|  |  |  |  |
| --- | --- | --- | --- |
| **School Year** | 2015-2016 | **Teacher Name** | Cory Clawson, MA |
| **Office** | Room 408 plan: P3, P6 | **Website** | <http://clawsonpages.weebly.com> |
| **Phone** | (720) 972-4600 ext. 2725 | **Blog** | n/a |
| **Email Address** | Cory.a.clawson@adams12.org |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Course Name** | **Advanced Placement English Language and Composition** | | | |
| **Course Description** | AP English Language & Composition is a year-long course approved by The College Board, which states, “An AP course in English Language and Composition engages students in becoming skilled readers of prose written in a variety of periods, disciplines, and rhetorical contexts, and in becoming skilled writers who compose for a variety of purposes. Both their writing and their reading should make students aware of the interactions among a writer’s purposes, audience expectations, and subjects as well as the way generic conventions and the resources of language contribute to effectiveness in writing.” This course focuses on the study of nonfiction, close reading, and effective, persuasive, college-level writing. Students are expected to complete summer reading assignments and take the national Advanced Placement English Language and Composition exam offered in May which can result in college credit. | | | |
| **Unit of Study** | **Approximate Timeline of Unit** | **Primary Text(s) with Descriptions from Amazon.com and notation of mature content** | **Text(s) support students with the following assessments:** | **Targeted Date of Assessment** |
| Introduction to Rhetoric | 3 weeks | Summer assignment; variety of speeches, editorials, letters, essays | Rhetorical précis and short essay | September, 2014 |
| Close Reading | 3 weeks | Variety of speeches, editorials, letters, essays | In-class discussion; pastiche | October, 2014 |
| Introduction to Rhetorical Analysis | 5 weeks | Variety of speeches, letters, essays | Formal rhetorical analysis; timed rhetorical analysis with revisions | November 2014 |
| Introduction to Argument | 5 weeks | ***1984****:* Written in 1948, 1984 was George Orwell's chilling prophecy about the future. And while 1984 has come and gone, Orwell's narrative is more timely than ever. 1984 presents a "negative utopia," that is at once a startling and haunting vision of the world—so powerful that it is completely convincing from start to finish. No one can deny the power of this novel, its hold on the imaginations of entire generations of readers, or the resiliency of its admonitions—a legacy that seems to grow, not lessen, with the passage of time. Among the seminal texts of the 20th century, Nineteen Eighty-Four is a rare work that grows more haunting as its futuristic purgatory becomes more real. Published in 1949, the book offers political satirist George Orwell's nightmare vision of a totalitarian, bureaucratic world and one poor stiff's attempt to find individuality. The brilliance of the novel is Orwell's prescience of modern life—the ubiquity of television, the distortion of the language—and his ability to construct such a thorough version of hell. Required reading for students since it was published, it ranks among the most terrifying novels ever written. (Sexual Content) | Researched argumentative essay; timed argumentative essay w/revisions | December, 2014 |
| Satire | 3 weeks | Variety of speeches, editorials, letters, essays | Rhetorical analysis with revisions; satire project | January, 2015 |
| Synthesis | 4 weeks | *The Things They Carried:* A classic work of American literature that has not stopped changing minds and lives since it burst onto the literary scene, The Things They Carried is a ground-breaking meditation on war, memory, imagination, and the redemptive power of storytelling.   The Things They Carried depicts the men of Alpha Company: Jimmy Cross, Henry Dobbins, Rat Kiley, Mitchell Sanders, Norman Bowker, Kiowa, and the character Tim O’Brien, who has survived his tour in Vietnam to become a father and writer at the age of forty-three.  Taught everywhere—from high school classrooms to graduate seminars in creative writing—it has become required reading for any American and continues to challenge readers in their perceptions of fact and fiction, war and peace, courage and fear and longing. The Things They Carried won France's prestigious Prix du Meilleur Livre Etranger and the Chicago Tribune Heartland Prize; it was also a finalist for the Pulitzer Prize and the National Book Critics Circle Award. (Sexual Content, Profanity, Violence) | Formal synthesis essay with revisions;  Mock AP Exam; revisions of mock exam essays | February, 2015 |
| The Research Process | 4 weeks | *The Things They Carried* (see above); variety of speeches, editorials, letters, essays | Research paper | March, 2015 |
| Exam Preparation | 6 weeks |  | Timed essays; AP exam | May, 2015 |
| **Parents or students may opt out from materials with mature content by providing an email or other written request for assignment of alternate material to the instructor. The written notice should be provided to the instructor at least five school days prior to the planned commencement of the mature content so that the instructor has adequate time to identify alternative materials and instructional supports for the student. An opt-out notice provided less than five school days in advance of commencement of the material shall not preclude the students/parent from opting out but may delay the identification of alternative materials and implementation of alternative instructional supports.** | | | | |

**For additional information regarding primary texts in alignment with Superintendent Policy 6230, the links below are intended to provide families with multiple perspectives**

*(The opinions and views expressed at or through these websites are the opinions of the designated authors and do not necessarily reflect the opinions or views of the classroom teacher.)*

**For additional information regarding primary texts please visit:**

* Amazon book reviews: [www.amazon.com](http://www.amazon.com)
* Goodreads.com: [www.goodreads.com](http://www.goodreads.com)

|  |  |  |  |
| --- | --- | --- | --- |
| **Grading Scale** | | **Grade Percentages/Weights** | |
| **A** | 90-100 | **Summative Assessments & Projects** | **80%** |
| **B** | 80-89 | **Formative Assessments & Projects** | **20%** |
| **C** | 70-79 | **\*Weekly progress grades are posted at https://ic.adams12.org/campus/portal/adams12.isp** | |
| **D** | 60-69 |
| **F** | 59 or below |

|  |
| --- |
| **General Expectations**   * Grades are based upon the demonstration of proficiency on units associated with a standard given during each formative or summative assessment. Formative grades in addition to summative unit assessments will be used to holistically determine your grade. * **Summative: 80%** Summative measures of achievement are taken when unit master is expected. (i.e., unit tests, culmination of a project, embedded assessments, etc.) * **Formative: 20%** Formative assessments measure the scaffolding skills and/or content embedded in the unit. Formative assessments are taken frequently, after a student has practiced a skill or become familiar with content. Examples of formative assessments include but are not limited to exit tickets, paragraphs, oral check for understanding, warm-ups, stages in a large project, etc. * Assessments will be graded based on teacher/district/state rubrics. * On group projects, students will receive a grade for individual work and a group grade. * Grades are based on achievement of Content Standards and Grade Level Expectations. |
|  |
| **Class Expectations**  **Missing or incomplete assignments/assessments for this course:** Superintendent Policies 6280 Homework and 6281 Make-Up Work, will be followed for this course. |
|  |
| **Student Expectations** |
| ***Attendance and Behavior:***   * You will not be successful in this class unless you attend habitually. Excused, unexcused, the bottom line is that college professors (and bosses) will not really care why you don’t show up. You simply cannot expect to learn if you aren’t in class. If you do become ill or need to miss class for another legitimate reason, you MUST be ready to come in on your own time to work with me. * If you miss class, you are responsible for getting the day’s assignments, information, notes, etc. from another student, edmodo, or my weebly site. See me if you have questions. * Unexcused absences are not your friend. On days that essays, projects, or other significant assignments are due, you MUST be in class or receive a zero. In situations as these, I consider ALL single period absences as unexcused. If you are here for even one period, you have time to get your assignment to me. This is not negotiable. Don’t try to play games with your attendance. * Students are expected to be in their assigned seats when the bell rings. After the first week of school, if you are tardy, you will be swept from the halls by a campus supervisor and assigned immediate detention. It will be up to you to make up any missed work. * Inevitably, there will be conflicts in the class. I will expect that if you have a conflict or concern, YOU will come to see me privately. I expect that as you learn how to behave as an eventual college student, you will try to solve your own issues.   ***Plagiarism:***   * Plagiarism or cheating of any sort will result in a loss of credit for the entire assignment. If you are working with a classmate, your writing should still be individual. All plagiarism incidents will be documented and referred to Student Relations as well as the AP in charge of Curriculum and Instruction. * **CU-DENVER/HIGH SCHOOL ACADEMIC HONOR CODE:** Students are to submit only their own work for evaluation, to acknowledge the work and conclusions of others, and to do nothing that would provide an unfair advantage in their academic efforts. Students who fail to comply with the CU-Denver Academic Honor Code are subject to disciplinary action.   ***Food/Drink/Cell Phones:***   * At this point, your teacher should not have to tell you how to conduct yourself in class. You may have food and/or drink in class **as long as you are on time,** as long as we are not using computers, and as long as you do not make a mess. If I see your cell phone or other electronic device out without my permission, I will take it away.   ***Class Materials:***   * Paper; 3-ring binder, or other method of keeping your materials organized; writing utensils; post-its. You should probably have sections in your notebook for the following: Vocabulary; notes; analytical strategies; handouts; writing conference notes. I will do random notebook checks to make sure that you are taking detailed notes.   ***Mock AP Exam:*** We will be administering a practice AP exam in early February. It will probably be given on a Wednesday, but because it will take 3.5 hours, you should expect to stay at school until around 3:00-3:30. The practice exam helps us pinpoint each student’s strengths and weaknesses, so that we can work on targeted improvement in the last couple of months before the AP exam. The mock exam is a required activity in this course.  ***CU Succeed:*** By taking this course, you are eligible to enroll in the CU Succeed program, and receive university credit for English 1020, Core Composition 1. CU Succeed offers you this credit at a reduced tuition price, the credit is not based on your performance on the AP exam. As long as you are performing well in this course, you can earn the credit. Enrollment won’t occur until spring, but I would recommend that you consider this program. |