**AP English 11: Language and Composition**

Mrs. Cipriano Room # 202 scipriano@djushsd.org

**Course Overview**

“An AP English Language and Composition course requires students to become skilled readers of prose written in a variety of rhetorical contexts and skilled writers who compose for a variety of purposes. Both their reading and their writing should make students aware of interactions among a writer’s purposes, reader expectations, and an author’s propositional content, was well as the genre conventions and the resources of language that contribute to the effectiveness in writing” (The College Board, AP English Language and Composition Course Description, 2014)

This course will be highly rigorous. Students will compose numerous pieces in and out of class. Some compositions will be informal quick-writes, while others will be multi-drafted formal pieces. On these multi-drafted pieces, students will receive feedback from the teacher and/or peers during the writing process.

Based on College Board expectations: by the end of this course, students should be able to:

* Analyze and interpret samples of purposeful writing, identifying and explaining an author’s use of rhetorical strategies
* Analyze images and other multimodal texts for rhetorical features
* Use effective rhetorical strategies and techniques when composing
* Write for a variety of purposes
* Respond to different writing tasks according to their unique rhetorical and composition demands, and translate that rhetorical assessment into a plan for writing
* Create and sustain original arguments based on information synthesize from readings, research, and/or personal observations and experience.
* Evaluate and incorporate sources into research arguments
* Demonstrate understanding of the conventions of citing primary and secondary sources
* Gain control over various reading and writing processes, with careful attention to inquiry (research), rhetorical analysis and synthesis of sources, drafting, revising/rereading, editing, and review.
* Converse and write reflectively about personal processes of composition
* Demonstrates understanding and control of Standard Written English as well as stylistic maturity in their own writing
* Revise a work to make it suitable for a different audience.

**Grading**

* Writing & Projects 30%
* Tests/Quizzes 20%
* Class work/Homework 20 %
* Semester Final (cumulative) 20%
* Semester Portfolio & Project 10%

Here is a guide of some of the common grading symbols and codes I use:

+√ = A (excellent) √ = C (acceptable)/credit √ - = D (unacceptable) inc = incomplete (partial credit)

**Course Information**

**Reading**

Students will read many different pieces for this course. Readings will include essays, speeches, and some fiction pieces for analysis of writing style and rhetorical mode.

The primary books for this class include

* *The Prentice Hall Reader,* Ninth Edition
* *In Cold Blood*, Truman Capote

**Writing**

This is a composition class and will be writing heavy. Students will write in a multitude of genres and for various purposes and audiences. Writing assignments will include informal single drafted quick writes as well as formal multi-drafted papers. Students will be expected to proficiently follow MLA guidelines in their writing. All formal writing and research assignments will follow MLA format. Formal essays will be graded on a 9 point scale modeled off of AP grading scales in order to prepare students for the grading of the AP exam, while informal writes will be graded on a √ + (excellent), √ (satisfactory), √ - (unsatisfactory) scale. Students will have many opportunities to collaborate with peers and meet with me to discuss and revise papers. Most rough draft writing will be completed in class while most final draft writing will be assigned as homework. On average, students can expect two formal, multi-drafted papers per quarter.

As this class is geared for college preparation, students are expected to turn in work accordingly. **All final drafts must be typed according to MLA requirements** or grades will be docked. *Any student who does not have computer access at home should plan on typing their papers in class or the school library after school.* Accommodations will be made for students who need them. Please discuss them with me.

**AP English Language and Composition Exam**

This is an Advanced Placement class designed to prepare students to take the AP English Language and Composition Exam. While ultimately the exam is option, *all AP English Language and Composition students are expected and strongly encouraged to take the AP exam.* The exam test date is Wednesday, May 15, 2018.

**Late Work**

Late work may be turned in but will be marked down accordingly. No late work will be accepted more than **two** **class** days after the assignment is due. If a student expects be absent the day an assignment is due, it is his/her responsibility to make sure it is turned in on time. The work can be emailed to me or another student may turn in the assignment. Turning in late work will often have rippling consequences as students may be unprepared for quizzes, tests, or other class activities.

**No Questions Asked (NQA) Coupons**

Life happens, children become sick, cars break down. That is what NQA coupons are for. Every student will be given two NQA Coupons per semester. These may be used to extend the due date of an assignment by one class meeting. NQA coupons must be stapled to the top of the late assignment, and the assignment must be turned in at the beginning of the very next class meeting after the original due date. NQA coupons may not be used for any tests, quizzes, final draft essays, or assignments in bold on the course calendar. NQA coupons are nontransferable.

**Extra Help/Tutorial**

This course is a highly rigorous course, and it is likely that students will find that they need extra help or guidance. I am available before school and afterschool for help. Students who are struggling are expected to seek help or attend after school tutorial. As soon as available a schedule for tutorial will posted in the classroom indicating where tutorial is located each day.

**Online Supplementary Portal**

To prepare students for college by getting them used to using technology academically, I have created an *optional,* online portal through *Edmodo.* The *Edmodo* portal is a place where students can access digital copies of notes, PowerPoints, and other resources used in class. Students can submit many assignments online if they so choose. While internet access and access to *Edmodo* is **not required,** students over the past few years have found the online supplemental portal *to be highly helpful and supportive*. All students who *can* access *Edmodo* are strongly encouraged to create an account. There are two ways to create an account:

* **Option 1**: Go to <https://edmodo.com/public/english-11-ap-english-language-amp-composition-2016-17-/group_id/21032185> and create an account.
* **Option 2:** Go to[www.edmodo.com](http://www.edmodo.com) and create an account using group code: 6asdy9.

*Edmodo* will be updated periodically throughout the school year with new resources.

At any point in the school year—parents whose children have created accounts–may login as a guest using the unique parent code. This unique code is available through your child’s account.

**Plagiarism**

(See Student Agenda p. 34 “Cheating.”) Cheating includes the following: copying someone else’s work and turning it in as your own, looking at another student’s test/quiz, turning in a paper that you turned in for another class, buying a paper from another source and claiming you wrote it, and giving your work to another student and allowing them to copy off of you. RFK’s policy on cheating includes a comment placed in your school file and an immediate phone call to your parents, detention, referral, work detail, etc.

I will issue a referral to anyone caught cheating in my class and you will fail that assignment without the opportunity to make it up. In the case of an essay or other work that has been plagiarized from another student, both students will fail that work with no chance for a make-up assignment. **Be careful who you allow to look at your work!**

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**STUDENT/GUARDIAN SYLLABUS ACKNOWLEDGEMENT:**

Please detach and return this sheet to Mrs. Cipriano by Monday, August 20, 2018.

**Requirements and Policies**

Completion of the syllabus requires that both students and parents/guardians acknowledge complete understanding of the requirements and policies of this course by signing and dating the form below.

I have read and understand the syllabus, requirements, and expectations of AP English 11: Language and Composition. By signing I show that I understand and agree to the requirements and expectations of AP English 11: Language and Composition. I also understand that this course is a rigorous college level course and will require my full effort. By signing below, I agree to put my full effort into my work and seek help when needed.

Student Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

I have read and understand the syllabus, requirements, and expectations, for my student, of AP English 11: Language and Composition. By signing I show that I understand and agree to the requirements and expectations, for my student, of AP English 11: Language and Composition. I also understand that this course is a rigorous college level course and will require my student’s full effort.

Parent/Guardian Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Preferred method of contact (phone number, email, etc.): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Understand English? Yes \_\_\_\_\_No