

MONTE VISTA CHRISTIAN SCHOOL
ENGL 3250, AP English Language and Composition
Course Syllabus

Course Description:

AP English Language and Composition is a college-level English Composition course designed to meet the curricular requirements set in the *AP English Course Description* (see collegeboard.com) and to preserve the chronological synchronization between the U.S. History/APUSH and American Literature courses that juniors are required to take at our school. To do this, the chronological development of American Literature (both fiction and nonfiction) serves as the course's backbone. This year, the course will also feature Micah 6:8 and the book of James as a means of biblical integration.

“The AP English Language and Composition course is designed to help students become skilled readers of prose written in a variety of rhetorical contexts and to become skilled writers who compose for a variety of purposes. Both their writing and their reading should make students aware of the interactions among a writer's purposes, audience expectations, and subjects as well as the way generic conventions and the resources of language contribute to effectiveness in writing.” (www.collegeboard.com.)

Curricular Mapping:

This course will continue to develop student skills in literary analysis, essay composition, research, synthesis, vocabulary development, grammar, and style. Literary and Rhetorical analysis will focus on deciphering a work's theme based on biographical and historical understanding. Techniques for in-class timed writing will be reinforced and developed, and students will be prompted to continually develop their unique perspectives. This course will develop the necessary foundation for English 400 and AP Literature.

Course Objectives:

Upon the successful completion of this course the students will be able to:

1. Compare and contrast the major authors, periods, genres and works in American literature in order to demonstrate an understanding of the elements of style and subject matter in American literature through both written and oral response.
2. Define the general philosophies of each time period studied, point out examples of these philosophies in the writings of the authors and analyze them in the light of their own values and convictions through both written and oral response.
3. Conduct research to craft various essays following MLA guidelines.
4. Write with clarity, originality, and passion when composing work at home or in class.
5. Articulate strategies for succeeding on the AP, PSAT, and SAT exams.

6. Maintain an organized AP Language and Composition Binder (digital or physical) throughout the academic term.
7. Demonstrate their ability to deconstruct an author's use of rhetorical and literary devices in relation to the author's central argument.
8. Utilize rhetorical and literary devices to construct grammatically correct and stylistically superb written arguments.
9. Demonstrate their ability to deconstruct an author's message and purpose (in both written and visual texts) through an understanding of the author's biographical and historical circumstances.
10. Write for various purposes (exposition, persuasion, analysis, synthesis, etc.).
11. Properly evaluate, utilize, and cite sources according to MLA guidelines.
12. Create Study Guides that will aid in both the AP Language and AP Literature courses.
13. Apply Micah 6:8 and the book of James as a lense through which they discuss and analyze content.

The following are required to fulfill the WHCC dual credit option. Many of these are the same as the Course Objectives mentioned above:

1. Demonstrate college-level competence in reading, writing expository essays, writing argumentative essays, and writing analysis essays based on an author's work.
2. Conduct research utilizing library resources.
3. Demonstrate an understanding of the fundamental basics of MLA format.
4. Compose either two 5-page research papers or one 10-page research paper in current MLA format, including a Works Cited page.
5. Identify logical fallacies in an author's work as well as their own work.
6. Demonstrate the understanding of the difference between summarizing, paraphrasing, and quoting.
7. Compose and utilize a bibliography.
8. Demonstrate a basic understanding of literature through writing and/or discussion.

Texts:

Your necessary digital texts for this class will be part of a "Required Course Materials Fee" thru the EdTech bookstore. This is a bundle purchase of digital texts for your full schedule of classes and will be available for purchase after 7/18/16. For further instructions please visit the [16-17 School Year](#) icon on the MVCS homepage. Please note: some courses may require additional purchases outside of the course materials fee.

In addition to what is noted, the instructors will also provide access to several free works and resources throughout the year. In addition, there is an Independent Reading assignment for each quarter.

Prerequisites:

English 1, English 2. The following guidelines indicate students who typically have success in this course.

1. STAR score of 1200 or higher
2. PSAT score of 120 or higher (when adding the Critical Reading and Writing percentile scores)
3. A grade of B or higher, especially in an Honors English course

Course Outline:

Most of the following sections will be covered but not all. We will selectively choose some units over others based on time and class ability.

First Semester:

I. Literature Anthology and Supplements

- A. Summer Reading, *The Crucible*
- B. Encounters and Foundations to 1800
- C. American Romanticism 1800-1860
- D. *Adventures of Huckleberry Finn*
- E. Independent Reading (one book per quarter)

II. Test Prep: AP/SAT/PSAT

- A. Rhetorical terms 1-30
- B. AP Essays (Analysis and Argument)
- C. AP Practice Test (at least one per quarter)
- D. SAT Essays
- E. PSAT/NMSQT booklet

III. Vocabulary—Greek and Latin Prefixes and Roots

IV. Writing

- A. Grammar and Style review, focused on sentence structure, quotation mechanics, word choice, MLA format, and using sources (Bedford Parts III and X)
- B. Personal Narrative (Argument Essay)
- C. Logical Fallacies and Critical Thinking (Bedford Part IX)
- D. Editorial Essay (Argument Essay)

Second Semester:

I. Literature Anthology and Supplements

- A. The Rise of Realism: The Civil War to 1914
 - B. The Moderns: 1914 to 1939
 - C. *The Great Gatsby*
 - D. Contemporary Literature: 1939 to Present
 - E. *Hiroshima*
 - F. *The Fire Next Time*
 - G. Independent Reading (one book per quarter)
- II. AP Prep continued
- A. Rhetorical terms 31-60
 - B. AP Essays (Argument and Synthesis)
 - C. AP Practice Test (at least one per quarter)
- III. Vocabulary—Greek and Latin Roots and Suffixes
- IV. Writing
- A. Grammar and Style review, continued (Bedford Parts VII, IX, and X)
 - B. Personal Narrative (Argument Essay)
 - C. Literary Analysis (nonfiction)
 - D. Modern Poetry Project
 - E. Research Paper (Synthesis Essay)

Grading:

<u>Grade Book Categories</u>		<u>Semester Weighted Grading Configuration</u>	
Essays	70%	Quarter 1 (3)	40%
Other	30%	Quarter 2 (4)	40%
		Final Exam	20%

Both Final Exams are Required.

For Dual Credit students, the WHCC grade will be the average of the MVCS first and second semester grades. In addition, know that Academic Dishonesty (cheating, plagiarism, etc.) and/or excessive absences will put your WHCC grade in jeopardy. Please check with WHCC for details.

Know that grammar and style are part of the evaluation for every assignment, no matter how small.

Please keep in mind the following scale:

- 100%-90% = A Exceptional work (student exceeds expectations)
- 89%-80% = B Good work; above average

79%-70% = C	Average work; at grade level (<u>student meets expectations</u>)
69%-60% = D	Below average/grade level
Below 60% = F	Work fails to meet minimum standards

This course will be graded on the following major components:

- **Essays: 70%**
 - In-class/timed essays in response to SAT and AP Essay prompts.
 - Essay rewrites
 - Creative writing assignments
 - Research papers
 - Presentations
- **Other: 30%**
 - Tests and Quizzes on course material and assigned reading
 - Notes and Binder Checks
 - Online Forums
 - Independent Reading
- **Homework expectations per night: 0%** (Nevertheless important)
 - Plan on spending between 20-30 minutes per night. For the most part, this time should be spent reading (which includes highlighting and annotating), researching, and studying to prepare yourself to accomplish work that will be completed in class.
- **Participation: 0%** (Nevertheless important)
 - You are expected to participate in this class. One of the strengths of this class is the opportunity to discuss and wrestle with the issues. The more you are able to actively participate in class, the more you and your fellow students will derive benefit.

High School Standard Grading Policy:

Please refer to the policy and procedures posted online in our Parent-Student Handbook.

Class Policies:

The following policies are non-negotiable. Please see the teacher if you have any concerns with your ability to follow these policies:

1. **Attendance:** Being in class is important to your success. If you miss class for any reason, it is your responsibility to check the teacher's online course to inquire about missed work.

Complete any assigned readings, notes, or work by the next school day. Make sure to check the Focus Gradebook for specific due dates as well.

2. **Tardiness:** You will be tardy if you are not sitting in your assigned desk when the bell rings. You may be marked tardy if you need to use the restroom, dispose of food or drink, or retrieve course materials that you have neglected to bring.
3. **Gum, Food, and Drink:** Dispose of all gum, food, and drink before you come to class. Only bottled water is allowed. The reason for no food is twofold: 1) it creates a mess in the classroom, and 2) there are several students and faculty members with lethal food allergies. Respect the welfare of your peers and teachers. If you do not follow these guidelines, you may end up with a referral, especially if you make a mess.
4. **Late Work:**
 - a. Classwork: work that is late for any reason will earn no more than 50%. Your work is late if you do not give it to the teacher when asked to do so. For the policy regarding work that is late as the result of an unexcused, excused, or pre-planned excused absence, please refer to the Student Handbook.
 - b. Presentations: Because you must still present, these will receive a 20% deduction if they are not ready when it is your turn to present.
5. **Grace Period:** For certain essay assignments, the teacher will inform you of a grace period. If an assignment is due on 10/27 and will be accepted until 10/31, it does not mean that the assignment is due on 10/31. It means that the teacher expects you to turn in your assignment on 10/27. But if you are experiencing technical difficulties, you have until 10/31 to take care of those difficulties. If the assignment is not turned in on 10/31, it will be considered late. If you are absent for a partial or full school day at the end of the Grace Period, you must make sure that you have submitted your assignment to Turnitin and/or emailed it to the teacher. Mass abuse of the “grace period” will result in its death.
6. **MLA:** All typed essays need to be MLA formatted, double-spaced, and written in 12 point, Times New Roman font. Margins should be set at 1” on all sides.
7. **Turnitin.com:** The score for a take home writing assignment will be 0 until the assignment is submitted to Turnitin.com. Make sure to upload Word documents (or an equivalent, not a PDF) to Turnitin.com.
8. **Binder:** You may have a real or digital binder for your class notes. You do, however, need to bring real binder paper to class. You also need a place to keep returned essays and assignments. Binder Checks will happen quarterly. The work in your Binder will be considered late if you do not bring your Binder on the day of a Binder Check. Use “cloud storage” to backup your work that is stored on your iPad.
9. **Extra Credit:** An essay rewrite is offered once per quarter, and you must follow all instructions in order to maximize credit. There is no guarantee of other extra credit opportunities.

10. Plagiarism and Cheating: This is dealt with in the Student Handbook. Read the Student Handbook. If you have any questions about this topic, ask your instructor or an administrator. Know that Bedford 54-55 (9th edition) present strategies for avoiding plagiarism. For any plagiarism, intentional or accidental, the instructor will issue a referral and a zero for the assignment. If the teacher chooses to return a plagiarized essay or homework assignment to you so you can rewrite it, your work will be marked late, which means you will earn no more than 50%.

11. On-Task Behavior: When time is given in class to work on assignments, the student is expected to be on-task. When students are off-task (e.g. playing games, messaging, working on other courses, etc.), the instructor has the discretion to deduct points from the assignment's total point value, up to 50%.

School Policies and Expected Student Learning Results (ESLRs):

Students are subject to all academic policies of the school as found in the Parent-Student Handbook. Furthermore, it is each student's responsibility to read and follow all academic policies of Monte Vista Christian School. In addition to addressing each ESLR every year, we target a specific ESLR each academic year for particular focus.

Tips for the Students:

1. When writing emails to your teacher, use a formal tone and grammatically correct English.
2. Bring your Binder and charged/updated iPad to class every day and organize it often. Use BIG HEADINGS to help you find assignments and notes.
3. Keep track of deadlines and begin your work early (especially Independent Reading).
4. Residents Students: Please make frequent use of the Writing Center.
5. Read instructions! Follow instructions. Ask for help if you need it.