**Advanced Placement English Language and Composition**

**Richwoods High School**

**2019-2020**

Dr. Kara L. Lycke

Room 603, Periods 3 & 4

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**Course Description:** Welcome to Advanced Placement English Language and Composition! I am pleased that you have chosen to take on the challenge this class will provide for you. As an AP student, you are between two worlds; an AP course is college-level work, but it is taken while you are still in high school**.**

This course is designed to help you increase your skills as an analytic reader and writer. Throughout the course, you will follow a pattern of reading others’ arguments and then writing your own. You will analyze what makes others’ arguments convincing or confusing, engaging or dull, persuasive or powerless. You will then turn to the act of composition yourself seeking to emulate effective argumentation you have encountered in your reading and analysis. These skills are the basis for college-level reading and writing and for the AP exam questions.

Our course reading will consist of a sampling from different genres, styles, time periods, and cultures, as well as selections from past AP exams. Note that this class is run as a college-level course, and therefore some of the material we will read and discuss will be more mature than what is generally encountered in high school textbooks. Because you have chosen this course, keep in mind that the topics and issues addressed may be provocative and complex, not unlike those discussed in a college-level course.

This class is intended to prepare you for the AP exam next spring, where a score of 3 or higher can provide you with possible exemption and/or credit from all or part of your college freshman English composition requirements. However, and more importantly, you are here to become a better writer, reader, speaker, and thinker—skills that will help you in all areas of your academic life.

**Objectives:** The skills you will learn and practice in this courseare outlined by the College Board, the organization behind the AP exams. Upon completing the course, students will be able to

* interpret and analyze samples of good writing, identifying and explaining an author’s use of rhetorical strategies and techniques;
* employ effective strategies and techniques in their own writing;
* create and sustain arguments based on readings, research, and/or personal experience;
* demonstrate understanding and mastery of standard written English as well as stylistic maturity in their own writings;
* write in a variety of genres and contexts, both formal and informal, employing appropriate conventions;
* produce expository and argumentative compositions that introduce a complex central idea and develop it with appropriate, specific evidence, cogent explanations, and clear transitions; and
* move effectively through the stages of the writing process, with careful attention to inquiry and research, drafting, revising, editing, and review.

Success will be measured in terms of enhanced critical reading abilities, as evidenced in class discussion, the dialectic reading journal and other interpretive writing, and in terms of clearer, more effective, more cogent writing generally. Students should focus on developing the following:

* critical reading strategies and practices;
* a wide-ranging vocabulary used appropriately and effectively;
* a variety of sentence structures, including appropriate use of subordination and coordination;
* a logical organization in writing, enhanced by specific techniques to increase coherence, such as repetition, transitions, and emphasis;
* a balance of generalization and specific illustrative detail; and
* an effective use of rhetoric, including controlling tone, establishing and maintaining voice, and achieving appropriate emphasis through diction and sentence structure.

**Texts, Supplies, Resources**

Text Resources:

* *The Language of Composition* (Shea, Scanlon, Aufses, Pankiewicz)
* *The Riverside Reader* (Trimmer, Hairston)
* *Educated* (Westover)
* *Just Mercy* (Stevenson)
* Things Fall Apart (Achebe)
* *The Crucible* (Miller)

Suggested Listening:

* 89.9 WCBU: Morning Edition (beginning at 5 AM M-F); All Things Considered (4 PM- 6:30 PM M-F); BBC World Service (beginning at 9 PM M-F)
* SUGGESTED VIEWING:
  + Sunday Morning News Shows (ABC, CBS, FOX, NBC)
  + National Evening News (ABC, CBS, NBC) or CNN/FOX Headline News
  + The Daily Show, The Late Show with Stephen Colbert, Full Frontal with Samantha Bee (check local listings)

Required Supplies:

* 3-pronged plastic folder
* Loose leaf paper
* 3-ring binder
* Pens, pencils
* Highlighters, stickie notes (Optional but recommended.)
* Laptop and printer (Provided at school, but immensely helpful to have at home as well. You may bring your own laptop to school if you prefer.)

**Classroom Policies**

**In and Out of Class Expectations**

I expect that you will come to class every day with an open attitude, ready to learn and to share your ideas and work with the class. I will strive to plan our time together effectively and assign meaningful classwork and homework that helps you meet the course goals. I expect that each of you will strive for your best as you develop your reading and writing skills, improve your organizational and time management skills, and collaborate with your peers to solve problems and present findings. Excellent attendance is expected, as is excellent self-discipline.

**Class rules are simple**: The 5 P’s!

Be **prompt**, be **prepared**, be **productive**, be **polite,** andbe **proud**!!

**Attendance/Absence**

Come to school every day, every hour. When you come to AP Lang, be sure you are aware of what you will need in class so that you will come to class prepared to learn and participate. As scholars, you should attend *every* academic meeting **well prepared to engage with the texts and ideas of the day.** Pay attention to the course calendar so you will know specifically what you will need for full participation and success!

If for any reason you are **absent**, you are responsible for that day’s work. If at all possible, plan your absence ahead of time so you know what you will need to do to catch up or what you can do in advance. Ask a friend in class to collect handouts, notes, and instructions for you. Use the calendar posted in class to anticipate what you will miss. Tell me that you will be out and ask for work in advance. If this is not possible, ask a friend to stop by Room 603 to check in with me and to pick up your books from your locker.

If you are absent, follow these procedures (also posted in Room 603):

* Check with a classmate about what you missed.
* Check my website for materials.
* Check the absence folder for handouts you did not get.
* If you have any questions, ask me.
* Complete the work on time.

**Late Work & Make-Up Work**

Assignments are generally collected at the **beginning of class.** Grades for assignments turned in after the official collection time will be penalized 10% per school day. If the assignment is submitted more than one week late, the highest possible grade is 50%. This policy may be adjusted in special circumstances at my discretion.

You will have the number of days you were absent plus one to make up the work you missed. For example, if you are absent on Monday and return Tuesday, you will have until Thursday to complete make-up work (1 day out + 1 additional day = 2 days). It is your responsibility to be sure you submit make-up work at the beginning of the period on the correct day.

**Academic Integrity**

Academic integrity is expected in all classroom endeavors and in all academic work everywhere. I encourage you to use social media to support your learning within that community. **Be aware of the boundaries for sharing work.** Placing your name on any academic activity tells me that the work is the result of your own thought, effort, and study. **Plagiarism** is when you use someone’s work, words, or ideas in any academic activity without giving them credit. Students who do not complete and submit work with academic integrity will face the harshest disciplinary action allowed by school and district policy. This applies to both formative and summative assignments. You will learn and be expected to use **MLA** style of citation and documentation when referring to sources used for work in class.

**Relearn Policy**

Formative assessments may be redone if you did your best job and turned the assignment in on time. For most summative assessments, if you are not happy with your performance (i.e., your grade), you may **relearn** the material and complete an assignment to demonstrate that learning. This will allow you to improve your grade on the assignment and demonstrate mastery of the skills and concepts. **YOU MUST FOLLOW MY POLICY EXACTLY** for additional points to be awarded. The full policy can be found on my website at karalycke.weebly.com. No relearns will be allowed during the final 10 days of the grading period. Relearns do not apply to SSR or to group projects/presentations. This policy adheres to the District Reassessment Policy which can be located on the website at https://www.peoriapublicschools.org.

In any case, relearning will require more work out of both you and me, so I urge you to do your BEST work the ***first time around***.

**Communication**

* I am available to talk with you and offer additional support most days before and after school. Please sign up for an appointment on the classroom door to make an appointment. You can also stop by to see if I’m available. I will respond to your emails within 24 hours during the week. If you email me after 3:00 or on the weekend, I may not see it until the next workday. Please keep this in mind if you need last minute assistance.
* **Cell Phones**: Sometimes we need phones to look up something quick, but most of the time, you know they can be a major distraction to your education. In Room 603, I don’t want your phone to distract you, AND I want you to learn self-discipline and use it at appropriate times.  So, here’s the plan:
  + If *you* know that you can’t handle the distraction for the day, drop your phone off at the charging station.  Plug it in, turn the ringer off, and just forget about it for the class period. You won’t even be tempted to look. Plus, when class is over, you’ll probably be back to a full charge!
  + When the bell rings, you will be finished putting your phone away (either in the charging station or your pocket or purse), your earbuds and headphones will be off and away, and you will be in your seat with materials out, ready to learn.
  + If you choose to take your chances and keep your phone on you and it is a distraction, I will ask you to put it away. If I have to ask you again to put your phone away, the second time I’ll ask you to park it at the charging station (see first bullet point above).
  + If you are unable to follow this policy, or if your phone becomes a consistent problem, we will bring your parents and assistant principal (AP) into the conversation.
* District 150 provides **Microsoft Office 365** *free of charge* for all district students. This package includes Outlook for email in addition to Word, PowerPoint, OneDrive, Teams, and other useful tools. All email communication for class ***must be*** sent through your PSD 150 account. **Emails from students sent through other providers (gmail, comcast, att, etc.) are not acceptable and will not be responded to.** Using the institutional platform is a regular practice in most academic and work-place environments, so following it now will help prepare you for life beyond high school.
* Google Docs and Google Slides will **not** be used for class assignments since they do not function properly within the district platform. If you draft assignments using Google tools or other platforms, you will need to convert them before submission.
* Many course materials and activities can be found on my website (karalycke.weebly.com).
* Please bookmark these sites on your computer, phone, and other devices.

**Course Requirements/Grading**

Major Assignments

* Dialectic Reading Journal
* Timed writing
* Research paper
* Socratic seminars
* At-home essays
* Practice AP tests
* Quizzes over rhetorical skills and vocabulary

Grading

Course evaluation will be based on assessments and activities including essays, informal writing, individual and group projects, discussions, presentations, tests, quizzes, and homework assignments. I expect that you will actively participate in all aspects of class throughout your studies this year. Productive class **participation** is essential to your success. I anticipate that you will thoughtfully engage with the texts and ideas, ask critical questions, and help yourself and the class explore possible ways of knowing, doing, and being.

If you ever don’t understand any aspect of class or what is expected of you, **ask questions**. Read the Communication section below.

The grading scale for the class is

A = 100-90%, B = 89-80%, C = 79-70%, D = 69-60%, F = 59-50%, and I = 40%

Grades will be recorded in Skyward. I use the RHS standard categories in a cumulative points system by semester. The grading categories are:

* **Formative Assessments** (classwork, homework, study guides) 15%
* **Summative Assessments** (papers, projects, tests, quizzes) 65%
* **Midterm Exam** (10%) and **Final Exam** (10%).

**None of this syllabus is set in stone. All is subject to adaptations and variations.**

**Please sign and return by August 23, 2019**

**Student Agreement**

I am familiar with the expectations of this Advanced Placement course and accept its academic challenges. I agree to organize my time and efforts to successfully complete the course. Due to the increased rigor and challenge of this course, I will notify the teacher and request help if I fall behind in class assignments or am having difficulty with course content. I understand that my success in this AP course is primarily my responsibility.

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Student Name (Print) Student Signature

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Student PSD150 E-mail Address Date

**Parent Agreement**

I have read the description and syllabus for this Advanced Placement course, am familiar with its requirements, and agree to support and encourage my son/daughter in his/her endeavors in the course. I understand that because this is a college-level course, some material we read may contain mature content/language. I will notify the teacher immediately of any concerns I have relating to the AP class or my child’s progress.

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Parent/Guardian Name (Print) Parent/Guardian Signature

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Parent/Guardian E-mail Address Date

Assignments and other useful information may be found on my website at karalycke.weebly.com.

**Parents/Guardians:**

I would appreciate your taking a few minutes to answer the following questions. Thank you very much!

1. What is the best way for me to contact you? Please provide a phone number if you prefer a call or a text.

2. Is there anything helpful for me to know in teaching your child(ren)?