



# 2023-2024 COURSE SYLLABUS

**Course Title:** AP English 11 Language and Composition (AP ENGL LANG)

**Teacher:** Mr. Inlay

**Room #:** C-316

**Email:** Kevin-Inlay@SCUSD.edu

**Classroom Instagram:** @MrInlayJFK

**Course Purpose:** Reading, writing, and communicating are the ways in which we relate to not only other people, but to the world around us. Being skilled in these areas gives us **power**. The power to choose how the world sees us, and the power to open our minds to all possibilities.

The purpose of this course is to meet graduation requirements and prepare you for the rigorous reading, analysis, and writing that will be required of you as scholars and citizens. This course will also prepare you to take the Advanced Placement Exam in English Language and Composition. *Scoring at 3, 4, or 5 on this exam can earn you college credits. Bear in mind that most universities will deny your application if you earn less than a C in this course.* The extra grade point you earn for this class is only available if you earn a C or better.

## Expectations:

- Respect peers, teacher, and property
- Come to class on time, and prepared (materials, completed assignments, mindset on learning)
- Phones put away
- Headphones can **only be used during SSRW or When directed by teacher**
- Drinking & Eating in class is **permitted**, but **will be revoked if the classroom gets messy**.
- Persevere through challenges
- Reflect on one's words and actions.

## Required Materials:

- Black/Blue Pen + Pencils
- 1 Notebook to be kept **in class**

## Grading Categories:

- **Major Assessments: 50%**
  - Tests/Quizzes
  - Essays
  - Presentations/Projects
- **Minor Assessments: 50%**
  - Daily/Weekly Classwork
  - Participation
  - Warm-ups



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**Course Schedule** (subject to change):

Semester 1	Semester 2
<p><b>Rhetorical Analysis</b></p> <ul style="list-style-type: none"> <li>- The art of persuasion. Rhetorical analysis aims to study the techniques writers or speakers utilize to inform, persuade, or motivate particular audiences in specific situations.</li> </ul> <p><b>Argumentative Writing</b></p> <ul style="list-style-type: none"> <li>- Asserting and defending your thesis on a controversial issue.</li> </ul>	<p><b>Synthesis Essay Unit</b></p> <ul style="list-style-type: none"> <li>- Finding a common thread in a predetermined set of texts to assert and defend your thesis.</li> </ul> <p><b>Preparation for AP Exam</b>  <b>AP Exam - May 14th, 2025</b></p> <ul style="list-style-type: none"> <li>• 45 Multiple Choice - Reading/Writing             <ul style="list-style-type: none"> <li>○ 45% of Exam Score</li> <li>○ 60 minutes</li> </ul> </li> <li>• 3 FRQ (Essay) questions             <ul style="list-style-type: none"> <li>○ 55% of Exam Score</li> <li>○ 2 hours, 15 minutes</li> </ul> </li> </ul>
<p><b>Over the course of the year, students can expect to write 15-20 in class essays in preparation for the AP Exam.</b></p>	

**Classwork/Homework Policy**

We will complete as much work in class as possible, and anything that isn't completed will become homework. This may be in the form of reading, researching, writing essays, preparing for in-class discussions, or analyzing a reading. **Typically, traditional homework will not be assigned.**

**Late-Work Policy:**

Late work will be handled under the following considerations:

**Absent:**

If a student **knows that they will be absent** and miss work, they must notify the teacher before the missed day either in person or digitally (email, Google Classroom, Instagram: @MrInlayJFK). You will be given as many days as you were absent to make up the assignment.

**Not-Absent:**

If work is turned in late and you were **not absent**, you must have a conversation with Mr. Inlay as to why work is being turned in late. We will decide during our conversation what will happen.

**This will be worked out on a case-by-case basis.**



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## **Cell Phone Policy Opener:**

There have been multiple studies and discussions linking teenage cell-phone use to anxiety, depression, lower achievement, and much more:

1. <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC7012622/>
  - a. **10 minute read relating Adolescent Cell-Use and Mental Health**
2. <https://abcnews.go.com/GMA/Wellness/video/jon-haidt-talks-new-book-anxious-generation-108500679>
  - a. **20 minute CBS News Story “The Anxious Generation”**
3. <https://www.youtube.com/watch?v=csubiPlvFWk>
  - a. **2 hour, 26 minute Podcast discussing Smartphones and Mental Health**

Because of this, I think it is important that teachers are explicit in **what their cell-phone policy is, and what the goal of that policy is.**

## **Mr. Inlay’s Cell Phone Policy:**

No cell-phones visible in class unless explicitly given permission by the teacher. There will be times where students are allowed to use their phones, and times where phones need to be put away in the student’s pocket or bag. **These times will be announced explicitly by the teacher.**

**Headphones for music follow the same policy,** and when approved by the teacher students will need to leave one ear open to still be able to hear the teacher and what is happening in class.

## **Consequences for breaking this policy:**

- **1st Offense:** Ask to put the phone away.
- **2nd Offense:** Phone confiscated by teacher until end of the period, parent email/called.
- **3rd Offense and onward:** Sent for a referral to the office, parent email/called.

Our administration has enacted a school-wide cell phone policy and is prepared to fully support our teachers in this endeavor.

## **Goal**

To create an environment where all students are set up to succeed. A classroom where students can focus on learning, and learn when it is and isn’t appropriate to use their cell phone.

**If your family is in crisis and you don’t want your child’s phone to be taken away during this tumultuous period please email me for accommodations.**



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## AP Language & Composition with Mr. Inlay

### STUDENT:

I agree to abide by the expectations and procedures listed in the AP English 11 Syllabus.

\_\_\_\_\_  
Student's name (Print clearly.)

\_\_\_\_\_  
Period

\_\_\_\_\_  
Student's signature

\_\_\_\_\_  
Date

### PARENT/GUARDIAN:

I have read the AP English 11 Syllabus and will support the teacher in its implementation.

\_\_\_\_\_  
Parent/Guardian's name (Print clearly.)

\_\_\_\_\_  
Date

\_\_\_\_\_  
Parent/Guardian's signature

\_\_\_\_\_ @ \_\_\_\_\_  
email address