

Course Syllabus: AP Language and Composition

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Course Description: Advanced Placement Language and composition meets the UC/CSU and District graduation requirements for English. It is a one year course for juniors who have demonstrated excellent academic competence. Students who enroll in the course are supported in taking the Advanced Placement Language and Composition exam, which is administered in May.

The course focuses on composition and literature. Students will demonstrate advanced reading, writing, speaking, and listening skills using an extensive variety of classical and contemporary essays, short stories, poems, dramas, and novels, with an emphasis on non-fiction prose in preparation for the A. P. Exam. Students will engage in the analysis of core and extended reading, written and visual media, and essays representing the four modes of discourse: narration, description, exposition, and argumentation. Students will be expected to understand rhetorical structures, devices, and techniques employed by authors. Students will interact with the literature and the writing on a personal level by using collaborative techniques, visual and written interpretations, and oral presentations.

Writing will be taught at the advanced composition level focusing on writing skills and strategies for the college bound student, and for the Advanced Placement Language and Composition exam. Students will utilize the writing process to compose formal and informal essays, research projects, and timed-essays.

Assessment for the advanced placement course will include performance-based assessment, conventional assessment, portfolios, and published products. (This course uses a 5 point scale for letter grades with A=5, B=4, C=3; a D grade does not earn an additional grade point).

Reading Goals

The student will:

- 1.0, 2.0, 3.0: Develop the ability to comprehend and critically analyze challenging texts.
- 2.0: Build reading stamina and ability to interact with information-laden expository prose; and recognize structural features of text from a variety of disciplines in order to facilitate comprehension and analysis.
- 1.0: Increase their academic vocabulary

Writing Goals

The student will:

- 1.0, 2.0: Improve their ability to write coherent and focused essays that demonstrate varied and sophisticated sentence structure and vocabulary and effective use of rhetoric; and strengthen the ability to organize and develop a cogent argument
- Compose, edit, and publish a variety of different writing forms by using the writing process to meet Advanced Placement guidelines and standards.
- Compose essays in response to timed Advanced Placement, SAT, and EAP writing prompts.
- Understand and apply current research methods in the development of research projects, including appropriate methods for citing sources using MLA format.

Required Texts: Kennedy, X. J., Dorothy M. Kennedy, and Jane E. Aaron. *The Bedford Reader*. Boston: Bedford/St. Martin's, 2009.; *Glencoe Literature, American Literature*. New York: Glencoe/McGraw-Hill, 2002.; *The Jungle, The Crucible, The Scarlet Letter, The Adventures of Huckleberry Finn, The Great Gatsby, Fahrenheit 451, The Grapes of Wrath, Black Boy, The Good Earth, A Farewell to Arms, The Catcher in the Rye, Death of a Salesman*

Supplementary Texts and Materials: *The Essay Connection*, Online current event articles, Online political cartoons. It is recommended that students read as much as they can beyond the required reading.

Assessment Methods: Timed-essays and process papers assessed with rubrics, Portfolio assessment, Formal and informal presentations, Tests and quizzes, Class participation and preparation, Daily work assessment

Grade Weighting	Semester 1	Semester 2
Composition	= 40%	40%
Assessments	= 25%	25%
Course work/discussions/ Participation	= 15%	15%
Independent reading	= 12%	12%
Summer reading essay	= 1.5%	N/A
Summer reading objective test	= 1.5%	N/A
AP Practice Tests	= N/A	3%
Semester final	= 5%	5%

Students must keep their work organized.

Attendance/Promptness: As described in the student handbook, RAM Tracks, students are expected to be in school, on time each day. Inconsistent attendance will significantly impact your ability to be successful in this class in many ways.

Late/Make up work/tests: All projects and papers are expected on the assigned due date regardless of attendance. Late work will be accepted for one week after the date the assignment was due, and will be marked down by 10% per school day until it has reached 50%. After that one week, the work will not be accepted at all.

Students who are absent have several options to keep them from getting behind in their work. Homework and class agendas will be posted daily on the class webpage, so that you will be able to find out what you missed and come back on track. The teacher may also be contacted via phone or E-mail during the absence to find out what is being missed. In the event that these options are not possible, the student must see the teacher upon his or her return to school to find out what can be made up and how to do so. If there was an assignment due that was given prior to the absence, it is expected that it will be completed and ready to turn in the day the student returns to school.

Tests may be made up promptly by appointment with the teacher. An alternative assessment may be given in some instances where test security is an issue, or when it is not possible to duplicate the exact test that was given in class.

Citizenship: standard school wide (RAM PRIDE – **Purpose, Responsibility, Integrity, Duty, Excellence**)
See your RamTracks for further details.

General Expectations and Rules with Consequences: All students are expected to adhere to the MMHS Behavioral Matrix in the student handbook – RAM Tracks. All school and district rules will be upheld in this class at all times. This means specifically that there will be no food or drinks in class, other than water, no gum, no hats worn in class, no electronic devices visible or audible in class, no harassment of any sort, no writing in the textbooks, no plagiarism, no breaking of dress code, no profanity or lewd language, and that all students will constantly demonstrate respect for each other, the teacher, and the school. Infractions of school rules and/or disrespect to others in the class will result in the following consequences:

- 1st offense – verbal warning
- 2nd offense – Meeting with teacher during student’s free time for conference, written plan/apology, other remedy...
- 3rd offense – Parent contact
- 4th offense – administrative referral
- Other behavioral management practices may be employed as need at the teacher’s discretion.

Dear Parent or guardian,

Your son or daughter has enrolled in my Advanced Placement and Composition course. It is a highly challenging class, but one with rewards that will have a positive impact on a student’s future education. Successful students in this course not only have the opportunity to earn college credits by passing the Advanced Placement English Language and Composition Exam, but acquire and develop sophisticated reading and writing skills that will benefit them throughout their lives.

In addition to the expectations outlined in the syllabus, please be aware of the following requirements:

- **Academic Honesty: Academic honesty is integral to RAM PRIDE. The work you turn in must be your own, and any references to the work of others must be properly cited, otherwise you are committing theft – the theft of ideas. This is, in the adult world, punishable by law through fines, loss of work, loss of college degrees, or even imprisonment. As described in the MMHS Discipline Matrix, academic dishonesty will result in loss of credit for your work, Saturday School, suspension, or possibly your removal from the course. All written work will be submitted to Turn It In. Please be honest in your work. Students need to be aware that their academic integrity reputation is one that should be cherished. Next year, these students will be seeking teacher recommendations for college admissions. A teacher could choose not to write a letter of recommendation or write a poor recommendation based on a record of academic dishonesty.**

- While weekly assignments will sometimes vary based on changing student needs, testing days, time constraints, etc., homework generally consists of reading 70-100 pages in a novel or play per week, reading 1-2 essays per week, studying and preparing AP and SAT vocabulary words every other week, and reading 1 independent novel per nine week grading period. Because of this heavy load, it is essential that students not get behind on their course work.

Please write any comments or concerns you have about your student on the back of this page.

I am looking forward to an exciting and successful year, and I urge you to contact me at any time with questions or concerns. Please sign this letter at the bottom of the page and have your son or daughter return it to me on August 27.

Respectfully,

Mary Byun-Kallevig

I have read and understand the components and expectations of English I and am aware of Mrs. Stone’s contact information.

Printed student name _____ Period _____

Student Signature _____ Date _____

Printed Guardian Name(s) _____

Guardian Signature _____

Email address: _____ Phone number: _____

Student E-mail address _____

Please complete the survey below and return with your signature. Students will be required throughout the year to complete typed assignments for this course. Students will also be asked to participate in online research and/or discussions. Also, due to budget constraints, students may be asked to print handouts and worksheets from the teacher website from home.

	Daily	Usually	Occasionally	Never
Student has access to a computer at home				
Student has access to the internet at home				
Student has access to a printer at home				