



# COURSE SYLLABUS 2018 – 2019

## AP ENGLISH LANGUAGE AND COMPOSITION

(EZS328 – EZS329; 10 total credits)

### Mr. Gleason

Room C-314

[brian-gleason@scusd.edu](mailto:brian-gleason@scusd.edu)

[gleason.teacher@gmail.com](mailto:gleason.teacher@gmail.com)

(916) 395-5090 x506314

<https://sites.google.com/site/gleasonteacher/> (includes Calendar and links; access to Google Classroom)

## COURSE DESCRIPTION

In the Advanced Placement Language and Composition class, you take a detailed look at the art of writing, arrangement, and rhetoric. Through various textual works (mostly non-fiction), you gain a deeper understanding of HOW an author's work is deliberately arranged – using diction, syntax, figurative language, etc. – to shape the work's meaning and purpose. You will be exposed to a challenging list of essays, speeches, fictional and non-fictional prose. In addition, periodic AP questioning and peer review will help to develop your confidence and sharpen skills for the Language and Composition Exam (**Wednesday, May 15th, 2019**). Note: although you will be exposed to the American Literature according to standard high school junior curricula, this class will not follow the patterns and timelines of other non-AP courses.

In keeping with the College Board, *AP Course Description*, the goal of this class will be to help you “write effectively and confidently in their college courses across the curriculum and in [your] professional and personal lives” (2005 – 2006 Workshop Materials 49). You will be expected to respond to various texts in writing concerning theme, purpose, and rhetorical mode. In addition, you will prepare analytical essays in which you synthesize materials and course information from readings, lecture and class discussion. Critical reading skills along with the processes of synthesis, research, writing, and revision will be emphasized.

During the school year, you will challenge assumptions and sharpen your critical thinking skills. In addition, you will produce quantities of quality work; continue to grow into a well-rounded student, active citizen, and conscientious human being; and contribute to an atmosphere of trust and exploration wherein you and your peers may take pride in, and ownership of your work. (You can do this.)

## TEXTBOOKS, READINGS

- *The Language of Composition, Third Edition* (Bedford, Freeman & Worth Publishers) c. 2018, Shea, Renee; Scanlon, Lawrence; Aufses, Robin; Pankiewicz, Megan.
- *myPerspectives: American Literature, California* (Pearson Education, Inc.) c. 2017, Morrell, Ernest; Hiebert, Elfrieda; Gallagher, Kelly; Cummins, Jim.
- *Reading the World: Ideas That Matter, 2nd Edition* (W.W. Norton & Company) c. 2010, Austin, Michael.
- Imaginative literature: Novels, poetry, and works of short fiction available for check-out to engage individual reading or whole-class instruction.
- Literary non-fiction: various pieces used to demonstrate and illuminate authorial style, expression of purpose, argumentation, persuasion, topical analysis
- *Vocabulary Power Plus for College and Career Readiness, Level Three.* (Prestwick House) c. 2014, Reed, Daniel A.
- *Write Source, Grade 11* (Houghton Mifflin Harcourt) c. 2012, Kemper, Dave; Sebranek, Patrick; Meyer, Verne.

## REQUIRED MATERIALS:

Please ensure you have the following items throughout each of the four quarters of the school year:

- dark blue or black ink pens
- 2+ highlighters (2 colors, min.)
- a 3-ring binder (1” spine)
- ample supply of binder paper, enough for *each* quarter
- 8 dividers (purchased or hand-crafted), with tabs
- access to a reliable printer with enough ink

## COURSE OUTLINE

The following literary forms are thoroughly explored, in close reading analysis and writing, throughout the course:

- Rhetorical Analysis
- Argumentation and Persuasion
- Synthesis

Literature studies will emphasize works from America. You will survey the development of the interwoven historical, social, and philosophical threads that inspire America’s literature by distinguishing the styles of literary periods, reading and analyzing works from American authors, poets, lyricists, journalists and statesmen, and tracing the vision of “America” as interpreted, debated, and celebrated by its many voices over time.

We also cover assessments like the SAT, ACT and Smarter Balance CAASPP tests – and I refer often to the processes of college-searching and admissions, including the University of California A–G requirements. In the 3rd Quarter, students practice and engage the English Placement Test (EPT), part of the California State University Early Assessment Program (EAP).

## COURSE OBJECTIVES & GRADING POLICY

Let's do this. The class is an opportunity to gain knowledge together, to hone your process as a student, and to apply your practice to creating a worthy and satisfying series of assignments and projects that demonstrate your learning. Categories used in *Infinite Campus* are listed below.

	CATEGORY	SUBCATEGORIES	EXAMPLES OF TASKS
20%	Daily Assignments	<i>Homework (HW)</i>	<ul style="list-style-type: none"> <li>• Reading/annotation (prep-work)</li> <li>• Individual, Small-Group process &amp; product</li> </ul>
		<i>Classwork (CW)</i>	<ul style="list-style-type: none"> <li>• Assertion Journal</li> <li>• Grammar/Writing Notes, activities</li> <li>• Discussions, sharing-out</li> </ul>
		<i>Practice Free-Response Question (FRQ-P)</i>	<ul style="list-style-type: none"> <li>• An in-class essay, but with reduced time; <i>may</i> omit certain elements (e.g. a conclusion)</li> </ul>
40%	Assessments	<i>Quiz (QUIZ)</i>	<ul style="list-style-type: none"> <li>• A tool used primarily to assess reading comprehension, knowledge of terms, vocabulary, and grammar</li> </ul>
		<i>Socratic Seminar (SOCR)</i>	<ul style="list-style-type: none"> <li>• Socratic Seminars</li> </ul>
		<i>Free-Response Question (FRQ)</i>	<ul style="list-style-type: none"> <li>• In-class essays, timed</li> </ul>
		<i>Final Exam (FINAL)</i>	<ul style="list-style-type: none"> <li>• End of 1<sup>st</sup> Semester</li> <li>• End of 2<sup>nd</sup> Semester</li> </ul>
40%	Projects	<i>Essay (ESSAY)</i>	<ul style="list-style-type: none"> <li>• Any multi-stage (“process”) essay</li> </ul>
		<i>Presentation (PRES)</i>	<ul style="list-style-type: none"> <li>• Individual or group presentations</li> </ul>

## HOMEWORK POLICY & LATE ASSIGNMENTS

Keep tabs on my online Calendar to keep track of missed assignments or assessments. Deadlines are deadlines. You are expected to complete your homework on a timely, consistent basis. Late assignments will not be accepted, so arrange to have someone relay the work if you will be absent. Proof of excused absence required. Track your progress using *Infinite Campus Student Portal* – and thanks in advance for your patience as I score assignments and essays.

## **CLASSROOM EXPECTATIONS**

I'm looking forward to a productive, insightful, and enjoyable school year working with you. As in most working collaborations, some days can be better than others, so we learn to "do the work even on a bad day" and persevere. My role is to engineer opportunities of academic discovery for all students; that process will require habits of mind for critical thinking, habits of heart for respectful interaction, and the patience and stamina needed to fight through setbacks and frustrations.

### **BEHAVIOR**

Respectful behavior is expected in the class: Respect for learning; Respect for property; Respect for boundaries; Respect for others; Respect for yourself.

The class involves everyone's needs for enrichment and advancement; therefore, classroom time means shared time with equal stakes for all. You are expected to respect and maximize this shared time without disruption. Don't waste our time. Please also understand that your personal needs – while important to you – cannot overtake the class agenda. Refer to the *John F. Kennedy High School Discipline Policy Handbook* for campus-wide rules for behavior and expectations. Take particular note of JFK's policies on plagiarism.

### **ATTENDANCE & TARDIES**

Take attendance seriously -- missing multiple days of class in a semester, whether excused or unexcused, can endanger earning course credit. As the tardy bell rings, you are expected to be in your seat with necessary materials, ready to start. If you arrive late, don't break the flow – enter quietly without distraction. Absences and tardies erode your participation potential and leave you stranded on the runway while everyone else takes off.

### **ADDENDA**

- Food and drink are prohibited: they distract and litter a classroom. Bottled water is recommended, but keep control -- leaving to the drinking fountain is not a valid use of class time. A responsible-enough class may eventually eat fruits or vegetables in class.
- Bathroom passes are offered very rarely during class because most students and teachers can capably handle an hour of focused learning. You are expected to use passing periods for bathroom needs. Please plan ahead to avoid class disruption and personal discomfort!
- Bring your own tissue paper, particularly during cold and flu season.

## **TECHNOLOGY & DIGITAL TOOLS**

Be truly present. Your mobile devices need to be kept out of reach and out of sight in the classroom, unless I specifically allow their use in a lesson.

Technology issues are not excuses for late work. Printers running dry, servers shutting down, files becoming corrupted, etc., are not considered emergencies. Technology breaks, and it's a frustrating part of a normal process. Simply manage your time, prepare your printers, and back up your work to avoid unwelcome surprises. Refer to the *John F. Kennedy High School Discipline Policy Handbook* for campus-wide rules and policies about technology use.

### **Google Classroom / AP Classroom**

I will provide you with access codes for TurnItIn.com, an uploading site which cross-checks for plagiarism and allows for electronic feedback; Google Classroom which digitally supplements the main classroom experience; and Remind, which allows me to send course-related text announcements (one-way) to all the students in the class.