**Hopewell High School**

**Welcome to AP English Language and Composition!**

**2016-2017 School Year**

**Instructor & Contact Info:**

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**Course Description:**

The AP English Language and Composition course is an introductory, college-level course that is ideally suited to help students become thoughtful public citizens, adept to both reading and representing the world through rhetorical analysis, argument, and synthesis.

Students will carefully analyze a broad and challenging range of nonfiction prose selections, as well as a variety of both canonical and contemporary works that will deepen their awareness of rhetoric and how language works. Although some British and European writers are present at this banquet table, the core figures are American, past and present. Through close reading and frequent writing about the texts of their lives, students develop their ability to work with language and text with a greater awareness of purpose and strategy, all while strengthening their own composing abilities and becoming discerning consumers and generators of ideas. Students will examine and work with essays, letters, speeches, images, and literature. Helping them get at the “how” behind the texts that they encounter is crucial not just to college success, but to the character of the lives they will lead, for students can discover why and how language matters. With its emphasis on nonfiction, AP English Language and Composition immerses students in “real-life” texts as readers and as writers. By encountering these texts, students learn to value their own voice, as well as the voices of others.

Writing assignments call on students to analyze literary texts, to engage in close reading, but also to take an issue that the text raises and to explore it in terms of contemporary culture. Students move developmentally from writing assignments that call for summary to those requiring synthesis and evaluation. There will be required essays in which students not only support their own thesis, but acknowledge and refute other positions on the issue. Dialectical Journals, reading logs, and “quick-write” exercises help students to develop fluency, grapple with texts, and adjust to the pressure of timed writing. There is a particular focus on students’ analytical and persuasive writing skills, so it is crucial to work with stylistic units (diction, detail, syntax, point of view, organization) as well as rhetorical techniques.

Course reading and writing activities should help students gain textual power, making them more alert to an author’s purpose, the needs of an audience, the demands of the subject, and the resources of language: syntax, word choice, and tone.

Students typically engage in a variety of assignments and activities in class:

* class discussion
* debates
* note-taking
* small group and independent work
* impromptu writings

A required research paper will be given as a part of the CMS Project Graduation requirement.

As this is a college-level course, performance expectations are appropriately high, and the workload is challenging. Often, work involves long-term writing and reading assignments, so effective time management is important. Because of the demanding curriculum, students must bring to the course sufficient command of mechanical conventions and an ability to read and discuss prose.

A major objective of the course is to prepare for the Advanced Placement Exam, which will be given in May. Most highly competitive college and universities will award college credit for successful completion of the examination (a score of 3, 4, or 5 on the 15 scale of evaluation.) The most competitive schools require a score of 4 or 5. Students will practice both test procedure and subject matter.

**Course Texts:**

* The Language of Composition: Reading, Writing, and Rhetoric – Textbook from Renee H. Shea, Lawrence Scanlon, and Robin Dissin Aufses (This will be provided in class.)
* *Their Eyes Were Watching God* by Zora Neale Hurston (This will be provided in class.)

\*Please be advised that some of the texts may contain graphic language and situations. The texts have all been approved by the College Board and have been used multiple times on the AP Language Exam. If you have any concerns about any texts, please contact me and we can address any needs.

**Materials Needed:**

* 1 Composition Notebook
* 1 3-Ring Binder
* College ruled loose-leaf paper
* Dividers for the 3-Ring binder
* Black pens
* A flash-drive (Highly recommended for the Graduation Project)

**Expectations:**

Please carefully read and remember the following rules so that we can maintain a positive environment and avoid any interruptions to learning!

***BE READY:***

* Always come to class prepared. Failure to bring all of the required materials to class will not only negatively affect your grade, but will also disrupt the learning environment for your classmates.
* Be in your seat before the bell and immediately start on the warm-up.
* Stay in your seat unless given permission to leave it.
* You may bring a bottle of water and leave it on your desk. Do not ask me if you can get water while I am teaching a lesson. If your food or candy is out, it’s mine, and I’ll probably eat it.
* If you’re sleeping, I’ll wake you up, don’t worry. ☺

***BE RESPONSIBLE:***

* Plagiarism will not be tolerated under any circumstances. Cheating or copying from another person or source is not acceptable and will result in an automatic zero.
* Technology will be embraced when it seems appropriate in the classroom. However, the use of cell phones/iPads/iPods when it is not teacher directed will result in consequences. If I can’t be on my phone, neither can you… it’s an addiction!

***BE RESPECTFUL:***

* Raise your hand to speak; the discussions that will be held in this classroom strive on your participation, but it is essential that only one student speak at a time! Your opinions are always valued and encouraged as long as they are relatable to our class. Do not hesitate to ask questions for further understanding.
* Always keep hands, feet, and other objects to yourself. (If it’s not yours, don’t touch it!)
* If you can’t say it to your grandmother, don’t say it in my classroom.
* Our classroom should act as a community. It is extremely important for you to respect your teacher, your classmates, and yourself at all times. Negative attitudes, disrespectful comments, and bullying will not be tolerated in our classroom.

**My Commitments:**

* To smile
* To be prepared and on time
* To forgive and ask forgiveness
* To create a safe space where you can learn
* To hold you accountable to a high standard of behavior and academics
* To make every class as interesting as possible
* To do whatever I can to help you be successful!

**Consequences:**

* Reminder
* Verbal Warning (Level 1 Warning)
* Teacher/Parent Phone Conversation (Level 2 Warning)
* Office Referral (Levels 3 and 4 Warnings)

***\*Grace is renewed every single day. Nothing you did yesterday will carry over to today. I will start fresh with you every single day; please give me the same grace.***

**Attendance and Tardy Policies:**

* When a student is absent from school, he/she should bring a note from his/her parent, guardian, or health care professional within forty-eight (48) hours to the Attendance Office. Absences are excused (with verification) for student illness, medical appointments, death in the immediate family, court proceedings, or quarantine.
* **A student missing more than 10 days must participate in Recovery.  Students may recover absences by class during after school tutorials, Saturday Academy, Extended Day or with an individual teacher during non-school hours. Students will need to recover time by course under the supervision of a licensed staff member. Students will need to recover excess absences “hour-for-hour” or by completing work approved by the instructor that equals the amount needed for recovery. Failure to do recovery will result in the student receiving a grade of “F” for the course.**

**CMS & State of NC Grading Scale:**

90-100 = A

80-89 = B

70-79 = C

60-69 = D

<59 = F

**Informal Assessments:** These will account for 30% of the student’s quarter grade. Informal assessments must be aligned to specific objectives and include a variety of assignments such as warm-ups, notebook checks, quizzes, group work, in-class tasks, class participation, etc.

**Formal Assessments:** These will account for 70% of the student’s quarter grade. Formal assessments are linked to specific objectives and measures of mastery concepts. Formal assessments will include, but is not limited to test, quizzes, and major projects/ presentations.

**Junior Research Paper:** Due to the required research paper for English III, the grading policy during the Second Quarter varies slightly from the first. In the Second Quarter, formal assessments make up 60%, informal assessments 20%, and the research paper comprises the final 20%. It is absolutely essential that you put forth your best effort in completing the paper as it is used to create your senior exit project in English IV.

**Mastery Grading Statement:** *“Every student at Hopewell High School will be given an opportunity to master course objectives through a variety of strategies provided during class and outside of class. Students’ formal grades will be broken down by specific objective. After each formal assessment, every student will be given the opportunity to improve their mastery of specific concepts and then demonstrate this improvement to improve their grade.”*

**Concerted Effort:** Student work will reflect thoughtful effort towards ALL items on class work, homework, and/or assessments.

**Remediation/ Reassessment:**

Students who score an 84% or below can retest after completing remediation.  Students will receive the higher of the two grades for a maximum of 84%. It is the **student’s** **responsibility** to initiate and complete the remediation and the retest process within two weeks of the original test date or make other arrangements, which are agreed to by the teacher.  The 2nd test may be in a different format, but should maintain the rigor of the initial test. Students who scored above an 85% may also retest for the higher of the two grades after completing remediation.

**Late Work:** Students will receive a maximum 75% grade for work showing a concerted effort, if turned in by the beginning of the next class meeting. After this, late work showing a concerted effort will receive a 50% grade if turned in prior to the first day of the published exam schedule for each quarter.

**Honor Code (PBIS):** Each student must acknowledge their understanding of the Honor Code by signing an acknowledge form. The form can be located in the PBIS Manual.

* Plagiarism is the practice of copying words, sentences, images, or ideas for use in written or oral assessments without giving proper credit to the source. Cheating is defined as the giving or receiving of illegal help on anything that has been determined by the teacher to be an individual effort. Both are considered serious offenses and will not be tolerated. If any part of a student’s work can be found in any other printed form, whether it be published or on the Internet, it will result in an automatic zero on the assignment and referral to an administrator.

AP Language and Composition Syllabus Ms. Scott

**\*Please complete, sign, and return the attached form. THIS WILL BE ADDED INTO THE GRADEBOOK AS YOUR FIRST HOMEWORK ASSIGNMENT!**

By signing this form, I acknowledge that I have read and understand these expectations, commitments, and consequences detailed above. I understand that I may not claim ignorance of these rules and/or consequences at a future date.

Student’s name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Class Pd.: \_\_\_\_\_\_\_\_\_

Student’s signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Student e-mail: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

By signing this form, I acknowledge that I have read and understand these policies and procedures.

Parent/Guardian’s name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Parent/Guardian’s signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Parent/Guardian’s email address: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Contact phone numbers: (H) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

(C) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\*If it is at all possible, please provide an email address where

you can easily be reached. I often send emails to parents

in order to communicate upcoming class projects or tests,

and also to inform you of your child’s progress. If you do

not have an email address (or do not check it regularly),

providing a phone number will suffice.