

AP Language and Composition Syllabus

Ms. Rudder
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2014-2015
Bishop Montgomery High School

Course Description

This college-level course provides students with the tools to critically read and analyze a range of challenging non-fiction prose selections and develop an awareness of rhetoric in the class readings as well as in their own writing. A collection of biographies, visual texts, speeches, novels, memoirs, and essays, our texts and their sequencing are primarily based on the development of crucial analytical reading skills rather than historical timelines. Students will write informally and will have many opportunities to work in shorter forms and to write at-home assignments, but at heart this class is a college composition course, and they will therefore complete many timed essays as well as an argumentative research paper. Revision, including peer and instructor reviews and the writing of multiple drafts, will be an important part of most assignments.

Classroom Rules

Failing to adhere to classroom rules will result in a violation

1. Show respect for me, your fellow students, and yourself at all times
2. Be sitting in your seat when the bell rings and remain in your seat until the closing bell rings
3. Bring necessary texts and supplies to class every day
4. Use your time in class wisely and productively
5. Do not turn in work that is not entirely your own
6. Follow all rules outlined in the BMHS handbook

Academic Honesty

Students are expected to do their own work. Any student caught copying from another student, allowing another student to copy from him/her, or appearing to do either will face the consequences outlined in the BMHS handbook.

The *BMHS Student Handbook* defines plagiarism as: “The copying of three or more words in succession from any source other than yourself.”¹ It goes on to include paraphrasing in its description. Plagiarism—the act of passing someone else’s work, words, or even *ideas* off as your own—is cheating and will be punished as such. To avoid plagiarism, always cite where you found your information, even if you put it into your own words.

Turnitin.com Class ID: Password:

Advanced Placement English Academic Policies

In order to uphold the accelerated pace and rigorous academic standards of an AP course, students who earn below a 60% on their summer reading exam will automatically be dropped to Honors American Literature. Furthermore, students must earn an 83% or higher in the class to be eligible to remain in AP Language and Composition second semester. It is the responsibility of students to actively monitor their grades on *Aeries*.

¹ *BMHS Student Handbook: 2012-2013*. (Bellingham, WA: CPSIA: Premier Agendas Inc., 2011.) 13.

Required Materials

You must bring your notebook, writing utensils, vocabulary book, and the book we are currently studying to class each day.

Books

- ✦ *50 Essays: A Portable Anthology*
- ✦ *Vocabulary for the College Bound*
- ✦ *My Antonia*, Willa Cather
- ✦ *A Farewell to Arms*, Ernest Hemingway
- ✦ *The Scarlet Letter*, Nathaniel Hawthorne
- ✦ *MLA Handbook*
- ✦ *The Adventures of Huckleberry Finn*, Mark Twain
- ✦ *The Woman Warrior*, Maxine Hong Kingston
- ✦ *Narrative of Fredrick Douglass*
- ✦ *House of Mirth*, Edith Wharton
- ✦ "BMHS English Department Writing Packet"

Other Materials

- One-inch binder
 - Binder checks will occur at random throughout the year. The first binder check, worth fifteen points, will occur **Tuesday, August 26th**.
- Post-its (if you are unable to write in your books)
- Several black or blue pens, red pens, #2 pencils (preferably mechanical), and a highlighter

Binder Sections:

- Notes
- Lexicon
- Reading Journals
- Essays

Grading Policies

Grade for all courses will be available on Aeries.

- Writing will be graded according to rubrics (see attached example) that model AP exam rubrics and consider content, structure, style, and grammar.
- **Any assignments turned in without its author's name will be docked five points.**
- **If student does not have a scantron/bluebook on the day of a test and delays the testing process, he/she will be docked 5% of his/her test score.**

Homework

- The weekly homework schedule will be posted in class and online.
- All written homework should be typed, double-spaced, with 12-point Times New Roman font and one-inch margins.

Assignment Type	Worth
Homework, Class Work, and Reading Journals/Quizzes	20%
Major Projects and Compositions, Timed Essays	40%
Tests (Vocabulary and Unit Exams)	10%
Semester Final	20%
Participation	10%

Participation

- At the beginning of the semester, all students begin with 40 out of 50 possible participation points (an 80% or a "B-" in participation).

Earn participation points by:

- Participating in group and class discussions
- Staying on task
- Taking good notes

Lose participation points by:

- Coming to class without required materials
- Disrupting class

Late Work Policy

- Homework is due *at the beginning of class*.
- **Computer and/or printer problems are not an acceptable excuse for late work.** Email homework to a friend and have him/her print it for you. Use the school computer lab. Be sure to frequently save your work. If some sort of traumatic and unavoidable computer emergency occurs, contact me **as soon as possible** and **not** the day the assignment is due.
- You are responsible for making up late work. I will not remind you.
- **Due to this generous late work policy, there will be no excused late work.**

Highest Possible Scores for Late Work:

- 1 Day Late: 80%
- 2 Days Late: 50%
- 3 Days Late: 0%

Absences and Late Work

- If your absence is unexcused, you may **not** make up your work.
- If you have an excused absence, it is your responsibility to find out from me or your classmates what you missed and to make up your work.
 - If, due to an extracurricular activity, you anticipate missing my class, you must discuss making up your work with me **before** your absence.
 - **If you are absent, you must contact a classmate and be caught up with reading assignments prior to your return.**
- Allowances may be made for extraordinary circumstances.

Fall Outline and Project Due Dates

This is a tentative outline; coverage of rhetorical techniques, composition methods, and grammar, as well as writing assignments, will develop according to students' needs. Students should expect many supplemental readings and analytical assignments.

Week 1	Introductions, Syllabus, Rhetoric Introduced, Summer Reading Exam
Week 2	Close Reading of Advertisements, SOAPStone Strategy, Rhetorical Modes, Introduce <i>The Scarlet Letter</i> , Active Reading, Timed Writing 1
Week 3	<i>The Scarlet Letter</i> , Diction
Week 4	<i>The Scarlet Letter</i> , Rhetoric Forms, Devices, and Structure, Timed Writing 2
Week 5	<i>The Scarlet Letter</i> , Analysis Skills, Diction Work, Rhetorical Square
Week 6	Finish <i>The Scarlet Letter</i> , Revolutionary Texts, Rhetoric and Repetition, Timed Writing 3
Week 7	Editing, Timed Writing Revision, Rhetoric Project
Week 8	Begin <i>Woman Warrior</i> , Imitation Essay, Timed Writing 4
Week 9	Logic and Fallacies, <i>Woman Warrior</i> , Diction and Rhetoric Exam
Week 10	<i>Woman Warrior</i> , Sentence Structure
Week 11	Finish <i>Woman Warrior</i> , Timed Writing 5
Week 12	Literary Devices, Begin <i>Huckleberry Finn</i>
Week 13	<i>Huckleberry Finn</i> , Timed Writing 6
Week 14	<i>Huckleberry Finn</i> , "On the Decay of the Art of Lying"
Week 15	Twain Imitation, Finish <i>Huckleberry Finn</i>
Week 16	<i>Huckleberry Finn</i> essay due, Figurative and Descriptive Language
Week 17	Style and Tone, Rhetoric of Christmas, Timed Writing 7, Review for Final

Contacting Me

- Please feel free to contact me with questions or concerns.
- The best way for students and parents to contact me is through my email address, **mrudder@bmhs-la.org**.
 - Please include a descriptive subject (ie: "Our AP Assignment" or "A question about Hawthorne") so that I do not mistakenly delete your email.
 - Sign your full name at the end of your email.
- Parents may also contact me through Bishop Montgomery: 310-540-2021

I reserve the right to make changes to this syllabus. If I do make policy changes, I will immediately inform my students.

AP English Language and Composition 9-point Rubric	
9 100%	Essays earning a score of 9 meet the criteria for 8 papers and, in addition, are especially full or apt in their analysis or demonstrate particularly impressive control of language.
8 93%	Essays earning a score of 8 effectively respond to the prompt. They refer to the passage explicitly or implicitly and explain the function of specific strategies. Their prose demonstrates an ability to control a wide range of the elements of effective writing but is not flawless.
7 86%	Essays earning a score of 7 fit the description of 6 essays but provide a more complete analysis or demonstrate a more mature prose style.
6 79%	Essays earning a score of 6 adequately respond to the prompt. They refer to the passage, explicitly or implicitly, but their discussion is more limited. The writing may contain lapses in diction or syntax, but generally the prose is clear.
5 72%	Essays earning a score of 5 analyze the strategies, but they may provide uneven or inconsistent analysis. They may treat the prompt in a superficial way or demonstrate a limited understanding of the prompt. While the writing may contain lapses in diction or syntax, it usually conveys ideas adequately.
4 65%	Essays earning a score of 4 respond to the prompt inadequately. They may misrepresent the author's position, analyze the strategies inaccurately, or offer little discussion of specific strategies. The prose generally conveys the writer's ideas but may suggest immature control of writing.
3 58%	Essays earning a score of 3 meet the criteria of the score of 4 but are less perceptive about the prompt or less consistent in controlling the elements of writing.
2 51%	Essays earning a score of 2 demonstrate little success in responding to the prompt. These essays may offer vague generalizations, substitute simpler tasks such as summarizing the passage, or simply list techniques. The prose often demonstrates consistent weaknesses in writing.
1 44%	Essays earning a score of 1 meet the criteria for the score of 2 but are undeveloped, especially simplistic in discussion, or weak in their control of language.
0	Indicates an on-topic response that receives no credit such as one that merely repeats the prompt or one that is completely off topic.

Student Name:

AP Language and Composition
Student – Parent – Teacher Contract

This contract is to be signed and returned by August 22nd for an easy 15 homework points.
Please print clearly.

Parent/Guardians' Names: _____

Please include the best phone number for reaching you and check preferred methods of contact.

- ☐ Phone Number: _____
- Whose number is this? _____
- Circle one: Cell Phone Work Phone Home Phone

Optional Information:

- ☐ Additional Phone Number: _____
- Whose number is this? _____
- Circle one: Cell Phone Work Phone Home Phone
- ☐ Email Address: _____
- Whose email is this? _____

By signing below, I acknowledge that:

I have read and understand Ms. Rudder's classroom rules and expectations, as well as her policies on grading, cheating, homework, late work, and make-up work. I understand the English Department Academic Policies for Advanced Placement classes.

I have read and understand Ms. Rudder's policy on plagiarism and know that I can access student grades online.

I know how to contact Ms. Rudder if necessary.

Parent Signature: _____ Date: _____

Student Signature: _____ Date: _____