.

2- QUARTER: Everything IS an Argument

- Introduction to Rhetoric: The Power of Language and Reading Rhetorically
- Rhetorical Analysis—Unpacking the Arguments of Others
- Logic: Unpacking the Reasoning of an Argument
  - Final Assignment: Rhetorical Analysis Group Presentations
  - AP Exam Focus: Analysis

3- QUARTER: The Multidimensionality of Ideas: Complexity, Nuance, and Multiple Ways of Seeing

- Rhetorical Modes: Building and Organizing a Complex System of Evidence
- Transcending the Pro/Con Position: Developing NUanced Claims
- Shifting Perspective: Engaging in Multiple Ways of Seeing
  - Anchor Text: To be announced
  - Final Essay Assignment: Original Argument Essay
  - AP Exam Focus: Argument

4- QUARTER: Research and Synthesis: Entering into the Academic Conversation

- Synthesizing Perspectives: Arguments to Inquire through Research
- A Closer Look at Synthesis—Responding to a Range of Issues with Intelligence and Maturity
- AP Examination Preparation
  - Final Essay Assignment: Researched Argument/Synthesis Essay
  - AP Exam Focus: Synthesis

Course Information Online:

Keep Organized with MyOLSD. With this portal, you can have access to Schoology, Google Drive, and OneDrive, which may become a place where you keep all your writings. Your login is gradyearfirstinitiallastname (Ex.: 19cboone), and your password is your student ID.
Due Dates and Submissions:

- All out-of-class essays will be turned in hard copy by 3:00 p.m. on the day assigned AND submitted online by 11:59 PM that same day (usually via Schoology and/or a plagiarism checking site).

Keep Up To Date with Schoology and Google Drive. I will use Schoology to post weekly agenda/assignment information, documents, and handouts for download, and any other communication about the course. This site may also be used for online discussion and academic assistance. You should be automatically enrolled in this course on Schoology; if not, please see me ASAP.

Receive Text Reminders with Remind. I will occasionally send out text reminders using the Remind app, but only for really important reminders. Text @9cg44h to 81010. (Don’t forget the @ symbol).

Course Evaluation:

Approximately 85% of your grade each quarter will be comprised of summative assignments (out-of-class multi-draft essays, timed in-class essay responses, presentations, Socratic seminars, group and individual quizzes, pop quizzes [a personal favorite for keeping kids on their toes] etc.). The other 15% of your grade will be comprised of a holistic class participation grade. Participation will include the following assignments and expectations:

- thorough completion and annotation of readings
- homework, as assigned
- essay drafts
- weekly writing (6 writing group discussions)
- regular class discussion (active listening AND verbal contribution)
- formal self-reflection

“A, B, or C Me”

Overall students who receive A’s in AP Language are working at a consistent and high level of mastery and consistently taking an active role in the class. B’s in AP are completely respectable grades that demonstrate growing mastery and a willingness to work on those areas that may still be challenging. I strongly encourage any student who gets a C or below on an assignment to schedule a conference so we can discuss what the issues might be. I have had many students go on to great success when they have taken advantage of the opportunity to learn from their struggles.

Weekly Writings:

The writers of your [summer] reading books and anyone else who has experience in the world of writing believe that the only way to improve as a writer is to write as often as possible. With that in mind, you will generally be required to compose one piece of writing out of class every week (usually due Mondays or Fridays). These weekly writings can take the form of a journal entry, an essay, a poem, a response to a reading or an idea brought up in class discussion, etc. - you will have a great deal of freedom to play and experiment in your weekly writing. I may assign more directed prompts or topics as well. Overall, these writings should be viewed as exploratory early drafts, with the potential to be reworked into more polished essays later on. I may collect and provide descriptive feedback on these throughout the quarter as needed, or these may also be used for peer and self critique.

Valuing Process As Much as (or more than) Product:

To facilitate your learning, you must keep all of your written work--weekly writings, process drafts, and final drafts of major essays. Many final papers will emerge from earlier pieces of writing, so it is crucial that you have everything you have written at your disposal at all times. I recommend saving everything in one place--such as on a flash drive or Google Drive--during the year. If you would like, I can provide a folder for hard copies of your essays (see me if you would like one).

Other Course Policies:

- All out-of-class essays will be turned in hard copy by 3:00 p.m. on the day assigned AND submitted online by 11:59 PM of that same day (usually via Schoology and/or a plagiarism checking site).
Weekly writing assignments will be brought to class on writing group days–either in hard copy or electronically in a form that all writing group members can access. These assignments will always be due at the start of class so have it printed and ready to go. (You will also submit weekly writing to me via Schoology.)

All other class preparation assignments (reading, annotation, homework, etc.) are due at the beginning of class on the due date; homework will be checked randomly and lack of preparedness will factor into your participation grade.

Absences:
If you know you will be absent (e.g., field trip, college visit, etc.) on a paper due date, the paper is still due—you must arrange to submit it by 3 p.m. on the due date. The only exceptions to the due dates are unforeseen, excused absences adhering to school policies. In those cases, the paper is due immediately upon your return, as these will be previously announced assignments.

Late Policy:
Consistently late work may be assessed a grade penalty and may not be accepted beyond a week past the deadline. If you have extenuating circumstances, please let me know in advance if possible, NOT on the due date, and we will work something out. Life happens and extenuating circumstances happen, but they rarely happen for every deadline, and do not include jobs, sports, extracurricular activities, and the like. Plan ahead.

Class preparation:
Students will be expected to have the following in class daily:
- An open mind and a willingness to think and work
- COMPLETED reading and/or homework (and that includes bringing a copy of the text)
- A journal of some sort (composition book, pre-lined journal—whatever you choose)
- An organized notebook/binder for AP Language & Composition only—you will receive pretty near literally a ton of handouts! 😎
- Pens, several colors of highlighters, and paper—ALWAYS

Dispositions for Success:
Students who are most successful in AP Language & Composition demonstrate the following:
- A willingness to engage fully in all class activities, particularly discussion.
- A dedication to fully doing the necessary reading and class preparation, so as to have something intelligent to say or ask when we are together.
- A commitment to utilizing all available resources—self-reflection, peer feedback, teacher conferencing—to improve both writing and thinking.
- A capacity for keeping an open mind and being an active listener who is able to take in and consider a range of opinions and ideas before taking an active stance.
- A willingness to schedule additional time with the instructor as needed to discuss challenges and growth. This includes a willingness to discuss, rework and/or rewrite compositions that do not reach mastery.
- And finally, a commitment to remaining present. Put your phone away. Look each other in the eyes. Listen closely. Think. Reflect. Be 100% present.

Academic Integrity:
Because this is a college course, it is an expectation that all the work you do is your own, in terms of both effort and ideas. As you should already know, that means no copying of any kind without proper credit and citation. In college and in the work world, these are very serious infractions that carry very heavy penalties—even expulsion from college. Here at OLHS you can expect that the instances of academic dishonesty or plagiarism will result in any of the consequences outlined after the plagiarism lesson below. In the case of a student who uses the work of another AP Language and Composition student, both students will be penalized.

A Lesson in Plagiarism: Official OLHS English Department Policy
Plagiarism is a serious offense that takes many forms, and some students indicate confusion in determining what constitutes plagiarism. Plagiarism in any form is potential grounds for dismissal from virtually any university, so it is in your best interest to avoid any semblance of plagiarism in the first place. It is the expectation of the OLHS English department that students will submit their own original work for all assignments and that any and all works used in support of the students’ own work and ideas will be cited, whether quoted directly or indirectly, summarized or
Paraphrasing. For additional information on plagiarism, including examples of correct and incorrect paraphrasing and other examples, please visit the Indiana University website at https://www.indiana.edu/~istd/definition.html.

Plagiarism is defined as presenting someone else's work, including the work of other students, as one's own. Any ideas or materials taken from another source for either written or oral use must be fully acknowledged, unless the information is common knowledge. What is considered “common knowledge” may differ from course to course, but according to thefreedictionary.com, common knowledge is defined as “knowledge that is available to anyone; knowledge of some recent fact or event that has become so commonly known that it has lost its original pertinence.” For example, it is common knowledge that President Abraham Lincoln was assassinated on April 14, 1865 by John Wilkes Booth, that President John F. Kennedy was elected in 1960 and assassinated in 1963, or that two airplanes were flown into the Twin Towers in New York on September 11, 2001, so this information need not be cited.

Below are guidelines about citation of others’ work.

a. A student must not adopt or reproduce ideas, opinions, theories, formulas, graphics, or pictures of another person without acknowledgment.

b. A student must give credit to the originality of others and acknowledge an indebtedness whenever:
   1. Directly quoting another person's actual words, whether oral or written;
   2. Using another person's ideas, opinions, or theories;
   3. Paraphrasing the words, ideas, opinions, or theories of others, whether oral or written (including changing someone’s words to one’s own words);
   4. Borrowing facts, statistics, or illustrative material; or
   5. Offering materials assembled or collected by others in the form of projects or collections without acknowledgment.

c. When in doubt, err on the side of caution and cite your sources. All of the above also includes summary cites such as SparkNotes and Cliff’s Notes, etc.

The above information is both taken directly and adapted from: quoted from Code of Student Rights, Responsibilities, and Conduct, Part II, Student Responsibilities, Academic Misconduct, By action of the University Faculty Council (April 12, 2005) and the Trustees of Indiana University (June 24, 2005.) https://www.indiana.edu/~istd/definition.html.

Plagiarism consequences:
Consequences, regardless of the type of work submitted, (including but not limited to homework, quizzes, tests, essays, essay exams, etc.) may include a requirement to re-do an assignment with a grade deduction, a zero on the plagiarized assignment and/or disciplinary action (i.e. Saturday school) or any combination of these. Other consequences may apply at the discretion of the teachers and/or administrators.

[AP Lang and Comp - Participation Rubric (also useful for self assessment)]

A—Overall, I show that I am actively engaged in furthering my learning as a student of English.

- CLASS PREPARATION: I come to class every day with homework completed thoughtfully and to the best of my ability (perhaps with only 2 or 3 exceptions per quarter).
- SELF-MOTIVATED LEARNING: I come to class every day with something to say about the material being taught. I think actively about my learning and use class time to ask questions and offer comments that further my learning.
- CLASS DISCUSSIONS: I listen actively in class discussions, writing down relevant ideas in my notes so that I can enter into conversation more thoughtfully with what other students say. I participate in discussions daily.
- NUTS AND BOLTS: I keep an organized notebook and come to class every day with appropriate materials for the day’s work (perhaps with only 2 or 3 exceptions per quarter)
- ATTENTION AND FOCUS: I am almost always on task in class.

B—Overall, I show that I am engaged in furthering my learning as a student of English.

- CLASS PREPARATION: I come to class most days with homework completed to the best of my ability (perhaps with only 4-10 exceptions per quarter).
- SELF-MOTIVATED LEARNING: I come to class most days with something to say about the material being taught. I think actively about my learning and use class time to ask questions and offer comments that further my learning.
- CLASS DISCUSSIONS: I listen actively in class discussions, sometimes writing down relevant ideas in my notes so that I can enter into conversation more thoughtfully with what other students say. I participate in discussions several times a week.

Commented [CB91]: For clarity of organization, consider moving this directly below the “Course Evaluation” section.

Commented [CB92]: Evaluate each of these descriptors for wordiness and necessity of the information. Consider whether the “Nuts and Bolts” section is necessary for an AP class.

Commented [CB93]: Delete from each section; it is clear that this is in reference to the students’ English course.
• NUTS AND BOLTS: I keep a mostly organized notebook and come to class every day with appropriate materials for the day’s work (perhaps with only 4-10 exceptions per quarter)
• ATTENTION AND FOCUS: I am almost always on task in class, and I usually participate actively.

C—Overall, I show that I am sometimes or inconsistently engaged in furthering my learning as a student of English.
• CLASS PREPARATION: I inconsistently come to class with homework completed to the best of my ability, OR I come to class with homework done, but it often is merely completed “just to get it done” and is therefore not my best effort.
• SELF-MOTIVATED LEARNING: I come to class some days with something to say about the material being taught. I sometimes think actively about my learning and use class time to ask questions and offer comments that further my learning.
• CLASS DISCUSSIONS: I sometimes listen actively in class discussions but rarely write ideas down in my notes so that I can enter into conversation more thoughtfully with what other students say. I participate in discussions a few times a week.
• NUTS AND BOLTS: I attempt to keep a notebook and come to class most days with appropriate materials for the day’s work (perhaps with only 4-10 exceptions per quarter)
• ATTENTION AND FOCUS: I am almost always on task in class, and I usually participate actively.

D—Overall, I show that I am insufficiently engaged in furthering my learning as a student of English.
• CLASS PREPARATION: I infrequently come to class with homework completed to the best of my ability, OR I come to class with homework done, but it rarely shows evidence of my best effort.
• SELF-MOTIVATED LEARNING: I occasionally come to class with something to say about the material being taught, but usually I do not. I occasionally think actively about my learning and use class time to ask questions and offer comments that further my learning.
• CLASS DISCUSSIONS: I sometimes listen actively in class discussions but rarely write ideas down in my notes so that I can enter into conversation more thoughtfully with what other students say. I participate in discussions every now and then.
• NUTS AND BOLTS: I do not keep on top of keeping a notebook. I sometimes come to class without appropriate materials for the day’s work.
• ATTENTION AND FOCUS: I am often on-task in class, but my participation is more passive than active.

F—Overall, I show that I am unengaged in furthering my learning as a student of English.
• CLASS PREPARATION: I almost never come to class with something to say about the material being taught. I generally do not think actively about my learning and do not use class time to ask questions and offer comments that further my learning. I complete work for other classes or engage in inappropriate behavior (i.e. phones) when I should be engaging in English activities.
• SELF-MOTIVATED LEARNING: I rarely listen actively in class discussions and never write ideas down in my notes so that I can enter into conversation more thoughtfully with what other students say. I never participate in discussions voluntarily.
• CLASS DISCUSSIONS: I do not keep on top of keeping a notebook. I rarely come to class without appropriate materials for the day’s work.
• ATTENTION AND FOCUS: I am regularly off-task in class.

Commented [CB94]: Does this need to be underlined? Is this any more important than any other descriptor in “F” quality participation?
Commented [CB95]: Delete “out.”
Client: OLHS College Prep English 12 teachers

Audience: College Prep English 12 students

Purpose:

- To provide information to students about options for a specific assignment directed toward their individual skill levels.
- To give in-depth information and details about each assignment option.

Editing Performed:

- Completed a "Levels of Edit" reading of the document for Format and Language for user readability.
- Suggested revisions for consistency of formatting to enhance readability.
- Suggested paragraph splits to avoid potentially overwhelming blocks of text.
- Suggested language changes to create clarity in the instructions.
- Edited for style, including sentence structure to ensure consistency and clarity.
- Edited for grammar, mechanics, punctuation, and spelling.
Writing from Where You Are—An Individualized Assignment

Please complete the assignment with a check next to it:

#1. Thinking Through to an Idea (with EITHER “Diving Into the Wreck” OR “The Destructors”)

If this is where you are, there are two steps to complete:

1. Complete the “Thinking Through a Text” graphic organizer COMPLETELY.
   Part 1 must be approved by me before you can do part 2.
2. Write a close reading paragraph (based on your work on the graphic organizer) that identifies the text’s most significant moments, offers an interpretation, and then draws conclusions about the broader significance to arrive at an IDEA that comes from the text, but might apply beyond it as well.

In short, the paragraph should answer the following questions:

- What does the text say? (summarize, paraphrase, and quotation)
- What does it mean? (interpretation)
- Why does it matter? So what? (conclusions, meaning, idea)

#2: Using Text to Think Through an Idea and Arrive at Greater Insight (with EITHER “Diving Into the Wreck” OR “The Destructors”)

This is EXACTLY the same as your original Zeitoun paper. This is an ESSAY, not a paragraph. That means MULTIPLE paragraphs.

Begin by outlining the foundations of your idea (close reading—See the above paragraph assignment), but also move forward to explore its complexity by using a variety of thinking moves (see handout) to explore with depth the possibilities of the idea through textual moments, why it may be true in this context, as well as the implications of it being true. You may also wish to go further to consider the tensions within it, and the possible alternatives that deserve to be considered. All good papers will conclude with some discussion of the “So What?” in terms of how this idea is relevant in specific contexts beyond the text. Offer specific connections from your life, the world, or even other texts that further your thinking. In other words, your ideas while grounded in the poem or short story, should also transcend it. Your writing should arrive someplace new—with an idea of greater complexity, a new, but relevant insight.

#3: Synthesizing Multiple Texts to Explore and Arrive At Ideas (using TWO (2) texts: Macbeth, “Diving Into the Wreck,” and/or “The Destructors”)

Write a paper that starts with an idea based in BOTH texts and then use each text as lens for further consideration of that idea seeking greater complexity and a new, richer idea. You will move forward to explore its complexity by using a variety of thinking moves (see handout) to explore with depth the possibilities of the idea through textual moments, why it may be true in this context, as well as the implications of it being true. You may also wish to go further to consider the tensions within it, and the possible alternatives that deserve to be considered. All good papers will conclude with some discussion of the “So What?” in terms of how this idea is relevant in specific contexts beyond the text. Offer specific connections from your life, the world, or even other texts that further your thinking. In other words, your ideas, while grounded in the two texts, should also transcend them. However, your
organization should be dominated by ideas rather than individual texts. The likelihood is great that you will talk about how each text speaks to the other in terms of the paper’s ideas, and thus, both texts will likely be present in most paragraphs. In the end, your writing should arrive someplace new—with an idea of greater complexity, a new, but relevant insight.

#4: Synthesizing Multiple Texts to Argue a Distinct Position using a minimum of three texts, one of them visual (these text excerpts and visual texts will be provided to you).

Write an essay that starts by contextualizing (i.e., discussing the background and/or relevance) the subject about which you will write and then take a specific position about the subject per the prompt’s instructions. You then need to support your position on this issue through synthesizing a minimum of three texts, including a visual text (all text excerpts/visual texts will be provided). You must include not only support for your specific argument but also a counterargument that helps you address the complexities of the issue you are arguing, including possible alternatives, prior to arriving at the implications of your position. All good arguments not only provide textual support, but also include a discussion of the relevance and “so what?” of the stated position. Good argumentation also considers the audience as a primary component in how to approach the writing of it—how will you appeal to your audience (appeals to ethos, pathos, logos); how will you determine which evidence (texts) to use, and how will you structure your argument with regard to content and organizational pattern? You may include outside sources, but if you choose to do so, you must include a Works cited page for any additional sources.
Building Leadership Team Meeting Agenda

Client: OLHS Building Secretary

Audience: OLHS building administration and department chairs

Purpose:

- To provide information to administrators and department chairs from Central Office relevant to the district as a whole.
- To provide department chairs with building-specific information to disseminate within their departments.
- To provide information for discussion and feedback among department chairs

Editing Performed

- Edited for informational clarity through questions to illustrate potential areas of confusion or lack of enough information.
- Edited for organization to create clarity.
- Edited for clarity of expression.
- Edited for consistency in punctuation, abbreviations, and sentence structure to enhance readability.
1) **Branding - Staff Meeting (voluntary) 4/12 6:50am**
   a) New “brand” coming out for district; unveiling at this meeting if you would like to attend. Meeting in library.

2) **Headers for Departments**
   a) Signage to welcome students into academic areas
   b) What do we want ours to say/look like? *Should introduce our department*
   c) Need before we leave school for the summer

3) **First 2 Days of School**
   a) Culture (no content): Should be team building
   b) Run a full day with a 2 hr delay schedule built in (but come in at normal time). Morning time will be used for class meetings, etc. District wide initiative.
      i) Getting to know you
      ii) What are the norms, and the culture, within the halls and classrooms
      iii) What are you hoping for?
      iv) What would make this year great?
   c) We can finish in summer
   d) Summer Assignments-District wants to get rid of all of them. OHS already did. Have to establish a clear purpose and value (with assessment?) Email Jill with ideas/research she can communicate to Mike if you feel strongly about it one way or the other.

4) **Testing**
   a) AP
      i) Who doesn’t have a homebase? Need help with Pre-Registration?
      ii) On Tuesday April 9th and Wednesday April 10th, we will be holding AP Registration sessions for those students who are taking an AP test this school year. Registration in theater so kids need to bring something to write with/on.

**Tuesday will be for Seniors taking an AP test.**

**Wednesday will be for Juniors and Sophomores taking an AP test.**

These sessions will be during a Long Homebase and students will be asked to report directly to the theater on their specified day. All other students should report to their assigned homebases.

*Students should bring a #2 pencil and a book, binder, or other hard item to write on during the registration process.*
**2019 AP Study Session Schedule**

<table>
<thead>
<tr>
<th></th>
<th>Thursday April 11th</th>
<th>Tuesday April 16th</th>
<th>Tuesday April 23rd</th>
<th>Thursday April 25th</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>AP Study Session</strong></td>
<td>English, Art, &amp; World Languages</td>
<td>Science &amp; Music Theory</td>
<td>Math</td>
<td>Social Studies</td>
</tr>
</tbody>
</table>

*AP Review Sessions will occur their respective classrooms with the following exceptions:*

<table>
<thead>
<tr>
<th>Language</th>
<th>Classroom</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spanish</td>
<td>1404</td>
</tr>
<tr>
<td>Music Theory</td>
<td>1406</td>
</tr>
<tr>
<td>Calc AB</td>
<td>1509</td>
</tr>
<tr>
<td>French</td>
<td>1405</td>
</tr>
<tr>
<td>Art History</td>
<td>1003</td>
</tr>
</tbody>
</table>

*Should encourage students to attend*

b) **[OST]**
   i) Even on off day, see if you can help out and cover someone's bathroom break, etc.
   ii) Next Tuesday (April 9) is meeting. Come during lunch or before/after school
   iii) Chromebook cart schedule (what ones will be unavailable) to come at meeting/in email

5) **PD - DISC**
   a) **5 Dysfunctions of a Team**
   b) **Leadership Secrets of Hamilton**

6) **SLOs**
   a) Need hard copy and uploaded (due April 5)

7) **Public School Works Courses**
   - All staff members will be required to complete Public School Works courses on student data and privacy and email phishing awareness. These courses provide helpful information regarding the necessity of taking cyber security precautions and context in navigating technology in today's world.
   - A link from "Olentangy Training" should have been emailed to you earlier this week. Please take time to complete the required courses in the coming weeks. Courses should be completed by May 17th, 2019.

*Commented [CB129]:* Does this specifically pertain to teachers?

*Commented [CB130]:* Spell out with abbreviation in parentheses following it.

*Commented [CB131]:* Consider adding what the meeting is for/about.

*Commented [CB132]:* Spell out for clarity. Is there something that staff is supposed to do with these books or is this for building leadership only?

*Commented [CB133]:* Consider putting this information near the top since it is district information rather than building specific. This will create clarity in terms of organization of information.
As we continue our focus on our integration efforts, we wanted to share with you some important organizational changes within Information Technology.

Michelle Garvey, SVP and Chief Information Officer, ANN INC, has decided to leave the organization to pursue other opportunities. We would like to sincerely thank Michelle for her leadership and enormous contributions to ANN INC.

Todd Treonze has been named Vice President Information Technology & Omnichannel Operations, ANN INC. Todd comes to the role with a vast amount of experience, most recently as Vice President, Omnichannel Technology & Operations, where he led the technical teams focused on e-Commerce, Omnichannel Fulfillment, Client Relationship Management (CRM), and Stores systems as well led operational accountability for e-Commerce Product Management, Web Operations, and the Multichannel Customer Contact Center (MC3). Todd has over 19 years of cross industry leadership experience which includes key roles prior to ANN INC at Pitney Bowes and PricewaterhouseCoopers Management Consulting.

Todd will report directly into David Johns, Chief Information Officer, ascena retail group, inc. and be a part of the IT Leadership team for ANN INC. In addition, Todd will be dotted line reporting to Gary Muto, President & CEO, ANN INC, and will sit on the Leadership team as the IT leader representing ANN INC.

Reporting directly to Todd will be Michael Jacobs, VP, Chief Technology Officer, Venkat Nachiappan, VP, Enterprise Applications and Business Reporting, Adam Rodriguez, Sr. Director, CRM Technology & Omnichannel Operations and Jerry Gray, Director, Program Management.

Michael Jacobs, VP, Supply Chain & Logistics Systems will have a dotted line relationship to Todd, and will report directly to Michael L. Shirk, VP, IT Supply Chain and Corporate Applications.

Venkat Nachiappan will also report through a dotted line relationship into the VP, ISO for Todd once a successor is named. Todd will also report dotted line into Howard Bruss, VP Enterprise IT.

Venkat Nachiappan continues to be accountable for ANN INC Corporate systems in his role, and is taking on additional responsibility for ANN INC’s Merchandising & Planning systems.

Adam Rodriguez, Senior Director, CRM Technology and Omnichannel Operations will take on additional responsibilities for E-Commerce Operations.

Jerry Gray, Senior Director, Credit Marketing will now report directly to Todd.

Our IT organization will continue to remain focused on driving synergies and remain strongly committed to providing value to our brands and customers.

Please join us in congratulating Todd on his new role and wishing Michelle the very best with her future endeavors.
Letter from English department to building principal:

English department summer reading thoughts –

The English department believes very strongly in our summer reading program.

Summer reading gives teachers a place to begin instruction, to evaluate student writing, to help guide instruction and reading of any type helps students build their own voice, increase vocabulary, see effective sentence structure in use, and develop critical thinking. We are very concerned that as the testing data is scrutinized more each year, the loss of summer reading undermines teacher’s efforts. We believe that our efforts to increase student performance will be impacted by the loss of our summer reading program. We feel that summer reading is a necessary tool for ALL levels of students.

From an English perspective in terms of what is right for kids, reading as a whole, summer reading included, benefits them in terms of long-term knowledge, critical thought, recognition of multiple perspectives and layers of thought, and simply having the time to read without the other demands that school brings. Summer reading is a great opportunity for students to read something they enjoy, and to develop a love of reading, whereas if summer reading were not required, many of our students wouldn’t read at all. Giving students a choice of reading materials creates a greater opportunity for students to engage with a book and to, hopefully, see reading as a pleasurable activity and not a burden.

Many of our students simply don’t enjoy reading and because of this, they are poor readers. How do you become a better reader? You read more things that engage the student’s interests. If we can get our students to enjoy reading at least one book, that is a step in the right direction. Our mission as a department is to build literacy skills in our students, hopefully creating lifelong readers.

Jill Martin
English Teacher
Phone - 740-657-4200 ext 2246
When should I finish my book?
Before the meeting you are choosing to attend! OBVIOUSLY, the more the merrier is the mantra I like to live up to, so if you couldn’t completely finish a book but still want to chat about some things, you are welcomed to come! Or, if you’d rather wait (to avoid spoilers) until the next meeting, you are welcomed to come next time!

How much do I have to read?
However much you want! The concept is that each meeting you attend, you discuss a different book! However, we understand that schedules do not always allow us the time and space we need to read. If you can make way for four books, YAY! If you can make way for one, YAY! The point is to read and sit down and chat with others who have read the same books that you have! I am making it a personal goal for myself to have a new book finished by each meeting time!

Do I have to go to every meeting?
Nope. We would love to see you there for every meeting, but we understand that vacations are priority.

How do I pick a book from this list?
GREAT QUESTION. Hop on the Internet! See what people are saying (Twitter is a great place, so is GoodReads). Also, ask your friends! Ask your teachers! Ask your local librarians!!!

How do I get these books? Do I have to buy all of them???
You can obviously do whatever you want with your money, BUT USE YOUR LIBRARIES!!!! Also, there are a lot of fantastic Apps (see App sheet for more details) to get you FREE downloads of books (audio, too)!!!

What will happen at the book club meetings?
We will engage in discussions about our books! Hopefully surrounded by refreshments....

Who can attend?
Everyone! Anyone! Get your family involved! Your neighbor! Your older sibling! Your cousin!
OLHS Historical Grade Change Form

Date ___________________  Student ________________________  Grade Level _________
Teacher __________________________________________
Class ____________________________________________

Please fill in all terms with changes

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PLEASE NOTE: Grade changes should be updated in teacher grade book as well.

Office use:
Updated Historical _______
Date ______________
Initials ______________

Commented [CB162]: Double space after this heading to separate heading from the information below it.

Commented [CB163]: Put a space between each of these items and two spaces between this information and the instructions above the table.

Commented [CB164]: Consider shading every other vertical column in gray to ensure accuracy of corrections.

Commented [CB165]: Bold type all headings in both vertical and horizontal columns/rows.

Commented [CB166]: Add "the" between these words or add "'s" after teacher.

Commented [CB167]: Bold type this heading and move this whole section down about two inches to separate from the rest of the form.
Hi Bill,

I have talked to John about this as well as Christa and Chris, so I am now reaching out to you to complete the circle and propose a new Practical English course that meets the needs of those kids who do not intend to go to college. We know they exist at OLHS in the form of kids going directly into the military and those who intend to go to work after graduation; they need something we don't currently have available, so they often fall through the cracks. "Standard" English 12 is not "it," either.

I have attached the graduate work I did for a Technical Writing course, though it is really more than that; it includes a philosophy, a semester syllabus and a six-day lesson plan as a sample. This could actually fly next year if we can get it approved, and I would be happy to teach it, but ultimately, I am hoping we can be flexible in how we schedule these seniors with the guidance of our counselors. Is it possible for them to meet the year-long English requirement with this course and the choice of another English elective, for example? Does it HAVE to be a yearlong course? I know other districts offer some flexibility with this.

I am trying to be creative to meet a very real need that I have seen with some of our (disengaged) students who, despite our efforts, do not see the practicality in what we do in CP 12 given their post high school plans.

(Thanks) for the consideration.

Best,
Cathie

Cathie Boone
English Teacher
Liberty High School
3584 Sawmill Pkwy
Powell OH 43065
740.657.4200

"Love each other or perish."
-- W.H. Auden
Commented [CB181]: (Comments are in one comment block since this memo is a .pdf).

1. Because this memo form is used routinely, consider digitizing it or using a fillable form to avoid any potential errors. This could be especially useful if different people fill out the form for various projects and handwriting differences could make clarity an issue, especially with numbers.

2. Make clear that PFNA is the abbreviation for the owner's name by abbreviating it immediately following the first reference and put it in parenthesis.