

MISSION HILLS HIGH SCHOOL
"Home of the Grizzlies"



ADVANCED PLACEMENT ENGLISH LANGUAGE & COMPOSITION
Course Syllabus (2017-18)

Teacher: MR. OCTAVIO AMADOR, JR.



Contact: Email: octavio.amador@smusd.org (Parent/guardian, please allow 1-2 day[s] for reply.)
Room: 370 | 760.290.2700 x3370
Class Website: www.mramadorisawesome.weebly.com

Remind 101: Text @c2ap4f8 to 81010 to join our free, anonymous AP LANG messaging service.

Follow Mr. Amador on Twitter! | @englishprofe23

Tutoring/"Office" Hours: Mondays after school, 3:00-4:00 PM, or by appointment.

Course Description

The focus of the *Advanced Placement (AP) English Language & Composition* course is on the study of rhetoric- the art of effective written and spoken language. Our aim is to identify the various techniques and strategies available to and used by many successful writers/speakers, to understand the effect(s) these techniques have on their intended audiences, and to then incorporate these techniques into our own writing.

The primary goal of AP English Language and Composition is to have students read critically, think analytically, and communicate clearly and effectively. To achieve this goal, every activity will focus on the four fundamental skills necessary in the English classroom: *reading, writing, listening, and speaking*.

Reading (Analysis)

Throughout the year, we will be reading a wide selection of non-fiction (and some fiction) texts of the 18th, 19th, and 20th centuries, as well as more contemporary texts. These texts will include speeches, essays, memoirs, sermons, reviews, critiques, letters, etc., and will help students explore and understand not only events of the past in context, but also the consequential (often sensitive and/or controversial) issues affecting our world today.

Focus will be placed on understanding the implicit as well as the explicit ideas/claims within texts, connecting ideas between and among texts, synthesizing information between texts, and using these texts to communicate our own understanding of and appreciation for critical social issues.

As part of our ongoing analysis of texts, we will also examine visual texts, or images, as arguments, and how these may serve as a supplement or even as an alternative to traditional written arguments. We will also analyze how visual images appeal to an audience's emotions or help clarify data (graphs), and use these in developing our own arguments.

Writing (Composition)

Students will be asked to write extensively and consistently, in a number of modes, for a range of audiences and a variety of purposes. Writing assignments will be varied and both formal and informal, including short-responses,

quick-writes, journal entries, in-class/take-home essays, timed essay responses, among others, and will include all modes of writing such as expository, descriptive, persuasive, and narrative.

To help improve student syntactical and linguistic development, heavy emphasis will be placed on the writing process as a whole, including pre-writing and multiple revisions. Students will receive direct instruction and constructive feedback, both from the instructor and their peers, throughout the writing process, as well as multiple opportunities to revise their compositions. Explicit instruction in the Modern Language Association (MLA) format for composition, including the formatting of all electronic texts, proper in-text citations, and works cited (when doing research) will be provided and students will be expected to employ this format in all work generated for class.

Through writing and revision, students will have multiple opportunities to demonstrate their learning of various syntactical strategies, including coordination, subordination, varied sentence structures, parallelism, among others. Furthermore, as students develop a sense of their personal writing style, they also learn organization strategies such as parallel structure, transitional paragraphs, and appropriate balance and sequencing of generalization and specific detail.

To help improve our composition, specifically our syntax and diction, students will continuously be working on our development of vocabulary through various readings and activities, as well as have opportunities for editing and revision.

Listening and Speaking

In conjunction with reading and writing, collaborative learning will contribute, in a large part, to the learning process. Students will build upon their listening and speaking skills through partner, small group, and whole-class discussion, on various platforms. Students will also have formal and informal individual and group presentations using a variety of electronic media. As part of the writing process, students will be asked to participate in peer-review in which they will have an opportunity to have discussions about their writing.

General Course Objectives

AP English Language & Composition is designed to match the level of rigor as an introductory college-level course. All activities are intended to help the student reach the next level in their academic ladder. Therefore, upon successful completion of the course, students should be able to:

- analyze and interpret various texts, identifying and explaining author's use of rhetorical strategies and techniques,
- purposefully and effectively incorporate rhetorical techniques in their writing in formal/informal contexts,
- create and sustain arguments based on readings, research, and personal experiences,
- write for a variety of audiences and purposes,
- analyze images as they relate to and serve as alternatives to written texts,
- demonstrate control of syntax and diction in writing,
- develop an advanced, wide-ranging vocabulary and use it appropriately in compositions,
- produce expository, analytical, and argumentative compositions that introduce a complex central idea and develop it with appropriate evidence,
- demonstrate understanding and mastery of standard written English,
- demonstrate understanding of conventions of citing primary and secondary sources through correct use of MLA citations,
- navigate effectively through the writing process, with special attention to inquiry, drafting, revising and editing, and review, and
- reflect on personal writing process.

Course Texts

Along with additional texts provided by the teacher (hard copy and/or electronic copy), we will be using the following texts in class:

Textbooks

Shea, Renee H., Lawrence Scanlon and Robin Dissin-Aufses. The Language of Composition (2nd Ed). Boston, MA: Bedford/St. Martin's, 2008. Print.

Muller-Moore, Kathleen and Susie Lan-Cassel. Techniques for College Writing: The Thesis Statement and Beyond. Boston, MA: Wadsworth/Cengage Learning, 2011. Print.

Memoirs

Rodriguez, Luis J. Always Running. La Vida Loca: Gang Days in L.A. New York, NY: Touchtone, 2005. Print.

Skloot, Rebecca. The Immortal Life Of Henrietta Lacks. New York : Crown Publishers, 2010. Print.

Walls, Jeannette. The Glass Castle: A Memoire. New York, NY: Scribner, 2005. Print.

Course Outline

The following outline is a *general* overview of our academic year. **Please be sure to monitor *Google Classroom* and our class website regularly to ensure that you are always up-to-date on all assignments.**

Fall Semester

UNIT	TIME FRAME	TOPIC
Intro Unit	Aug 22 - Sep 15	<i>Introduction to Rhetoric</i>
	<i>* Sep 15 is the last day to drop any AP class.</i>	
Unit ONE	Sep 18 - Oct 13	<i>Identity, Gender, and Relationships</i>
Unit TWO	Oct 16 - Nov 17	<i>Society</i>
	Fall Recess	Nov 20-24
Unit THREE	Nov 27 - Dec 20	<i>Culture, Race, and Ethnicity</i>
	<i>Midterm Exams</i>	<i>Dec 18, 19, 20</i>

Spring Semester

Unit FOUR	Jan 15 (h) - Feb 23	<i>Politics and the Economy</i>
Unit FIVE	Feb 26 - Mar 30	<i>Education</i>
	Spring Recess	Apr 2-6
	AP EXAM PREP	Apr 9 - May 11

<i>AP Exam</i>	<i>Wednesday, 16 May 2018 at 8:00 AM</i>
----------------	--

Unit SIX	May 21 - Jun 14	<i>Introduction to Literature</i>
	<i>Final Exams</i>	<i>Jun 12, 13, 14</i>

* A date with an (h) denotes a holiday.

* Please note that the time frame allotted for each unit is tentative and subject to change.

The AP English Language and Composition Exam

The *AP English Language & Composition* exam is scheduled for **Wednesday, 16 May 2018**. Although this test is not mandatory, all students are highly encouraged to take the exam, as this is a great opportunity for them to earn college credit and serve as a true assessment to their hard work all year.

Course Materials (Required)

- loose-leaf binder paper, college ruled
- blue/black pen(s)
- colorful pen(s)/highlighters (for annotations)
- notebook (single-subject, college ruled)

Course Materials (Highly Recommended)

- binder (for class)
- binder dividers
- post-its*
- USB flash drive

Student Evaluation

Students are evaluated on multiple levels. As the year progresses and students are learning key objectives, the rigor and value of assignments increases. Timed writes are based on *AP*-style prompts and are scored utilizing the *AP Scoring Guide*. Not all writing assignments are graded; this is because improvement in writing, as in any skill, occurs through rigorous practice. In most cases, however, the majority of writing is assessed with the use of rubrics, through self-evaluation, peer evaluation and /or teacher evaluation. Students understand the level of expectation for each assignment through teacher modeling and examples, as well as clearly outlined expectations and rubrics. Homework, quality and character of class participation, attendance, vocabulary tests, reading quizzes, and *AP*-style writing prompts all contribute to students' final grades. As the year progresses, students should have mastered learning objectives, thereby increasing their level of critical reading, thinking, and writing.

Student performance in connection with course components contributes to each student's final grade for the course in the following manner:

Performance Assessment Breakdown	Grading Scale			
	FALL	SPRING		
Introductory Unit (FA only)	10%	N/A	90-100	A
Unit 1 (FA) Unit 4 (SP)	20%	25%	80-89	B
Unit 2 (FA) Unit 5 (SP)	25%	25%	70-79	C
Unit 3 (FA) Unit 6 (SP)	25%	25%	60-69	D
Semester Portfolio	5%	10%	59 or below	F
Midterm/Final	15%	15%		

Controversial Textual Content and Topics of Discussion

Due to the nature and high level of the course, issues read or discussed in class may be considered controversial from particular social, historical, or cultural viewpoints. The fair representation of issues, peoples, and ideas may include controversial references to ethnicities, nationalities, religions, races, dialects, gender, and/or class, among others. Because AP students have chosen a program that directly involves them in college-level work, participation in this course depends on a level of maturity consistent with the age of high school students. Per *College Board* recommendation, "The best response to controversial language or ideas in a text might well be a question about the larger meaning, purpose, or overall effect of the language or idea in context."

Therefore, students are expected to maintain a level of maturity and respect consistent with that of high school AP students in an academic setting at all times.

Google Classroom, Class Website, and other Virtual Platforms

In keeping up with the demands and skills necessary with 21st Century learners, we will be using various virtual (online) platforms to complete many assignments and activities. These platforms include *Google Classroom*, *Today's Meet*, and

our own class website, among others. It is the student's responsibility to make the teacher aware of any issues with access to the Internet **before** any assignments are due.

Please note: *Google Classroom* is used to keep a record of assignments, activities, and announcements. Students are **not** to submit assignments through *Google Classroom*. Assignments that are mistakenly submitted to *Google Classroom* will **not** be accepted.

It is expected that all AP students maintain proper academic etiquette when using any online platform. This includes using appropriate, academic language and being respectful of other students' opinions **at all times**.

Disrespect of any kind, for any reason, and in any form, will not be tolerated.
Always THINK before you speak or post anything online.

General Classroom Policies/Expectations

In addition to all regulations established by *Mission Hills High School* and the *San Marcos Unified School District*, all students are expected to:

- maintain a positive attitude,
- be respectful to all members of the class and of their ideas/opinions,
- be prepared with all necessary materials and completed assignments, and
- participate in all classroom activities and discussions.

Classroom Rules

- No food/drinks, water OK
- ALL electronics OFF and AWAY during lectures and group/partner assignments/discussions

Discipline

Any student that fails to follow any classroom rule/policy or direction by school staff/faculty is subject to disciplinary action as deemed appropriate by instructor, which includes the following:

- verbal warning
- written warning/parent contact
- parent/student/teacher meeting
- referral to administration
- removal from classroom (*This may occur at any time, per teacher's discretion.)

Citizenship

AP English Language & Composition is considered a college-level course; therefore, it is assumed that students enrolled in an AP course approach their academics with a mature attitude and perspective. Citizenship marks are as follows:

E | Excellent

S | Satisfactory

U | Unsatisfactory

N | Needs Improvement

Important Policies to Know

1. Homework/Classwork

Homework will be assigned as practice/reinforcement of skills learned in class. Students are expected come to class with their homework completed and ready to submit on due date.

Unless otherwise stated, all assignments **must** be turned in at the beginning of class on the due date. There will be no time given to organize/prepare (or complete) an assignment for submission during class time.

Reading Assignments

Students are expected to read and analyze all reading assignments before class and be prepared to participate in all class discussions and activities. Failure to do so will have a negative impact on the student's ability to actively participate in a meaningful way in class activities and/or discussions.

Furthermore,

- ✓ Assignments are completed in blue/black ink only, or typed.
- ✓ All assignments must follow appropriate format. (Typed assignments must follow MLA guidelines. All assignments must include *Name, Date, Class, Period, and Assignment Title*.)

2. Attendance

As this is a college-level course, attendance, including arriving to class on time, is an absolute. The parents of students who are frequently absent and/or tardy will be contacted.

If a student is absent on the day of a timed-write or an exam, that student has a total of three (3) days upon return to make up that assignment. Failure to do so within that timeframe will result in having that assignment considered "late" or receive an automatic zero (0).

Students that are absent have the same number of days to make up any classroom assignments. For example, if a student was absent three (3) days, s/he will have the same number of days to complete any assignments.

**It is the students' sole responsibility to obtain any and all missing work due to an absence.
Always ask a classmate and/or reference the class website before asking the teacher.**

Regular homework assignments missed due to an absence are due immediately upon return. Major assignments such as projects, essays, etc., **cannot** be turned in at a later time. It is the student's responsibility to figure out a way to turn in the "special" assignment on time.

Lock-out Policy: Lock-out will be in effect beginning Thursday, August 24. For classroom purposes, lock-out is considered an *unexcused absence*. Per school policy, students in lock-out **will not** be allowed to make up work they miss due to lock-out, including any assignments and tests/quizzes. Furthermore, assignments that are submitted late due to lock-out will be marked as "late."

In the event of a tardy, students will be sent to lock-out, sign-in, and **immediately** return to class.

- | | |
|------------------------------|--|
| 1. First Offense | Verbal warning |
| 2. Second Offense | Written warning |
| 3. Third Offense | Parent/guardian contact |
| 4. Fourth Offense and beyond | Student will serve lock-out, per school policy |

* Please note that, for the first three offenses, students **will not** be given additional time to complete tests/quizzes or assignments.

3. Emails

All student-teacher communication must be made using your **school-assigned email**. I will not reply to (or even read) student emails sent from personal email accounts. Furthermore, please include a subject in the subject box and a proper greeting on all emails. (Students are expected to follow proper email etiquette.)

It is the student's responsibility to check his/her school email **regularly**, at least once per day. (No emails will be sent to students past 8:00 PM.)

Lastly, any assignments submitted via email (with prior consent) must be sent as an *attachment*. Assignments embedded within the email message itself will not be accepted.

4. Student Planners

All students are required to keep their student planners updated and organized. These, too, will be used as bathroom logs and out-of-class passes. Students **will not** be allowed to leave the room without their student planners.

5. Technology

Technology is a fundamental tool and knowing how to use it properly, efficiently, and responsibly, are important skills for today's learner. As such, Mission Hills High School is providing all English classes with computers for each student.

Students must follow all class policies/norms/procedures regarding classroom technology use. All policies will be reviewed in class prior to use. Some of these policies include:

1. **not** using device(s) during lecture, student presentations, discussion, etc.,
2. **not** using device(s) for purposes other than education, including games and social media, and
3. **not** consuming foods/beverages while using technology.

Failure to follow these policies may result in the student not being allowed to use these device(s) in class.

6. Academic Dishonesty

Cheating (on any level) and plagiarism **will not be tolerated**. This is considered an egregious act and the parents/guardians of everyone involved will be contacted immediately. In the event of a repeat offense, a conference will be held with the student's parent/guardian and school administration and may result in a failing grade for the semester.

Mission Hills High School Behavior Code, Behavior #8: Academic Dishonesty

Acts of academic dishonesty, which will not be tolerated within the San Marcos Unified School District, are listed below:

- **Cheating** (obtaining or attempting to obtain or aiding another to obtain credit for work) on assignments, projects, classwork, homework and/or assessments.
- **Theft** (sending and/or posting pictures electronically of any type of assessment including photos and/or distribution) and alteration of materials.
- **Fabrication** (any intentional falsification or invention of date, citation, or other authority in an academic exercise).
- **Unauthorized collaboration**
- **Plagiarism** (stealing and passing off as one's own the words or ideas of another.)

Consequences: Any student involved in academic dishonesty may receive a zero on the work with no make-up permitted. Further penalty may be assessed depending on the nature of the academic dishonesty. Future events, within the same class, may result in a drop/fail and loss of credit. Letters of recommendation may not be written for students who have accumulated 2 or more incidents of academic dishonesty in grade 10-12.

Please visit plagiarism.org if you have any questions regarding plagiarism.