

AP ENGLISH LANGUAGE & COMPOSITION: COURSE SYLLABUS

Ms. Ström
Room P106
2014-2015

Email: LStrom@sjusd.org
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Homework will be posted via LHS website:

<http://www.sjusd.org/lincoln/staff-directory/lise-strom/lise-strom/24485>

Overview

AP English Language & Composition ("APELC") is a junior-level course for students who excel in English. As this is an Advanced Placement course preparing students for the English Language and Composition exam, the course is designed to, as stated in the *AP English Course Description*, "help students write effectively and confidently in their college courses across the curriculum and in their personal and professional lives." To that end, specific emphasis is placed on the modes of composition and the understanding of rhetoric. Enhancing the study of composition and rhetoric, American literature is studied. Taking both a thematic and chronological approach, the course emphasizes the development of American literature from the colonial period to the present, including changes in subject matter and style. The course engages students in becoming skilled readers of prose written in a variety of time periods, disciplines, and rhetorical contexts and in becoming skilled writers who compose for a variety of purposes. The overarching purpose of the course is to enable students to write effectively and confidently, helping students move beyond formulaic responses, such as the five-paragraph essay. The course includes Advanced Placement test preparation, analytical and expository writing, literary analysis, vocabulary exercises, grammar review, and style instruction.

All students enrolled in this course are required to take the AP Language & Composition exam. The cost of the exam is approximately \$90.00, with financial assistance available. If you are unable to pay for the exam, we will find a way to finance your exam fee. The AP exam is required for this course. The exam is generally held in early May.

Course Goals

Upon completion of APELC, students will be able to:

1. Analyze and interpret samples of good writing, identifying and explaining an author's use of rhetorical and literary strategies and techniques;
2. Define and recognize literary and rhetorical devices;
3. Create and sustain arguments based on readings, research, and/or personal experience;
4. Synthesize information from a variety of sources and combine into a coherent, structured, persuasive argument
5. Demonstrate understanding and mastery of standard written English as well as stylistic maturity in their own writing;
6. Produce expository and argumentative compositions that introduce a complex central idea and develop it with appropriate, specific evidence, cogent explanations, and clear transitions;
7. Move effectively through the stages of the writing process (pre-writing, drafting, revising, editing, publishing, and evaluating), with careful attention to inquiry and research, drafting, revising, editing, and review;

8. Complete timed writings on impromptu essay topics while maintaining the flow of developed ideas and using concise introductions and conclusions; and
9. Increase the sophistication of vocabulary and sentence structure in their writing.

READING LIST

Texts and Materials

Narrative of the Life of Frederick Douglass by Frederick Douglass (memoir)

The Great Gatsby by F. Scott Fitzgerald (novel)

Other texts (primarily nonfiction), films, advertisements, podcasts, blogs, websites, speeches, and other materials will be supplemented and included in this course. Most materials used will be nonfiction and will complement the works of literature we are reading. I reserve the right to alter these works as necessary for differentiated instructional purposes. Notification of changes will be provided in advance, as necessary.

REQUIRED MATERIALS

The following should be brought to class every day **without fail**:

- Text and/or handouts with which we are working
- 3-ring binder (at least 1 ½" wide). **KEEP ALL OF YOUR MATERIALS, including returned assignments**. Do NOT throw away your homework, assignments, essays, draft essays, notes, journals, etc.
- Pens (blue or black ink only), pencils **with erasers**, highlighters, additional colored pens for editing
- Loose leaf binder paper (college ruled – NO wide ruled paper)
- Personal calendar / agenda (to copy down assignments & due dates)

CLASS RULES AND PROCEDURES

1. **Be punctual.** If you are in the room but not in your seat when the bell rings, you are tardy.
2. **Be prepared.** Do your homework and be prepared for the day's instruction. Have your materials out and ready; I will start as soon as the bell rings. Also, the bell can ring, but it does not dismiss you. The classroom must be clean and all students must be seated and quiet before I will dismiss the class.
3. **Be respectful.** Respect me, respect yourself, respect your classmates, and respect the classroom. This classroom serves as a place of learning that is built on a foundation of mutual respect. It is my expectation that each member of this class will show respect for self and others. Any disrespectful behavior either between students or towards me will not be tolerated.

No food, gum, or drinks (except water). You are responsible for cleaning up after yourself. Neither I nor the janitors are responsible for cleaning up after you. Hold onto your trash at your desk during instruction. Make sure that your trash goes **in** the trashcan, and not simply near it.

No electronic devices may be visible or audible at any time in the classroom.

4. Leaving the Classroom During Class

Office / Nurse: There are occasions when you may need to go to the office or visit the nurse during class. You **MUST** bring a signed note back from the office or nurse, as the case may be.

Restroom: If you have a real need to use the restroom, I will allow you to do so. ***You MUST leave your cellphone with me while you are out of the classroom.*** Refrain from asking to go to the restroom during instruction. I reserve the right to change this policy at any time if it is abused; advance notice of such a change will be provided.

5. Homework – neat, complete, and on time.

Homework will be assigned, averaging approximately 30 minutes per evening. Reading assignments, study questions, essay writing, and vocabulary are some examples of the study expected. **No late or partial homework will be accepted.** Students excused for sports or an appointment must turn in their work to the teacher **before** they leave campus. Students with an excused absence must see the teacher the day of their return to arrange when missed assignments are to be completed (in general, you will have one day for each day you have an excused absence). Failure to complete work by the due date will result in no credit. Work missed due to **unexcused** absences or **tardies** may not be made up.

6. Essays

All essays, with the exception of in-class essays, must be typed, double-spaced, using 12 point Times New Roman font, and according to MLA format. **Students not in class on the due date – whether for sports, field trips, or illness – must arrange to have another student or a parent bring the paper to class.** Papers must be delivered into the teacher’s hands. Essays will be marked late if they are found in the teacher’s mailbox or on the teacher’s desk the next morning. **Major essays and projects (worth 100+ points) will ONLY be accepted one day late and will receive a grade of 59%.** The excuses, “My computer died,” “The printer wouldn’t print,” “I left it at home, but I can email it to you right after school,” “It’s on my flashdrive, so can’t I just use your computer / printer to print out my assignment?” etc. will NOT be accepted.

7. Quizzes and Tests

Quizzes will be given to assess student completion and understanding of reading and other material. Students are expected to read all assignments carefully and take notes on class discussions for study purposes.

8. Cheating

Plagiarism – *i.e.*, sharing or copying someone else’s assignment(s), essay, homework, test, quiz, project, etc.; and copying from a book, magazine, website, TV broadcast, and any other published source (even if you change a few words) – is considered a violation of the school cheating policy and results in an automatic F for any related class assignments. Using materials posted on the Internet and claiming them as your own also falls under the heading of cheating. All further offenses will result in a parent conference

with an administrator. Depending on the severity of the cheating, a student could be suspended or removed permanently from the class and/or receive an F on the semester grade.

GRADING

All students will be graded using the AP scoring system, receiving a score of 1-9 (1 = lowest, 9 = highest) on essays. I will initially set an “A” as a 5 on the AP scale and gradually increase the score necessary to obtain an “A.” For practice sets of AP multiple choice questions, we will use a modified percentage scale, where, for example, I will initially set an “A” as 50% correct. I will gradually increase the percentage necessary to obtain an “A” as the year progresses and we get closer to the exam. I will post these grading scales on the website, and will tell you in advance when I increase the level of proficiency necessary to obtain an “A.”

Ultimately, your grades will have to be “translated” in percentages, as follows:

96.5%-100%	A+	76.5%-79%	C+
92%-96%	A	72.5%-76%	C
89.5%-92%	A-	69.5%-72%	C-
86.5%-89%	B+	66.5%-69%	D+
82.5%-86%	B	62.5%-66%	D
79.5%-82%	B-	59.5%-62%	D-
		59% and below	F

Grades will be weighted as follows:

Writing Assignments (in-class & out-of-class)	50%
Tests & Quizzes	25%
Homework, Classwork, & Participation	25%

Extra credit will be minimal and only as it relates to the topic being taught. Plagiarism equals a zero.

CLASSROOM DISCIPLINE

If a student exhibits inappropriate behavior, one or more of the following disciplinary measures will be taken:

1. Verbal warning to student
2. Student-teacher conference
3. Parent contact and/or parent-student-teacher conference
4. Referral to administration

Although this is the standard procedure, there are certain offenses that will warrant immediate attention from the administration, including violence (actual or threatened), defiance, brandishing weapons, or other serious offenses.

As your teacher, I reserve the right to skip steps in classroom discipline and handle specific situations in an appropriate manner. This is a safety zone. As long as you are in this room, you should feel safe from

ridicule, violence, and prejudice. Any behavior that changes this environment will be handled immediately and with great seriousness.

TEACHER COMMITMENT & OFFICE HOURS

I have the right and obligation to teach; each of you has the right to learn. Extra help is always available; I am available for questions by appointment throughout the day. I expect you to take responsibility for your education and work to do your best. Take the initiative to come and see me if you need to discuss your particular experience in this course, review your writing, have questions, or need to make up work for an excused absence. I am committed to having each and every one of you succeed.

I AM SO GLAD TO BE YOUR TEACHER THIS YEAR! LET'S HAVE A GREAT 2014-2015!

Dear Parents and Guardians:

I would like to welcome you and your student to AP English Language & Composition, the eleventh grade level English class at Lincoln High School. If you have any questions, comments, or concerns, please email me at lstrom@sjusd.org or call me at 408-535-6300 at any time during the school year [email is better]. Open communication with parents is one of the keys to student success, and I want each of my students to achieve to his/her fullest potential.

I have two (2) requests of you:

1. Please read the syllabus for this course and **sign the form below** and have your son or daughter return to me by no later than **Monday, August 25, 2014**.
2. Also, I spend some time at the beginning of the year getting to know each of my students through class activities and worksheets. I'd like to know more, but I need your assistance. Please tell me about your son or daughter (you can use the back of this paper or another piece of paper if you need to).
 - What should I know about your child to help the school year run smoothly and encourage him or her to succeed?
 - What is important to him or her as a student?
 - What celebrations, challenges, and struggles has your child had at school?
 - What are your concerns, fears, and dreams for him or her?

I value your response in any form – list, letter, poem, story, picture, timeline – you decide. Thank you for taking the time to answer this letter. **Your son or daughter will receive 10 extra credit for your efforts.**

Sincerely,
Lise K. Ström

I have read and understood my child's syllabus for the AP English Language & Composition course for the 2014-2015 school year. I will encourage my son or daughter to do his / her best, and to ask questions as they arise.

_____ [Print parent name]

_____ [Print student name]

_____ [Parent signature]

_____ [Parent email]

_____ [Mailing address]

_____ [Date]

STUDENTS: RETURN TO MS. STRÖM BY NO LATER THAN MONDAY, AUGUST 25, 2014.

I have read and understood the syllabus for Ms. Ström's AP English Language & Composition course. I agree to abide by the rules and procedures as outlined in this syllabus, and those of Lincoln High School. I will re-read this syllabus if I forget a rule, policy, or procedure and then, if I have further questions, I will ask Ms. Ström. I realize that policies, rules, and procedures may be added as necessary. I am willing to make my best efforts to learn this year and spend the necessary time and energy to be as successful as I can be!

_____ [Print student name]

_____ [Student signature]

_____ [Date]

_____ [Email]