

Advanced Placement English Language and Composition Syllabus 2019-2020
ENG 1013 Composition I concurrent credit Fall 2018

Course Description:

Students in this introductory **college-level** course read and carefully analyze a broad and challenging range of nonfiction prose selections, deepening their awareness of rhetoric and how language works. Through close reading and frequent writing, students develop their ability to work with language and text with a greater awareness of purpose and strategy, while strengthening their own composing abilities. Course reading and writing activities should help students gain textual power, making them more alert to an author's purpose, the needs of an audience, the demands of the subject, and the resources of language: syntax, diction, and tone. During the course, a wide variety of texts (prose and image based) and writing tasks provide the focus for an energetic study of language, rhetoric, and argument. **As this is a college-level course, performance expectations are appropriately high, and the workload is challenging.** Often, this work involves long-term writing and reading assignments, so effective time management is important. Because of the demanding curriculum, students must bring to the course sufficient command of mechanical conventions and an ability to read and discuss prose. The student's work should be independent. Copying any work is plagiarism and will not be tolerated.

The course is organized according to the requirements and guidelines of the Common Core State Standards and the current *AP English Course Description*, and, therefore, students are expected to read critically, think analytically, and communicate clearly both in writing and speech. The assignments and activities provided in this course will enhance the students' chance to do well on the ACT test which all 11th grade students will take and the AP English Language and Composition exam in May. Taking the AP exam for this course will provide the weighted grade. Without taking the AP Language and Composition exam, the course grade will return to the non-weighted grade.

Although the students should accept responsibility for their own assignments, communication between students, parents/guardians, and teacher is sometimes necessary. You may contact me by email at grendella@sccsd.k12.ar.us or by calling the high school. Please contact me with any information or questions you have about your child. I look forward to a productive school year.

Skills Obtained in Course:

- read extensively and master a wide range of works of non-fiction and fiction, with an emphasis on works by American writers.
- understand and employ the classical appeals of ethos, pathos, and logos in any communication, recognizing the rhetorical modes, structure, and strategies used by writers.
- become better informed citizens, capable of framing and effectively writing cogent arguments that analyze, synthesize, and evaluate various viewpoints on a wide variety of contemporary social, economic, and political issues, develop a stronger and more confident voice in their writing which reflects an excellent command of diction and syntax.
- write insightfully, intelligently, and critically in a variety of genres, with an emphasis on expository, analytical and argumentative writing.
- improve meta-cognitive thinking skills so as to respond to reading through thoughtful inquiry, articulate discussion, better test performance, and incisive writing.
- develop an enriched vocabulary, which is reflected in both oral and written communication.

Required Materials:

- 1-inch 3-ring binder with loose-leaf notebook paper and dividers
- Pens (blue or black ink only) and pencils
- Post-it notes
- Highlighter(s) (optional, but highly recommended)

Resources:

The Language of Composition
5 Steps to a 5: English Language
50 Essays: A Portable Anthology
Pilgrim at Tinker Creek

Small Wonder
The Crucible
A Walk in the Woods
 Student-selected texts

Focus:

- The Canons of Rhetoric, Rhetorical Modes and Strategies
- Rhetorical Analysis – examining rhetoric and style in the context of a writer's argument and purpose, argument models, and appeals to logos, ethos, and pathos
- Analyzing, synthesizing, and evaluating various perspectives; comparing and evaluating argument
- Vocabulary needed for rhetorical analysis
- Genres in non-fiction: letters, biography and autobiography, essays, speeches; Genres in fiction: novel, play
- 1 essay per week possible, some of which will include AP Passage Responses (some writing and revision to be done in-class, but at-home writing will also be required)
- Project-based assessments
- Practice AP-type and ACT-type exams

Class Rules:

- Come to class prepared to learn with notebook, texts, paper, and pen/pencil EVERY day.
- Treat everyone and their personal space and property with respect—that includes YOU!
- No horseplay, sleeping, talking without permission, grooming, or doing work not related to the lesson during class. Only drinks with twist-on lids and small snacks allowed.
- No purses, bags, or cell phones allowed on the desktop during class time.
- Absolutely NO cell phone (including Smart watches) use unless instructed by the teacher. Three days of detention will be assigned if I **see** your phone without permission.

Class Procedures:

- Be in your assigned seat and begin work on the bellwork as soon as the tardy bell rings. I will follow the tardy policy as outlined in the student handbook. Respond to the bellwork if required.
- **A hall pass is required to leave the room.** Students will not be allowed to leave class after the tardy bell except in cases of emergency. Therefore, **USE THE RESTROOM BETWEEN CLASSES.**
- Put all books and other materials back where they belong at the end of class.
- Turn classwork in to the appropriate tray quietly before class begins. Larger projects will be neatly placed by class period on the table by my desk.
- Quietly sharpen pencils and throw away trash without bothering other students as you do so.
- When working in groups, quietly and quickly move desks so that they aren't near other grouped desks. Return desks quietly and neatly when finished. Line desks up using the tape on the floor as a guide.

Class work/Homework Procedures:

- On all papers that you turn in, write your name, date, and assignment (Ex. “p. 153 1-7” or “symbol essay”) in the upper right hand corner. If the name is missing, I will not grade the work until you claim it and I will follow the late work policy; if the date and/or assignment is missing, I will deduct 1 point.
- All work is to be completed legibly—if I can't read it, it may be counted wrong. All assignments will be written in blue or black ink or typed in MLA format. If an assignment is written in pencil, I will return it to you to re-write in pen and turn back in by the next day without a late penalty.
- Complete and turn in all assignments to the appropriate tray on or before the due date. If you are absent for school business, it is your responsibility to get your make up work before you leave and have it ready

to turn in the day you return to school. 10% of the grade will be deducted each day it is late, up to 5 days. After 5 days, I will not accept it.

- I WILL NOT continually remind you of work you've missed. IT IS YOUR RESPONSIBILITY to find out what you've missed. I will write all assignments on the homework board, or you can check HAC and/or Google Classroom, ask a classmate, or ask me before or after class.

Grading Procedures:

- First semester, essays will be 55% of the grade; research paper will be 20% of the grade; all other assignments will be 25% of the grade. Second semester, all grades will be weighted equally and averaged together.
- Essays will be graded by the AP Language rubric. (see handout)
- The grade you EARN is the grade you will receive. Do not ask for extra assignments or to make up missing assignments at the end of the grading period.
- Individual student integrity is a standard of excellence for all students. Cheating will result in a "0" for all parties involved. Plagiarism is cheating. Copying is plagiarism.

Group work Procedures:

- Quickly and quietly move desks into groups
- After working, quickly and quietly return desks, lining them up on the tape at the front of the row.

Chromebook Procedures:

- Treat Chromebooks with respect.
- One row at a time, get the Chromebook with the same number as the desk that you sit in.
- One row at a time, return Chromebook to the correct numbered shelf and **plug it** back in.

Please sign and return by April 22, 2019

Student Agreement

I am familiar with the expectations of this Advanced Placement course and accept its academic challenges. I agree to organize my time and efforts to successfully complete the course. Due to the increased rigor and challenge of this course, I will notify the teacher and request help if I fall behind in class assignments or am having difficulty with course content. I understand that my success in this AP course is primarily my responsibility.

Student Name (Print)	Student Signature
Student E-mail Address	Date

Parent Agreement

I have read the description and syllabus for this Advanced Placement course, am familiar with its requirements, and agree to support and encourage my son/daughter in his/her endeavors in the course. I understand that because this is a college-level course, some material we read may contain mature content/language. I will notify the teacher immediately of any concerns I have relating to the AP class or my child's progress.

Parent/Guardian Name (Print)	Parent/Guardian Signature
Parent/Guardian E-mail Address	Date

Assignments and other useful information may be found on Google Classroom. If you would like access to this, I must have your email address to send an invitation.

Parents/Guardians:

I would appreciate your taking a few minutes to answer the following questions. Thank you very much!

1. What is the best way for me to contact you? Please provide an email address or phone number.

2. Is there anything helpful for me to know in teaching your child(ren)?