



AP Language & Composition



Course Syllabus 2022/2023

Exam: Tuesday, May 09, 8 A.M., 2023

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Course Overview

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 mostly nonfiction texts—including images as forms of text—from a range of disciplines and historical periods.

(The College Board, 2019, p. 7)

Course Goals

- ❖ Cultivate the reading and writing skills that students need for college success and for intellectually responsible civic engagement.
- ❖ Guide 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.
- ❖ Deepen and expand understanding of how written language functions rhetorically: to communicate writers' intentions and elicit readers' responses in particular situations.

(The College Board, 2019, p. 11)

Course Objectives

The College Board's 2019 framework for English Language & Composition is broken into four categories; each category includes reading and writing expectations.

Rhetorical Situation	Claims and Evidence	Reasoning and Organization	Style
Reading: Explain how writers' choices reflect the components of the rhetorical situation. Writing: Make strategic choices in a text to address a rhetorical situation.	Reading: Identify and describe the claims and evidence of an argument. Writing: Analyze and select evidence to develop and refine a claim.	Reading: Describe the reasoning, organization, and development of an argument. Writing: Use organization and commentary to illuminate the line of reasoning in an argument.	Reading: Explain how writers' stylistic choices contribute to the purpose of an argument. Writing: Select words and use elements of composition to advance an argument.
Big Picture	Big Picture	Big Picture	Big Picture
Individuals write within a particular situation and make strategic writing choices based on that situation.	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.	Writers guide understanding of a text's reasoning and claims through that text's organization and integration of evidence.	The rhetorical situation informs the strategic stylistic choices that writers make.

(The College Board, 2019, p. 19)

Course Requirements

The nature of AP course work demands rigorous performance standards; students should expect to spend at least five hours reading, writing, and studying outside of the classroom each week. Instructional time will be spent practicing the skills needed, such as close reading and rhetorical analysis, and engaging in peer/teacher conferencing and revision of writing assignments.

Types of Assignments

Students will use multiple tools in order to achieve success in this class; these include but are not limited to the following: notebooks/journals, computers, and portfolios. Journals will hold discussion notes, written responses to readings, and quick writes. A language binder will include sections for vocabulary lists, grammar/syntax, literacy resources, and assignments (class, homework, and projects). Non AP practice test essays are typed and submitted digitally. Students will maintain an AP portfolio for goal setting and evaluation. Examples of assignments and tasks are listed here.

1. **Quick Writes:** Most classes include an independent quick write on the day's topic.
2. **Written responses to readings:** Students will individually answer questions of meaning, strategy, and language in their journals on the assigned reading.
3. **In-class readings and discussion:** Students are encouraged to take notes on class discussions of readings that may be used for their own written responses and essays. Leading classroom discussions will be modeled and practiced for students as well.
4. **Vocabulary development:** During readings, students will keep a list of words they do not understand in order to discern their meaning from context, morphologies, and dictionaries.

5. **Grammar/Syntax:** Students will evaluate authors' writing and revise their own writing.
6. **Writing pieces:** Students will write several formal essays every quarter. Prewriting strategies, drafting, editing (self/peer/teacher), and revision will apply to the writing process for the student to produce high quality work. Every quarter, students will present their best work to the class.
7. **Alternative text:** Students will periodically produce non-print text such as film, photography, and other visual art or graphics.
8. **Research and presentation:** Each quarter will include independent research projects with cited papers (MLA) and multimedia presentations.
9. **Extended Texts:** Each quarter students will read, analyze, and present explications of longer texts.
10. **Quizzes:** Students will take biweekly quizzes covering vocabulary, grammar, composition, and analysis.
11. **ACT Practice tests:** Each quarter students will practice multiple-choice questions from practice ACT exams.
12. **Research Paper:** Throughout the year, students will research a subject and build an in-depth and cohesive research paper.
13. **Practice AP tests:** Each quarter students will practice multiple-choice and essay questions from previous AP exams. These will be evaluated via The College Board standards but graded in an adapted form.

Daily Materials Needed:

<ul style="list-style-type: none"> ● AP L&C Exclusive 3 Ring Binder (2 Pocket) 	<ul style="list-style-type: none"> ● Hardback Composition Book (MUST HAVE)
<ul style="list-style-type: none"> ● Flash Drive 	<ul style="list-style-type: none"> ● 1 Blue & 1 Red Ink Pen (for corrections and reflections)
<ul style="list-style-type: none"> ● 4 Highlighters (multiple colors) 	<ul style="list-style-type: none"> ● Loose-leaf, Lined Paper
<ul style="list-style-type: none"> ● #2 Pencils, Eraser, & Sharpener (and lead, if using mechanical): All written assignments will be completed in pencil for this class 	<ul style="list-style-type: none"> ● One Box of Tissue (to be given to teacher for classroom use)
<ul style="list-style-type: none"> ● Assigned Extended Read Text: <ol style="list-style-type: none"> 1. <i>Everything's an Argument</i>, by Andrea A. Lunsford, John J. Ruskiewicz, and Keith Walters 2. <i>Thank You for Arguing</i>, by Jay Heinrichs 3. <i>Narrative of the Life of Frederick Douglass</i>, by Frederick Douglass 4. <i>The Great Gatsby</i>, by F. Scott Fitzgerald 	<ul style="list-style-type: none"> ● Optional: Sticky Notes & Index Cards
<ul style="list-style-type: none"> ● All students who attended Casteel last year should have a Google Drive account for saving and printing assignments. Students are required to have an email address. 	

Assignments

All students are expected to participate actively in all assignments. The material assigned is for the student to master the skills necessary to be successful in the course. If you choose not to do the reading, not to take notes, or not to complete any of the group work or any other tasks/activities, you will be missing the practice you need to succeed in this course. This is an active participation class and you will be expected to participate. Discussion participation will be part of your grade.

- **Submission:** All assignments must be turned into your designated class file in the classroom, or your designated electronic folder if completed in digital format. You will receive specific submission directions for each assignment to be

turned in for a grade. Formal writing assignments will be submitted electronically before the assignment's due date to **turnitin.com**.

- **Late Work:** Late assignments can be submitted. However, late work will only receive 50% credit. I reserve the right to change this policy, if late work becomes a constant issue. Revisions to this policy will be on a student-by-student basis.
- **Unplanned Absences:** Students who have excused absences have at least one day every day they are absent to make up the work they missed. Excessive absences can result in the loss of a credit for the course. If your absence is excused, you will be given one additional day to complete any assignments that were given on the date you were absent. **You will not be given an extension of time for any assignments you already knew about before your absence. If you are absent on a day in which an assignment is due, and your absence is unexcused, you will receive a 50% deduction.**
- **Planned Absences:** If you know about an absence in advance, it is your responsibility to notify the teacher prior to your absence so that we may determine what work you will need to complete as make up for in-class work as well as a submission date. **Projects and homework are due before a planned absence.**
- **Make-up and/or Tutoring:** I have an open door policy. If my door is open, which it usually is, then you can come see me about late or missing work, questions, concerns or tutoring. This is an ideal opportunity for extended questions or assistance. This is when you are able to complete make-ups for quizzes and exams. This is also when you arrange for planned/unplanned absence make-up. During the regular class, my time is dedicated to instruction and support for the day's lesson.

Finals:

Finals are not given early. Absent students will receive a zero until they can take the final.

Grade Checks:

Parents and students have access to Infinite Campus to review grades and attendance at their convenience. It is the student and parent's responsibility to make sure they are set up to access Infinite Campus. If you do not know how to do that, please contact the front office for further information. You may access Infinite Campus via a smartphone or computer. Parents, if you require assistance you may ask your student to show you the electronic gradebook on his/her phone or computer. Please be vigilant in checking grades and attendance to keep up to date on your student's progress.

***The school sends quarterly progress and grade reports. The district, school, and course calendars post the dates of those reports.**

Expectations:

1. When the late bell rings, be in your seat with materials ready.
2. Bring all materials to class every day.
3. Sit in your assigned seat.
4. Follow directions the first time they are given.
5. Treat others with respect by being sensitive to other people in the classroom and their property.
6. No personal grooming during class (this includes applying makeup, fragrance, or deodorant).
7. No food or drink, other than water, allowed in the classroom

Tardy Protocol:

Students are expected to be in their seats when the bell rings and ready to learn. If a student is tardy to class teachers will follow this process to rectify students being late to class.

- a warning on their first and second offense.
- the teacher will email / call home.
- Notify Attendance Interventionist and email / call home.
- On the fifth offense, the teacher will refer the student to our Attendance Interventionist, who can work with families and assign Saturday school if necessary.

The teacher has the option to provide their own lunch detention at their discretion instead of writing a conduct referral.

Technology:

With the 1:1 technology initiative, it is the responsibility of the student to bring their fully charged laptop to school every day. Technology is a tool no different than a pencil. Like all school supplies, students are expected to have the supplies needed to learn.

Electronic Devices:

No Cell Phone Use Allowed in the Classroom. Per school policy, there are no electronic devices to be used or seen during class unless given specific instructions to use them. Before the late bell rings, cell phones must be silenced and put away, out of the sight of student and teacher. If I see your cell phone, I reserve the right to take it to the main office for your parent or guardian to pick up after school.

Discipline Protocol:

It is the expectation that students hold themselves to high standards. The teacher will address students who are not meeting these expectations. Typical classroom behaviors consequences these are they standard progression for discipline

- a warning
- a warning with a phone call
- a Parent-teacher conference
- a referral.

Our goal is to work with families to ensure that all students have a safe and focused learning Environment.

Plagiarism and Cheating:

Students who have copied the work of another student will receive a zero on that assignment, and receive an administrative referral. The student from whom the work was copied will receive equal consequences. Plagiarism is defined in the student handbook as “copying the work of another person and submitting it as your own, obtaining unauthorized or undocumented material from the Internet or other sources, or securing teacher materials or work in a dishonest way are all considered cheating”. This will be taken very seriously; please refer to the handbook for specific consequences.

This course will utilize Turnitin.com for submission of written work. Feedback for written work will mostly take place through Turnitin.com. It will be vital to your success in the course that you submit assignments to Turnitin.com promptly and view the feedback. All formal written work must be submitted to turnitin.com. Assignments not uploaded by the due date will be considered late and marked as missing in Infinite Campus. In order to receive credit for the work, you must submit it to Turnitin.com.

Turnitin.com:

Turnitin.com is also a powerful tool to combat plagiarism. Each submission you submit will be assigned an Originality Score. These scores are color-coded to indicate the degree of source material in a written work.

- Blue/Green = Sources are cited correctly = no penalty
- Yellow = Issues with originality are present = rewrite required to receive credit
- Red/Orange = Severe issues with originality are present = no credit

Diversity Statement:

All individuals have a right to an educational environment free from bias, prejudice, and bigotry. As members of the Casteel High School educational community, students are expected to refrain from participating in acts of harassment that are designed to demean another student’s race, gender, ethnicity, religious preference, disability or sexual orientation.

Online Resources:

- The College Board: AP resources, information, and assessment: <https://apstudents.collegeboard.org/>
- Merriam/Webster: All things dictionary and vocabulary: <http://www.merriam-webster.com/>

· OWL: Online Writing Lab from Purdue University: <https://owl.english.purdue.edu/owl/>

Various & Sundry: Syllabus subject to change based on College Board, district, school, instructor or class needs.

RETURN THIS PAGE TO TEACHER

The following 2 pages must be signed/initiated by parent/student and returned to AP Lang and Comp teacher.

Media:

Throughout the year, we may watch video clips and/or listen to media that support our novel studies and curriculum. All are connected to our required reading and educationally based. By initialing next to each below, you give consent for your student to participate in these viewing or listening activities throughout the school year. Please email me with any questions or concerns.

Quarter One: *Nikki Haley RNC Speech*

- Total viewing time: approx. 10 min.
- available on Youtube, amongst other platforms, and previously shown on national television
- <https://www.youtube.com/watch?v=BuCuJFwMsXw>

Rationale: Explain how multiple rhetorical choices in the video contribute to the speaker's argument, **purpose**, or message.

Parent/Guardian Initial: _____

Barack Obama DNC Speech

- Total viewing time: approx. 20 min.
- available on Youtube, amongst other platforms, and previously shown on national television
- <https://www.youtube.com/watch?v=oaalF5y2P0k>

Rationale: Explain how multiple rhetorical choices in the video contribute to the speaker's argument, **purpose**, or message.

Parent/Guardian Initial: _____

Quarter Four: *JFK Inaugural Address*

- Total viewing time: approx. 15 min.
- available on Youtube, amongst other platforms, and previously shown on national television
- <https://www.youtube.com/watch?v=PEC1C4p0k3E>

Rationale: Explain how multiple rhetorical choices in the video contribute to the speaker's argument, **purpose**, or message.

Parent/Guardian Initial: _____

The Great Gatsby (2013)

- Total viewing time: Multiple clips throughout movies lasting approx. 15 min. each
- Rated PG 13. Copyright protected

Rationale: This will also help to fulfill our standard: (9-10.RL.7): Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment.

Parent/Guardian Initial: _____

AP English Language & Composition Course Syllabus – Signature of Agreement Required

I, _____ understand and agree to all items addressed in this syllabus.
(print student first and last name)

I also clearly understand that it is my responsibility to stay informed of the grade I have in this class and keep my parent/guardian informed of my grade.

(student signature) _____
(date)

Seen and read by _____
(parent/guardian signature) _____
(date)

Parent/Legal Guardian: So that I may contact you, please provide me with the information below:

Student's Full Name: _____

Parent/Legal Guardian Name: _____

Relationship to student: _____

E-mail address that you actively check: _____

Phone Number: _____ Circle Type: Cell Work Home

Preferred method of contact (email or phone?) _____

Comments/concerns/anything you would like me to know about your student: