

AP Language & Composition 2018/2019

Ms. Bolinger

Email: jbolinger@rochester.k12.mi.us

Conference Period: 2nd hour

Course Overview

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

Flexible, reflective writers 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.

The course cultivates the rhetorical understanding and use of written language by...

Directing students' attention to writer/reader interactions in their reading and writing of various formal and informal genres (e.g., memos, letters, advertisements, political satires, personal narratives, scientific arguments, culture critiques, research reports).

Reading and writing activities in the course also...

Deepens students' knowledge and control of formal conventions of written language (e.g., vocabulary, diction, syntax, spelling, punctuation, paragraphing, genre). Helps students understand the use of these formal grammar conventions may contribute to the effect of a piece of writing in a particular rhetorical context. (CollegeBoard AP)

Texts and Supplies:

The Language of Composition, Shea, Scanlon & Aufses

Julius Caesar, Shakespeare

50 Essays, Cohen

Black Dog of Fate, Balakian

Supplies:

- A dedicated binder for organizing all of your "stuff"
- Lots of highlighters and pens in different colors
- Sticky notes for annotating school texts without getting fined
- This is a BYOD (bring your own device) class—We aren't guaranteed access to the school's ancient computers, so you may have to resort to hand-writing like the pilgrims did in ye olde days. Therefore, you are welcome to bring your own device for writing and research work.

Course Outline

Unit 1: Introduction to the Course & Rhetorical Analysis

- Socratic Seminar: Summer Reading
- Introductions to Rhetoric
- Close Reading and Analysis

Assessment: Close Reading of a student-chosen text

Unit 2: Argumentation

- Argument Structure & purpose
- Lines of reasoning
- Weak logic/fallacies
- Read *Julius Caesar*

Assessment: Argumentative Speech Presentation

Unit 3: Memoir

- Elements of memoir
- Read *Black Dog of Fate*

Assessment: Write personal memoir episodes

Unit 4: Synthesis

- Synthesizing multiple texts into an argument
- APA citation & style guide

Assessment: Synthesis Prompt & Researched Argument

Unit 5: Satire

- Close reading of satire
- Development and critique of satire

On-going (Introduced at the beginning of the year and carried throughout the entire year)

- Grammar & Style Notebooks
- Genius Notebooks
- Argument Notebooks
- AP Fridays—practice tests & debriefing
- Socratic seminar

Classroom Expectations

Student Responsibilities

1. Read critically.
2. Write consciously.
3. Speak clearly.
4. Take intellectual risks.

Classroom Procedures

Seating Chart

We are expected to sit in our assigned seat every day, unless otherwise instructed. We will receive a tardy or absence if we are not sitting in our assigned seat when the bell rings (or actively trying to get to our seat).

Cell phone/iPod/MP3 player policy

Technology both supports and hinders instruction. Teacher permission must be obtained prior to using a technological device of any kind in class. Taking pictures without permission is prohibited and violates the academic integrity code.

Honor Code and Honesty

I have high expectations for students, and hope that students have equally high standards for themselves and their classmates. Students are reminded that all work that they do must reflect their own efforts and ideas. Work from other sources – whether from research or your classmates--must be credited accurately.

Plagiarized or copied work, in ANY part of an assignment, will receive a grade of 0/E for the entire assignment and a disciplinary referral. All assignments are to be done individually unless instructions indicate otherwise.

Late Assignment Policy

No assignment turned in late will receive full credit. However, we will be able to receive partial credit. For homework assignments turned in up to one week late, we can receive 50% credit. For major assignments, our grade will be reduced by 10% for each day it is late. If we are in the building at ANY time on the day that a major assignment is due but we are not in class, the assignment is still due on the assigned due date. If the assignment is turned in the next day, it will be considered late.

Academic Expectations and Grading

Calculating Grades: Grades will be based on a total points scale. I will follow the grading policies laid out by Rochester Community Schools. Semester Grades will be calculated using the following percentages:

Marking Period 1: 45% Marking Period 2: 45% Final Exam: 10%

The grading scale for this class is the same as the Rochester Community Schools High School Grading Policy.

100-93 is an A	76-73 is a C
92-90 is an A-	72-70 is a C-
89-87 is a B+	69-67 is a D+
86-83 is a B	66-63 is a D
82-80 is a B-	62-60 is a D-
79-77 is a C+	59-0 is an E

Our Group Norms

1. You can always ask for help.
2. Your explanation/reasoning is more important than the “right” answer.
3. You can always change your ideas based on evidence and reasoning.
4. You can always connect to someone else’s idea.

Attendance

If you miss class because of family trips, sports tournaments, field trips, college visits, etc. you will NOT receive extra time to make up work. Your junior and senior years are full of fun events, but they do not exempt you from your responsibilities in this class. Plan ahead so that you have time to do your assignments AND have fun too.

Late work because of absences will ONLY be accepted following the district guidelines. Those guidelines, which are also listed in the student planner, state:

1. It is imperative that the individual student contacts each teacher on the first day after an absence to receive/review make-up work.
2. A student absent only on the day of a quiz/test should be prepared to take it the next day unless the teacher chooses to administer it at a later date.

3. Assignments will not be accepted after an **UNEXCUSED ABSENCE**. Tests and quizzes may not be taken after an **UNEXCUSED ABSENCE**. (This means that if you skip class on the day a paper is due, you will receive a ZERO on that paper!)

4. Pre-announced special assignments, tests, quizzes, and homework are due on the day scheduled, even if a student is absent the day before assignment is due.

5. If a major assignment is due, and a student is present any part of the day, the student is responsible for seeing that the major assignment is turned in to the teacher on the due date. (This means that if you get “called out” for an hour, you still have to turn your work in!)