



## Course Syllabus

Franklin High School		2020-2021
<b>DIRECTIONS:</b> For each course, complete the syllabus and share with your evaluating/supervising administrator <b>as a pdf</b> ("File-download-PDF document") <b>by 9/28/20</b> . Syllabi will be posted on the FHS website under your name for the public to view.		
<b>Course Overview</b>		
<b>NOTE:</b> For core classes, all elements of this section (except for name and contact information) are the same.		
Course Title: AP English Language & Composition 11		
Instructor Name: Elisa Wong	Contact Info: ewong@pps.net	
Grade Level(s): 11		
Credit Type: (i.e. "science", "elective") ELA	# of credits per semester: 1	
Prerequisites (if applicable): Eng 1-2, Eng 3-4		
<b>General Course Description:</b> This course aligns to an introductory college-level rhetoric and writing curriculum, which requires students to develop evidence-based analytic and argumentative essays that proceed through several stages or drafts. For many of their writing pieces, students will evaluate, synthesize, and cite research to support their arguments. Throughout the course, students develop a personal style by making appropriate grammatical choices. Additionally, students read and analyze the rhetorical choices and their effects in non-fiction texts, including graphic images as forms of text, from many disciplines and historical periods.		
<b>Prioritized National/State Standards:</b> Upon completing the AP English Language course, students will UNDERSTAND the following: <b>BIG IDEAS &amp; CONCEPTS:</b> <b>Rhetorical Situation – RHS</b> Individuals write within a particular situation and make strategic writing choices based on that situation. <b>Claims &amp; Evidence – CLE</b> Writers make claims about subjects, rely on evidence that supports the reasoning that justifies the claim, and often acknowledge or respond to other, possibly opposing, arguments. <b>Reasoning &amp; Organization – REO</b> Writers guide understanding of a text’s line of reasoning and claims through that text’s organization and integration of evidence. <b>Style – STL</b> The rhetorical situation informs the strategic stylistic choices that writers make.		
<b>STANDARDS AND SKILLS:</b> <b>RHS 1.A</b> - Identify and describe components of the rhetorical situation: the exigence, audience, writer, purpose, context, and message.		



**RHS 1.B** - Explain how an argument demonstrates understanding of an audience's beliefs, values, or needs.

**RHS 2.A** - Write introductions and conclusions appropriate to purpose and context of rhetorical situation.

**RHS 2.B** - Demonstrate an understanding of an audience's beliefs, values, or needs.

**CLE 3.A** - Identify and explain claims and evidence within an argument. (R1)

**CLE 3.B** - Identify and describe the overarching thesis of an argument, and any indication it provides of the argument's structure.

**CLE 3.C** - Explain ways claims are qualified through modifiers, counterarguments, and alternative perspectives.

**CLE 4.A** - Develop a paragraph that includes a claim and evidence supporting the claim Analyze and select evidence to develop and refine a claim.

**CLE 4.B** - Write a thesis statement that requires proof or defense and that may preview the structure of the argument.

**CLE 4.C** - Qualify a claim using modifiers, counterarguments, or alternative perspectives.

**REO 5.A** - Describe the line of reasoning and explain whether it supports an argument's overarching thesis.

**REO 5.B** - Explain how the organization of a text creates unity and coherence and reflects a line of reasoning.

**REO 5.C** - Recognize and explain the use of methods of development to accomplish a purpose.

**REO 6.A** - Develop a line of reasoning and commentary that explains it throughout an argument.

**REO 6.B** - Use transitional elements to guide the reader through the line of reasoning or an argument.

**REO 6.C** - Use appropriate methods of development to advance an argument.

**STL 7.A** - Explain how word choice, comparisons, and syntax contribute to tone or style.

**STL 7.B** - Explain how writers creative, combine, and place independent and dependent clauses to show relationships between and among ideas.

**STL 7.C** - Explain how grammar and mechanics contribute to the clarity and effectiveness of an argument.

**STL 8.A** - Strategically use words, comparisons, and syntax to convey specific tone or style in argument

**STL 8.B** - Write sentences that clearly convey ideas and arguments

**STL 8.C** - Use established conventions of grammar and mechanics to communicate clearly and effectively.

**Miscellaneous Standards (PPS Priority Standards in parentheses):**

- Participate in collaborative discussions of various sizes with an emphasis on (SL1):
- Preparing for discussion; working with peers; posing and responding to questions to propel conversations; responding to diverse perspectives; synthesizing comments, claims, and evidence; resolving contradictions

- Write for a variety of purposes. (CCSS W1, W2)
- Analyze images and other multimodal texts for rhetorical features.
- Demonstrate understanding of the conventions of citing primary and secondary sources.
- Gain control over various reading and writing processes, with careful attention to inquiry (research), rhetorical analysis and synthesis of sources, drafting, revising/rereading, editing, and review.

The English department has also chosen the following **Teaching for Tolerance Social Justice Standards** to prioritize this year for 11th grade:

- **Identity 3:** I know that all my group identities and the intersection of those identities create unique aspects of who I am and that this is true for other people too.
- **Diversity 8:** I respectfully express curiosity about the history and lived experiences of others and exchange ideas and beliefs in an open-minded way.
- **Justice 13:** I can explain the short and long-term impact of biased words and behaviors and unjust practices, laws and institutions that limit the rights and freedoms of people based on their identity groups.
- **Action 17:** I take responsibility for standing up to exclusion, prejudice and injustice.

### Course Details

#### *Learning Expectations*

#### Materials/Texts

- *50 Essays*, Bedford/St. Martins
- *The Language of Composition*, Bedford/St. Martins
- *Black Boy*, Richard Wright
- *In Cold Blood*, Truman Capote
- Supplementary Essays (see list in Course Content below)
- Resource Packets (paper copies)
- Spiral Notebook

#### Course Content and Schedule:

Students have chosen to take this college-level course and are expected to read and discuss texts that explore a diverse range of issues. AP students are expected to have the maturity to engage thoughtfully and critically with a variety of texts that may occasionally include controversial language or ideas.

**THIS YEAR'S READINGS AND UNITS ARE STILL UNDER CONSTRUCTION, BASED ON STUDENTS' NEEDS AND INTERESTS, AND THE ONLINE LEARNING SCHEDULE. SEE BELOW FOR A TENTATIVE LIST OF UNITS AND READINGS.**

Introduction to Rhetoric: Why Writers Write

“Why I Write” - Elie Wiesel, “Mother Tongue” – Amy Tan, “How to Tame a Wild Tongue” – Gloria Anzaldua, “Nobel Lecture – Toni Morrison

Introduction to Argument: Writing for Change	“The Idea of America” – Nikole Hannah-Jones, “Letter from Birmingham Jail” – Martin Luther King, Jr., “A More Perfect Union” – Barack Obama, “Together, You Can Redeem the Soul of Our Nation” –John Lewis
Joining the Conversation: Cancel Culture	Unit Under Construction
The Purpose of Education	<i>Black Boy</i> – Richard Wright, <i>Educated (excerpts)</i> – Tara Westover, <i>Becoming (excerpts)</i> – Michelle Obama, “A Talk to Teachers” – James Baldwin, “Stonehenge” – Min Jin Lee, “The Allegory of the Cave” – Plato
Personal Identity and Culture	“On Being a Cripple” – Nancy Mairs, “Shame” – Dick Gregory, “Go Carolina” – David Sedaris, “The Myth of the Latin Woman” – Judith Ortiz Cofer, “Notes of a Native Son” – James Baldwin, “Notes of a Native Speaker” – Eric Liu, “Just Walk on By: Black Men and Public Spaces” – Brent Staples, “A Year Without a Name” – Cyrus Grace Dunham
The Power of Rhetoric: Politics, Protest, Persistence, Progress	“Declaration of Independence” – Thomas Jefferson, “Declaration of Sentiments” – Elizabeth Cady Stanton, “On the Duty of Civil Disobedience” – Henry David Thoreau, “9/11 Speech” – George W. Bush, Speeches by Malala Yousafzai (women’s education), Emma Gonzalez (gun violence, and Greta Thunberg (climate change),
Memoirs/Nonfiction Novels	<i>Black Boy</i> by Richard Wright, <i>In Cold Blood</i> by Truman Capote
Year-Long Projects or Assignments (still undecided)	Junior Research Project, REHUGO Commonplace Books, Choice Books

**Differentiation/accessibility strategies and supports (TAG, ELL, SpEd, other):**

The differentiation strategies used in this course are based on the evidence (data) received through multiple forms of pre-, on-going and formative assessments. Students are pre-assessed through writing prompts, pre-tests, and culminating writing assignments from previous units of study.

Formative (on-going) assessments include journal entries, think-pair-share, oral questioning, Socratic Seminar, reading quizzes, and timed writing assessed every week to keep track of student thinking and writing. Mini-lessons are crafted to target weaknesses in students' reading and writing skills as determined by formative assessments. Summative assessments include, but are not limited to, completed notebook checks, final tests that include multiple choice, matching, true/false questions, and essay responses, and a culminating writing piece (narrative, expository, literary analysis, research, persuasive, reflective, summary).

**Students who need accommodations:** Accommodations indicated by Individual Education Plans and 504 plans will be made in cooperation with students, special education teachers and parents. Some standard accommodations include, but are not limited to, use of available technology, additional scaffolding, and extended time to write.

**ELL/ESOL:** Strategies used in this class to address ELL needs include those found in Sheltered Instruction Observation Protocol (SIOP) and Guided Language Acquisition Design (GLAD), such as:

- Posting clearly defined objectives
- Emphasizing key vocabulary (pre-teaching with visuals)
- Using a variety of techniques to make language comprehensible (clear explanation of tasks, slower speech, increased wait time for student responses, gestures)
- Scaffolding techniques like think-alouds to support student understanding
- Allowing for frequent opportunities for student interaction (pair-shares, small and large group work) - adjusted for online learning
- Using activities that integrate reading, writing, speaking and listening
- Providing regular feedback and conducting assessment of student comprehension and learning

**TAG:** Assignments and activities are designed to allow students to work to and beyond their ability, if so desired, and include reader responses, dialogue journals, levels of questioning, text annotation, open-ended learning tasks and writing prompts, flexible grouping, and Socratic Seminar. Teacher feedback is given to students, along with suggestions for further exploration of academic content and development of reading and writing skills. Enrichment activities, such as field trips to theaters and museums, vary from year to year depending on local offerings and relevance to academic content.

**Safety issues and requirements (if applicable):**

Please see [Guidelines for Safety and Communication During Distance Learning](#) in the Student Handbook/Climate Guide.

**Classroom norms and expectations:**

During Live Class Sessions and Small Group Instruction:

- Mic off when not talking
- Camera on--as works for you
- Use chat to communicate with the teacher and peers (on topic)
- Raise your hand if you have a question (emoji or physically)

- Be present (limit multi-tasking)
- Be prepared to collaborate and self reflect
- Step up, step aside (share your perspective, monitor air time)
- Hold space for multiple perspectives & lived experiences
- Be patient and flexible
- Stay engaged
- Speak your truth
- Experience discomfort
- Expect/Accept non-closure

**Attendance and Absences:**

- If a student is absent, please check in with teacher via email, then log on to Canvas-Modules. Review Daily Slideshows and Assignments.
- Use Asynch time to catch up on missed classwork and homework.
- Record Asynch Attendance regularly.

**Asking for Help:**

- Drop in during Asynch time or make an appointment during Office Hours to get individual help with Ms. Wong

*Evidence of Course Completion*

**Assessment of Progress and Achievement:**

**40% : Formative Assessments** - Completing assignments fully will earn full credit and feedback.

Some examples of assignments in this category are:

- Notebook Assignments/Checks
- SPACECAT Reading Assignments
- Reading Journals
- Small Projects

**60% : Summative Assessments** - These major assignments will be assessed with AP-aligned rubrics.

Students may revise low-scoring Timed Writes during Asynch time to improve writing and earn a higher score. Some examples of assignments in this category are:

- Timed Writes/Revisions
- Major Essays
- Junior Research Project Components

**Progress Reports/Report Cards (what a grade means):**

Please see above for how grades are calculated.

**Grading Scale:**

- A = 90-100%
- B = 80-89%
- C = 70-79%
- D = 60-69%
- F = 59% or below

**Career Related Learning Experience (CRLEs) and Essential Skills:**

**Communication with Parent/Guardian**

**What methods are used to communicate curriculum, successes, concerns, etc.?**

Direct communication between teacher and parent/guardian/important adult:

- Emails via PPS and Synergy (ParentVue)
- Remind messages
- Phone calls, if needed

**Personal Statement and other needed info**

**FHS ENGLISH DEPARTMENT: ACADEMIC HONESTY POLICY**

**STATEMENT OF PURPOSE:**

Franklin High School offers a quality education that not only ensures knowledge, but also cultivates the virtues of honor, respect, and perseverance. Of these virtues, honor is perhaps of greatest importance, for it is personal integrity that will influence and finally determine the sincerity of our actions and the steadfastness of our beliefs. To help advance the development of such values, an Academic Honesty policy has been established for all Franklin High School students. This code will exist to uphold and reinforce values that are central to our tradition of excellence.

**DEFINITIONS:**

Academic dishonesty includes these three main violations:

1. **Plagiarism** is submitting the words, ideas, images, or data of someone else as one's own. Plagiarism can be *intentional* or *unintentional*. Words taken directly from another source must appear in student work within quotation marks and followed by in-text citation; and any words that are paraphrased must be clearly and accurately referenced. Student work must include appropriate citations for all of the sources that a student consulted for the work, *even if no direct quotations from the sources appear in the student work*.
2. **Cheating** can take many forms, such as:
  - Using disallowed notes, copying/paraphrasing homework, and looking at someone's paper during an exam.
  - Giving or receiving confidential information about assessments, including allowing someone to copy your homework or other assessment.
  - Discussing tests from previously taken courses or class periods with someone who has not yet taken the test
  - Attempting to improve one's grade through any deceitful means, including acquiring test questions ahead of time, using disallowed sources online or receiving

“unreasonable” assistance – as determined by the classroom teacher – from anyone, including a parent or tutor.

3. **Failure to notify** is having knowledge of dishonorable conduct by other students and failing to disclose this information to a faculty member or administrator. In order to maintain the highest levels of integrity at Franklin, it becomes everyone’s responsibility to ensure that cheating of all kinds is reported and addressed fairly.

**CONSEQUENCES:**

**All** instances of *cheating*, *intentional* and *unintentional* plagiarism (as determined by the classroom teacher) will result in an **automatic zero** on the assignment and a call or email to parents. If it is a first offense, then the student will be required to complete an alternate assignment that illustrates that the student can demonstrate the skill that is being assessed in the original assignment. The student will complete the alternate assignment in a manner, and at a time and place, determined by the classroom teacher. If a student chooses not to redo the work within the time period and in the manner prescribed, no credit will be awarded. If it is a second offense in the class, the student will not be given an alternate assignment, and they will receive an automatic zero. Parents will be notified of cheating and intentional plagiarism.

The teacher will also follow school rules regarding academic dishonesty and write a referral if indicated.