

**Course Name: AP Language and Composition****Course Number: ENG 351/352****Course Description:**

Advanced Placement Language and Composition will engage students in becoming skilled readers of rich prose written in a variety of periods, disciplines, and rhetorical contexts in a year-long class. Through application, students will become skilled writers who compose for a variety of purposes, thus satisfying the composition graduation requirement. Ultimately, this course will help the student prepare to take the AP Language and Composition Exam and college reading and writing classes. Summer reading and writing will be required of students who enroll in AP Language and Composition. Alignment to the Iowa Core Curriculum: Instruction, learning, and assessment are built on the 11-12th grade-band expectations of the Iowa Core Reading, Writing, Listening and Speaking, and Language Strands.

COMMENT: ENG351 is one Writing graduation credit; ENG352 is one Literature graduation credit.

**Teacher Name: Michelle Hunt****Teacher Phone: 552-5175****Teacher Email: [mhunt@dbqschools.org](mailto:mhunt@dbqschools.org); [michellehunt8@gmail.com](mailto:michellehunt8@gmail.com)****Office Hours: Period 6 in Room C116 (periods 1 & 7 by appointment)****Iowa Core Standards:**

**Standard 1: Reading Strand – Literature--** Students will effectively comprehend, analyze, evaluate, and create using a diverse range of appropriately complex print materials.

**Standard 2: Reading Strand – Informational Text--** Students will effectively comprehend, analyze, evaluate, and create using a diverse range of appropriately complex print materials.

**Standard 3: Writing--** Students will routinely write to learn and to communicate for a range of tasks, purposes, and audiences.

**Standard 4: Speaking and Listening--** Students will participate effectively in a range of rich, structured conversations, collaborations, and presentations.

**Standard 5: Language--** Students will apply knowledge of the English language and its conventions when reading, writing, speaking and listening.

**Assessment:**

I will provide a variety of assessments during the course—quizzes, small and large-group discussions, journal responses, essays, projects and presentations, and semester exams. We will look at assessment as a means of determining learning mastery. My goal is for students to become adept at self-assessment during the learning acquisition. Final assessments for units and semester tests will focus on application of acquired understanding. Learning will occur in an environment that encourages risk taking and exploration. Students will be aware of expected learning goals and be involved in setting individual target goals. We will work together to determine assessment methods and weights. A letter grade will be awarded based on the percentage of total points earned in the class.

\*\*AP Summer course work will also be assessed.

**Content: (See course outline at the end of this document.)**

Reading: short stories, drama, poetry, nonfiction, informational texts, novels

Writing: style analysis; document-based synthesis; argumentative essay; poetry; journaling; research writing

Speaking and Listening: pair-share, small-group discussion, large-class discussion, presentations

Language: Grammar, Usage, and Mechanics mini lessons and practice

### **Instructional Strategies:**

Students will set learning goals and work collaboratively with peers to:

- o Investigate concepts
- o Discuss thinking
- o Propose products and processes
- o Communicate understanding

I will facilitate the learning environment, which will consist of some direct instruction, online work through an online learning management system/learning platform, individual and corporate research, and opportunities for verbal and written communication. Periodically students will be expected to prepare for learning at home. This may entail watching a short video; reading an article, essay, poem, short story, or section of text; and/or participating in an online discussion. The following day in class will be spent in individual or small-group learning stations. It is my goal to help your student become an independent critical thinker.

### **Resources:**

Text: *The Language of Composition* (Bedford St. Martin's)

LMS (Learning Management System): Canvas

Students will have access to laptops daily.

### **Academic/Behavioral Expectations:**

**READING:** We will explore both literary and informational texts throughout the year with the goal of implementing specific reading strategies (including vocabulary acquisition) that will enable students to improve comprehension and text analysis.

**WRITING:** Students will actively participate in determining **WHAT** makes writing effective, and thus, **HOW** their writing will be assessed. We will participate in various types of writing workshops and learn to share meaningful feedback with one another. We will focus on original, clear, and persuasive expression.

A word about plagiarism: The Plagiarism Policy (pp. 32-33 of the student planner): Hempstead students are expected to do their own schoolwork. Cheating by looking at another student's schoolwork, copying others' work, copying from other sources or similar cheating is not tolerated. With the advent of the Internet, the availability of information has exploded into a whole new and exciting realm for our students. The accessibility of documents has also brought with it an increasing concern regarding plagiarism, which is a form of cheating.

All Hempstead teachers are committed to educating our students about plagiarism, helping them understand what plagiarism is—especially through specific instruction in individual courses. We aim to teach students how to accurately quote and document sources as well as how to effectively convert researched information into their own words. Plagiarism is defined by [www.dictionary.com](http://www.dictionary.com) as: "a piece of writing that has been copied from someone else and is presented as being your own work; taking someone's words or ideas as if they were your own." Iowa Core Literacy Anchor Standard #8 for College and Career Readiness states that students will: "Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism."

Cheating, including plagiarism, may result in loss of or reduced credit on an assignment, referral to the Assistant Principal office for documentation on the student's record, and possible loss of class credit and failing grade.

Plagiarism and cheating exist in many forms and to various extents. Some typical examples are noted here:

1. Copying another student's assignment/artwork/project; note: BOTH parties are engaging in cheating
2. Using another person's paper/artwork/project/ in its entirety and calling it your own
3. Copying a paper word-for-word (artwork/project) from an internet document or documents
4. Using sentences from another source but replacing a few words
5. Passing off ideas or critiques as your own when they are someone else's
6. Not putting quotation marks around exact words pulled from another resource
7. Not documenting the source at all, or documenting the wrong source
8. Not citing the sources used (even when paraphrasing and summarizing)

Incidental plagiarism will be addressed by the classroom teacher, and may include loss of credit for the assignment and parent contact. Consequences for blatant plagiarism and repeated acts of incidental plagiarism are listed below. Disciplinary action by Hempstead administration **may include loss of class credit and failing grade.**

1<sup>st</sup> occurrence: 0% on plagiarized piece, possibility of revision for a better grade, parent contact, referral to Assistant Principal for documentation; repeated plagiarized pieces 0% without revision, parent contact and referral to AP Office for possible disciplinary action

1<sup>st</sup> occurrence: 0% on plagiarized piece, possibility of revision but with grade reduction, parent contact, referral to Assistant Principal for documentation; repeated plagiarized pieces 0% without revision and referral to AP Office for possible disciplinary action

1<sup>st</sup> occurrence: 0% on piece without revision, parent contact, referral to Assistant Principal for documentation purposes; repeated plagiarized pieces 0% without revision and referral to AP Office for possible disciplinary action

1<sup>st</sup> occurrence 0% on piece without revision, parent contact, referral to Assistant Principal for possible disciplinary action

\*Freshman & Sophomore students enrolled in Junior/Senior level courses will abide by the regulations and consequences set forth for that course.

**AP Language and Composition: 0% on plagiarized piece; the student may also risk loss of credit and failing grade for both quarter and semester.**

**SPEAKING AND LISTENING:** There will be numerous opportunities for students to engage in conversation—pair-sharing, small-group collaboration, large-group student-led discussions. In addition, students will share their learning with their peers in both formal and informal settings.

**LANGUAGE: Grammar, Usage, and Mechanics (GUM):** We will study this area via AP language exams, discussions, and actual application in our writing assignments.

**CLASSROOM BEHAVIOR:** The classroom must be a place conducive to learning. Students are expected to respect themselves, their classmates, school property, and me. I will talk with parents regarding inappropriate behavior. About technology: my classroom will be a hands-on-technology zone. Students will have access to laptops. They may use their smart phones. We will determine the norms for technology use and those norms will be strictly enforced.

**ATTENDANCE:** I will follow the attendance policy set forth by the district. That information can be located on page 20 of the student planner. It is also located in condensed form in the student planner.

**STUDENT IDs:** Per District expectation, high school students are to wear their student IDs while at school at all times. In this classroom, you will be expected to wear your student ID. Infractions of this expectation will result in one or more of the following consequences: teacher/student conference, parent contact, and/or office intervention.

**MAKE-UP WORK:** Work missed for any reason **MUST** be made up. Any missing work must be completed by the end of each unit. Students absent on the day of a test will take the test the day they return. Students absent on review days should access the review information on the LMS site and plan to take the test the day they return. Students absent on scheduled graded discussion days will be given an alternative research assignment and are expected to share those research findings with the class. Completion of summer work is required and incomplete work will be dealt with on an individual basis.

There will be some flexibility in due dates, but once we've chosen a hard due date, we will stick with it.

**Communication Plan:**

School phone: 552-5175

E-mail: mhunt@dbqschools.org; michellehunt8@gmail.com

School Website: [www.hempstead.dbqschools.org](http://www.hempstead.dbqschools.org)

Office Hours: Period 6 in C116 (and periods 1 & 7 by appointment)

LMS: Canvas @ <https://dubuque.instructure.com>

My Pledge: As your teacher, I promise to be diligent, organized, caring, and trustworthy. It is my goal to equip you with the skills you need to be a successful learner. I will push you. I will challenge you. I will expect you to strive for excellence in everything you do.

**Semester Outline****Semester 1: Composition Credit**

\* Summer Work - Synthesis Essay

\* Practice AP Objective tests and essays

\* Transcendentalism

\* Argumentative Research Paper

\* Cartoon Vocabulary

\* Graded Discussions

\* *The Martian Chronicles*

\* *The Crucible*

\* Pre-Civil War Literature

*Twelve Years A Slave*

*Narrative of the Life of Frederick Douglas: An American Slave*

\* *The Devil in the White City*

\* Independent Novel - nonfiction

\* Various poem selections – reading and writing

## **Semester 2: Literature Credit**

- \* AP Practice Exams & Essays
- \* Rhetorical devices & Cartoon Vocabulary
- \* G.U.M. review
- \* *The Great Gatsby*
- \* *Slaughterhouse-Five*
- \* Satire Project
- \* *The Things They Carried* (Supplemental)
- \* Multi-Genre Project/Presentation
- \* Graded Discussions
- \* Nonfiction pieces and various poem selections
- \* Independent Novel