

Advanced Placement English Language and Composition

2019-2020

Mrs. Elaine Bell

School email: ElaineBell@HartlandSchools.us

Direct Classroom Telephone number: 810-626-2348

Conference Period: 3rd hour

Room 306

Class Website Address: <http://mrsebell.weebly.com/>

Google Classroom will be utilized for due dates, copies of assignments and readings. Students must use their Hartland school email to access Google classroom.

Google Classroom class code: _____

TurnItIn.com Class IDs and passwords: _____

Course Description

An AP English Language and Composition course cultivates the reading and writing skills that students need for college success and for intellectually responsible civic engagement. The course guides students in becoming curious, critical, and responsive readers of diverse texts and becoming flexible, reflective writers of texts addressed to diverse audiences for diverse purposes. The reading and writing students do in the course should deepen and expand their understanding of how written language functions rhetorically: to communicate writers' intentions and elicit readers' responses in particular situations.

Big Ideas and Enduring Understandings

The big ideas serve as the foundation of the AP English Language and Composition course and enable students to create meaningful connections among course concepts. They are threads that run throughout the course, and revisiting them and applying them in a variety of contexts helps students to develop deeper conceptual understanding.

Below are the big ideas of the course, along with the enduring understanding associated with each one:

RHETORICAL SITUATION (RHS) Enduring Understanding RHS-1: Individuals write within a particular situation and make strategic writing choices based on that situation.

CLAIMS AND EVIDENCE (CLE) Enduring Understanding CLE-1: Writers make claims about subjects, rely on evidence that supports the reasoning that justifies the claim, and often acknowledge or respond to other, possibly opposing, arguments.

REASONING AND ORGANIZATION (REO) Enduring Understanding REO-1: Writers guide understanding of a text's lines of reasoning and claims through that text's organization and integration of evidence.

STYLE (STL) Enduring Understanding STL-1: The rhetorical situation informs the strategic stylistic choices that writers make.

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Course Skills

Throughout the course, students will follow the pattern of reading others' arguments and then writing their own. Students will analyze what makes others' arguments convincing or confusing, engaging or dull, persuasive or powerless. They will then turn to the act of composition themselves, seeking to emulate effective argumentation they have encountered in their reading and analysis.

Course Goals

Upon completing the course, students should be able to:

- analyze and interpret samples of good writing, identifying and explaining an author's use of rhetorical strategies and techniques;
- apply effective strategies and techniques in their own writing;
- create and sustain arguments based on readings, research and/or personal experience;
- demonstrate understanding and mastery of standard written English as well as stylistic maturity in their own writings;
- compose in a variety of genres and contexts, both formal and informal, employing appropriate conventions;
- produce expository and persuasive arguments that introduce a complex central idea and develop it with appropriate, specific evidence, cogent explanations, and clear transitions.
- move effectively through the stages of the writing process, with careful attention to inquiry and research, drafting, revising, editing, and review.
- analyze, summarize and synthesize the texts they encounter to create rhetorical analysis, synthesis essays, and argumentative essays.
- use and understand vocabulary and sentence structure in the context of literature to successfully manage unfamiliar language in a variety of disciplines.
- explore and analyze a variety of visual literacy sources in order to analyze purpose, audience, exigence and word choices.

Periodic Assignments: The following activities and assignments will recur regularly throughout the year

- Regular practice with MC passages and all three free response essay types (timed)
- Free response writing about the rhetorical situation using close reading strategies, Reading Log and RA questions
- Prompt writing, which develops students' abilities to identify the questions that texts pose, to select texts that are appropriate for different tasks, etc.
- Information Literacy investigation of different source types—popular and academic, social science; humanities, and science—and sites, such as databases, think-tanks, organizations, and media.

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- Diction, Syntax, Grammar, Punctuation, and Usage practice in the context of the student's own writing and that of the model texts we study.
- Visual/Digital Literacy development activities that may include creating graphs, tables, and timelines that complement the author's argument as well as pairing print texts with visuals, which are explicated in print.
- Socratic Seminars and in class discussion, small group discussion and presentations to the entire class.

Formal Assignments: All formal writing assignments will include a reflective writing component, which requires students to plan, revise, self-evaluate, peer edit and conference. Formal writing assignments will be heavily weighted and require careful revisions and reflection using the writing rubrics.

- Rhetorical Précis Introduction and Conclusion paragraphs
- Rhetorical Analysis, Argument and Synthesis timed essays
- Formal essays taken through the entire writing process
- AP MC quizzes and tests
- Formal presentations and projects

Grades, Late work, Attendance, and Class Procedures

Academic integrity means **honesty** and **responsibility** in scholarship. **Academic** assignments exist to help students learn; grades exist to show how fully this goal is attained. Therefore all work and all grades should result from the student's **own** understanding and effort. Plagiarism of written work from the internet, other sources, or other students will result in the student receiving a zero on the assignment and a written discipline referral for cheating. The same policy applies to tests and quizzes where students look at other students' answers with the intention of copying their answers.

HHS progress reports will be mailed home at the completion of every marking period (*every six weeks*), with grade up-dates for all classes. Individual progress reports, detailing this class, will not be sent home. Students and parents have regular access to a detailed and up-to-date grade book for this class through the use of MiStar. It is the student's responsibility to utilize MiStar for information about current class grade and missing assignments – this information will not be available in class.

Missing assignments (not turned in by the student) in this class will be coded as such, with a blank –the gradebook will indicate that the assignment is not graded if the blank score is not a missing assignment. A blank field calculates as a zero in my grade book.

Grading Scale:

At Hartland High School we are bringing more consistency and accuracy to the academic marks we provide for students. All HHS teachers are engaging in a simple and easy-to-understand grading and reporting scale (the 4-point scale), which is consistent with GPA scales and what colleges use.

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How it Works:

In class, students will be graded on the following scale:

4.0 - A	3.7 - A-	3.3 - B+	3.0 - B	2.7 - B-	2.3 - C+	2.0 - C	1.7 - C-
1.3 - D+	1.0 - D	0.7 - D-	0.3 - E	0.0 - No Attempt			

In MiSTAR, you will notice that all grades in the grade book are represented by a number as shown above. These numbers represent the grade your student received on the assignment.

Every assignment/quiz/test/essay/presentation/etc. will be weighted, based on its overall level of "importance" in terms of amount of work required and necessity of mastery. In Mrs. Bell's grade book you will see "assignments" weighted in the following five categories (the higher the percentage, the more that score impacts your student's overall/total class grade - this is also an indication of the level of "importance" of assignments):

Practice 5% Diagnostic 10% Formative 15% Application 30% Summative 40%

Absences and Late work:

If you are absent on the day of a test or quiz, you will make it up after school on the following Wednesday or during club time on Friday. Failure to make up a missing assessment within one week of the original test date will result in a zero. Extended excused absences will be dealt with on a case by case basis to schedule a reasonable make-up time.

If you are absent the day before a test or review day but in school on the day of the test, you will still be required to take the test/quiz/ assessment on the assigned day.

Writing is a fundamental skill and integral part of this course. All writing you turn in should be your own work as per the district's plagiarism policy. ****Late formal papers will receive reduced credit and are only accepted within two days of the original due date. Late papers will not be eligible for revision.**

Homework and Reading:

You are encouraged to do your best on every assignment and avoid procrastination. Homework is assigned nightly with staggered due dates. You must be organized and keep track of upcoming due dates through Google Classroom and your own planner/calendar. Skimming or reading the SparkNotes summary simply will not suffice, so I advise that you avoid using those types of shortcuts. I want to know what you think about a text, not what the internet says.

- Late HW is not accepted for credit. However, I am aware that obstacles arise. Each semester, you are allowed one late hw without penalty.
- Absences DO NOT excuse you from homework: Any class notes and assignments are posted to Google Classroom daily; you are expected to check it regularly. *Please see me concerning lengthy absences or emergencies.

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Class Expectations:

In order to encourage intelligent discussion and debate, it is critically important that you all feel comfortable sharing your opinions and insights. Refrain from any behavior that will prevent your teacher from teaching or other students from learning. In accordance with the guidelines set forth by the College Board, AP English Language and Composition focuses on a range of texts that, by critical consensus, demonstrates superior literary merit. All texts are college-level reading for mature, discerning students. Many of our texts will deal with sensitive topics. Please let me know if you are uncomfortable with a certain topic, so we can discuss an alternative.

Resources will include non-fiction essays, speeches, articles, memoirs, advertisements, poems, films, photographs, and artwork from a variety of sources.

Class Textbook:

Your “textbook” is located through the *Google Classroom* website. You will not have a set book to bring each day, rather you will be asked to print copies of assigned readings and bring handouts daily to class for use in the classroom.

You will be required to complete reading in this class almost daily, and will be required to access some of that material yourself (hard copies will not be distributed for every reading assignment).

It will be an extremely rare instance that an assignment will be assigned with a due date of the very next school day (although this will occur on occasion). Therefore, not only will it be very important for you to effectively time manage, it will also be important for you to remain cognizant of upcoming reading assignments that should be accessed from the internet. You will find it much more to your advantage to not just read these pieces, but to also have hard copies of them available to you for completing assignments and referring to during class discussions.

In short, you will always be given adequate time to acquire hard copies of your reading assignments. Since internet services are always available in this building, and you are permitted to print all necessary materials on campus, there are no acceptable excuses for lack of material acquisition and assignment completion. There will not be a printer in class for your use, so you will need to use a computer lab or the media center if you are not able to print materials at home.

THE FOLLOWING Suggested MATERIALS ARE RECOMMENDED FOR CLASS NO LATER THAN NEXT Monday, AUGUST 26th:

*If you are unable, for ANY reason, to acquire these items, please see me no later than Friday, August 30th. I will happily and without judgment, provide you with all of the following. You may see me in my classroom before or after school.

- One- two or three inch three-ringed binder,
- at least twelve dividers (*with or without pockets – this is your preference*),
- several pencils,
- several erasers,
- several highlighters,
- notebook paper or notebook
- several blue and/or black ink pens.

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Please return only the signed portion of the syllabus below, due on or before **Tuesday, August 27.**

Student's Name (print): _____ Class Hour: _____

"I have read and understand the rules and expectations of *the HHS 2019 – 2020 Advanced Placement English Language and Composition Course*":

Student's Signature: _____ Date: _____

"I have read and discussed the HHS 2019 - 2020 *Advanced Placement English Language and Composition* Syllabus with my child, and am familiar with the expectations being placed upon him/her for this school year."

Parent/Guardian's Signature: _____ Date: _____

**All parent/guardian contact information is available to your student's teachers, counselor, and administrators through MiStar. Please confirm, through MiStar, that your information is current. If you would like me to contact you (if the need arises) through a different e-mail address or telephone number than the one(s) recorded on MiStar, please e-mail me with this information at ElaineBell@hartlandschools.us.*

Mrs. Bell
Hartland High School 2019-2020
Movie Policy Permission Slip

Hartland High School policy requires permission to show PG and PG-13 videos for educational purposes. On occasion, videos and/or video clips will be shown in class to enhance AP English Language and Composition class. If you are uncomfortable with your student watching videos, please indicate below.

_____ I give permission for my son/daughter to watch PG and PG-13 video/video clips to enhance the curriculum.

_____ I DO NOT give permission for my son/daughter to watch PG and PG-13 video/video clips to enhance the curriculum.

Student's name Printed _____

Parent/Guardian Signature _____ date _____