Hemet High School Presents...

Advanced Placement & Dual Enrollment

19 AP Courses
Offered at HHS in 2016-17 School Year

4 College Courses
Offered at HHS in 2016-17 School Year
AP Courses:

- English Language & Composition
- English Literature
This course is a year long English language arts course that prepares students for the AP Language and Composition test at the end of the year. As stated in The College Board’s *Advanced Placement Course Description*, the AP Language and Composition course’s purpose is “to enable students to read complex texts with understanding and to write prose of sufficient richness and complexity to communicate effectively with mature readers.”

**Course Overview:**

- Fiction is primarily American Literature.
- Non-fiction is chosen from the works of the English speaking world.
Skills Covered:

Critical Reading:
- Read complex texts with understanding and a critical eye
- Identify literary and rhetorical structures
- Analyze the complex ways that authors make meaning
- Synthesize works from a variety of sources to draw new conclusions

Academic Writing:
- Write with a mature academic voice
- Revise after careful evaluation from peers and instructor
- Write across many genres, both on demand and at home: argument, analysis, narrative, synthesis, journal, reader response, research, etc.

Additional Activities:
- Peer Editing
- Peer Grading
- Socratic Seminars
- Debates
- Graded Discussions
- etc.
Expectations:

❖ Homework:
  ➢ 30-40 minutes per night

❖ Summer work:
  ➢ 1 novel and 1 non-fiction with responses will be announced in April.

❖ Behavior:
  ➢ Ask questions
  ➢ Engage fully
  ➢ Integrate new information
  ➢ Open your mind to diverse views
  ➢ Utilize what you learn

❖ NO LATE WORK
❖ NO EXTRA CREDIT
❖ NO EXCEPTIONS

Tutoring:

❖ Tutoring provided by DAWGS program M-F 3:00-5:00 pm.

❖ Instructors are available for writing workshops by appointment.
Welcome to AP Literature with Miss Fiorito and Mrs. Cota

COURSE OVERVIEW: Students analyze and discuss literary elements through the writing of AP college level essays preparing them for the test in May.
COURSE FORMAT:

• Extensive reading of literature (at least 4 pages a night)
• In depth class discussion of reading
• Timed essays in class once a week
• Other literary papers assigned throughout the course
Works to be covered in Miss Fiorito’s class

• **1984** – George Orwell
• **Wuthering Heights** – Emily Bronte
• **Frankenstein** – Mary Shelley

British poetry **including Samuel Coleridge, Lord Byron, Shelley, John Keats** and **William Blake**
WORKS TO BE COVERED IN MRS. COTA’S CLASS:

- Hamlet – Shakespeare
- Rosencrantz and Gildenstern are Dead– Tom Stoppard
- Brave New World – Aldous Huxley
- Frankenstein – Mary Shelley

Out of class: Each student will be required to complete an AP approved literary work on their own each triad.
Outside of Class Assignments

Summer Work!

* The Count of Monte Cristo – Alexandre Dumas

* Anthem – Ayn Rand

The first weeks of school will be an assessment through discussion, projects and testing on the summer reading
COURSE GRADING

• All assignments will be weighted by point allotment. **Tutoring** can be provided after school by making an appointment with your teacher
AP Courses:
• Calculus A/B & B/C
• Statistics
• Computer Science
AP Calculus AB & BC

Course Info:

- AP Calculus AB is roughly equivalent to a 1st semester college calculus course (Calculus I).
- AP Calculus BC is roughly equivalent to a 2nd semester college calculus course (Calculus II).
- Both courses teach students to approach calculus concepts and problems when they are represented GRAPHICALLY, NUMERICALLY, ANALYTICALLY, and VERBALLY.

Why take AP Calculus at HHS?

It’s better to learn calculus in high school while it’s FREE than to flunk out of it in college!

You get to have a teacher who LOVES teaching math.

Plus, you get invited to attend Spring Break Calculus Camp.
Calculus is Divided into TWO Categories

Differential Calculus
(Rate of Change)

Integral Calculus
(Accumulation)

Algebra, Geometry, & Math Analysis

Find the SLOPE of a LINE
Find the SLOPE at points on a CURVE
Find the AREA under a CURVE

Find the AREA of a TRAPEZOID
Prerequisites

• **AP Calculus AB:** “C” or better in Math Analysis and/or consent of instructor
• **AP Calculus BC:** AP Calculus AB exam with a score of 3 or higher and/or consent of instructor

Class Expectations

• Participate & Take notes
• Persevere when working on challenging problems
• Complete HW assignments (usually between 20-45 min per night)
• Complete assigned Khan Academy Skills
• Work in groups (both during class and outside of class)
• Summer work required? **NO**

Grading Format

• Tests & Quizzes = 75%
• Classwork & Homework = 25%

Tutoring

• Tutoring is available EVERY day (except for Tuesdays) AFTER school in Mrs. DeWit’s classroom.
What is Statistics?

Mr. Ortiz
Hemet High School
Have you ever wondered.....?

Does listening to music while studying help or hinder learning?

If an athlete fails a drug test, how sure can we be that she took a banned substance?

Does having a pet help people live longer?

Do most people recycle?

These are just a few of the questions that statistics can help answer. But what is statistics? And why should you study it?
What is Statistics?

Statistics is all about data……., but what exactly is data?

*Data are numbers in context!!!*
A recent Cincinnati Enquirer headline read, "Smell of baked bread may be health hazard." The article went on to describe the dangers of the smell of baking bread. The main danger, apparently, is that the organic components of this aroma may break down ozone….I'm not making this stuff up!!.

I was horrified. When are we going to do something about bread-induced global warming? Sure, we attack tobacco companies, but when is the government going to go after Big Bread? Well, I've done a little research, and what I've discovered should make anyone think twice about the dangers of bread! Here some frightening statistical facts regarding bread & bread consumption:

• More than 98 percent of convicted felons are bread eaters.
• More than 90 percent of violent crimes are committed within 24 hours of eating bread.
• Fully HALF of all children who grow up in bread-consuming households score below average on standardized tests.
• Bread has been proven to be addictive. Subjects deprived of bread and given only water to eat begged for bread after only two days.
• Newborn babies can easily choke on bread.
• Bread is baked at temperatures as high as 400 degrees Fahrenheit. That kind of heat can kill an adult in less than one minute.
The 4 Main Themes of Statistics

We will study four major themes this year:

- **Collecting Data - Surveys, Studies, and Experiments**
- **Describing Data - Graphical and Numerical Analysis**
- **Probability - The Study of Chance Behavior**
- **Inference - Making Conclusions Based on Data**
Course Expectations

- My expectation is that you will put forth the effort necessary to be successful in a college-level course (30-45 mins average homework a night).

- My goal is for you to understand Statistics and how it plays a role in your current and future life.

- My hope is you will be successful in the course and earn a passing score on the AP Exam.
Grading

<table>
<thead>
<tr>
<th>AP Statistics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tests &amp; Quizzes are 75% of the grade.</td>
</tr>
<tr>
<td>Homework &amp; Warm-ups are 25% of the grade.</td>
</tr>
</tbody>
</table>
A traditional grading scale will be utilized to determine a letter grade as follows:

A = 90 - 100%

B = 80 - 89%

C = 70 - 79%

D = 60 - 69%

F = 0 - 59%
Tutoring

I will offer tutoring 1 to 2 times a week on select days after school.
Never give up on your dreams

Computer Science
Why Comp Sci?

- [https://youtu.be/S1vFrz4NETg](https://youtu.be/S1vFrz4NETg)
- California currently has 85,391 open computing jobs (3.9 times the average demand rate in California).
- The average salary for a computing occupation in CA is $105,622, which is significantly higher than the average salary in the state ($53,890).
- California had only 2,921 computer science graduates in 2013; only 14% were female.
- Only 242 schools in CA (16% of CA schools with AP programs) offered the AP Computer Science course in 2013-2014.
- There are fewer AP exams taken in computer science than in any other STEM subject area.
Two Different AP Classes!

**AP Comp Sci- java**
- Established class
- Learn to program in a specific language
- Grade based on programming assignments and test scores
- 5.0 / College Credit
- Prereq: Math Analysis (enrollment / completion) OR- success in APCS- p

**AP Comp Sci- principles**
- Brand new offering
- Learn general programming and computer-related concepts
- Grade based mainly on project based programming assignments
- 5.0 / College Credit
- Prereq: Geometry (enrollment / completion)
Which Should I Take?!

AP Comp Sci- java

• Anyone who has passed AP Comp Sci- principles
• Upper classmen who are good at math and are interested in pursuing this field of study
• Upper classmen who are good at math and prefer tests and individual work
• Students with programming experience

AP Comp Sci- principles

• Everyone 😊
• Students curious about this field of study
• Students who plan on taking both classes should start with this one
AP Courses:

- Biology
- Chemistry
- Physics
Course Overview

- Designed to be the equivalent to a general biology college course.

- The course has been structured around the four big ideas as described in the college board framework.

- AP Biology should be taken by students that have completed a year of biology.
Course Format

- **Homework**: Lots of assigned reading and study required; 6-8 hrs per week minimum!
- **Labs**: Class activities on bi-weekly basis.
- **Quizzes**: Typically 1-2 per week on the Chapters assigned.
- **Unit tests**: Typically 3 - 4 chapters
- High expectations for students!!
AP Bio grading

- Unit tests: 60%
- Chapter quizzes: 20%
- Lab work: 10%
- Classwork: 10%
Summer work

• Students will pick-up and complete a CH. 2 packet at the end of the current school year. This will also be available online over summer.

• The completed packet will be returned to class on the first day of school.

• There will be a quiz on CH. 2 on the first day of school!
AP CHEMISTRY

Instructor: Janie Washburn
jwashburn@hemetusd.org
Course Overview

• The AP Chemistry class has been designed to be equivalent to a general chemistry college course

• The course has been structured around the six big ideas as described in the framework from the College Board.

• Additional emphasis placed on both inquiry and reasoning skills.

• AP Chemistry should be taken by students that have completed a year of chemistry
Topics Covered

• Chemicals Reactions
• Solution Stoichiometry
• Gases
• Thermochemistry
• Atomic Structure
• Bonding
• Liquids and Solids

• Solutions and Solubility
• Chemical Kinetics
• Chemical Equilibrium
• Acids and Bases
• Electrochemistry
Course Format

Homework – 15%
• Homework and/or reading will be assigned almost every night, including many weekends. Homework will be checked at the beginning of class.

Tests and Quizzes – 70%
• A chapter test is assigned for each chapter. A comprehensive, standardized semester exam is administered at the end of 1st semester and a final exam at the end of the year.

Labs – 15%
• Students will work in lab groups, but each student will turn in their own lab paper and/or lab report.
Out of Class Expectations

• Expect 30-45 minutes of homework a night.

• Over the summer, you will do a review of:
  • Ch 1: Chemical Foundations
  • Ch 2: Atoms, Molecules, and Ions
  • Ch 3: Stoichiometry

• You will have homework to turn in and a test on these first 3 chapters the first week of school.

• You will also learn the names and symbols (with their charges) of all the ions. Quiz on the 2\textsuperscript{nd} day of school.

• Tutoring available by appointment only on Mondays and Wednesdays.
AP Physics

A study of the physical laws of the universe and their interactions at a large scale.
Learn to describe the physical phenomena we observe with mathematical accuracy.
Discovering how to predict the outcomes of physical interactions.
Topics Covered

- Projectile motion
- Friction
- Circular and rotational motion
- Energy and work
- Waves and sound
- Momentum
- Nuclear processes
- Relativity
- Electricity and circuits

Forces:
- Lift
- Thrust
- Drag
- Gravity
AP Physics
Summer Work
NONE...
GRADING

70% tests

20% assignments

10% labs and projects
AP PHYSICS Pre-Requisites

Completion of Algebra 2 with an A or B.

Concurrent enrollment in Math Analysis or higher recommended

A love for difficult math problems and an absorbing interest in why and how the world works
Available by Teacher Upon Request
AP Courses:

• U.S. History
• European History
• Human Geography
• Art History
• Government & Economics
AP HUMAN GEOGRAPHY
What are we going to study?

PLACE
• LOCATION
Agriculture!
HISTORY
Environmental Issues
Theorists and Theories

Diamond: Guns, Germs and Steel

Ravenstein's Laws of Migration

By: Bailey Meza

Thomas R. Malthus
1766–1834
Summer Work?

• Memorize the States of the U.S.

Read Chapter 1 of “Guns, Germs and Steel”
The link is available on my HHS Website
Homework and Grading

• Homework Weekly, collected on Fridays, typically 20-30 minutes per evening Mon-Thu.
• Homework is 20% of the class grade
• Tests are 70% of the class grade
• Rest of the grade is participation in class

Tutoring Opportunities

• Monday – Wednesday 7:00 – 7:30 AM
AP European History

Course Overview:

AP European history is a challenging course designed to be the equivalent of a freshman college course in a high school setting. It is a year-long survey of European history from the Renaissance to the present.
Topics Covered:

- History of Europe 1450-present

Course Format:

- Preparation for the AP Test
Out of Class Expectations:

- HW - 45 min per night reading
- Summer work
  - 1 Book and 1 Map
  - Extra Credit

Grading Format:

- Multiple Choice Exams 19%
- Short Answer Exams 12%
- Long Essay Questions 8%
- Document Based Question 16%
- Homework 15%
- Classwork 20%
- Participation 10%

Tutoring:

- Office Hours: Every Thursday 2:45-3:45
THE I FELL TOWER

I FELL

AP Art History
Course Overview

Topics
• Western Art (Renaissance, Romantic, Graffiti...)
• Indigenous Art (Aztec, Inka, Maori...)
• African Art (Masks, Performances....)
• Asian Art (India, China, Japan-even anime!...)

Format
• Essays
• Multiple choice exams
• Projects!!
• Notebooks 😊
Expectations

Work

• ~10 pages of reading per night (outlining is extra credit)
• Projects are done outside of class (many of them collaborative)
• Summer reading is optional (extra credit)
• Tutoring (by teacher) is available before school 😊

Grading

• Tests - 75%
• Notebooks - 25%

Prerequisite

• Completion of World History or European History
• Concurrent enrollment in European History
Reason’s to take AP Art History

- Potential 5.0 GPA
- Potential College Credit
- Exposure to culture: something most people in Hemet don’t get
- Majority of work is completed in class
- Everybody who is anybody takes AP Art History
- You will get every Art question on Jeopardy right for the rest of your life
- A deeper understanding of the intellectual forces behind every movement in history
- Average class grade: A- / B+ (5.0 / 4.0)
- Learn how to trick everybody at an Art Museum into thinking you know what you are talking about
- Justin Bieber didn’t take Art History... and look at him!
- “I won’t even talk to a guy unless he knows about art!!” – Jennifer Lawrence
- “First question I ask everyone who wants to be my friend: ‘did you take Art History’?” - Robert Downey Jr.
A.P. United States History

Mr. Plinski

&

Ms. Donovan
Course Overview

- AP U.S. History is a college level course that covers American political, economic, and social developments from the 1600s-2000s.
- Students will be expected to:
  - write essays (DBQ and free response)
  - read and analyze primary and secondary sources
  - participate in class discussions
  - conduct outside research
Class Expectations

• Students are required to read the textbook over the course of the class: 5-10 hours of reading per week.

• Completion of in class assignments that are assigned as homework.

• Summer work: none.

• Grading format: 40% classwork/homework, 40% assessment, 20% participation.
Tutoring

- Students may come to my classroom during established teacher tutoring hours (currently Fridays from 2:45-3:45, but subject to change).
- Tutoring assistance includes help with testing strategies, essay writing, and primary/secondary source analysis.
AP U.S. Government and Politics
& AP Macroeconomics

- Courses satisfy 12th grade Social Studies graduation requirements.
  - 1st Semester: AP U.S. Government and Politics
  - 2nd Semester: AP Macroeconomics

Course Overview

AP U.S. Government: This AP course involves the study of democratic ideas, balance of powers, and tension between the practical and ideal in national policymaking. Students analyze and discuss the importance of various constitutional principles, rights and procedures, institutions, and political processes that impact us as citizens.

AP Macroeconomics: This AP course is designed to give you a thorough understanding of the principles of economics that apply to an economic system as a whole. Such a course places particular emphasis on the study of national income and price determination, and also develops your familiarity with economic performance measures, economic growth, and international economics.
• Topics Covered

**AP U.S. Government:**
- **Constitutional Underpinnings:** Founding documents, Constitutional principles
- **Political Participation and Public Opinion:** Voting, Polling, Forms of Participation
- **Linkage Institutions:** Elections, The Media, Political Parties, Interest Groups
- **Institutions of Government:** 3 Branches and the Bureaucracy
- **Civil Liberties and Rights:** Bill of Rights, 14th Amendment
- **Public Policy:** Policy-making process
• Topics Covered:

**AP Macroeconomics:**

**Basic Economic Concepts:** Scarcity, Opportunity Cost, Supply and Demand

**Economic Measurements:** Inflation, Unemployment, Gross Domestic Product

**Income and Prices:** Causes of Recession, Keynesian Economics

**Monetary Policy:** Money, The Federal Reserve, Interest Rates

**Economic Growth:** Gov’t taxing and spending, National budget, deficits/surpluses

**International Trade:** Currency exchange, Imports and exports,
AP U.S. Government and Politics
& AP Macroeconomics

Course Format:
Class lectures and discussions
Homework (15-20 mins per night)
Variety of Assessments

Grading:
Exams: 50%
Classwork: 20%
Class Participation: 10%
Homework: 20%

Tutoring:
Available every week
Tuesdays and
Thursdays after
School.
Course Overview:
The AP Psychology course introduces students to the systematic and scientific study of human behavior and mental processes. While considering the psychologists and studies that have shaped the field, students explore and apply psychological theories, key concepts, and phenomena associated with such topics as the biological bases of behavior, sensation and perception, learning and cognition, motivation, developmental psychology, testing and individual differences, treatment of abnormal behavior, and social psychology. Throughout the course, students employ psychological research methods, including ethical considerations, as they use the scientific method, analyze bias, evaluate claims and evidence, and effectively communicate ideas.

This course is designed only for the serious 11th & 12th grade college-prep student willing to accept the challenge of tackling a rigorous academic curriculum. Parents should be aware that this course is equivalent to PSYCH 101 in college.

Course Topics:
- Unit I: History, Approaches, and Research Methods
- Unit II: Biological Basis of Behavior
- Unit III: Developmental Psychology
- Unit IV: States of Consciousness
- Unit V: Sensation and Perception
- Unit VI: Learning
- Unit VII: Memory
- Unit VIII: Thinking and Language
- Unit IX: Testing and Individual Differences
- Unit X: Motivation and Emotion
- Unit XI: Personality
- Unit XII: Abnormal Psychology
- Unit XIII: Treatment of Psychological Disorders
- Unit XIV: Social Psychology
Key Assignments:

1. **Exams** - At the end of every unit and a cumulative assessment at the end of each semester. All exams will model the AP Exam, with multiple choice questions and free response questions.

2. **Unit Assignments** include chapter study guides, chapter outlines, identification of key terms and "Forty Studies that Changed Psychology" reviews; chapter outlines and study guide work will be due for each chapter; and "Forty Studies" reviews will be assigned regularly throughout the year.

3. **Class activities** include simulations, class discussions, group competitions, demonstrations, oral presentations and group work. Each of these learning strategies is a fun and challenging way to review the material.

Out of Class expectations:

- 15-20 min of reading.
- 1-2 hour homework in a week.
Grading Format
- Tests/FRQ - 60%
- Quizzes - 10%
- Homework - 20%
- Participation - 10%

Tutoring
- Tutoring is available.
- After School once a week from 2:45-3:45.
- Dates of tutoring to be determined each week by instructor.

When I look at the world I’m pessimistic, but when I look at people I am optimistic.

(Carl Rogers)

www.all-about-psychology.com
AP Courses:

• Spanish

• French
Objective:
The goal is for the student to be able to understand and communicate comfortably in Spanish at a high enough level of proficiency that he/she is prepared for the AP Spanish Language and Culture Exam. In order to attain this goal activities in class will include but not be limited to:

a) Building vocabulary and using idioms
b) Reviewing and reinforcing grammatical points
c) Discussions and informal conversations
d) Writing short/medium length papers (paragraphs, letters, essays, etc.)
e) Listening to authentic resources
f) Watching videos and film strips
g) Quizzes

Course Overview
Homework & Summerwork

Homework will be assigned as needed.

Students will be assigned summer work, as well as work over all breaks, focusing on reading comprehension and analysis.
Grades will be based on cumulative points earned for weekly oral and written quizzes and tests, class assignments, oral participation, and other projects. The percentage (%) will derive from total points earned divided by the total amount of points possible and the grade will be based on the following scale:

<table>
<thead>
<tr>
<th>Percentage Range</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>98-100%</td>
<td>A+</td>
</tr>
<tr>
<td>94-97%</td>
<td>A</td>
</tr>
<tr>
<td>90-93%</td>
<td>A-</td>
</tr>
<tr>
<td>87-89%</td>
<td>B+</td>
</tr>
<tr>
<td>84-86%</td>
<td>B</td>
</tr>
<tr>
<td>80-83%</td>
<td>B-</td>
</tr>
<tr>
<td>77-79%</td>
<td>C+</td>
</tr>
<tr>
<td>74-76%</td>
<td>C</td>
</tr>
<tr>
<td>70-73%</td>
<td>C-</td>
</tr>
<tr>
<td>67-69%</td>
<td>D+</td>
</tr>
<tr>
<td>64-66%</td>
<td>D</td>
</tr>
<tr>
<td>60-63%</td>
<td>D-</td>
</tr>
<tr>
<td>59% and below</td>
<td>F</td>
</tr>
</tbody>
</table>
• Available Wednesdays after school and during Saturday School in room 506.

• Prerequisite: Successful completion of Spanish 3 or equivalent.
The AP French Language and Culture course is offered in the fourth year of the language sequence to students who have a solid foundation in the four language skills: listening, speaking, reading and writing. Students will also have the opportunity to expand their cultural knowledge and appreciation of France and the French-speaking world.
COURSE ASSESSMENT

- Grades are based on cumulative points and will include (but will not be limited to):
  - daily verbal participation
  - weekly homework
  - essays / emails
  - listening + reading comprehension activities
  - cultural comparison presentations
  - vocabulary quizzes
  - daily warm up activities
HOMEWORK

- Each week students will complete:
  - cultural research based on the different themes
  - write reflective articles
  - give a short presentation on a cultural comparison topic
  - complete listening and reading comprehension activities
TUTORING

- Tutoring is available during lunch or after school with Mme Connell on Mondays, Wednesdays, and Fridays.
Dual Enrollment Courses:

• English 101 - Freshman Composition
• English 103 - Critical Thinking & Writing
• Multi Media 110 - Introduction to Multimedia

Projected Dual Enrollment Courses:

• Spanish 101 - Elementary Spanish
• Math 105 - College Algebra
Mt. San Jacinto College
Dual Enrollment Program

Take MSJC classes at Hemet High and earn credits for both high school graduation and college at the same time.
Dual Enrollment Courses

• Fast-paced and rigorous; a one semester dual enrollment course is considered equivalent to a year-long (two semester) high school course
• Can be an additional option to Advanced Placement (AP) classes in helping to develop college level skills
• Grades in dual enrollment classes are weighted for high school GPA calculation and may receive honors points for UC/CSU admission
• No college tuition costs for California residents
• Guaranteed MSJC college credit for courses completed with a C or better. Earned college credits may also be transferable to CSU, UC, or private universities for general education or elective requirements. Students should consult www.assist.org or contact a specific university admissions office for more information on how dual enrollment credits will transfer to that campus.
Dual Enrollment Program Requirements

• Must be in 11th/12th grade (enrollment priority given to 12th grade students)
• A maximum of two dual enrollment courses can be taken each semester (or one dual enrollment/one concurrent enrollment course)
• Must meet course-specific GPA requirements.
• Must complete the MSJC matriculation process (online application, orientation, assessment).
• Must pay $6 RTA bus fee each semester of dual enrollment.
Dual Enrollment Procedures

• Interested students submit a completed Dual Enrollment Interest Form
• Student GPA and grade level eligibility are verified
• Eligible students attend a Dual Enrollment Matriculation Workshop where they complete the online MSJC admission application and orientation, and schedule an appointment to take Accuplacer assessment*
• Students prepare for Accuplacer assessment
• Students take Accuplacer assessment

*Students may also complete application and orientation at home. Assessment must be completed by appointment at HHS or at MSJC.
Hemet High School/Mt. San Jacinto College
2016-2017 Dual Enrollment Interest Form

Student Name ______________________________________ 2016-17 Grade ____________

HHS ID Number ______________________________ MSJC ID Number (if known) ______________

Please check up to two year-long course sequences:

_____ ENGL 101/ENGL 103 (12th grade students only with qualified assessment score and 3.0 GPA)
_____ Math 105 (12th grade students only with qualified assessment score and 3.0 GPA)
_____ Spanish 101 (3.0 GPA)
_____ MUL 110 (2.5 GPA)

All classes are subject to change/cancellation due to enrollment and staffing. Schedule conflicts may preclude enrollment in DE classes.

- I acknowledge that Dual Enrollment classes are college classes that cover more material in one semester than a high school class covers in one year.
- I understand that I must complete an MSJC online application, orientation, assessment, and School/Parent Agreement Form in order to qualify for Dual Enrollment classes.
- I understand that I must have resided in California for over a year to be eligible for free tuition.
- I understand that I will have to pay a mandatory $6 RTA bus fee each semester I am enrolled in Dual Enrollment classes. This fee is paid through MSJC and will not be refunded if I drop a course.
- My parents understand that since this is a college course, the Federal Educational Rights Privacy Act mandates that they are not allowed to contact the Instructor directly. All questions must be referred through the student or Dual Enrollment Coordinator.

 ___________________________                        ___________________________
 Student Signature                              Date

 ___________________________                        ___________________________
 Student Email Address (please print legibly)      Student Phone

 ___________________________                        ___________________________
 Parent Signature                                Date
Dual Enrollment Procedures (continued)

• Students are notified of their assessment results and are given Dual Enrollment School/Parent Agreement Forms.

• Students return completed School/Parent Agreement Forms and Dual Enrollment classes are added to their HHS class schedules.

• Students pay mandatory $6 RTA Bus fee online or at MSJC (must be paid each semester of dual enrollment).

• Completed School/Parent Agreement Forms and official HHS transcripts are submitted by HHS to MSJC and students are enrolled by MSJC in courses.
MSJC Student ID #: __________

High School: Hemet High School

SECTION I - STUDENT INFORMATION

Name: ______________________ Date of Birth: __________
Contact Phone #: __________________ Email Address: __________________

SECTION II - COLLEGE COURSE INFORMATION

Course ID #: MUL-110 Course Title & Period: Introduction to Multimedia P3
Section #: 1724 Credits: 3

SECTION III - STUDENT AGREEMENT

Student Agreement: I understand that I can enroll in a maximum of two courses (10 units) for the Fall semester and two courses (10 units) for the Spring semester. For the purposes of the Dual Enrollment Program, there are specific courses in which I am allowed to register. High school students are not required to pay tuition. I understand that there is a $60.00 transportation fee that will need to be paid each semester that I am enrolled and these fees will be paid to MSJC. It is my responsibility to consult my high school counselor regarding the adding and dropping of classes. All MSJC Dual Enrollment students are responsible for complying with the rules and regulations of the college as published in the MSJC college catalog.

Signature of Student: __________________ Date: __________

SECTION IV - HIGH SCHOOL AUTHORIZATION

Principal Authorization: Pursuant to Education Code § 66900, I have reviewed the academic record of the above named student and certify that the student has the ability to benefit from college instruction in the course listed. The above student meets all criteria necessary to be admitted into the Dual Enrollment Program. Students must meet a 2.0 GPA requirement for Career/Technical Education (CTE) coursework and a 2.0 GPA requirement for academic coursework. Students entering CTE courses must be in 10th grade or higher. However, students taking academic transfer courses must be in 11th grade or higher.

Signature of Principal or Designee: __________________ Date: __________

SECTION V - PARENT AGREEMENT

Parent Authorization: I am the parent or legal guardian of the above named student. I grant permission for this student to attend MSJC classes and participate in the Dual Enrollment Program. I understand that the classes the student is enrolled in are college level classes and may have content primarily suited to adults. I understand that this student must meet or exceed their own scholarship. Parents, guardians, relatives or friends of MSJC students are not permitted to enroll, drop, or add classes on behalf of the student. Under Section 96600 of the Education Code, parents or guardians of community college students do not have a right of access to their children's school records, regardless of whether the student is under the age of 18. In accordance with this regulation, students' college records will be released to parents only with the written consent of the student. I understand and acknowledge that MSJC reserves the right to deny admission to courses.

Name of Parent/Guardian: __________________ Contact Phone #: __________________

Signature of Parent/Guardian: __________________ Date: __________

I am aware that I am taking a college course with college-level rigor, workload, content, and grading standards. I understand the syllabus reflects the college and state-approved course outline of record and commits me to the rigor, workload, content, and grading standards that are mandated by these documents as well as the regulations of Title 5 and California State Ed Code.

Student Initials: __________ Parent/Guardian Initials: __________

COLLEGE USE ONLY

Approved by __________________ Date: __________

Transcript: Transcript Request Form
Assessment: Assessment Request Form
Orientation: Orientation Request Form
Me Prerequisites: Me Prerequisites Request Form
Recommendation Letter (if needed): __________________

[Signature] __________________
[Position] __________________
ENGL-101 Freshman Composition 4 units
This course provides instruction in writing academic analytic essays. Students will learn to read and respond to sources analytically, conduct academic-level research and incorporate those sources into a research paper.
Transfers to both UC/CSU
12th grade students only/3.0 GPA
“Exceeds Standards” achievement level on SBAC/EAP or appropriate Accuplacer assessment or AP Language test score (2+)
13 high school credits (weighted)
ENGL-103 Critical Thinking and Writing 4 units
This is a university transferable course that provides continuing practice in the analytic writing begun in English 101. The course develops critical thinking, reading, and writing skills as they apply to the analysis of written texts (literature and/or non fiction) from diverse cultural sources and perspectives. The techniques and principles of effective written argument as they apply to the written text will be emphasized. Some research is required.
Transfers to both UC/CSU
12th grade students only/3.0 GPA
Prerequisite: ENGL-101 (with a grade of C or better)
13 high school credits (weighted)
Dual Enrollment Course Descriptions

MATH-105 College Algebra 4 units
Covers graphing of polynomials, rational and transcendental functions and conic sections, solving of polynomial, rational, exponential and logarithmic equations and related applications, solving of systems of linear equations utilizing determinants, function theory including notation, combination and composition as well as existence and formulation of inverses, sequences and the Binomial Theorem.
Transfers to both UC/CSU
3.0 GPA/appropriate assessment score
13 high school units (weighted)
SPAN-101 Elementary Spanish 5 units
This beginning course emphasizes pronunciation, oral practice, basic grammar of the Spanish language and study of the 21 Spanish speaking countries, culture and civilization.
Transfers to both UC/CSU
3.0 GPA
16 high school credits (weighted)
Considered the equivalent of having completed Spanish 2 for A-G eligibility
Dual Enrollment Course Descriptions

MUL-110 Introduction to Multimedia 3 units
This survey course addresses digital media techniques to communicate in an electronic and print environment. Students combine text, audio, animation, web pages, images, and video to create interactive products to inform, educate, and entertain.
Transfers to CSU only.
2.5 GPA
10 high school units (weighted)
MSJC English 101
Freshman Composition
Course Overview

• This course offers instruction in writing academic analytic essays.
• Students will learn to read, write and research for college.
• All the reading and writing is non-fiction and covers current topics.
Topics Covered

• Interpreting and responding to sources analytically
• Conducting academic-level research using the MSJC library databases
• Incorporating academic sources into a formal research paper
A rough draft of each essay is submitted for peer editing and instructor comments and is returned with extensive personalized feedback.

Writing skills and strategies are progressively added with each new essay.
Expectations

Students will:
• work as a community of writers
• be engaged, contributing members of discussions and peer editing groups
• complete 8 to 10 hours a week of homework

Tutoring/Support

• All MSJC students have access to the Writing Lab and library at the MSJC campus.
• I conduct individual conferences on an ongoing basis.
• I give extensive personalized feedback on essays.
Course Overview

• This course develops critical thinking, reading, and writing skills as they apply to the analysis of written texts from diverse cultural sources and perspectives.
• Focus on the techniques and principles of effective written argument
• Combination of non-fiction and fiction texts
Topics Covered

• Examine the unstated premises and hidden assumptions that arise from the social, moral, cultural, or aesthetic contexts in which texts exist.
• Apply critical literary approaches and theories to various texts.
• Prepare students for academic discourse through speaking and writing
# Assignments and Grading

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Essay 1</td>
<td>100</td>
</tr>
<tr>
<td>Essay 2</td>
<td>100</td>
</tr>
<tr>
<td>Essay 3</td>
<td>100</td>
</tr>
<tr>
<td>Research Paper</td>
<td>200</td>
</tr>
<tr>
<td>In-Class Essay 1</td>
<td>75</td>
</tr>
<tr>
<td>In-Class Essay 2</td>
<td>75</td>
</tr>
<tr>
<td>Blackboard Posts</td>
<td>100</td>
</tr>
<tr>
<td>Presentation</td>
<td>50</td>
</tr>
<tr>
<td>Participation</td>
<td>150</td>
</tr>
<tr>
<td>Final</td>
<td>50</td>
</tr>
</tbody>
</table>

Total points possible: 1000
Contact: lprickett@hemetusd.org

Expectations
Students will:
• work as a community of writers
• be engaged, contributing members of discussions and peer editing groups
• complete 8 to 10 hours a week of homework

Tutoring
• All MSJC students have access to the Writing Lab and library at the MSJC campus.
• I conduct individual conferences on an ongoing basis.
• I give extensive personalized feedback on essays.