

A. R. Johnson Magnet School
AP Language and Composition Course Syllabus

Course: AP English Language & Composition
Website: <https://www.rcboe.org/Domain/10902>

Teacher: Dr. Ginger Dunker
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Course Description: AP English Language and Composition is a year-long **college-level course** designed to cultivate 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. Throughout the course, students will follow the pattern of reading others' arguments and then writing their own. Students will analyze what makes others' arguments convincing or confusing, engaging or dull, persuasive or powerless. They will then turn to the act of composition themselves, seeking to emulate effective argumentation they have encountered in their reading and analysis. Thus, students will be building strong critical thinking, writing, and reading skills. Participation in class discussion and learning activities is vital for learning, and each student is expected to come to class each day prepared to contribute. In their interaction with literary texts and during instruction, students will learn literary terminology and wide-ranging vocabulary (including but not limited to words from literary texts and AP-exam questions) as well as acquire the necessary critical reading and writing (style and conventions) skills to interpret complex works, to write insightful arguments, to develop their own writing style, and to gain proficiency in AP test-taking skills.

Materials:

- College Rule Paper
- Pens (Blue-Black Ink)
- Three-Ring Binder
- Highlighters
- Post-It Notes
- Flash Drive

Central course texts include *The Language of Composition*, *The Most Brilliant Thoughts of All Time*, *Writing America: Language and Composition in Context*, *Everyday Use: Rhetoric at Work in Reading and Writing*; *Everything's an Argument: With Readings*; *Inventing the Truth: The Art and Craft of Memoir*; *The Norton Sampler: Short Essays for Composition*; *One Hundred Great Essays*; *Picturing Texts*; and *Subjects/Strategies: A Writer's Reader*.

Instructional Goals: Student will develop the skills of rhetorical analysis and composition as they repeatedly practice analyzing others' arguments, then compose their own arguments. The goals for the year are for each student to be an eager reader, a confident writer, an inquisitive researcher, and an improved communicator. Specifically, students will learn to master the following eight skills:

Skill Category 1: Reading — Explain how writers' choices reflect the components of the rhetorical situation.

Skill Category 2: Writing — Make strategic choices in a text to address a rhetorical situation.

Skill Category 3: Reading — Identify and describe the claims and evidence of an argument.

Skill Category 4: Writing — Analyze and select evidence to develop and refine a claim.

Skill Category 5: Reading — Identify and describe the claims and evidence of an argument.

Skill Category 6: Writing — Analyze and select evidence to develop and refine a claim.

Skill Category 7: Reading — Explain how writers' stylistic choices contribute to the purpose of an argument.

Skill Category 8: Writing — Select words and use elements of composition to advance an argument.

Grading: Students in this class will be graded on a 10-point grading scale. Assignments will be either major, daily, or homework/classwork.

Grading Areas: Major tests, compositions, research, & projects:	50%
Quizzes, homework (longer assignments), & classwork:	40%
Homework:	10%
Exam/EOC:	20%

Major curricular topics for the year: (Please note that all plans will be monitored and adjusted based on students' needs.)

UNIT	INSTRUCTIONAL FOCUS
Unit 1: Becoming Rhetorically Minded: The Function of the Argument rhetorical terms, fallacies, and function of the argument	Students will analyze the construction of an argument. Language of rhetoric includes but is not limited to the types of arguments, all aspects of the rhetorical triangle, logical fallacies, and various other types of tropes and rhetorical devices. In modes of discourse (narration, description, process analysis, etc), students will analyze and practice of all of the modes of discourse using the language of rhetoric.
Unit 2: Rhetorical Analysis	Analyzing an argument using the language and structure of rhetoric. The focus will center on the effect of author, purpose, and audience on the message. Students will determine how arguments are built over the course of the text.
Unit 3: Argumentative Writing	Students will develop sound reasoning and exceptional examples to support a position on a topic. Students will develop the language and vocabulary necessary for a high level of discourse.
Unit 4: Synthesis	Students will learn to synthesize information from a variety of sources to form a cohesive, rhetorically sound argument. Identify the best information to incorporate to a cohesive argument. Use appropriate citations for information.
Unit 5: Review	Review of all modes of discourse and the language of rhetoric.

Expectations: Students are reminded that, per the contract they signed as part of the magnet school program, they are expected to maintain a C average (75+) or higher in all core classes, including English/Language Arts. Should a student be in need of extra assistance, the following resources are available:

- **Tutoring**—Tutoring is available with Dr. Dunker on Monday and Thursday mornings from 7:30 to 7:50. If a student cannot meet at this time, the National Honor Society sponsors peer tutoring twice a week in the afternoons. This is not a drop-off service. You must stay with me and I will sit down and go over your work with you. No such tutoring will be available on the day an assignment is due.
- **ARJ Blackboard**—is provided to inform students and parents of upcoming assignments. If a student is absent, or parents wish to know what assignments their child should be working on, they should check the calendar to see what has been assigned. This calendar will be updated the week prior to assignments. There is no reason not to know what you are responsible for in this class. My Blackboard site can be found on the ARJ Homepage under “Staff and Departments” or follow the link at <https://www.rcboe.org/Domain/10902>.
- **Infinite Campus**—Grades are updated at least weekly (and often more than that) on Infinite Campus. This tool is available to you to track your child’s grades. Checking daily/weekly on your progress will mean that you will not be surprised when grade reports are given out.
- **TurnItIn**—TurnItIn.com is an online resource that students must use to submit papers. Peer review is also available with this resource so that students may receive comments and suggestions from other students before submitting the final paper.
- **Quizlet**—Quizlet is an app that allows students to create digital flashcards of vocabulary words for studying. It is free and students may create their own study guides from this resource.
- **Grade Recovery I**—Each nine weeks, students may complete Accelerated Reader quizzes to earn up to a bonus grade of no more than 100/100. The point value for each AR quiz passed will be used to determine the total bonus grade. Advanced Placement books (see attached list) will be worth the full point value. Any other books will be worth half of the total point value.
- **Grade Recovery II**—A student can conduct an independent research project that counts two major test grades. These grades will be added to the nine weeks that needs grade recovery.

These tools should help you to be proactive about your education as opposed to being reactive. Please also keep in mind that this syllabus is merely a guide and may be changed as necessary at the discretion of the teacher.

Late Work Policy—Late work will be accepted at the teacher’s discretion. The penalty will be 15% for the first day, 30% for the second day, and 45% for the third day. If at all possible, a test or other major assignment missed due to a prearranged absence should be completed before the absence occurs. Students are strongly encouraged to record all assignments, dates, and grades. Absent students are expected to contact the teacher via e-mail or a reliable classmate to collect the assignments they miss. Ultimately, it is the student’s responsibility to ensure that all work, especially assignments missed due to an absence, is completed in a timely manner.

Absences:

If a student is absent, any missed work goes into the grade-book as a zero until it is made up. This is done to remind students to make up the assignment. Please turn in the absence excuse to the school's data clerk in the Guidance Department on the day you return to school. Students who miss a test, quiz, or other class work due to an absence will need to make up the work after school or at a time agreed upon with the teacher within five days of returning to school. The grade becomes permanent if the student does not make up the work within five days.

Passes:

If a student needs to leave class for any reason, they should first write out a pass and then present it to me for signing. When you leave, you are expected to also turn in your cell-phone. When you return, you will turn back in your pass and get your cell-phone back. If you have to leave class to go to the restroom often, please keep in mind that you are missing valuable class time that may negatively impact your grade.

Mrs. Dunker's Classroom Rules

1. Adhere to the A. R. Johnson Student Handbook and the Richmond County Uniform Code of Student Conduct and Discipline.
2. Be on time. Be in your desk when the bell rings and remain seated unless permitted otherwise.
3. Be prepared for class. This means bringing pen or pencil, paper, notebook, or any other materials requested for class.
4. Be actively involved in your own education. This means taking notes, paying attention and asking and answering questions. Passivity will usually lead to a lower grade.
5. Keep all electronic devices quiet and out-of-sight unless they are specifically needed for my class. Headphones/mp3 players are never allowed and will be confiscated. Any electronic device used during a test or quiz will automatically result in a zero for the assignment and a referral for academic dishonesty.
6. Do not put your head down on your desk. If you do so, I will assume you are sleeping and write you up. This includes after tests. Bring something constructive to do!
7. Do not work on other teacher's assignments while you are supposed to be paying attention in this class. If you do so, the work will be collected and not returned until the end of the following school day. If you finish your work for this class early, you should find something constructive to work on, which may then and only then include work for another teacher.
8. Make up missed work within five days of returning to school. If, after five days, you have not made up the assignment, you will receive a zero.
9. Do not bring cups, soda bottles, candy bars, and other food items into the classroom. (Water bottles are the only permissible alternative.)
10. Do not use my classroom as your personal locker or trashcan. If you leave your things (including notebooks and textbooks) in my room, I will send them down to lost and found where they will remain lost and most certainly never found.

Academic Dishonesty Policy**Definition of Plagiarism:**

Copying or imitating the language, ideas and/or thoughts of another writer and passing them off as one's own original work. Plagiarism is cheating; if you do it, there is a price to pay.

Copying or Borrowing Assignments

- Copying or rephrasing another student's work;
- Lending your assignment to another student; and
- Having someone else rephrase an assignment (not merely proofread it).

Use of Critical Materials

- Direct copying of student aids (e.g. Spark Notes, Cliff Notes, student aids from the internet, etc.) or critical works in part or in whole without acknowledgement;
- Indirect reproduction of student aids, critical sources, or reference materials by rephrasing ideas borrowed from them; and
- Direct quotations from secondary sources must be properly acknowledged and identified fully on the Works Cited page.

Cheating on Assessments

- Use of "cheat-sheets" or electronic devices to look up answers on assessments; and
- Giving someone a copy of the questions or answers to an assessment.

Penalty

- A mark of zero will be given for the assignment;
- If collusion is found between students, all parties involved will receive a mark of zero for the assignment; and
- A discipline referral will be sent to the front office for further punishment at the discretion of administrators.

August 6, 2019

Dear Parents,

Welcome to the beginning of another exciting year at A.R. Johnson Health Science and Engineering Magnet School. I hope that you and your child are looking forward to this year as much as I am.

I cannot stress enough how important grades are for this class. As such, I routinely update the school's computer software, Infinite Campus, with your child's grades. Please check your child's grades weekly. It is my responsibility to update these grades, but it is also your responsibility to help monitor your child's progress.

To ensure that the year goes smoothly, I have reviewed a list of policies and procedures concerning classroom behavior and expectations along with this year's reading list. This syllabus is available from my ARJ Blackboard account, which all students are expected to access for important downloads, and a calendar of assignments. I ask that you read over these statements with your child to ensure that they understand and agree to abide by the rules that will govern this class. Compliance with these rules and procedures are important to ensure that this year will be free of problems so that learning time can be maximized. Please complete the attached form with information regarding your child including contact info. Also, you and your child should both sign the form stating that you have read the policies that have been sent home, including the academic dishonesty policy. Return this form to me no later than **Friday, August 9.**

Should you have any questions or concerns, please contact me at dunkevi@richmond.k12.ga.us. I will get back with you as soon as possible. Thank you for your time and support.

Sincerely,

Dr. Ginger Dunker
English Teacher

Student Information Sheet

Last Name _____

First Name _____

Pathway _____ Birthday ____/____/____

Parent /Guardian's Name _____

Relationship: _____

Parent/Guardian's E-Mail _____

Parent /Guardian's Name _____

Relationship: _____

Parent/Guardian's E-Mail _____

Does your child have access to Internet at home? _____

Does your child have an electronic device that he/she brings to school every day? _____

If so, please list the type of electronic devices (i.e., laptop, cell-phone, tablet, etc.)

I have read the attached materials concerning course requirements, classroom expectations, and grading systems. My signature indicates both understanding and a willingness to comply with the guidelines set forth in this material. In addition, I am also acknowledging that I have read the list of films for the class and give permission for my child to view these in the classroom setting.

Student's Signature

Parent's Signature

I, _____, give/do not give [**circle one**] my permission for
(Parent/Guardian Name)

_____ to watch the movies listed on the attached syllabus.
(Student's Name)

(Signature)

(Date)