Liberty High School 2017-18
AP Language and Composition Fall Semester

Course Summary and Goals
AP English Language and Composition is designed to be a challenging, rigorous, college-level course that helps students become skilled readers of prose written in a variety of periods, disciplines and rhetorical contexts, and in becoming skilled writers who can communicate with mature readers and who can write for a variety of purposes. Since American literature is an Issaquah School District requirement at the junior year, we will prepare for the APLC exam by studying mostly American authors. This course is based on the national APLC curriculum developed by College Board (www.collegeboard.com).

As a result of our work together this year, students will:

- Analyze and interpret samples of good writing, identifying and explaining an author's use of rhetorical strategies and techniques (AP Central);
- Apply effective strategies and techniques in their own writing (AP Central);
- Create and sustain written and oral arguments based on readings, research, and/or personal experience (AP Central);
- Review grammar, usage and mechanics rules of standard American English to prepare for the AP exam/SAT exam and to improve writing mastery;
- Write for a variety of purposes and in a variety of modes;
- Demonstrate understanding of the conventions of citing primary and secondary sources (AP Central);
- Become better listeners and more constructive members of working groups;
- Improve presentation and public speaking skills
- Evaluate and incorporate reference documents into researched papers (AP Central);
- Move effectively through the stages of the writing process, with careful attention to inquiry and research, drafting, revising, editing, and review (AP Central);
- Become familiar with many of the best-known texts, characters and writers of American Literature, thereby increasing their cultural literacy and deepening their understanding of the American identity.

Fall Semester Units
Unit 1: The Power of Persuasion 1: Analysis of Visual Rhetoric
Unit 2: The Power of Persuasion 2: Analysis of Written Rhetoric
Unit 3: Individuality, Conformity and Society

Spring Semester Units
Unit 4: Humor and Satire as Protest
Unit 5: The American Dream and The Land of Opportunity
Unit 6: The Mosaic of Modern American Voices

We will read authors who appear in our American literature anthology as well as a number of columnists or essayists who have previously appeared on the AP test or whose work appears in college composition textbooks or current publications. Since we will move thematically through American literature, expect to see writers from several different time periods within each unit.
Films: *Good Night and Good Luck*  
*The Crucible* 2007 (clips only)  
Other clips from movies, advertisements, Ted Talks, YouTube, etc. which have application to the study of rhetoric and/or American literature

**Grades**  
Grades will be weighted as follows:

- 70% Assessment: Writing/Exams/Projects/Presentations/Essays
- 15% Practice: In-class and at-home practice
- 7.5% Semester Project: Weekly Reader Response Project (see handout)
- 7.5% Participation (points awarded each grading period)
  - Critical contributions to large group discussions
  - Critical contributions to small group discussions/tasks
  - Student initiated paper/improvement conferences with teacher
  - Behavior that enhances rather than detracts from the learning of others

**Grading Scale**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>93% or higher</td>
</tr>
<tr>
<td>A-</td>
<td>90% - 92.99%</td>
</tr>
<tr>
<td>B+</td>
<td>88% - 89.99%</td>
</tr>
<tr>
<td>B</td>
<td>83% - 87.99%</td>
</tr>
<tr>
<td>B-</td>
<td>80% - 82.99%</td>
</tr>
<tr>
<td>C+</td>
<td>78% - 79.99%</td>
</tr>
<tr>
<td>C</td>
<td>73% - 77.99%</td>
</tr>
<tr>
<td>C-</td>
<td>70% - 72.99%</td>
</tr>
<tr>
<td>D</td>
<td>68% - 69.99%</td>
</tr>
<tr>
<td>D+</td>
<td>58% - 67.99%</td>
</tr>
<tr>
<td>F</td>
<td>57.99% or lower</td>
</tr>
</tbody>
</table>

**Grade Rounding**  
If a student is within .25% of the next letter grade, his or her grade *may be* rounded at the end of the semester. This is based on student participation and contributions to class discussions/learning.

**Maintaining Your Status in the Class**  
At the major grading periods (quarter and semester), students must be earning a D in order to continue in the course without a parent conference.

**Late Work**  
Assignments will not be accepted late, not even for reduced credit. If you come to class without these assignments, you will receive a zero. You receive two late passes per semester. Please write “late pass” on the top of your paper when you turn it in. These passes allow you to turn in work up to one week late. There is no extra credit for unused late passes. Use them wisely.

**Make-up Work**  
If you are absent on the due date and your absence is *unexcused*, your work will not be accepted.  
(District policy)  
If your absence is *excused*, your work is due the one class period after you return. Exceptions will be made for an extended illness. In this case, the student and I will determine an acceptable due date.

**The Importance of Communication**  
It is important for students to understand their responsibilities and to accept the consequences of their decisions. For this reason, my late work and make-up policies are fairly strict. I do understand, however, that many students live complicated and sometimes difficult lives. If you are having trouble keeping up, *please talk with me individually*. Parent phone calls and emails are also welcome, but I prefer to first communicate with students.
If I know what’s going on, we may be able to work something out. However, it is not appropriate to wait until two weeks before the end of the semester or right before athletic grade checks to have this type of conversation with me.

**Expectations**

This is a college course. More independent work and initiative will be required for you to succeed in this course. Please expect to do an average of .5-1.5 hours of homework (especially close reading) between each of our classes. Come prepared each day to discuss and participate intelligently.

**English Department Plagiarism Policy**

Plagiarism: Taking another person’s work or ideas as your own.

Academic Integrity: An important aspect of your education is being able to show what you understand and know. Your grades and schoolwork should reflect your work, not the work of other students and experts. When you use others as sources in your work, you must give them the credit they have earned by properly citing their ideas. Your teacher will guide you in deciding when and how to use sources in your schoolwork.

**Examples of Plagiarism:**

1) Copying full essays or portions of essays from another source such as the internet, books, literary aids, or other students (word-for-word plagiarism).
2) Paraphrasing someone’s ideas (from the internet, books, literary aids, other students, or other sources) without giving them credit (paraphrase plagiarism).
3) Using key words, phrases or concepts from a source without giving credit (spot plagiarism).

**Aiding Plagiarizers:** Giving your work to a person who intends to plagiarize also violates the plagiarism policy. If we notice that two students’ writing assignments (even minor assignments like reading responses) are substantially the same, neither student will receive credit. Don’t allow anyone to copy your work. I will let you know when we are working in groups, and it is OK to have the same answers as your classmates. Assume it is not OK unless I tell you.

**Consequences:**

**First Offense** – You will receive a 0 on the assignment. You will be written up, sent to administration, and the violation will go into your permanent school record.

**Second Offense** – You will receive an F in the course. The violation will go into your permanent school record.

**Pet Peeves**

- Cell phone at inappropriate times during class
- Doing homework for another class during our class time
- Distracting other students
  *** Please avoid these***

(Cut Here)___________________________________________________________________________

**Signatures** – To earn 5 English points for doing hardly anything (😊), return this syllabus on the second day of class.

Signing below acknowledges that you have read and understand the course policies of AP English 11.

_____________________________________ (student name; please print)  ____________ (date)

_____________________________________ (student signature)  ____________ (date)

_____________________________________ (parent signature)  ____________ (date)