

CLASS INFORMATION AND GENERAL SYLLABUS (2021-2022)

COURSE DESCRIPTION AND OBJECTIVES

Advanced Placement (AP) English Language and Composition is a college level course that deals in recognizing, analyzing, and expressing ideas. Students will spend the year considering important ideas advanced throughout history as they test their own ideas against those of others. Due to the challenging nature of Advanced Placement coursework, this course demands each student's best effort, all the time.

Specifically, AP English Language is intended to engage students in becoming skilled readers of prose from various periods, disciplines, and rhetorical contexts, and in becoming skilled writers who compose for a variety of purposes. It brings into focus the interactions among a writer's purposes, audience expectations, and subjects, as it promotes examination of the conventions and resources of language that contribute to effective writing.

According to the guidelines promoted by The College Board, students should be able to do the following upon completion of this course:

- Analyze and interpret samples of good writing, identifying and explaining an author's use of rhetorical strategies and techniques
- Apply effective strategies and techniques in writing
- Create and sustain arguments based on readings, research, and/or personal experience
- Write for a variety of purposes
- Produce expository, analytical, and argumentative compositions that introduce a complex central idea and develop it with appropriate evidence drawn from primary and/or secondary sources, cogent explanations, and clear transitions
- Demonstrate understanding and mastery of standard written English, as well as stylistic maturity in writing
- Demonstrate understanding of the conventions of citing primary and secondary sources
- Move effectively through the stages of the writing process, with careful attention to inquiry and research, drafting, revising, editing, and review
- Write thoughtfully about their own process of composition
- Revise a work to make it suitable for a different audience
- Evaluate and incorporate references into researched essays using an established format

--*Course Description: Advanced Placement English*, the College Board (2019)

Students who will be a part of SFCA's Blended Learning program will have videos and/or recordings and assignments posted in Canvas by 8 AM the day following instruction. Any work assigned for that day will be due by midnight. Work turned in after midnight will be considered late and receive point deductions.

TECHNOLOGY

All high school students are required to have a fully charged, fully functioning laptop in class each day. Cell phones and other tablets are not acceptable devices.

STUDENT EXPECTATIONS

- It is expected that every student will conduct himself in an orderly, courteous manner at all times with prompt and respectful obedience to all school personnel, following all adult direction without comment. If a student questions a teacher's decision, he/she should speak to the teacher privately after class. At that time, he/she should respectfully explain the situation and wait for the teacher's response.
- It is expected that every student will respect the feelings and rights of others. This includes students, teachers and visitors.
- It is expected that every student will conduct himself in an honest manner, avoiding such actions as lying, stealing and cheating.
- It is expected that every student will be on time to each class and be prepared with a proper mental attitude and all their necessary materials, books and assigned work.

- It is expected that every student understands that the teacher’s desk, computer, and other personal belongings and work area is personal property and will be treated as such.
- It is expected that every student will remain in compliance with the classroom teacher’s rules, policies, and procedures.

REQUIRED TEXTS AND MATERIALS

- Primary Texts: *50 Essays: A Portable Anthology*, Samuel Cohen, (Bedford/St. Martin, 2017)
- Binder AND pocketed folders
- Pencils (mechanical or sharpened)
- Blue or black ink pens (no different colors)
- Highlighters (several colors)
- Lined Post-it notes
- Other materials as needed for projects

ACTIVITIES AND ASSIGNMENTS OVERVIEW

This class will be structured to integrate reading, composition, and discussion with a series of topical workshops addressing various factors relevant to written and oral expression. Readings each quarter will primarily include essays, speeches, letters, and non-fiction selections arranged into thematic units. Some poetry and fiction will also be covered.

While class discussion will often focus on critical analysis strategies applied to current reading, instructional time will also be devoted to composition, vocabulary, and relevant study of historical, biographical, and cultural information.

COMPOSITION

Writings throughout the year will include...

1. Informal writings, such as ungraded free-writes, reaction papers, and journal entries.
2. Special writing assignments coordinated with writing workshops. These will give students opportunities to practice rhetorical strategies, sentence combination, paragraph organization, integration of direct quotes, and effective use of tone and voice.
3. Free-response timed in-class essays. These essays will prepare students for the AP exam in the spring. They will include expository, analytical, and argumentative assignments.
4. An extended essay that is persuasive in nature and answers a question at issue by synthesizing researched support.

VOCABULARY

1. Students will maintain a vocabulary journal in their class notebooks, defining and correctly using in sentences five unfamiliar words from reading selections each week.
2. Each week, an average of ten to fifteen terms (instructor provided relevant analytical terms and words commonly appearing on AP and SAT exams) will be added to vocabulary journals. These lists will be the basis for vocabulary quizzes (mostly sentence completion and matching) administered four to five times per quarter.
3. Appropriate word choice and correct use of vocabulary is expected in written assignments. The use of wide-ranging denotative and richly connotative language is rewarded.

OTHER PROJECTS AND ASSESSMENTS

1. Homework will usually consist of reading and informal writing assignments, including study questions, journal entries, and reaction papers.
2. Students should expect regular reading checks and quizzes that require a working knowledge of textual details from assigned reading. Quizzes will often provide opportunities to answer multiple choice questions that require students to answer reading passage questions similar in approach and format to those on the AP English Language exam.

GRADING

Reflects SFCA’s grading policy:

A = 90-100

B = 80-89

C = 70-79

D = 60-69

F = 59 and below

Grades assigned in AP English Language and Composition will be categorized by type and weighted according to three “levels,” as indicated below. Unless otherwise noted, essays will be scored using the AP general rubric, and homework and project work will be scored using the participation rubric.

Level One Grades (Daily) 15%

- Response Questions
- Homework (Vocab, annotations, reading logs, etc.)
- Writing Checks (Brief response writings)
- In-class Essays
- Participation

Level Two Grades (Minor) 30%

- Quizzes
- Presentations

Level Three Grades (Major) 45%

- 4th Quarter Essays
- Major Tests
- Projects/Portfolios

Quarterly Project 10%

Important Grading Notes

- ❖ Essays and reaction paper evaluations will be based upon the Level Three (general essay) rubric. Homework and participation evaluations will be based upon the Levels One and Two (general participation) rubric.
- ❖ The research paper and project evaluations will be based upon specialized rubrics that will be distributed when these assignments are made.
- ❖ Midterm and Final Exams count as 20% of semester grade.
- ❖ Test Make-Up and Re-Take guidelines are provided in the SFC A Student Handbook.

Other Policies and Procedure Notes

- ❖ Plagiarism of any assignment is strictly prohibited and will result in a ‘0’ and discipline according the school handbook.
- ❖ Primary texts, current works being studied, notebook, pen/pencil, highlighter, and post-it notes should be brought to class each day unless otherwise instructed.
- ❖ It is the **STUDENT’S RESPONSIBILITY** TO GET WORK MISSED DUE TO **ANY** ABSENCE.
- ❖ Levels One and Two assignments will not be accepted late. Level Three assignments will be subject to the above stated ten point deduction per day; no major assignments or test make-ups will be accepted after one week past the due date without approval.
- ❖ Students will be expected to read longer works mostly outside of class, take appropriate notes, answer assigned questions, prepare a Critical Reading Portfolio (CRP) entry, and be prepared for class discussion by the specified date.
- ❖ Most essay grades will be evaluated using our AP English Language and Composition General Rubric.
- ❖ Class discussion in AP is extremely important. Each student is expected to keep up with all assignments and contribute to class discussion as much as possible.
- ❖ All assigned questions are to be answered in COMPLETE SENTENCES.
- ❖ Weekly reading progresses will NOT be accepted for late credit after 1st Quarter

DISCIPLINE PROCEDURES

- ❖ The student will receive a verbal warning the first time.
- ❖ The student will receive a written warning the second time that will be sent home to the parents via FACTS and a conference may be requested.
- ❖ The teacher will assign a penalty to the student in the form of a detention, written assignment, or other discipline deemed appropriate if there is a third occurrence of discipline issues.
- ❖ The teacher may refer the student to the Administration if a fourth incident arises.

SYLLABUS ACKNOWLEDGMENT

CLASS: AP ENGLISH LANGUAGE AND COMPOSITION

INSTRUCTOR: MRS. BAKER

CLASSROOM: J-204

This syllabus contains important information specific to this course. It is important for parent and student to read and discuss the information.

We urge you to activate your *FACTS* account online and use it as a resource.

After reading the syllabus, fill out this form and return it to Mrs. Baker. The syllabus is to be kept at the front of the class notebook.

*****Student Name (PRINT)** _____

I have read the course syllabus...

(Parent Signature) _____



Annual Parent/Student Commitment Agreement

This must be signed and returned by August 16, 2021.

I/We have read the Parent/Student Handbook and will adhere to the policies within. We agree to cooperate with School administration in seeing that the Student regularly adheres to the School's attendance and behavioral guidelines.

I/We Agree to adhere to the Student Personal Technology Usage Agreement located at <https://www.sfcakings.org/campus-life/technology.cfm>.

I/We will ensure that all information in FACTS is current and accurate including all contact and medical information.

Student Printed Name

Student Signature (Grade 6-12)

Parent Signature

Parent Signature

Date

*Southwest Florida Christian Academy, a ministry of McGregor Baptist Church, will **partner** with Christian parents to **provide** their children with a distinctively biblical and academically excellent education that will **equip** students to be godly leaders and to successfully **engage** the culture for Christ.*