**Instructor contact information:**

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**Conference**: by appointment only

**Materials**:

Shea, Renée Hausmann., Lawrence Scanlon, and Robin Dissin. Aufses. *The Language of Composition: Reading, Writing, Rhetoric.* Boston, MA: Bedford / St. Martins, 2008. Print.

Wiggins, Grant. *Prentice Hall literature: the American experience*. Upper Saddle River, NJ, Pearson, 2010.

\*Students are required to check each of these resources out from the school book room no later than the first week of school.

\*Novels and ancillary materials can be borrowed, checked out, purchased, rented, etc. from various locations and will be announced throughout the year.

**Supplies:** Black / Blue pens for in class writing assignments, variety pack of highlighters (suggested), loose leaf college-ruled paper, flash drive, spiral notebook, 1-2” (minimum) binder with 5 tab dividers.

**Course Objectives:** The purpose of this course is to help students “write effectively and confidently in their college courses across the curriculum and in their professional and personal lives (The College Board, *AP* English Course Description, p. 6). The course is organized according to the requirements and guidelines of the current *AP English Course Description,* and therefore, students are expected to read critically, think analytically, and communicate clearly in both writing and speech.

**Primary Learning Goals:** AP English Language and Composition is a college-level course examining rhetoric as the “art of finding and analyzing all the choices involving language that a writer, speaker, reader, or listener might make in a situation so that the text becomes meaningful, purposeful, and effective for readers or listeners, and examining the specific features of texts, written or spoken, that cause them to be meaningful, purposeful, and effective for readers or listeners in a situation” (David Jolliffe, former AP exam creator). Therefore, students will become mature and sophisticated consumers and creators of a variety of texts. By the end of the course, students will understand

* What they read: the main point or thesis, the occasion or context, the author’s motivation for writing, the tone and style;
* How a text is created to develop meaning and purpose including genre, organization, paragraphing, syntax;
* The relationship of the text’s creation to its accomplishment, the purpose of academic intellectual prose, its meaning and effect;
* How to articulate their analysis of what they read; how the organizational structure, diction, syntax, imagery, figurative language all aid to flesh out the meaning of a text;
* How to create, develop and support an argument, acknowledging the complexities and nuances of important issues that adults argue about in contemporary intellectual circles;
* How to become good citizens through awareness of public discourse issues
* How to enter into a conversation with sources and develop a thesis and argument or exposition by synthesizing these conversations into their own writing
* How to analyze and incorporate their analysis of visual texts into their writing;
* Effective research skills and proper MLA citation;
* How to read a question, so they know exactly what and how to approach it;
* How to enhance their vocabulary as a means to effective writing; how to grapple with archaic prose
* Strategies necessary for success on the AP English Language and Composition exam

Students should become aware of how writers’ linguistic choices create effective writing and achieve stylistic effects as well as how to effectively incorporate many of these techniques into their own writing.

**Course Requirements:**

* **Consistent attendance** and punctuality are fundamental habits of academic success; therefore, it is expected that all AP students attend class regularly and promptly. If an absence is excused, the student will be responsible for contacting the teacher to obtain any make-up assignments 1on the day the student returns. The student will have one day per excused absence to rectify any work that was issued during the time of the absence(s). See Class Attendance for more details. It is the student’s responsibility to obtain notes from lectures from fellow students, Schoology, or from the teacher directly during tutoring.
* **Academic performance** includes reading thoroughly and taking detailed notes, speaking and listening through intellectual discourse. This course is designed to enhance critical thinking, analysis, and communication skills in various forms. Therefore, active verbal participation and the sharing of perspectives, ideas, concepts, etc. is not only encouraged, but required. Additionally, academic performance also means completing individual and original work—no collusion or plagiarism—and submitting the work on time. Remember that writing is not graded based on quantity; it is graded based on quality, so to perform academically, you must devote time to learning both in and out of class. You will be required to READ outside of class almost daily. Spark Notes, Cliff Notes, online summaries, and analysis will not replace real reading. Do not be tempted to take short cuts! This course considers controversial issues for discussion, and these discussions require students to weigh all sides of an issue, engage in the sharing of perspectives, exude respect to all speakers, utilize academic vocabulary and elevated diction, and substantiate, as often as possible, views with evidence.

**Classroom Policies:**

* **Class Attendance and promptness** are important aspect of this course. Due to the importance of being on time to class, a tardy may result in a deduction of class participation / assignment points. As stated above, it is the student’s responsibility to ask for and complete all missed assignments due to an absence upon the 2return to school, not necessarily class as our classes are set on a block schedule. All class work will be completed if an absence occurs and the EPISD policy related to make up work will be followed. Students have one day for each day he / she is (excused) absent to turn in makeup work. Work missed due to an unexcused absence must be completed, but a minimum of fifty points will be deducted for that day’s class and any assignment that was due (including exams). In addition, it is expected that students will demonstrate academic responsibility for planned absences, (e.g. field trips, sports/ club activities, doctor appointments, etc. Therefore, students must conference with the teacher **BEFORE** they miss class. Late work that was pre-arranged with me will not be penalized; late work due to a student who failed to make arrangements for a planned absence will be penalized.
* **Printing** will not be done inside the classroom. All homework assignments that are word processed must be printed and ready to turn in **BEFORE** the start of class unless it is explicitly required as a submission in Schoology.
* **Late work** 3during the second nine weeks will only be accepted on three separate occasions. During the second semester, late work will not be accepted at all. This rule has been initiated because there has been a dramatic increase in late work submissions and unpreparedness during class discussions and participation. Additionally, students who fail to submit work in a timely manner not only risk significant reduction to grade point average, but it also proves to create a stressful cyclical pattern of never ending “catch up.” This effort is also an honest attempt to better prepare students for the expectations they will inevitably encounter at the college level where late work is not permissible unless under exigent circumstances. As a result, students will receive 3 vouchers whereby they may submit a late assignment with penalty. No other late submissions will be accepted beyond this amount. All late work must be submitted with a voucher only after s**tudents have attended tutoring for 3 consecutive days** to ensure that the student is devoting time to its completion. Late work must be submitted in a reasonable amount of time. For this course, a reasonable amount of time is considered to be **no more than a week late**. Late work will be worth no more than 70 percent, and it will **lose 15 points for each additional day that it is late.** This means if you turn an assignment in the next block class period it will be 30 more points off. Students who missed the day that homework is due will need to turn in their homework on the day they return to school, not necessarily the day the class resumes.
* **Make up work, 4work that was issued during an excused absence,** must be picked up by the student during tutoring hours (after school) on the day of their return to school, not necessarily class, as we are on a block schedule. Students have one day per excused absence to rectify the work they were not aware existed. 4If make up work is not submitted within the allocated timeframe (dependent upon days missed and whether excused or not), it will then turn into late work whereby the rules for late work will immediately go into effect. \*No late work will be accepted in the last two weeks of the grading period—no exceptions.
* **Tutoring** is available after school for students who need a quiet work place, additional teacher guidance, and for those who wish to rectify failing assignments (not including quizzes, tests, labs, participation, major projects). Students must attend tutoring for 3 consecutive days in order to receive credit for a failing assignment. Up to 70 percent of the original grade can be earned in effort to achieve “mastery” of the skill; however, makeup work for failing assignments will be accepted within a reasonable amount of time (see “Late Work” policy above) **only if the original assignment was correctly submitted on time and entirely complete**. No make-up work will be administered for incomplete assignments. The teacher may assign an alternate assignment that focusses on similar skills. However, makeup work must adhere to the “reasonable time” rule outlined above.
* **Extra Credit** opportunities require **extra work and academic performance.** I encourage all students to take advantage of these rare opportunities whereby extra credit points will be built into any of the homework, quizzes, or test grades. 5If students do not use the three “late work” vouchers during the nine weeks, they may surrender all three in exchange for extra credit (to be worked into a grade).
* While students are not required to take the AP Exam, it is—however—strongly encouraged because it is the culminating activity of the course.
* All students are encouraged to take the practice exam when administered. It emulates the actual testing experience. It will be held after school during the Spring semester. Specific dates are to be determined.
* **Homework** whether it is printed or submitted electronically is due at the onset of the class. If it is an electronic submission, i.e. through Schoology, it must be submitted prior to the tardy bell. Otherwise, printed materials will be collected once the bell has rung.
* **Computer and technology issues** are not valid excuses for late work.
* Successful students will demonstrate skills indicative of quality workers by bringing required materials, completing homework assignments, participating in class discussions, and respecting the opinions of others.
* **Successful students** will demonstrate accountability by listening closely in class.
* **All final drafts of major written assignments** are to be typed or word-processed and must adhere to the essay format **(MLA)** unless otherwise specified.
* Students are allowed to bring **food and drinks** so long as it is not disruptive to the learning process or others around them. I reserve the right to refuse food and drink in the classroom without notice.
* **Cell phones** use is not permitted in class unless they are explicitly a part of the instructional plan. Students may keep their cell phones on silent in their backpack. If a student wishes to charge a phone, they must surrender the phone to the designated area and refrain from touching it until the end of the period. The teacher will confiscate cell phones that are used or visible in class. 1st offense—confiscated cell phone will not be returned until the end of the class period. 2nd offense—confiscated cell phone will not be returned until the end of the day. 3rd offense—confiscated cell phone will be turned into the business office where parents will have to retrieve the phone.
* **Laptops** are issued by the school and used daily in class; therefore, students need to bring their laptop and chargers daily. I encourage students to also bring a flashdrive with them to back up their work in the event of technological difficulties.
* **Student ID Cards** are issued no later than the second week of school and must be on their person at all times. I will not allow a student to leave the classroom for any reason without their ID card on their person.
* Students are allowed **3 personal passes** per semester as long as they have their agenda and student ID. These personal pass coupons will be issued at the beginning of each semester. If a student returns all three passes at the end of the semester, they will receive extra credit. Because the bathroom is located directly across the hall from our classroom, students may not be out for more than 5 minutes. If a student abuses these privileges, they may be revoked.
* **Evaluation / Assessment**

90-100 A

80-89 B

70-79 C

60-69 D

59 and below F.

**Coursework Percent of Final Grade:**

10% Class Participation

20% Homework and Classwork

30% Quizzes and Journals

40% Writing / Labs / Exams

* **Zero Tolerance Policy** will be strictly enforced regarding bullying, cyber bullying, cruelty, harassment, excessive teasing, discrimination, violence, and intimidation. Foul language, derogatory remarks, and disrespect toward classmates, teachers, and school staff will not be tolerated.
* **Cheating, Collusion, and Plagiarism on schoolwork** will result in a zero on the assignment. No makeup work will be afforded in lieu of the zero. Further administrative action can apply including suspension, expulsion, and / or parent-teacher-administrator conferences.

***Assignments:***

1. ***Process paper assignments***

Each student will complete a variety of writing assignments during the year. Some pieces will encompass the entire writing process from research and prewriting stages to peer-teacher review to final draft form. These pieces must be typed and follow standard MLA format:

Argumentative Essay

Literary Analysis

Persuasive Essay

Synthesis Essay

Controversial Issue Research Paper

Cause and Effect Essay

1. ***In-class Writing, Quizzes, and Exams***

Students are responsible for completing numerous in-class essays that may be timed. They may be unannounced and are graded using the 9-point AP rubric. The prompts for these essays are often taken from a compiled bank of AP prompts. Many of the prompts match the literature for the current unit. As students progress through each literature unit, there will be both announced and unannounced quizzes to check for completion and comprehension of the material. Exams will generally take place at the end of a literary unit.

2017-2018 Reading and Writing Schedule (subject to change)

**1st Semester:**

**SPECTACULAR VERNACULAR—AKA VOCABULARY DEVELOPMENT**

Students will receive a new list of vocabulary words weekly through the entire course, and they will be tested at least bi-weekly on their ability to define and use the words. They will construct sentences, offer complete definitions, create synonyms, antonyms, analogies, and / or draw visual representations for their words.

**Grammar**

Students will review simple, compound, complex, and compound-complex sentence classifications, word order, length, and surprising constructions. Students will examine sample sentences and discuss how change affects tone, purpose, and credibility of author / speaker. This will be accomplished through mini-lessons and monitored thorugh review and revision of ongoing student produced work.

**Writing**

Most writing in our class will take place in multiple stages and multiple drafts. I comment on individual drafts and I write memos to the class about whole-class concerns. We practice different revision techniques, including layers, visualization, switching genres and trying different leads. Students will also learn to sue deductive reasoning in their essays—moving from the general to the particular—and inductive reasoning—moving to the general.

**UNIT 1—PURITAN INFLUENCES**

Review philosophy of Enlightenment, Calvinism, and Puritan work ethic

Jonathan Edwards—“Sinners in the Hands of an Angry God”

Nathaniel Hawthorne—The Scarlet Letter

Arthur Miller—*The Crucible (*include discussion on McCarthyism)

Introduction to Rhetoric: examination of rhetoric in various essays and speeches

**Assessment:**

**-**Students will keep a split page dialogue journal, or C-Notes when reading *The Crucible.* Students

will share their writing in class discussion (Socratic circles and Lit Circles may be utilized as well).

-Students will write an analysis of the use of metaphor in Jonathan Edward’s “Sinners in the Hands of an Angry God”

-Argumentative Essay: revision and feedback and sentence structure—I will comment on individual drafts and write memos to the class about whole-class concerns such as specificity of quotations, parallelism, and transitions

-Students will watch the film, “Good Night, and Good Luck.” In addition to writing an analysis of the verbal and visual rhetoric of the film, students will debate the following question: “Did the film or the play more powerfully portray the theme of lies and deceit?” Students will then select and additional film they believe may better portray this theme and present it to the class.