

Lane Tech College Prep High School
Advanced Placement English Language & Composition (175101A) syllabus 2017-18

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Overview

AP English Language and Composition is a demanding, college-level course of study in reading, rhetoric¹, and composition. Students will read and discuss a variety of written and visual texts both to become adept at analyzing a text in terms of its rhetorical features and also to increase their awareness of the choices available to them as composers of arguments.

Goals

1. Develop skills that will empower students to become confident and proficient readers and writers who are able to score a 4 or 5 on the AP English Language and Composition Test.
2. Develop strong analytical and close reading skills; think critically about texts and contexts; cultivate a mindset of curiosity, divergent thinking, and creativity.
3. Develop proficiency and confidence as writers, building or extending each student's capacity to compose a coherent, thoughtful essay within a limited timeframe.
4. Make a habit of analyzing and interpreting advertisements, media, stories, speeches, and other forms of written, spoken, and visual rhetoric.
5. Cultivate our classroom as a place where we respect, support, encourage, and care for one another; where we know and use everyone's name; and where we feel safe enough to try for a target and fall short, even in front of each other.

Required materials

Bring the following to class every day starting Sept. 11:

- Folder or binder containing all class handouts, notes, essays, and other work
- Pen, pencil, college-ruled looseleaf paper
- Composition book (preferred) or spiral notebook (lined pages bound together)
- Assignment notebook/planner/calendar (this can be your phone's calendar)
- Current class text
- Current book-length independent reading selection
- Valid Chicago Public Library card

Extra Credit (optional): Bring one box of kleenex or hand sanitizer for general use.

Assessment and Grading

Standard grade scale: A = 90-100% B = 80-89% C = 70-79% D = 60-69% F = Below 60

Grade categories: 50% Mastery (portfolio, essays, exams, other major assignments)
 25% Classwork (day-to-day in-class assignments, participation, etc.)
 25% Homework (reading notes/annotations, other take-home assignments, and quizzes & discussions assessing take-home reading or study assignments)

AP English Lang Exam: Wed., May 16, 2018, 8:00am – 12:00pm Standard fee: \$94

¹ The term "rhetoric" generally has a negative connotation today, but we will start with Aristotle's definition: an awareness of "the available means of persuasion." Throughout the year we will uncover and experiment with how language can be used to make a point or influence someone.

Expectations for Participation and Communication

- Actively participate in class activities, discussions, and assignments.
- Take risks in your writing and in discussion; do something that might be out of your comfort zone but that might catalyze growth; and affirm others when they take intellectual risks.
- Ask for assistance, directions, or clarification as needed.
- Discuss assignments, grades, and progress with your parent(s)/guardian(s).
- Complete assigned work on time and always give your best effort. Use a planner or assignment notebook to stay on track with homework.
- Evaluate your own performance honestly and thoughtfully when called on to do so.
- Take notes in class (even when not explicitly told to do so) and keep notes & handouts organized and easily accessible at all times.
- Bring required materials to class daily.
- Use appropriate language and keep all electronic communications polite and civilized, whether with fellow students, teachers, or others in the Lane community.
- Use your CPS email (rather than a personal email address) to communicate with Mr. Strom.
- Assume that writing assignments will be shared with classmates (who will offer feedback) during the revision process unless otherwise noted or specific accommodations are made with the teacher.

Expectations for Classroom and School Climate

- Respect all students, staff, and visitors at all times.
- Be kind, supportive, helpful, and inclusive when interacting with members of the school community.
- Strive to know and use everyone's name in this class. Avoid side conversations/commentary when a classmate or teacher has the floor in a whole-class discussion or speech.
- Help create an environment conducive to learning and growth for all students in the class.
- While we expect and encourage a lively exchange of differing opinions and interpretations in discussion, we also expect students to refrain from making rude, insensitive, or disparaging remarks.
- Care for the classroom as a shared space. Keep your workspace clean. Pick up any trash you see.
- *Washroom.* Mr. Strom understands that everyone needs to use the washroom multiple times each day at school, and we all have the occasional emergency from time to time. In general, you should use the washroom during passing periods and lunch. In case of emergency, you may, of course, use the washroom during class time. If possible, avoid using the washroom during the first or last 10 minutes of class. I do ask that you refrain from making AP Lang your daily washroom time and from asking to use the washroom just before or just as class is starting. If your use of the washroom during passing period makes you late to class, tell Mr. Strom or write a note after you enter class. This won't be a problem unless you are chronically tardy.
- No food or drink (except water) allowed in Mr. Strom's class. (There are exceptions based on health conditions, 504 Plans, etc. — see Mr. Strom if this applies to you.)
- No hats or sunglasses (except for medical conditions) allowed in Mr. Strom's class.
- Follow all other school rules (policies on dress, phone, electronic device, food/drink, etc.).

Deadlines

Students are expected to submit work on time. Keep the following in mind:

- Communicate with the teacher via email as soon as you can, if there is a problem.
- Students with special circumstances or IEP modifications should meet ahead of time with the teacher at a mutually convenient time to determine alternate individualized due dates when appropriate.
- Extensions to original due dates are granted at the teacher's discretion. An extension should be requested well in advance and appropriate evidence should be offered in support.
- If you miss a deadline for a major assignment without prior approval, please contact the teacher and schedule a conference as soon as possible to discuss the situation. Major assignments will have a deduction of one letter grade per day late. Late regular homework assignments will be marked zero.
- Your grade will not suffer because of a serious situation that is totally out of your control (emergency, sudden illness).

Attendance

- *Unplanned absences.* After an unplanned absence, speak to Mr. Strom before or after school (not during passing period or during class) on the day you return to check in. Bring a note signed by parent/guardian to ensure the absence is excused. In-class work and homework missed due to absence becomes a zero if no arrangements are made with Mr. Strom.
- *Planned absences.* You must make arrangements ahead of time if you know you will be absent from class. Failure to make arrangements in advance will result in a zero for assignments missed.
- *Punctuality.* Students are expected to arrive to class on time each day. Consequences for chronic tardiness include zeroes for participation grades and other assignments missed; parent conference; and referral to attendance office/dean.

Integrity

- Act with honor and integrity: help someone in need, celebrate your neighbor's success, be inclusive, listen to your internal moral compass, avoid shortcuts or white lies that chip away at your integrity, avoid making excuses, be satisfied with your best effort.
- *Plagiarism.* Do not take credit for someone else's work or carelessly pass off someone else's work as your own. When assignments call for use of sources, synthesize and cite source material properly, in accordance with academic conventions. Careless paraphrasing, even when source is cited, can constitute plagiarism.
- *Self-plagiarism.* Do not recycle an assignment you previously received credit for in another class. If you see an opportunity to build on past work you've done, you must discuss your idea with Mr. Strom.
- *Cheating.* Do not cheat on tests or assignments, and do not enable others to cheat. This includes, but is not limited to, obvious violations such as using crib notes, taking or passing along photos of an assessment or someone's answers, or looking up information on a phone during an assessment — as well as potentially less obvious infractions such as sharing information about a test from memory or copying/"outsourcing" a homework assignment. Do your own work. Don't take unethical shortcuts.
- *Consequences.* Immediate consequences: zero on the assignment (no makeup), parent conference, referral to dean per CPS Student Code of Conduct. Long-term consequences: damage to reputation and academic record, which can potentially affect college recommendations and admission.

Electronic Devices

- **Cell phones and other electronic devices are not to be used in class unless specific permission has been given.**
- Occasionally you will have the option to use a smartphone for an in-class activity or for a homework assignment. There will be clear instructions given allowing the use of cell phones at these times; at all other times, they are forbidden. This includes during announcements or transition time in class. To be clear: from bell to bell, during class, cell phones and other electronic devices are forbidden. Violating this policy will result in confiscation of the device and referral to dean. When in doubt, ask.
- Do not use the internet or any electronic device inappropriately. Adhere to CPS Appropriate Use Policy found in Student Code of Conduct. This applies both in and out of school.
- Cell phones are permitted during passing periods for some specific purposes such as listening to music, texting, or internet use. Phone calls are not permitted.
- If you use the washroom during class time, you are not allowed to use your cell phone while walking to the washroom or in the washroom.
- If you have a serious, urgent need to communicate with someone outside the building, such as a family member, please talk to Mr. Strom.

Summer Assignment

Over the summer, incoming AP Lang students read and annotated *Childhood's End* by Arthur C. Clarke. Annotations help focus a reader's attention and prepare for an academic discussion. Whether a reader is noting a definition of an unfamiliar word, interrogating the text with a question, making a personal connection,

or making an analytical or interpretive comment, the process of taking notes while reading -- though it can be laborious at times -- is essential in this course as we extend our close reading skills. Students will sit for an essay assessment on *Childhood's End* Sept. 8.

In-class essays

On average, students should expect to write one in-class essay each week. Past AP prompts will often be used as starting points, though we will also write in response to fiction, poetry, current news and commentary, advertisements, art, and architecture. To allow for some focus and depth of study, and to achieve coherence with other sections of AP Lang in a school in which over 500 students take the AP Lang course, rhetorical analysis prompts will predominate in the first quarter, argumentative in the second, and synthesis in the third — though students should expect a variety of prompts and will cultivate a nimble and adventurous writing mindset that empowers them to be ready and willing to take on any writing task that is presented, even if the task does not conform to expectations based on past experience.

Assessment of in-class essays:

- All returned essays and other assignments should be kept and organized in the student's folder or binder. Selected essays will become part of the student's portfolio.
- Several in-class essays each quarter will receive grades pegged to the AP Scoring Guide. These scores will be used to assess progress and provide data for analysis, reflection, and adjustments.
- 1-2 in-class essays per quarter will become the first draft of a multi-draft paper. Students will obtain targeted feedback from peers and from the teacher, and will see this draft through multiple deep & surface revision process stages, toward a polished final draft.

Multi-Draft Essays

Students will write six multi-draft essays over the course of the year, exploring traditional strategies of rhetoric; experimenting with style, organization, and voice; setting their work in a larger context by engaging with other sources; and addressing a variety of audiences.

1. The narrative essay will be patterned after Andre Dubus's essay "Digging": narration/description of a personal experience or observation and reflection/epiphany. This essay develops skills that can be applied to college and scholarship essay writing.
2. The second multi-draft essay will be a revision of a rhetorical analysis in-class essay of the student's choice. A shared focus on rhetorical analysis first quarter allows the AP Lang course team to collect, compare, and reflect on similar data in order to make adjustments and identify best practices.
3. The third multi-draft essay will be an article for publication in *The Onion*, self-styled as "America's Finest News Source."
4. Building on second quarter's focus on argument, students will write an argumentative essay for an authentic local audience — this could be a letter to the editor of a local newspaper, a letter to the school board, or a speech for a particular upcoming occasion.
5. Students will select one synthesis essay for revision from among the 3-4 written as in-class essays. This revision will involve not only the traditional process work but also a research component as students search for an additional source to weave into their argument.
6. Finally, the culminating multi-draft essay will be a revision of an in-class essay of the student's choice. Students should use this as a final opportunity to shore up an area of weakness before the AP Exam.

Revision and Reflection

For multi-draft essays, students will collect each revision of the work, including feedback and notes, assembling a record of the writing process. Students are encouraged to see writing as a process that involves taking risks, hitting dead ends, revising, seeking feedback, rereading, and rewriting. The Metacognitive Essay, which is the cornerstone of the portfolio, invites students to reflect on their progress as writers and comment on areas of growth as they discuss specific revisions.

Reading Journal and Graphic Organizers

Students will keep a reading journal as they read certain texts in order to practice close reading. This journal will also provide a basis for reflection on their evolving critical reading skills. Building on Chapter 2 of *The*

Language of Composition, which provides several models, students will experiment with a variety of methods of organizing notes. In addition, students will refine their annotation techniques with selected texts. Throughout the year, students will be encouraged to assess the strengths and limitations of each style of note-taking for various purposes — and to become aware of their own personal preferences when faced with a close reading task.

Independent Reading

We will set aside some time in class each week for independent reading. Students are asked to select a book-length work of fiction or nonfiction that interests them — something to read purely for enjoyment. The selection may not be a book the student has read before or is currently reading for another class. No e-readers, please. Students will be expected to share informally about their selections from time to time, and will deliver a presentation in the fourth quarter. The purpose of this assignment is to carve out a time and space for students to kindle or rediscover a love of reading. Since reading rates and book selections will vary widely, students are asked to make a new selection before finishing each book — students are expected to always have an independent reading selection with them in their bookbag. (You'll never be "between books.") Students may check out, borrow, or purchase books. See handout on Independent Reading for more details.

Vocabulary

Students should expect to work hard at improving their vocabulary for this course. We will review familiar strategies such as annotating, using context clues, and seeing roots (word analysis). Students will be expected use a quality dictionary as they take on the challenging readings assigned for homework.

Projects

Each quarter, students will be assigned a project that involves an oral presentation component. Some projects have a partner option (Q2) or a group component (Q3).

Q1: Analysis of magazine/newspaper advertisement presentation

Q2: Persuasive speech

Q3: Historical context (topics will vary) presentation with visual aid

Q4: Independent reading presentation

Textbook

Shea, Renee H., Lawrence Scanlon, and Robin Dissin Aufses. *The Language of Composition*. 2nd edition. LaunchPad [Online Text](#). Bedford/St. Martin's, 2012.

Paperback

Summer reading — students purchase or borrow this book on their own

- Clarke, *Childhood's End*

Purchased by Lane Tech with \$25 course fee

- Coates, *Between the World and Me*
- Strunk and White, *The Elements of Style*
- Orwell, *1984*

Loaner copy checked out from Mr. Strom's classroom library

- Shakespeare, *Macbeth*

Access to websites

- Google Classroom class codes — Period 2: **8kit9u4** — Period 3: **7inkg1**
- Textbook: My access code: _____ (Given in class)
- Textbook website: <http://www.highschool.bfwpub.com/launchpad/languageofcomp2e/4023045>
- Turnitin.com — Class ID: _____ — Password: **Rhetoric**
- Chicago Tribune News in Education — Username: _____ Password: _____

COURSE OUTLINE & CORE TEXTS

Quarter 1: Introduction to rhetoric and analysis

In September and October, we will cover the first two chapters in our textbook, *The Language of Composition* (2e, LaunchPad [Online Text](#)). Students will extend their close reading skills by practicing several different methods of organizing reading notes graphically. We will discuss and write about a variety of texts including advertisements, PSAs, political cartoons, images, artwork, architecture, speeches, and essays. Early in the quarter there will be several imaginative and narrative writing opportunities, but our main writing focus this quarter will be rhetorical analysis. In addition, we will take a few days to discuss academic integrity, and approximately one week to review some grammar/usage concepts that apply both to the SAT Writing and Language test and to the AP Lang Exam. The portfolio, due near the end of Q1, will provide an opportunity for students to revise several pieces of writing and reflect on their progress. Students will write several practice prompt AP-style rhetorical analysis essays, including at least one for a major grade.

Quarter 2: Writing arguments

During the second quarter, we'll focus on writing arguments, studying Chapter 3 of our textbook. Since most students taking AP Lang do not take British Lit, we have made an effort to include some British texts that pertain to our study of rhetoric, including The General Prologue to the *Canterbury Tales*, The Wife of Bath's Tale, "A Modest Proposal," "On Seeing England for the First Time," and *Macbeth*. After a crash course in satire, we'll write articles for publication in *The Onion*. The semester exam at the end of January will consist of an "argumentative" AP-style prompt as well as an AP-style multiple choice passage and questions.

Quarter 3: Working with sources

During the third quarter, we will read *Between the World and Me* and study Chapter 4 of our textbook. In-class essays will center on the synthesis (argument with sources) prompt on the AP Lang Exam. After discussing a variety of recently published opinion essays, students will embark on a short research project and pen an opinion essay for publication in Lane Tech's student newspaper, *The Warrior*. As testing season draws near, we will discuss several multiple choice passages from released exams (both AP Lang and SAT). The culminating essay assessment will be a synthesis prompt. Juniors take the SAT _____.

Quarter 4: AP preparation, final portfolio, 1984, independent reading presentations

After Spring Break, we will review and practice for the AP Exam. In addition, students will revisit their portfolio from Q1, reflecting on work from Q2 and Q3, and will compose a new metacognitive essay. After AP Exams, we will read Orwell's *1984*, deliver presentations on independent reading selections, and discuss college essays. The final exam will be an analysis essay on *1984*.

Teacher Commitments

- Mr. Strom will plan, deliver, and modify (as needed) a curriculum that provides scaffolded instruction pointing toward success on the AP English Language and Composition test.
- Mr. Strom will update Gradebook regularly, in accordance with Lane Tech guidelines.
- Mr. Strom will be available for conferences with students and parents.
- Mr. Strom will provide sufficient time and resources for students to complete assignments.
- Mr. Strom will arrange for additional academic support for students who request it.
- Mr. Strom will provide a calendar outlining upcoming class activities and assignments.

Teacher Availability

It is always best to schedule an appointment, but you are welcome to drop in before or after school. Typically I arrive around 7:20 and stay until 4:00, and I can be found in Room 137, 145, or 247.

AP English Language and Composition Agreement

I have read this 6-page syllabus and understand the expectations for this course.

Student: _____
print name *signature* *date*

Parent: _____
print name *signature* *date*

Teacher: _____
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