Michael Wiechert Michael\_Wiechert@chino.k12.ca.us

11 AP English Language and Composition Chino Hills High School

2020-2021 Syllabus

**SYLLABUS & DISTANCE LEARNING INFORMATION**

This is an advanced English course at a college Freshman level designed for the student working above grade level who is university bound. In addition to being an Honors level course, it also makes students eligible to gain college credit through the Advanced Placement Exam in May. Much of this syllabus comes from the College Board AP Language and Composition Course Exam Description, which can be found here: **https://secure-media.collegeboard.org/digitalServices/pdf/ap/ap-english-language-and- composition-course-description.pdf**

**COURSE OVERVIEW:**

An AP English Language and Composition course cultivates the reading and writing skills that students need for college success and for intellectually responsible civic engagement. The course guides students in becoming curious, critical, and responsive readers of diverse texts, and becoming flexible, reflective writers of texts addressed to diverse audiences for diverse purposes. The reading and writing students do in the course should deepen and expand their understanding of how written language functions *rhetorically*: to communicate writers’ intentions and elicit readers’ responses in particular situations. The course cultivates the rhetorical understanding and use of written language by directing students’ attention to writer/reader interactions in their reading and writing of various formal and informal genres (e.g., memos, letters, advertisements, political satires, personal narratives, scientific arguments, cultural critiques, research reports).

Reading and writing activities in the course also deepen students’ knowledge and control of formal conventions of written language (e.g., vocabulary, diction, syntax, spelling, punctuation, paragraphing, genre). The course helps students understand that formal conventions of the English language in its many written and spoken dialects are historically, culturally, and socially produced; that the use of these conventions may intentionally or unintentionally contribute to the effectiveness or ineffectiveness of a piece of writing in a particular rhetorical context; and that a particular set of language conventions defines Standard Written English, the preferred dialect for academic discourse.

**CURRICULAR REQUIREMENTS:**

Course content is dictated by College Board Advanced Placement requirements and includes the following:

**CR1** The course is structured by unit, theme, genre, or other organizational approach that provides opportunities to engage with the big ideas throughout the course: Rhetorical Situation, Claims and Evidence, Reasoning and Organization, and Style.

**CR2** The course requires an emphasis on nonfiction readings (e.g., essays, journalism, political writing, science writing, nature writing, autobiographies/ biographies, diaries, history, criticism) that are selected to give students opportunities to identify and explain an author’s use of rhetorical strategies and techniques.

**CR3** The course provides opportunities for students to develop the skills in Skill Category 1 – Rhetorical Situation (Reading): Explain how writers’ choices reflect the components of the rhetorical situation.

**CR4** The course provides opportunities for students to develop the skills in Skill Category 2 – Rhetorical Situation (Writing): Make strategic choices in a text to address a rhetorical situation.

**CR5** The course provides opportunities for students to develop the skills in Skill Category 3 – Claims and Evidence (Reading): Identify and describe the claims and evidence of an argument.

 **CR6** The course provides opportunities for students to develop the skills in Skill Category 4 – Claims and Evidence (Writing): Analyze and select evidence to develop and refine a claim.

 **CR7** The course provides opportunities for students to develop the skills in Skill Category 5 – Reasoning and Organization (Reading): Describe the reasoning, organization, and development of an argument.

**CR8** The course provides opportunities for students to develop the skills in Skill Category 6 – Reasoning and Organization (Writing): Use organization and commentary to illuminate the line of reasoning in an argument.

**CR9** The course provides opportunities for students to develop the skills in Skill Category 7 – Style (Reading): Explain how writers’ stylistic choices contribute to the purpose of an argument.

**CR10** The course provides opportunities for students to develop the skills in Skill Category 8 – Style (Writing): Select words and use elements of composition to advance an argument.

**CR11** The course provides opportunities for students to write argumentative essays synthesizing material from a variety of sources. This, at times, will include utilizing research skills, and in particular, the ability to evaluate, use, and cite primary and secondary sources.

**CR12** The course provides opportunities for students to write essays analyzing authors’ rhetorical choices.

**CR13** The course provides opportunities for students to write essays that proceed through multiple stages or drafts, including opportunities for conferring and collaborating with teacher and/or peers.

**CONTROVERSIAL TEXTUAL CONTENT:**

Issues that might, from particular social, historical, or cultural viewpoints, be considered controversial, including references to ethnicities, nationalities, religions, races, dialects, gender, or class, may be addressed in texts that are appropriate for the AP English Language and Composition course. Fair representation of issues and peoples may occasionally include controversial material. Since AP students have chosen a program that directly involves them in college level work, participation in this course depends on a level of maturity consistent with the age of high school students who have engaged in thoughtful analyses of a variety of texts. The best response to controversial language or ideas in a text might well be a question about the larger meaning, purpose, or overall effect of the language or idea in context. AP students should have the maturity, skill, and will to seek the larger meaning of a text or issue through thoughtful research.

**REQUIRED TEXTBOOK (provided during registration):**

Shea, Renée Hausmann, et al. *The Language of Composition: Reading, Writing, Rhetoric*. Bedford, Freeman & Worth, 2019.

**DISTANCE LEARNING DETAILS: STUDENT WORK SUBMISSION AND GRADING**

* Distance learning will occur any time schools are closed due to the COVID-19 pandemic.
* Live instruction will occur in Google Meet each day we are scheduled for class. The Meet link is located in the Google Classroom at the top of the page.
* Students will receive announcements, resources, and assignments AND will submit work through Google Classroom (with some work submitted through TurnItIn.com).
	+ If you are having trouble accessing our Google Classroom, please ensure you are logged into your CVUSD account. This is the same Google Classroom we will use all year, whether we are in blended learning or distance learning models.
* Assignments and assessments will be located in the Classwork section of the Google Classroom.
* Assignments and assessments will be returned through Google Classroom, and graded final essays will be returned via Turn It In. Please check your CVUSD email regularly.
* If you have extenuating circumstances preventing you from completing course work, please contact me via email ASAP.
* Official grades will be posted in Aeries. I post updates as regularly as I can, but please give your teachers some grace time to grade and update as we manage distance learning.

As we navigate distance learning, plans and procedures may change. Any changes will be communicated in the Stream section of the Google Classroom. We will work together and be flexible during this time. Please use email for non-urgent matters and office hours for more time-sensitive concerns, or if you need additional support with classwork.

**DISTANCE LEARNING ONLINE EXPECTATIONS:**

1. Show up on time and prepared for class (this means both physically and mentally present)
2. Check yourself into attendance at the start of class. On non-class days, you have until the following day to check yourself in.
3. Try to find a quiet, private space for class time when possible
4. Wear school-appropriate attire (sorry, no pj’s!)
5. Keep your camera on at all times. Small breaks are acceptable, particularly if you are engaged in “asynchronous” work
6. Stay muted unless called on or in a small group
7. Use the raise hand button if you have a question that needs to be answered right away
8. Use the chat box to ask questions we can get to sometime within the class period
9. Restroom breaks are fine w/o teacher permission; please be appropriate in limiting their length
10. Eating during class: light snacks are fine, full meals are not. We want you ready to speak/participate and focused on class.
11. Abide by all group/classroom norms during breakout work (tbd)
12. Always allow ample time to submit your work online. Tech issues happen, but we can prepare for them. When in doubt, communicate.

**DISTANCE LEARNING OFFICE HOURS:**

Tuesday & Thursday: 1:35 to 2:20 pm

Wednesday & Friday: 7:30 to 8:15 am

I will be at my computer on a google meet during these hours. The links to the google meet are located in your Google Classroom, in the Classwork section. You may still email me outside of office hours, but my response may take longer.

**AP WORKSHOPS:**

If permitted by county public health regulations, students will be required to partake in an AP Workshop. The workshop is a mock exam experience run by CHHS AP teachers, which uses previous years’ released AP exam materials and simulates the timing and experience of the actual exam. Workshops take place on two consecutive Fridays, though students need only attend one. Post-workshop, students will debrief the mock exam in class and prepare plans for individualized review leading up to the test. Students should make every effort to attend workshops in person, though with extenuating circumstances, they will be allowed to complete the workshop materials at home. In this case, we do recommend attempting to recreate testing settings as much as is possible at home.

**LATE WORK POLICIES:**

Because AP Lang requires extensive evaluation and reading of student work, please attempt to minimize late submissions as much as possible. Assignments missed due to excused absences may be made up without a loss of points, with one day for each day missed in which to make up missed work for full credit, and the possible exception of long-term assignments with prearranged deadlines. Any student experiencing difficulty meeting deadlines or course requirements is encouraged to reach out via email/office hours as soon as possible. Our goal is to work together towards your success, always.