Advanced Placement
English Language and Composition
Course Syllabus
2016-2017
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Class Texts:


Course Description:
The focus and primary objectives of this college level course in AP Language and Composition are threefold: one, to introduce students to the profound depths of language with regards to syntax and diction in order to expand students' stylistic repertoire; two, to immerse students in nonfiction texts in order to examine and analyze the rhetorical strategies applied by writers and assess their purposes and their effects on audiences; three, to develop students’ skills at composing original works in order to create an awareness of the author’s intent, the audience’s potential/actual response, and the multitude of perspectives inherent within each subject. All three of these goals will be achieved through close reading of prose from a wide variety of time periods and genres, engaging students in a complex discourse that will deeply affect their view of composition. Because of the rigor the course involves, students are expected to enter with a proper understanding of English grammar and usage, for such knowledge is essential in order for students to improve their individual writing styles, properly utilize rhetorical devices, and arrange effective prose.

What this means in plain English is that we will work on the so-called Language Arts: reading writing, speaking, listening, viewing and thinking. I include thinking as one of our major course components because sound thinking skills are the end product of the study of the “language arts.” We will learn to “think” deeper and better through reading, writing in many different modes, speaking to each other individually and as a large group, listening to one another in many different settings, and viewing and evaluating films and other forms of visual media. These activities will all lead to stronger thinking skills that translate into success in the classroom (any classroom) and ultimately in “real life.”

Grading:
As this is meant to mirror a college level course, grading will be more heavily weighted regarding the final outcome of any instruction. In order to move toward a more skills-based paradigm, there will only be two categories within the grade book: formative, or developmental/practice assignments, and mastery, or display/final assignments.

The first is a grouping that denotes any type of practice (direct or independent). This is the “formative” category which will include everything from AP multiple choice practices to quizzes to in-class discussions to basic or smaller classwork or homework assignments. Drafts of papers will also count as “formative” scores as they must be consistently revised prior to final submission.

The second category is specifically for the final display of knowledge, skills, and understanding developed by assignments in the formative category. In essence, the consistent application and foci in class comes to fruition through the “mastery” assignments where proof of learning is displayed to the instructor, the students, and, at times, the community at large. Items typically considered “mastery” assignments would be final submissions of papers, in-class timed writes, extended research assignments, projects, and exams.

Now while such an approach may seem unorthodox, formative instructional practice (FIP) is considered best practice in education (National Council for Teachers of English article on formative assessment: http://www.ncte.org/library/NCTEFiles/Involved/Action/AdvocacyDay/Education%20Week%20Teacher_%20Best%20Practice_%20Formative%20Assessment%20Done%20Ri.pdf). Though the mastery assignment may seem mathematically imposing, it is solidly based on the formative work leading up to it; hence, there is no guess work regarding expectations or “what to study” when a mastery assignment is due/scheduled.

<table>
<thead>
<tr>
<th>Category</th>
<th>Percentage</th>
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</thead>
<tbody>
<tr>
<td>Formative Assignments (FA)</td>
<td>20%</td>
</tr>
<tr>
<td>Mastery Assessments (MA)</td>
<td>80%</td>
</tr>
</tbody>
</table>

**Credit for this course will be earned each semester. When a student earns a 70 or above on the first semester report card, he will receive .5 unit of credit for the Part “A” (the first semester [S1]) of the course.

If the student fails first semester, he will have to be moved into the B part of British Literature and will be forced to make up the A part of British Lit, as AP English Language is a yearlong course. Students failing the first semester will not be able to take the exam in May or finish the duration of the AP course, so be sure to work as hard as possible FOR THE ENTIRE YEAR if you wish to take the AP exam in May.

GRADES WILL RESET FOR SECOND SEMESTER.
Progress Report and Report Card Dates:

<table>
<thead>
<tr>
<th>Duration</th>
<th>Progress Report:</th>
<th>End of Term:</th>
<th>Report Cards:</th>
</tr>
</thead>
<tbody>
<tr>
<td>9 Weeks (Midterm of Semester 1)</td>
<td>Tuesday, August 30, 2016</td>
<td>Friday, October 7, 2016</td>
<td>Friday, October 14, 2016</td>
</tr>
<tr>
<td>18 Weeks (End of Semester 1)</td>
<td>Wednesday, November 9, 2016</td>
<td>Friday, December 16, 2016</td>
<td>Friday, January 6, 2017</td>
</tr>
<tr>
<td>27 Weeks (Midterm of Semester 2)</td>
<td>Friday, February 3, 2017</td>
<td>Wednesday, March 15, 2017</td>
<td>Wednesday, March 22, 2017</td>
</tr>
<tr>
<td>36 Weeks (End of Semester 2)</td>
<td>Monday, April 24, 2017</td>
<td>Thursday, May 25, 2017</td>
<td>Will be mailed</td>
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</tbody>
</table>

**Testing Dates:**

AP Exams: May 1-12, 2017 (AP English Language Exam - Wednesday, May 10, 2017)

ACT at CHS* 9/10/16, 10/22/16, 12/10/16, 2/11/17, 4/8/17, 6/10/17
SAT at CHS* 10/1/16, 11/5/16, 12/3/16, 1/21/17, 3/11/17, 5/6/17, 6/3/17

*See your guidance counselor for registration forms.

**Senior Project:**
The Senior Project is a career-based capstone project that includes intensive research, real world outreach, and in-field experience regarding a field of study/profession chosen by each student. Students will not only complete a research paper based on a current “hot/trending topic” in the field, but they will also brainstorm, develop, create, and present a final capstone project in April. This presentation (known as “Senior Boards”) allows them showcase what they have learned before a panel of teachers and community members. Most of the work for this project will be completed outside of class, but periodic grades will be given throughout the year to check student progress. Each student will either be given a binder or assisted in developing a OneNote notebook for the project. Important dates and a copy of the handbook can be found on the school webpage: [http://cherokeek12.net/cherokeehs/senior-info](http://cherokeek12.net/cherokeehs/senior-info)

**Attendance/Late Work:**
Attendance policy will follow the Cherokee County Handbook.

Late work will not be accepted. Any assignments that are not turned in when due will receive zero credit.

**Supply List:**
A carpenter cannot go to work without his tools. A painter needs her brushes. Ballplayers need bats and gloves. Nurses need medical equipment, medicine, and those funny little hats. People need to be prepared for whatever it is they need to do on a day to day basis. Students are no different. Here is a list of the essentials for this class:

- Two folders with pockets
- Three **BOUND** composition book (not a spiral notebook)
- An abundance of loose-leaf notebook paper
- Blue or black pens and #2 pencils
- A new or current (and reasonably named) Gmail account
Units of Study:
After an initial examination of syntax and semantics, inspection of common rhetorical strategies, and development of close reading skills, all units that follow will be structured thematically. By closely scrutinizing and mimicking the organizational style developed by a variety of authors, students will: critique each work with regard to subject, audience, and speaker; compare the arrangements with other approaches; and produce written works that build on the rhetorical strategies presented. All of this will be done in order to hone their own expository, argumentative, and analytical writing skills.

Reading:
Readings for this course rely heavily on nonfiction in a variety of forms (essays, speeches, diaries, memoirs, auto/biographies, criticisms, journalism, political writings, etc.). Several extended works will be incorporated along with more condensed reading present in the adopted texts. In addition to these readings, works from the “Representative Authors” presented in the AP Language and Composition Course Description will be utilized to develop a familiarity with the type of content that could potentially be encountered on the AP Language and Composition Exam.

Writing:
To avoid redundant or contrived content, writing for the course will take numerous forms (fiction and nonfiction, formal and informal, timed and untimed, etc.). Still, all written works will act as companions to the organizational structures examined in each reading unit. All written pieces will fall into three distinct categories:

In-Class –
The majority of the formal in-class responses will be completed under test-like conditions. These works will be based on prompts similar to those in the free response and synthesis sections of the AP Language and Composition Exam and will be timed. Students will receive thorough criticism on each work according to the AP scoring rubric in order to increase awareness of the AP test and assist in identifying areas of potential improvement. 6-8 of these responses will be generated throughout the year.

Other in-class works (far less formal than the timed responses) will be centered on the development of rhetorical skills. Students will be engaged in a wealth of immediate exercises designed to acclimatize them with the stylistic devices employed by renowned writers. These exercises will allow them to openly experiment with new ideas and techniques without encountering the rigor and stress of a timed response.

In addition to the timed and immediate responses, an Assertion Journal will be kept by each student. These will act as a vehicle for critiquing the specific syntactical approaches students encounter, assessing the potential strength/weakness of outside arguments, and/or expressing the students’ connections to specific thoughts or ideas.

Outside Pieces –
To provide extensive practice with each organizational pattern, students will be regularly required to generate extended responses of 1500 words or more. Because of the time constraints of the modern classroom, these assignments will be produced outside of the regular classroom sessions. In order to assure the validity of each outside response, Turnitin.com will be used to check each paper.

Research Writing –
Since most effective arguments are based upon well supported and well researched premises, research will play a primary role throughout the course. Though most outside pieces will, to some extent, require research, a separate research paper will be completed in order to adequately prepare students for the synthesis question on the AP exam. This paper, by far exceeding the 1500 word obligation of the outside pieces, will prod the students to evaluate, use, and cite primary and secondary sources in order to produce a strong and persuasive argument regarding their chosen topic. Throughout the process, the Modern Language Association style will be used to document sources.
To assist students in developing their own unique voice in their writing, an in-depth study of the effects of style (specifically diction and syntax) will occur throughout all units. By imitating what is read, discussing what they create, and examining concepts from Harry Noden’s book *Image Grammar* (as well as an analysis of sentence structures and rhetorical devices and schemes from [http://www.virtualsalt.com/rhetoric.htm](http://www.virtualsalt.com/rhetoric.htm)), students will be immersed in language and elevate their writing to a higher plane of thought in order to be considered effective writers at the collegiate level.

**Speaking:**
Because most communication occurring in modern American society is verbal, the rhetoric taught in this course will be applied orally as well as in writing. This will be done in order to foster development of appropriate oratorical skills as well as produce a deeper knowledge of rhetoric’s presence in everyday conversations. This component will take the form of speeches, debates, and discussions and will be connected to the reading and writing pieces generated in each unit. Such verbal development will in turn allow students to become more critical and rapid thinkers while also pressuring them to support their points of view under pressure, both skills that will be of great benefit far beyond the scope of the high school classroom.

**Policies and Procedures:**
As for rules, there is really only one. The only rule in our classroom is respect. In addition to following all school policy, we will respect each other and ourselves, and the rest should take care of itself. We will further discuss the meaning of respect, what it means for you, the student, and me, the teacher, as a class.

Classroom procedures are really quite simple. At the start of class, students will be expected to complete what is called a “Do-Now” assignment. Just like it sounds, a “Do-Now” assignment is something that will be on the board for students to do at the start of class. During this “Do-Now” time, we will take attendance, turn in homework, and take care of housekeeping business. After the “Do-Now” is finished, we will go about the day’s business, whatever that may be. Instruction will consist of a mixture of approaches including individual work, group work, reading both aloud and silently, lecture, discussion, and pretty much everything in between.

**Bring Your Learning Device (BYLD):**
CCSD is committed to preparing all students and teachers to maximize learning by fully integrating relevant technology into academic content to acquire, share and evaluate information; to achieve media and technology literacy; and to maintain a safe and ethical environment. It is the purpose of the District to allow schools to implement a “Bring Your Learning Device” (BYLD) program which will enable students to bring their Web-enabled, mobile wireless devices to school. These devices have been used mainly for entertainment and communication purposes, but BYLD will allow parents and students to leverage their investment in these technologies for targeted academic purposes. The use of personal mobile devices should move the focus away from receiving information to finding valid information and away from isolated learning to collaborative learning.

Access to the Internet will be provided through the District’s BYLD wireless network. The BYLD network will provide filtered, secured access to Web-based resources and is separate from the District’s primary network. **Students who do not possess their own device will continue to have access to District-provided technology.**

CCSD is providing wireless connectivity, the BYLD network, whereby **students are enabled to login** from their personal devices with an authenticated username. **Use of the CCSD wireless network is entirely at the risk of the user, and CCSD is not responsible for any loss of any information that may arise from the use of the wireless connection, or for any loss, injury or damages resulting from the use of the wireless connection.**

Students, staff or parents who do not accept the terms of service, will not be able to access the BYLD network. The terms of service prompt will post each time an outside user attempts to use this network. **Once on the BYLD network, all users will have filtered Internet access, just as they would on a District-owned device.**
Student Agreement:
The use of personal technology to provide educational material is not a necessity but a privilege. A student does not have the right to use his or her laptop, cell phone or other electronic device while at school without express permission from the teacher. When abused, privileges will be taken away. When respected, privileges will benefit the learning environment.

Students and parents/guardians participating in BYLD must adhere to all Board policies and the CCSD Internet Acceptable Use Policy. CCSD is excited about the new learning opportunities available through BYLD. It is our intention that students and teachers will collaborate in rich, engaging learning experiences using technology. In order to be a responsible electronic citizen in the CCSD, students are expected to follow these guidelines.

- Students may use these devices in the classroom when the teacher determines it is appropriate for educational purposes. Students must learn when to use and not to use technology, including headphones. If they are not sure, students must ask for clarification.

- All devices must remain silent or be put away unless being used within a lesson during class time. Personal technology cannot be used during campus, district or state testing.

- Devices must have the ability to enhance the educational process and must be able to access the Internet.

- Students are responsible for making sure devices are fully charged prior to use in class.

- Technical support for personal devices will not be provided by teacher, staff or CCSD Technology Staff.

- Personal devices will not be allowed to connect to the CCSD network; they will only access the BYLD network.

- Students must comply with acceptable use terms for accessing the Internet while on school campus.

- The device may not be used to cheat on assignments or tests for non-instructional purposes during instructional time.

- Personal technology with photographic or video capabilities may only be used with explicit permission from the classroom teacher or principal.

- The device may not be used to record, transmit or post photographic images or video of a person, or persons on campus during school activities and/or hours unless assigned by the teacher as allowed by the CCSD Internet Acceptable Use Policy.

- The device may only be used to access files or Internet sites which are relevant to the classroom curriculum. Non-instructional games are not permitted.

- Students must comply with teachers’ requests to turn off the device.

- Students are responsible for ensuring that any computers or computing devices, diskettes, CDs, memory sticks, USB flash drives, or other forms of storage media that they bring in from outside the school are virus free and do not contain any unauthorized or inappropriate files.

- Students are NOT permitted to use their own computing devices to access the Internet via personal Wi-Fi accounts, “hot spots” or by any manner other than connecting through the wireless connection provided by the school system.

- Students may not use devices during non-instructional times, such as passing periods, lunch and before/after school without express permission from the school’s administration.

- All devices should be clearly labeled with student’s full name. Password protection is recommended. Parents and students should discuss insurance, data plans and fees, as these are not the responsibility of CCSD faculty.

- Students are responsible for the security of their personal property brought to school and should keep personal items with themselves or in a locked space. Lost and found devices must be immediately reported and/or turned over to a teacher or administrator.

- Students take full responsibility for personal digital devices at all times. The school is not responsible for the security of the device.
Inappropriate Use:

Inappropriate use will generally fall into two categories; procedural and malicious. Procedural issues will be routinely handled within the classroom and common areas of the school without formal intervention. Examples of procedural issues would include having a device out at the wrong time or forgetting to set a phone to silent. More serious and malicious use will be reported to the office. Examples of these types of issues would include:

- Using the personal technology for illegal purposes including; but, not limited to: cyberbullying, gambling, pornography and computer hacking.
- Using photographic or video features in any restroom or locker room.
- Purposefully opening, viewing, using or deleting files on another person’s personal technology without permission.
- Electronically posting personal information about one’s self or others (i.e., addresses, phone numbers and pictures).
- Downloading or plagiarizing copyrighted information without permission from the copyright holder.
- Intentionally introducing a virus or other malicious programs onto another person’s personal technology device.
- Electronically posting messages or accessing materials that are abusive, obscene, sexually oriented, threatening, harassing, damaging to another’s reputation or illegal.

Special Note: Cyberbullying:

Cyberbullying is defined as the use of any Internet-connected device for the purpose of bullying, harassing or intimidating another student. This includes; but, may not be limited to:

- Sending abusive text messages to cell phones, computers, or Internet-connected game consoles.
- Posting abusive comments on someone’s blog or social networking site (e.g., MySpace or Facebook).
- Creating a social networking site or Web page that masquerades as the victim’s personal site and using it to embarrass him or her.
- Making it appear that the victim is posting malicious comments about friends to isolate him or her from friends.
- Posting the victim’s personally identifiable information on a site to put them at greater risk of contact by predators.
- Sending abusive comments while playing interactive games.
- Taking videos or photos of anyone while on campus or at a school function--often using a cell phone camera--and posting them online, sometimes manipulating them to embarrass the target.

In the event the technology is used inappropriately, normal disciplinary consequences may occur.

As described above, procedural and malicious situations will be handled differently. For those more serious situations, the following may occur:

- Suspension of privilege to access the BYLD network on campus.
- Appropriate disciplinary or legal action in accordance with the Student Code of Conduct and applicable laws including monetary damages.
- Possible criminal action.

If you wish your student to participate in the BYLD program for the 2016-2017 school year, please read, complete, and return (to Mr. Ingham) the attached “BYLD Student/Parent Agreement” form.