

Course Name: AP Language and Composition

Course Number: ENG 351/352

Teacher Name: Jesse McDowell

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.

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 the semester test 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 applications and practice, etymological instruction

Instructional Strategies:

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

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

I will facilitate the learning environment, which will consist of some direct instruction, online work through Canvas (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. Students are expected to maintain online coursework. Students can check out tablets and mobile hotspots in the library should they need access to technology at home.

Academic/Behavioral Expectations:

Students are expected to follow the expectations outlined in the student handbook. In addition, I'd like to emphasize:

A) Respect

The most important expectations for one to follow during class are to conduct oneself towards others with *honesty* and *respect*. As a teacher, I set the same expectations for myself. If we can do this as a class, we will avoid many difficulties or dilemmas.

B) Effective Communication

Communication and forward thinking will help all of us to understand each other more. Simply, I ask that you communicate needs or accommodations as they arise, and be open about your progress in the class and things that I need to do better. I am learning and improving with the rest of you!

Additionally, you will not always agree with everyone, and that is OK. During open discussions (but not as a disruption), each person has the right to express a point of view for the sake of discussion or consideration. Addressing the content of one's argument is acceptable, but personal attacks are not. Separation between a speaker and the ideas they express will be necessary; for the sake of exploration and risk taking, you may be asked to speak from a point of view that is not your own, and respond to others who are doing the same.

C) Consequences and our Learning Environment

I want what is best for all of you, and what is best for all of our learning. Sometimes, behaviors get in the way of this, and when they do, I will stop them. However, sometimes it is best for everyone if I wait until after class to avoid disruption or embarrassment and maximize mutual understanding.

D) Late and Make-up Work

Students have 48 hours for each day absent to make up missed work. Students are responsible to find out what work they have missed and gather the resources to complete that work, and should come before school or during my office hours on the day they return. Students absent on due dates are expected to turn in the work the day they return. Additionally, students absent on the day of a test are expected to review the materials using our learning management system and take the test on the day of their return. Late work without a prior arrangement will result in loss of points on the final score.

Student work that I do not receive on the due date will be entered as a "0." This is for communication purposes only. This score will be replaced with "Collected" upon receipt of the work, and the final score after it is assessed.

E) Technology

My classroom will be a hands-on-technology zone. Students will often have access to laptops. They may use their smart phones as learning tools. Additionally, students are expected to abide by the updated district Responsible Use Policy and should avoid technological distractions during class.

Student IDs: Per District expectation, high school students are expected to wear their student ID 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 of the following consequences: teacher/student conference, parent contact, and/or office intervention.

Grading Plan:

I will follow the grading scale set forth in the student planner.

****Plagiarism Guidelines:****

The Hempstead Policy on cheating located on p.19 of the student agenda, states: “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. In addition to the discipline outlined in this planner, **discipline may include the loss of class credit and failing grade.**” In English courses, the consequences for incidental plagiarism (i.e., using a key phrase from another text without using quotation marks) will be decided by the classroom teacher. In the event that a student chooses to blatantly plagiarize (i.e., cutting and pasting entire documents or significant portions of documents), the Hempstead English teachers will institute the following specific consequences:

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

Communication Plan:

Phone: (563) 552-5180

E-mail: jmcdowell@dbqschools.org

School website: www.hempstead.dbqschools.org

Office Hours: 7:00-7:30 AM, Period 1 or by appointment in Eng/SS office

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 Douglass: 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