***2018-2019 AP Language and Composition and Honors American Literature***

**Course Syllabus**

**Mrs. Forbes**

[**Brandy.forbes@cobbk12.org**](mailto:Brandy.forbes@cobbk12.org) **Room 2211 (770) 975-6503 ext. 7012211**

**AP English - Language and Composition**

*Advanced Placement English Language and Composition* engages students in the practice of reading a variety of texts with the purpose of performing rhetorical and argumentative analysis. This course is composed of three distinct sections, each preparing the student to pass the AP test in the spring. Be assured, this is not just a test prep course; we will also examine many of the seminal works from American Literature. One might say

that this is a class that focuses on the nuances of rhetorical analysis with an American Literature theme. While our larger goal is to develop analytical readers and cogent writers, there are several specific goals for this course as well.

**AP Language Goals:** (The following are representative of the course requirements set by the College Board)

1. Learn to write in several forms (narrative, analytical, persuasive), about a variety of subjects (canonical texts, pop culture, personal experiences, and so on) and through several writing stages (pre writing, drafting, peer editing, conferencing, revising). Students will write several timed essays and well as processed drafts.
2. Learn to read non-fiction and fiction through a rhetorical lens. Students will engage in an analysis of style, authorial intent, and rhetorical strategy. Students will learn to identify and evaluate a variety of argumentative techniques used by authors and speakers.
3. Learn to analyze and evaluate images as texts. Students will engage in projects which require application of the rhetorical, analytical skills they learned reading prose fiction and non-fiction to pictures and advertisements.
4. Learn to use MLA citation properly in the process of writing a formal research paper. In the process of writing a major research paper, students will learn to develop valid research questions and sub questions, evaluate research materials for validity, construct an annotated bibliography, cite texts appropriately, and paraphrase accurately.

**Curriculum (Semester Course)**

The following elements of curriculum will be taught for AP Language over the course of the semester.

* Synthesis, analytical and argumentative essays
* Revision (stages of revision, reasons for revision, and teacher/student revision)
* Journal writing, writing in context, and formal and informal writing techniques
* Prose and genre analysis
* Nonfiction reading opportunities (to support the elements of rhetoric and linguistic style)
* Visual and graphic text
* MLA format (and recognition of other standard formats)
* Vocabulary

**Texts:**

1. The following texts will be used primarily for American Literature pieces

Writing America: Language and Composition in Context AP Edition

Patterns for College Writing: *A Rhetorical Reader and Guide*

*They Say/I Say*

*Narrative of the Life of Frederick Douglass*

*Of Mice and Men*

*The Great Gatsby*

*A Raisin in the Sun*

1. A rich array of pre and post 20th century pieces will be analyzed throughout the course. While this material is supplemental, it serves a primary purpose in teaching the reading and writing strategies necessary for success on the AP Language exam.

**Writing Expectations:**

1. Students will devote a number of classroom hours to the requirements of the AP writing exam. An in-depth examination of the prompts and the rubrics of released AP exams will be required of students during the course of the class.
2. As students become acclimated to the style and format of the prompts, students will focus more on constructing their own essays. Timed essays will be a part of the summary evaluation.
3. Students will work individually and in small groups to effectively learn the AP testing strategies.
4. Students must fulfill the requirements for the Georgia High School Graduation Writing test, so writing preparation for this test will also be implemented during the first 6 weeks of the *first* semester course.

**Reading:**

1. Students will use the writing America text, Patterns for College Writing and multiple supplemental texts for analysis of pre and post 20th century pieces. The focus for analysis this year is
   1. the construction of an argument
   2. the central idea
   3. the evidence
   4. the formal and informal conventions
   5. the stylistic conventions
   6. the author’s purpose and effectiveness
2. The in-class discussions and assessments for these discussions are critical to a well-developed understanding of the AP Language course material.

**Listening and Speaking/Communicating**

Students will be using formats for discussion on a regular basis. Socratic Seminars, Harkness Table discussions and paired learning will be utilized throughout the course in order for students to develop a sound basis for sharing ideas and reflections. It is *expected* that students participate in meaningful and relative discussions in the classroom. Students will be trained to propose insightful claims, speak one’s point of view, and develop counter arguments in a well-delivered, meaningful manner.

**Please Note:** Time is of the essence in any AP classroom. As a student, you are expected to adhere to the guidelines of the College Board. Therefore, an inability to maturely and intelligently engage in conversation about the topics addressed in the classroom will require an outside meeting with Mrs. Forbes, the student and a parent(s) to determine further actions needed to bring the student to a more collegiate understanding of behavior. Students must engage in and show respect for the College Board standards for rigor and education.

**Course Specifics: Argumentation, Rhetorical Strategies, and Synthesis**

1. Students will understand what it means to make a sound argument by learning several argumentative types including: Argument by analogy, cause and effect, definition, personal anecdote, and acknowledgment and response.
2. Students will progress from learning about argumentation to learning the specific ways that authors, speakers, and communities use rhetoric to achieve a specified goal. Students will understand Aristotelian appeals and begin to develop a bank of terms they might use when discussing the persuasive value of a document or artifact.
3. Students will learn how to evaluate information for accuracy and validity as we engage in our formal research paper.
4. Students will write and timed essays – Released AP Language prompts will be used.
5. Students will follow, examine and analyze established writers in news print to establish a comprehensive understanding of argumentation, rhetorical and synthesis.
6. Students will have the opportunity to work through several released AP Language Multiple Choice passages. As students internalize the style of questioning, students will have the opportunity to write their own questions in order to practice the AP Multiple Choice section of the test.
7. Journal writing and revision will be a regular feature in the classroom, allowing students the opportunity to pay careful attention to review and to inquire more deeply about the material.
8. Students will engage visual texts.
9. Students will employ self-revision and peer-revision techniques to effectively improve understanding of content.
10. Students will emphasize stylistic technique through proper grammar usage and agreement.

**Standards Based Grading: Formative Assessments: 30%**

**Summative Assessments: 50% (25% Reading Comprehension 25% Writing)**

**EOC: 20%**

**Materials:**

|  |  |
| --- | --- |
| * Flash Drive | * different colored highlighters |
| * 3-ring loose-leaf binder (minimum. 1 ½ inch) | * blue or black ink pens and pencils |
| * college ruled loose-leaf paper |  |
| * notebook dividers – MC, Argument, Analysis, Synthesis, Vocab/Terms, Misc. |  |

**Make-Up Policy:**

Obtaining missed assignments is **your** responsibility. **You** must take the initiative to find out make up work and to turn in any work.

**Absences**

* **Create a cooperative plan** to make up the missed work when you return to class.
* **SCHEDULING A MAKE UP APPOINTMENT:** Schedule an appointment in person with me.
  + Make-up quizzes and tests are scheduled for before or after school.
  + Make-up exams may be in a different format than the original exam.
  + BE ON TIME FOR YOUR MAKE-UP appointment. **No make-ups can be started after 3:45.**
* **MISSING A SCHEDULED MAKE-UP APPOINTMENT:** If you will not be able to meet your scheduled appointment time, contact me (via email, by note, by another student, or in person).
* **SHORT-TERM assignment(s)**, including **homework**, given before an absence is **due the day you return**. This is your responsibility to hand in to me.
* **LONG-RANGE assignment** (any assignment assigned more than 2 class periods in advance) is due regardless of attendance that day
  + Assignment must be delivered to Mrs. Forbes by **the beginning of the class period that it is due.**
* **PARTNER PROJECT:** If a student is absent the day a partner project is due, all work that can be turned in that day by the available partner is due.
* **ISS/OSS -** Follow school and administrative guidelines

**Assignment Requirements:**

1. Handwritten assignments must be completed in **Blue or Black Ink** unless otherwise noted.
2. Use loose-leaf paper only.
3. Use the MLA format for all assignments unless otherwise directed.
4. Formal papers must be typed. Use Times New Roman font, 12 point, double-spaced, 1” margins

**Assessment Guidelines:**

1. Late work will be accepted with a 50% off penalty from the grade you earn. This applies to summative and formative assessments. You have 5 days to turn in work from the day the assignment was due.
2. Not all daily work will be formally graded, but completion of work in this category can be a determining factor for success.
3. Homework will be collected at the beginning of class and/or is due when asked for by Mrs. Forbes.

**Do-over/ Reassessment policy**

Grade recovery opportunities will be offered on summative assessments in each class. The highest grade a student may earn on a grade recovery attempt is a 70%.

Students may participate in recovery only if they have….

• Attempted the summative assessment (they turned it in).

• Failed the assessment (earned a grade below a 70%)

• Initiated the recovery process (It is the student’s responsibility to initiate the recovery attempt and complete all requirements including the reassessment within the two week window.)

• Completed remediation task assigned by teacher (additional written work, tutoring, research, etc.) prior to reassessment.

Remediation task and reassessment must be completed within two weeks of receiving a failing summative grade. Students participating in recovery may be asked to complete remediation task and/or reassessment before school, after school, or during class time at the discretion of the teacher.

**Film:** Videos and video clips will be used during the semester to enhance the understanding of literature. Each of the films will be tied to academic standards. Students are not required to watch any video that does not adhere to the beliefs or values taught in the home. If there is an objection, a different assignment for educational enhancement will be assigned. The assignment will be equal to the length of time utilized for the video or clips. Please complete the attached permission form concerning the films/videos for this class. Feel free to e-mail if you have a concern about your child watching films or video clips.

**Tardies:**  Students are expected to be in the classroom before the tardy bell rings. School tardy policies are followed.

**10 Minute Rule:** No students may leave class the first or last ten minutes of class unless it is an emergency.

**Participation and Attendance:**

Student participation is an important component of a class. Relevant discussion and learning happens from student to student as it does from teacher to student. Therefore, missing class, coming in late, or leaving early will prove detrimental to your grade because learning through discussion cannot be made up.

Cell Phone Policy

Cell phones may not be used in class unless the teacher has given specific permission and they are being used for a specific academic purpose assigned by the teacher. If a student violates this policy and has a phone out (visible) and/or if the phone rings (not on silent) he/she will face the following consequences:

1st offense – verbal warning

2nd offense – phone will be collected and sent to the main office – a parent must come to the school to pick up

3rd offense - phone will be collected and sent to the main office – a parent must come to the school to pick up AND a referral to administration

**School Rules and Classroom Expectations**

Students are expected to adhere to all school rules that are outlined in the AHS agenda.  The expectations for Mrs. Forbes’ classroom are as follows:

1.  Be in your seat and prepared to learn, with all necessary materials, when the bell rings.

2.  Be respectful to your peers, your teachers and school property.

3.  Water and snacks are allowed (as long as they do not become a distraction).  No food from the café.  NO GUM.

4.  Contribute to our class in a meaningful way.

Consequences:

1.  Verbal Warning

2.  Detention\*

3.  Parent Contact

4.  Discipline Referral

**\*Teacher Issued School Detentions:** Detentions will be given at the time and discretion of the teacher. A detention may be received for off-task discussions, disruption to class, ill-preparedness, sleeping, or working on other assignments. Detentions will be served with Mrs. Forbes or other supervising teacher.

**Note:** Arguing and complaining are not substitutes for seeking available help, so please ask questions as they arise.

**Disclaimer:** I reserve the right to alter this syllabus as it becomes necessary *to achieve the goals and objectives of this class*. You will be made aware of any necessary changes in a timely manner.

Students,

Following these guidelines should lead to a successful semester. I look forward to our time together. Please sign below to indicate that you understand all policies and guidelines described above.

\*\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Printed Student Name**

\*\*\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Student Signature Date**

Parents,

I look forward to spending this semester working with your child. With the implementation of Synergy, both you and your child have the ability to see your child’s grades at any moment. I encourage you to periodically check on their grades and attendance. Official grade reports are sent out at 6 and 12 weeks. However, I realize that from time to time you may have questions regarding the class, your child’s grade, or your child’s behavior. Do not hesitate to e-mail me at [brandy.forbes@cobbk12.org](mailto:brandy.forbes@cobbk12.org). **Email will be the best way to contact me.**

Parents, you and your child can utilize my blog (accessed by clicking on my name on the Allatoona website) to obtain weekly updates regarding in-class work, assignments and summative assessments. I frequently use the Remind program that sends text reminders for upcoming tests, activities, and important school information. Parents and students can both sign up to receive these messages. See attached handout for sign up information.

Please sign below stating that you have read and acknowledge the course guidelines and syllabus for this class and have discussed it with your child. As stated earlier, this syllabus must be signed in order for students to view any videos and video clips that enhance the understanding of literature. Each of the films will be tied to academic standards. Students are not required to watch any video that does not adhere to the beliefs or values taught in the home. A different assignment for educational enhancement will be assigned. The assignment will be equal to the length of time utilized for the video or clips. Please contact me via e-mail if you have a concern about your child watching films or video clips.

Sincerely,

Brandy Forbes

**Parent/Guardian: Please print your correct email address so that I can contact you as necessary. (*Please make clear the differences between zeros and O’s, etc.*)**

**Printed Parent Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Printed E-Mail Address:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Parent / Guardian Signature Date**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_