



# CHAPIN HIGH SCHOOL

<https://www.lexrich5.org/chs>



<b>Course:</b> Advanced Placement Language and Composition <b>Instructor:</b> Dawn Weathersbee  <b>E-mail:</b> <a href="mailto:dweather@lexrich5.org">dweather@lexrich5.org</a>  <b>Web site:</b> <a href="http://www.dawnweathersbee.class.weebly.com">www.dawnweathersbee.class.weebly.com</a>	<b>Length of Course:</b> year  <b>Number of Credits:</b> 1  <b>Type:</b> Advanced Placement  <b>Voice Mail:</b> 803.575.5400 ex.5473	<b>South Carolina Uniform Grading Scale</b> A= 90-100 B= 80-89 C= 70-79 D= 60-69 F= 59 and Below
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## Course Overview

An Advanced Placement course in English Language and Composition engages students in becoming skilled readers of prose written in a variety of periods, disciplines, and rhetorical contexts and in becoming 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.

Equivalent to a college-level composition course, which is taught significantly above grade level, this course is designed for students who have demonstrated superior ability in communication, reading, research, and writing skills. The focus of the course is an in-depth reading of non-fiction as well as literature in order to improve both analysis and writing ability. Writing ranges from informal, reflective journals to formal, critical papers, with an emphasis on narrative, expository, analytical, and argumentative writing, along with research papers. Students will also be exposed to synthesis research and writing. There will be many opportunities during this course to provide peer-peer feedback, teacher-student feedback, and revision of papers. Students will be encouraged to work with online writing tutorials to address specific areas. Students will also be expected to perform impromptu writing based on readings, significant quotes, and virtual media. The overarching goal is for students to discover their strengths in writing and to build on these as well as discover weaknesses in order to improve these areas.

In addition to writing students will also participate in a variety of discussion modes: Socratic seminars, small group and large group. While an understanding of standard English grammar is presumed students will also be expected to become more mature writers by employing varied sentence structure, parallelism, proper modifiers etc. based on a study of models by published authors. Similarly, since annotated papers in MLA format are required, students are expected to be acquainted with the Modern Language Association's guidelines for writing and citations, both direct and indirect. Students will also be required to have a working knowledge of APA (American Psychological Association) format.

The course overview, goals, and objectives for this class are taken from the *AP English Course Description* published by the College Board. Many of the texts and authors used in this course have been chosen based on the representative list that is also included in this publication. In addition many of the assignments implemented in this course are derived from *The AP Vertical Teams Guide for English* which is also published by the College Board. A complete list of publication information for these sources and others can be found in the student resources and teacher resources sections of this syllabus.

## Course Objectives:

### Advanced Placement Language and Composition provides opportunities for students to

- analyze and interpret samples of good writing, identifying and explaining an author's use of rhetorical strategies and techniques to include diction, tone, syntax, and audience;
- apply effective strategies and techniques in their own writing;
- create and sustain arguments based on readings, research, and/or personal experience;
- write for a variety of purposes;
- produce expository, analytical, narrative and argumentative composition that introduce a complex central idea and develop it with appropriate evidence drawn from primary and/or secondary sources, cogent explanations, and clear transitions;
- demonstrate understanding and mastery of standard written English as well as stylistic maturity in their own writings to include basic grammar and usage with a focus on sentence structure such as subordination/coordination, parallelism, sentence combining, and other sentence strategies;
- demonstrate understanding of the conventions of citing primary and secondary sources;
- move effectively through the stages of the writing process, with careful attention to inquiry and research, drafting, revising, editing, and review as well as using teacher and peer review;
- write thoughtfully about their own process of composition;
- revise a work to make it suitable for a different audience;
- analyze media such as photos, cartoons, film, advertisements, art work, etc.; and
- evaluate and incorporate reference documents into researched papers.

## Texts

- Gibaldi, J. (2003). *MLA handbook for writer's of research papers*. (6th ed.). New York: The Modern Language Association of America.
- Hacker, D. (2007). *A writer's reference*. (6th ed.). Boston: Bedford/St. Martin's.
- McCuen-Metherell, J.R. & Winkler, A.C. (2010). *Readings for writers*. (13<sup>th</sup> ed.). USA: Wadsworth, Cengage Learning.
- Miller, G. (2004). *The Prentice Hall reader*. (7<sup>th</sup> ed.). New Jersey: Pearson/Prentice Hall.
- Murphy, B. L. & Rankin, E. (2002). *5 Steps to a 5 AP English Language*. USA: McGraw-Hill Companies, Inc.
- Murphy, B. L. & Rankin, E. (2004). *5 Steps to a 5 writing the AP English essay*. USA: McGraw-Hill Companies, Inc.
- Shea, R. H., Scanlon, & L., Aufses, R. D. (2007). *The language of composition*. New Jersey: Bedford St. Martin's Press, Freeman and

Worth.

VandenBos, G. R. (2015). *Publication manual of the American Psychological Association*. Washington, DC: American Psychological Association.

Vogel, Dr. R. (2006). *Multiple-Choice and free response questions in preparation for the AP English Language and Composition Examination*. (6<sup>th</sup> ed.). New York: D & S Marketing Systems, Inc.

## Resources for Students

<http://owl.english.purdue.edu/>

- online writing lab

[http://www.usd.edu/engl/resources\\_ac.html](http://www.usd.edu/engl/resources_ac.html)

- links to online writing labs, Thesaurus, dictionaries, research tips, and timed writing tips

<http://www.bartleby.com/141/>

- Strunk and White's *Elements of Style*

<http://www.liu.edu/cwis/cwp/library/workshop/citation.htm>

- best site for documentation guidelines, includes APA , MLA , and other citation styles
- includes guidelines for incorporating documentation into an essay

<http://www.ccc.commnet.edu/grammar/>

- grammar review for specific areas of language usage
- allows for individualized instruction on grammar usage

<http://www.wordcounter.com/>

- students can type in a paper. The software will analyze the paper for overused words.

<http://www.collegeboard.com/student/testing/ap/about.html>

- information for students and parents about AP courses and testing / college information

<http://www.loc.gov/index.html>

- access to primary sources such as letters, documents, political cartoon, photographs, etc.

<http://www.scdiscus.org/school.html>

- allows student to research a wide variety of topics including literary criticism, author biographies, and websites that have been deemed academically sound

<http://scholar.google.com/>

- allows students to perform academic research that is deemed sound

## Methodology

Students will be expected to read all assigned texts and independently selected texts as well as participate in large group discussions, Socratic seminars, small group work, independent research and study, student presentations, and both teacher directed and independent reading. Assignments include timed writing, papers written outside of class, various rhetorical modes of writing, speeches, seminars, class discussions based on readings, non-fiction and fiction reading assignments, projects, in-class student analysis and reflection, studies of best practices for writing/language usage, and graphic organizers to aid in analysis. Specific activities within these broad categories will include, but are not limited to:

- Timed writings and grading calibration: the students will be expected to become proficient in analyzing and addressing a variety of prompts within a specified time limit. They will also be expected to analyze their writing as well as the writing of their classmates in a holistic manner based on the AP rubric.
- Papers written outside of class: these may include informal responses to readings such as answering specific questions, asking student generated questions, analyzing quotes, analyzing rhetorical approaches, creating text to self /world/text relationships or completing a formal longer argumentative research paper in which students must take a position and support, refute, or qualify their views. The types of writing will vary among persuasion/argumentative, synthesis, comparison/contrast, rhetorical analysis, metacognitive, response, narrative and etc.
- Student-teacher conferences: Occasionally time will be allotted to have one-on-one conferences with the students in order to discuss any concerns with performance. This is intended to be a positive event for both student and teacher. These conferences will address all areas of the course but focus primarily on writing revisions. For example, in a student's first draft, the conference may focus on logic, rhetorical approach, and tone; a second revision conference may focus on the student's syntax, sentence pattern, and word choice; and a third revision conference may focus on the student's development of details (general to specific, use of the ellipsis), rhythm, and parallelism.

- **Think Piece:** the students are given a short piece of nonfiction ranging from speeches to letters to editorials to analyze using the question “What is the author’s purpose and how does he achieve it?” They are expected to include a rhetorical analysis of the piece as well as make at least one connection to either literature, history, self, current culture, etc. The day the Think Piece is due students exchange papers for roughly fifteen minutes and comment on others’ writings. Time is allotted periodically for students to see the comments on their Think Pieces.
- **Grammar and vocabulary lessons:** While actual rote grammar and vocabulary lessons will be kept to a minimum, the purpose of studying language is to incorporate appropriate devices successfully into our own writing, therefore, we will be focusing on diction (the vocabulary element), organization (repetition, transitions, quote tags, etc.), details (proof from research and self assertions), voice, and syntax. These items, along with an obvious need to write for a specific audience, will be addressed by reading a variety of texts and through careful composition and editing.
- **Research projects:** a sample of a research-based project that the students have to complete involves synthesizing several primary sources (print and non-print) into a one page defense of a particular historic stance (e.g. pro Revolutionary War)
- **Socratic seminars:** the students will be expected to conduct student led discussions on a variety of issues. Issues may include readings, current events, historical events/interpretations, and etc.
- **Whole class discussions, small group discussions, and individual analysis**
- **Reading assignments:** because the standard for rhetorical analysis involves nonfiction, this makes up the bulk of the reading for the class. Because of the vertical alignment required in the school, the students are also expected to read novels, short stories, poems, and plays as they are assigned.
- **Independent reading:** since the class is limited in terms of actual classroom time the students are expected to read independently outside of class. They are expected to choose one “book” per month for the duration of the school year. Four of these books are to be nonfiction and the other four can be fiction. All books are to be assessed based on a major works data sheet. Time permitting, we also perform book talks.
- **Projects:** a sample of a class project involves qualifying tone words on a “tonal” scale. The students are given a list of common tone words that they have to define, group, place on a hierarchy, and present to the class in a creative fashion.
- **Quote analysis:** periodically the students will be given a quote that they have to briefly defend, challenge, or qualify. This assignment will springboard into a lesson that pertains to the work we are currently reading.
- **Non print analysis:** periodically the students will be given a cartoon, photograph, painting, etc. that they have to analyze. This assignment will springboard into a lesson that pertains to the work we are currently reading.
- **Best Practices:** Save the Last Word (Students find a predetermined number of quotes from a reading that they write on one side of a note card. On the other side they are to write the relevance the quote had to them. The student reads his quote, it is discussed by the rest of the group, and then the original reading has the last word on that quote.); Silent Conversation (In small groups a student is expected to answer a question about a piece of literature and then create his own question. This question then gets passed to the next person who answers it and comes up with his own question. This continues silently until the entire group has participated in the discussion); and Affinity Charts (Students are given a concept or word. In very little time they have to write the first things that come to mind about the word or concept. As a class they then qualify the words into categories such as synonym, antonym, example, connotation, etc.)
- **Graphic Organizers:** DIDLS (Students analyze a piece for diction, images, details, language, and syntax, in order to determine tone), SOAPStone (Students analyze a piece for subject, occasion, audience, purpose, and speaker in order to determine tone), TP-CASTT (Students analyze poetry for title before reading the poem, paraphrase the poem, contemplate connotations, determine speaker and poet attitude, note any shifts, re-examine the title, and finally determine theme), TWIST (Students analyze a piece for tone, word choice, imagery and detail, style, and theme), SMELL (Students analyze a piece for sender-receiver relationship, message, emotional strategies, logical strategies, and language), PAMDISS (Students analyze their own writing for purpose, audience, mode, diction, images, syntax, and structure)

## Scope and Sequence

\* Please note that all information in this section is subject to modification. For a more detailed scope and sequence review the course calendar at <http://dawnweathersbee.class.weebly.com/calendar1.html>.

### Unit 1: Foundation and Academic Vocabulary

- **Rhetorical Focus:** Understanding the language of rhetoric
- **Non-Fiction Focus.** Choice nonfiction piece and teacher assigned pieces.
- **Assignments and Assessments.** Diagnostic exam,
- **Vocabulary.** Teacher generated lists and quizzes

### Unit 2: Rhetorical Analysis

- **Rhetorical Focus:** Understanding the use of language to influence discourse.
- **Non-Fiction Focus.** Choice nonfiction piece and teacher assigned pieces.
- **Assignments and Assessments.** Practice MC and essays. Out of class rhetorical analysis essay.
- **Vocabulary.** Teacher generated lists and quizzes

### Unit 3: Argumentative writing

- **Rhetorical Focus:** Understanding how to use of language to influence discourse.
- **Non-Fiction Focus.** Choice nonfiction piece and teacher assigned pieces.
- **Assignments and Assessments.** Practice MC and essays. Out of class rhetorical argumentative essay.
- **Vocabulary.** Teacher generated lists and quizzes

#### **Unit 4: Synthesis Writing**

- **Rhetorical Focus:** Understanding how to utilize the works of others to build ethos during an argument.
- **Assignments and Assessments.** Practice MC and essays. Out of class rhetorical synthesis essay.
- **Vocabulary.** Teacher generated lists and quizzes

#### **Unit 5: Review**

- **Rhetorical Focus:** Review of all modes of discourse and the language of rhetoric.
- **Assignments and Assessments.** Practice MC and essays. Post exam activities TBD.
- **Vocabulary.** No new vocabulary introduced.

### **Methods of Evaluation**

- Writing will be assessed on a variety of factors depending on type. Timed writing will be graded holistically with a conversion chart used to translate the holistic score into a numeric score. Major out of class papers including the argumentative research paper will be evaluated based on a detailed rubric dealing with insight, appropriate research, and proper formatting. Response papers such as the Think Piece will be evaluated for effort and growth in thought.
- Tests and quizzes will be given periodically throughout the year to assess the students' knowledge of the literature and how to apply rhetorical analysis strategies we have discussed over the course of the year.
- Projects will be assessed based on the amount of effort placed on meeting the requirements as well as metacognitive development over the course of the assignment. The purpose of the projects is to encourage the students to learn on their own as well as discover how they learn best.
- Class discussions, both whole class (including Socratic seminars) and small group, will also be assessed. The students will be assessed on their ability to demonstrate a deeper understanding of the literature orally as part of a discussion.

### **Grading**

Student progress is determined through both formative and summative assessments. Although all assessments will be evaluated, not all formative assessments will figure into the student's overall course grades. Graded assignments will fall into two categories, major assignments and minor assignments. A particular assignment's category will be determined based on complexity, amount of time required, and overall relevance to the course standards. Formative assignments may include but are not limited to quizzes (vocabulary, reading, skill-based), informal writing assignments, general class work and homework. Summative assignments may include but are not limited to tests, formal writing, research-based products, and culminating products. While students will have fewer major assignments than minor assignments per grading period, the major assignments will comprise a greater percentage of the average. In this class, grades will be determined by a weighted system. Major assignments will be weighted 60% of a student's average; minor assignments will be weighted 40% of a student's average.

### **Make-up Opportunities & Late Work Policy**

A student will be permitted to make up work missed during an absence. At Chapin High School students are encouraged to attend school regularly. Nevertheless, students are absent for a variety of reasons, but students should understand the responsibility of making up work that belongs to them. The following guidelines are established for make-up work:

1. It is the student's responsibility to make the necessary arrangements for making up work due to any absence.
2. There are a variety of options available to students to schedule make-up work before, after, and during the school day. For example, during school/class hours at the teacher's discretion, and/or during scheduled enrichment times.
3. Students who miss scheduled make-up appointments and/or assignments may be penalized.
4. Students will have 6 days or 3 class periods to make-up missed work
5. Students missing three or more consecutive classes in a course will be given 10 school days to complete assignments unless other arrangements have been made.
6. Pre-assigned work (i.e. long term assignments, tests, presentations, etc.) is due at the beginning of class upon the student's return to class. If a student is not prepared upon return to turn in make-up work, the teacher will assign a zero unless other arrangements have been made.
7. The teacher will enter a "0" in the gradebook with the "M" comment, deducting from the grade 10% per day the assignment is late. If a student does not make up work during the prescribed time, the teacher may assign a zero unless other arrangements have been made.
8. A student who misses classes because of a school-sponsored function is responsible for long term assignments that will be missed before going on the trip. Students should be prepared to make up any missed test/quiz and/or give any presentation the day they return to class unless other arrangements have been made.

9. Students whose lawful absences result in missing a final examination in a semester or yearly course will be provided a scheduled opportunity to make up the exam missed. Make up exams will not be scheduled during regular school hours. Exams must be taken on the scheduled day(s).

Avoiding a due date by not attending class is strongly discouraged and not a valid excuse for turning in late assignments; however, if a student must be absent from school, it is their responsibility and in their best interest to make-up all work missed as soon as possible.

### **Deadlines and Due Dates**

Digital work will still carry due dates! You are responsible for having your assignment in on time. I will consistently provide you with an updated course calendar, which will list tests, major assignments, and topics for the month as well as posted assignments in Google Classroom with due dates. Thus, it is **your responsibility** to keep up with all assignments and to complete your work on time; I will accept no excuses for late work. **COVID-19 ADDENDUM: Your submitted digital work on the days when you are “virtual” will not only be a coursework grade for you, but will also suffice as your course attendance for that day. Thus, due dates are more important than ever this year to ensure you meet the seat time requirements as dictated by SC law.**

### **Technology: Policies, Procedures, and Expectations:**

Please be certain to have your mobile device with you and charged for every class. All course information, including your course calendar with assignment due dates, will be housed on my website and in Google Classroom. You will need to reference my website and my Google Classroom frequently.

#### **I. District Chromebook or Comparable “Bring Your Own Device” (BYOD)**

- a. **File Management:** You are expected to organize your electronic files in a way that makes it easy and efficient for you to access materials for class. While you are responsible for keeping an organized device (the same way you would keep an organized class notebook), there will be times when the instructor dictates the organization or offers organizational suggestions. When submitting files to the instructor:
  - i. all documents will be submitted in GoogleDoc or PDF format unless otherwise stated
  - ii. all documents must contain a meaningful file name; the format for naming a document will be (BlockLastNameAssignment). Note that there should not be spaces in file names.
    1. Example 1: 2aDoeGlassEssay.pdf
    2. Example 2: 2aDoeHamletPic.jpg
- b. **Emailing Your Instructor:** Because much of our communication will occur via email, the following guidelines must be used in order for me to answer questions or address concerns in a timely manner. ***Failure to use this protocol may result in your email not being opened, read, or responded to.***
  - i. All email must have a **meaningful subject line**. Email subject line format will be BlockLastName  
Brief reason for email
    1. Example1: 2aDoe Glass essay due date?
    2. Example2: 2aDoe Glass essay attached
    3. Example3: 2aDoe Question about Glass essay
  - ii. In the body of the email, keep your message appropriate and succinct.
  - iii. Do not use an old email chain/thread to ask a new question. Start a new email with a new subject line. Don't be lazy.
  - iv. End your email with a closing that has your full name. This is especially important if your email address does not indicate your name. Keep in mind also that you may not be the only student I teach with your first name.
  - v. NOTE: In an effort to maintain personal boundaries, please know that emails sent after 5:00 pm may not be addressed until the following morning. With the exception of weekends all emails will be addressed within 24 hours.
- c. **Use of Devices in the Classroom:**
  - i. Please remember that Chromebooks/smart phones should only be used for academic purposes and with teacher permission. There will be times when we put all our technology to sleep, and learn “old school.” This is good and healthy. Listen and abide by my expectations so that these devices serve us as learning tools, rather than distractions. Non-academic use of devices will not be allowed during instruction. Consequences for this behavior include discipline referrals, phone calls home, detention, or losing the device for the class period or school day, and thus having to complete assignment(s) outside of class.
  - ii. **You must charge your Chromebook/BYOD each night so you have a full charge at the beginning of the school day.** Electrical outlets are extremely limited in my classroom, so it is



important that you come to class with a charged device. On the rare occasion that you must charge a device, **please ask permission before plugging into an outlet, especially if you must remove/replace something that I already have plugged in.**

- I. **Remind:** Please sign up for my Remind class account so that I can send you occasional class updates and reminders via text or email. Please refer to your course home page on my website for your specific class code.

## Classroom Management

- I. **Discipline Philosophy:** Students will be intimately involved in the development and maintenance of the classroom community. From rules to responsibilities to issues of respect, students will help me create the best possible learning environment. ***Basically, discipline for me involves making sure that no student takes away the rights of any others to learn. Your behavior governs mine!***
- II. **Respectful Debate:** We will be engaging in many debates and discussions on controversial issues throughout the year, and you will most certainly disagree with some comments that are made. Yet, above all, the teacher and students are responsible for maintaining a community of respect in which everyone feels free to express his/her ideas openly and without restraint. When engaged in class discussions, please refrain from calling fellow students by name and personalizing your comments; your disagreement should be with the idea and not the person. Ex. "The idea that \_\_\_\_\_ was brought up earlier..."
- III. **Academic Integrity:** "Honesty is the best policy!" I promise! Character and integrity are extremely important to me, and I expect honesty on all assignments and in all discussions. When I write college recommendations for students, integrity shares a place with work ethic as ***the most important factors*** in my comments, ***even outweighing any particular grade that you earn.*** Plagiarism will not be tolerated and will result in an automatic "0" on that assignment. Please note that this expectation includes a requirement that students complete all written work by themselves unless the assignment is designated as a partner or group project.
- IV. **Classroom Rules**
  - a. Be ready to learn.
  - b. Be respectful of others.
  - c. Be responsible for yourself.
- V. **Contact with Parents:** I will send e-mails and make phone calls home, but you ultimately determine the nature of these conversations. These phone calls usually occur on Friday afternoons. [Insert maniacal laughter here.]
- II. **COVID-19 ADDENDUM:** Students will need to keep their masks on at all times and maintain social distancing even when working in small groups. I'm sorry. I know this is uncomfortable and awkward for all of us, but it's necessary to slow the spread of this virus. Please don't make this an issue.

## Academic Integrity

Plagiarism will not be tolerated and will result in an automatic "0" on that assignment. Please note that this expectation includes a requirement that students complete all written work by themselves unless the assignment is designated as a partner or group project.

## Testing Expectation

In accordance with Board Policy IHCD-R, all students enrolled in Advanced Placement courses must take The College Board administered examination. Refusal to participate in the AP exam will result in the course weight dropping from AP weight to honors weight in addition to taking a teacher created final course exam.

## District 5 of Lexington and Richland Counties' High School Honor Code Alternative Academy, Chapin High, Dutch Fork High, and Irmo High

### Belief

In order to foster an environment of mutual trust and respect, we believe, within the community of School District 5 of Lexington and Richland Counties, each individual should accept the personal responsibility to exhibit and promote academic and social integrity.

### Pledge

I will not cheat, plagiarize, steal, misrepresent the truth, and/or treat others in a disrespectful manner. I accept the personal responsibility that all work I submit is my own and I will neither give nor receive unauthorized assistance.

### Code

We expect all students to:

- use electronic devices such as calculators, computers, cell phones, and PDA's in a legal and appropriate manner as directed by the school or teacher.

- work independently and without assistance from others and avoid giving assistance to others unless specific permission is given by the teacher with regard to that particular assignment.
- prepare properly for a test or graded assignment without accepting information in advance from others who have already completed this work and without disseminating information to someone who has not yet taken a test or worked on a graded assignment.
- follow teacher directions for the taking of tests or graded assignments without the use of notes or other sources of information unless specifically allowed to do so.
- be forthright in properly acknowledging the source(s) of all non-original words, phrases, and ideas by using standard rules of documentation or other appropriate stylistic formats approved by a teacher.

## **Definitions**

**Cheating** is defined as giving or receiving unauthorized assistance.

**Plagiarism** is defined as presenting as one's own the words, phrases, and ideas of another, either on purpose or through carelessness. It also relates to borrowing the sequence of ideas, the arrangement of material, and the pattern of thought of someone else without proper acknowledgement.

## **Academic consequences**

Teachers may assign a grade of "0" for the assignment.

## **Consequences**

Consequences will include, but are not limited to,...

- **First Offense**  
Referral to guidance or administration  
Teacher call to parent
- **Second Offense**  
Loss of exam exemption for the course per district policy  
Conference with teacher(s), parent/guardian, student, and counselor and/or administrator
- **Third Offense**  
Administrator call to parent  
Loss of exam exemptions (any and all exams possible to exempt)
- **Fourth Offense**  
Meeting with parent/guardian, student and principal to discuss behavioral consequences