

Advanced Placement English Language and Composition DE (4291900)

Syllabus 2018-2019

Trevor G. Browne High School

Grade 11

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Stephanie Burke

Credits: 1

Prerequisite: Pre-AP 1-2H/1-2, Pre-AP 3-4H/3-4

Course Description

The AP English Language and Composition course focuses on the development and revision of evidence-based analytic and argumentative writing, the rhetorical analysis of nonfiction texts, and the decisions writers make as they compose and revise. Students evaluate, synthesize, and cite research to support their arguments. Additionally, they read and analyze rhetorical elements and their effects in nonfiction texts—including images as forms of text—from a range of disciplines and historical periods.

College Course Equivalent

The AP English Language and Composition course aligns to an introductory college-level rhetoric and writing curriculum.

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. This pattern will be repeated in every unit of the course, ensuring students are moving back and forth between analysis of the arguments they read and composition of their own arguments.

For more information about this course and the AP exam, visit this site on AP Central:

<https://apcentral.collegeboard.org/courses/ap-english-language-and-composition/exam>

Dual Enrollment

Students have the opportunity to earn college credit via Grand Canyon University's Dual Enrollment program. Students must have a 3.0 unweighted GPA or higher to qualify. Students must apply to GCU and take a placement exam. Credits transfer to all universities that accept transfer credits.

Materials

A willingness to learn

Loose-leaf, lined white paper

Pens (black or dark blue)

Pencils

Highlighters (green, yellow, pink)

Folder and/or binder to keep class work

Everything's an Argument (check out from TGB's bookstore)

Trevor G. Browne's student planner

Any other materials, as required by instructor

Technology

We will be regularly using Microsoft Teams and Outlook for this course in addition to various websites including Khan Academy, AP Classroom, and Turnitin.

Grading system

The semester grade will count as 90% of your overall grade. The final exam will count for 10% of your overall grade.

Weights for term grades:

70% Summative Assessment (tests, essays, projects, presentations)

30% Formative Assessment (class work, homework, drafts, participation in activities)

Students and parents are encouraged to check student grades using StudentVue or ParentVue links available via Phoenix Union High School District's homepage:

<http://www.education/district/district.php?sectionid=1>

In addition, parents will receive progress reports via parent portal (ParentVue).

Decimal point scores will be rounded to the nearest tenth. 89.5% is an A. 89.4% is a B.

A = 90% and above

B = 80-89%

C = 70-79%

D = 60-69%

F = 59% and below

*Accommodations and modifications will be included per IEP or 504 plan

Academic interventions

As a college-level course, students will be expected to maintain at least a C in the course. Students with a grade of 69.4% or lower will be required to attend my Advisory for make-up work, rewrites, and/or tutoring until their grade is at least 70%.

Title 1 Program

Academic tutoring and test preparation are available to all students. Additional support for passing classes and graduating on time is the intent of these services. Support through Title I funding is available in the areas of: math, reading and English. If interested, please contact the Principal, Ms. Stephanie Streeter or Assistant Principal for Instruction, Mr. Tad Roeder for additional information at 602-764-8517.

Senior Notice (Graduation Qualification Date)

The last day for seniors to complete and submit assignments to qualify for graduation is **May 15, 2020**.

Attendance

Students may fail the class for the semester in any course, when reaching a total of 12 excused/unexcused absences and after school-documented interventions have been exhausted. (Student Procedures Handbook)

“Absent” is defined as nonattendance in an assigned class or activity for more than one-half of the period. (PUHSD Governing Board Policy J-1561 JHR)

Tardies

Because entering the class after the bell is disrespectful to the instructor and disruptive to the learning environment, I expect that students will arrive to every class on time, and be in her/his designated classroom when the final tone of the last bell rings. Work missed due to an unexcused tardy cannot be made up.

“Tardy” is defined as not being in the assigned class or activity when the tardy bell has finished ringing. (PUHSD Governing Board Policy J-1561 JHR)

Make-up work

In the case of an excused absence students have the opportunity to make up work for full credit. For full credit, make-up work must be turned in *within the same number of days absent*. If the absence is planned, I advise that you ask for make-up work prior to the absence. In an emergency, I recommend that you

email me or ask me for make-up work the day that you return to class. Make-up work may involve coming to my Advisory class.

Teacher availability

For personalized attention, please see me during Advisory time, or send me an email.

Academic Honesty

Plagiarism is when you take someone else's work and present it as if it were your own. Plagiarism is not acceptable and is not tolerated. All sources must be cited. If in doubt, ask me.

Papers will be submitted to the plagiarism software, *Turnitin.com*. Papers that must be resubmitted due to plagiarism after the due date may not earn full credit.

Violations of this copyright/plagiarism notification are subject to the discipline measures outlined in the PUHSD Student Handbook.

AP English Language and Composition is designed to provide students with writing, rhetorical, and research skills necessary for success in future academic endeavors. Therefore, students who plagiarize, above all, cheat themselves out of intellectual and academic growth. Remember, when you take the AP exam, YOU are your only resource.

Electronics

All electronics must be turned off and out of sight during class, with the exception of using technology in order to enhance learning, for example, using an online dictionary and/or thesaurus. Please respect the learning environment and ask for permission before utilizing electronic devices. Repeated offenses will result in the discipline measures outlined in the Student Handbook.

Classroom Etiquette

The class is an academic environment. As such, I expect that you will be fully engaged in the education process.

- One person speaks at a time. The teacher has priority.
- Be attentive and engaged in the AP English Language and Composition curriculum.
- Be prepared for class by critically analyzing the assigned reading and completing your writing assignments.
- Bring all required materials.
- Use respectful language and gestures.

You will be participating in peer reviewing and editing, and sometimes I will place exceptional papers on the wall for display. Consequently, keep in mind that all writing will be considered "public." Choose topics that you will feel comfortable sharing with others.

AP English Language and Composition exam
May 13, 2020

Please read, sign, and detach this page.

Student

By signing below, you accept and agree to the guidelines outlined in this syllabus. I understand that the instructor reserves the right to make changes to this syllabus at any time and that verbal notification of changes will be given during class.

Name (print clearly): _____ ID# _____

Student Signature: _____ Date: _____

Parent/guardian

By signing below, you acknowledge your understanding of the above guidelines and grant your permission for your student to participate the described coursework in the English classroom.

Name (print clearly): _____ Date: _____

Parent Signature: _____

Any notes or comments from parents are appreciated. Thank you.
