



## Syllabus: Practices & Policies

2021-2022		Franklin High School	
<b>Section 1: Course Overview</b>			
<i>Course Title</i>	AP English Language and Composition		
<i>Instructor Info</i>	Name: Elisa Wong	Contact Info: <a href="mailto:ewong@pps.net">ewong@pps.net</a> or Remind or Canvas	
<i>Grade Level(s)</i>	11		
<i>Room # for class</i>	Room: M-223		
<i>Credit</i>	Type of credit: ELA	# of credits per semester: 0.5	
<i>Prerequisites (if applicable)</i>	none		
<i>General Course Description</i>	Welcome to AP English Language and Composition! 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>Section 2: Welcome Statement &amp; Course Connections</b>			
<i>Personal Welcome</i>	Hi! Welcome to AP English Language and Composition. I am so excited to read, write, and discuss alongside you this year.		



<p><i>Course Highlights</i> (topics, themes, areas of study)</p>	<p>Units of Study:</p> <ol style="list-style-type: none"> <li>1. Introduction to AP Language: Understanding Ourselves and Our World</li> <li>2. Introduction to Rhetoric: Reading, Writing, and Language</li> <li>3. Introduction to Argument: Perfection and Safety vs. Freedom</li> <li>4. Joining the Conversation: Cancel Culture</li> <li>5. The Purpose of Education</li> <li>6. Personal Identity and Culture</li> <li>7. The Power of Rhetoric: Politics, Protest, Persistence, Progress</li> <li>8. Memoirs/Nonfiction Novels (2 longer texts throughout the year)</li> <li>9. Year-Long Projects or Assignments: GO\$EIT Lenses Project and Junior Research Project</li> </ol> <p><b>NOTE: 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.</b></p>
<p><i>Course Connections to <a href="#">PPS Reimagined Vision</a></i></p>	<p>According to PPS Reimagined Vision, “A graduate of Portland Public Schools will be a compassionate critical thinker, able to collaborate and solve problems, and be prepared to lead a more socially just world.” In English 3-4, students will engage in frequent <b>critical thinking</b> around texts and non-text media, they will <b>collaborate</b> in partners and small groups, and they will examine issues of <b>justice</b> through reading, writing, speaking, and listening.</p>
<h3>Section 3: Student Learning</h3>	
<p><i>Prioritized Standards</i></p>	<p>Upon completing the AP English Language course, students will UNDERSTAND the following BIG IDEAS &amp; CONCEPTS, and should be able to (PPS Priority Standards in parentheses):</p> <ol style="list-style-type: none"> <li>1. <b>Rhetorical Situation – RHS:</b> Individuals write within a particular situation and make strategic writing choices based on that situation.       <ol style="list-style-type: none"> <li>a. Reading Skills           <ol style="list-style-type: none"> <li>i. <b>RHS 1.A</b> - Identify and describe components of the rhetorical situation: the exigence, audience, writer, purpose, context, and message.</li> <li>ii. <b>RHS 1.B</b> - Explain how an argument demonstrates understanding of an audience’s beliefs, values, or needs.</li> </ol> </li> <li>b. Writing Skills</li> </ol> </li> </ol>



- i. **RHS 2.A** - Write introductions and conclusions appropriate to purpose and context of rhetorical situation.
  - ii. **RHS 2.B** - Demonstrate an understanding of an audience's beliefs, values, or needs.
2. **Claims & Evidence – CLE:** 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.
- a. Reading Skills
    - i. **CLE 3.A** - Identify and explain claims and evidence within an argument. (R1)
    - ii. **CLE 3.B** - Identify and describe the overarching thesis of an argument, and any indication it provides of the argument's structure.
    - iii. **CLE 3.C** - Explain ways claims are qualified through modifiers, counterarguments, and alternative perspectives.
  - b. Writing Skills
    - i. **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.
    - ii. **CLE 4.B** - Write a thesis statement that requires proof or defense and that may preview the structure of the argument.
    - iii. **CLE 4.C** - Qualify a claim using modifiers, counterarguments, or alternative perspectives.
3. **Reasoning & Organization – REO:** Writers guide understanding of a text's line of reasoning and claims through that text's organization and integration of evidence.
- a. Reading Skills
    - i. **REO 5.A** - Describe the line of reasoning and explain whether it supports an argument's overarching thesis.
    - ii. **REO 5.B** - Explain how the organization of a text creates unity and coherence and reflects a line of reasoning.
    - iii. **REO 5.C** - Recognize and explain the use of methods of development to accomplish a purpose.
  - b. Writing Skills
    - i. **REO 6.A** - Develop a line of reasoning and commentary that explains it throughout an argument.
    - ii. **REO 6.B** - Use transitional elements to guide the reader through the line of reasoning or an argument.



	<p>iii. <b>REO 6.C</b> - Use appropriate methods of development to advance an argument.</p> <p>4. <b>Style – STL:</b> The rhetorical situation informs the strategic stylistic choices that writers make. Write to explore theme and character</p> <p>a. Reading Skills</p> <p>i. <b>STL 7.A</b> - Explain how word choice, comparisons, and syntax contribute to tone or style.</p> <p>ii. <b>STL 7.B</b> - Explain how writers create, combine, and place independent and dependent clauses to show relationships between and among ideas.</p> <p>iii. <b>STL 7.C</b> - Explain how grammar and mechanics contribute to the clarity and effectiveness of an argument.</p> <p>b. Writing Skills</p> <p>i. <b>STL 8.A</b> - Strategically use words, comparisons, and syntax to convey specific tone or style in argument</p> <p>ii. <b>STL 8.B</b> - Write sentences that clearly convey ideas and arguments</p> <p>iii. <b>STL 8.C</b> - Use established conventions of grammar and mechanics to communicate clearly and effectively.</p> <p>5. <b>Miscellaneous Skills</b></p> <p>a. Participate in collaborative discussions of various sizes with an emphasis on (SL1):</p> <p>b. 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</p> <p>c. Write for a variety of purposes. (CCSS W1, W2)</p> <p>d. Analyze images and other multimodal texts for rhetorical features.</p> <p>e. Demonstrate understanding of the conventions of citing primary and secondary sources.</p> <p>f. 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.</p>
<p><a href="#">PPS Graduate Portrait Connections</a></p>	<p>I will help students grow their knowledge and skills in the following aspects of PPS’s Graduate Portrait:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Inquisitive Critical Thinkers with Deep Knowledge</li> <li><input type="checkbox"/> Powerful and Effective Communicators</li> <li><input type="checkbox"/> Positive, Confident, and Connected Sense of Self</li> </ul>



<p><i>Differentiation/ accessibility strategies and supports:</i></p>	<p>I will provide the following supports specifically for students in the following programs:</p> <p><i>Special Education:</i>  <i>Accommodations indicated by Individual Education Plans will be made in cooperation with students, special education teachers and parents.</i></p> <p><i>504 Plans:</i>  <i>Accommodations indicated by 504 Plans will be made in cooperation with students, counselors and parents.</i></p> <p><i>English Language Learners:</i>  <i>Strategies used in this class to address ELL needs will include, but are not limited to, the following:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <i>Posting clearly defined objectives</i></li> <li><input type="checkbox"/> <i>Emphasizing key vocabulary</i></li> <li><input type="checkbox"/> <i>Providing clear expectation of tasks, slower speech, increased wait time, etc</i></li> <li><input type="checkbox"/> <i>Scaffolding techniques like think-alouds to support student understanding</i></li> <li><input type="checkbox"/> <i>Allowing for frequent opportunities for student interaction (pair-shares, small and large group work)</i></li> <li><input type="checkbox"/> <i>Using activities that integrate reading, writing, speaking and listening</i></li> <li><input type="checkbox"/> <i>Providing regular feedback</i></li> </ul> <p><i>Talented &amp; Gifted:</i>  <i>Strategies used in this class to address TAG needs will include, but are not limited to, the following:</i>  <i>Challenge prompts, flexible grouping, independent based learning, honors option.</i></p>
<p><i>Personalized Learning Graduation Requirements (as applicable in this course):</i></p>	<p>N/A</p>
<p><b>Section 4: Cultivating Culturally Sustaining Communities</b></p>	
<p><b>Tier 1 SEL Strategies</b></p>	<p>Behavioral Expectations:</p> <p>At Franklin High School, in addition to following all school rules, we expect staff and students to:</p> <p><b>S</b>trive to be...</p> <p><b>T</b>houghtful--We put time and effort into our work</p> <p><b>R</b>espectful--We respect the diverse learning needs of our peers</p> <p><b>O</b>rganized--We are present and on time to class</p>



<p><i>Shared Agreements</i></p>	<p><b>N</b>eighborly--We greet others and interact positively  <b>G</b>enerous--We share our resources with each other</p> <p>I will facilitate the creation of our Shared Agreements that respects and celebrates each student's race, ability, language, and gender in the following way(s):</p> <ul style="list-style-type: none"> <li>● Spend time in class establishing norms, posting those norms, reviewing them weekly and making amendments when needed.</li> <li>● We will begin with these, and add as a class: <ul style="list-style-type: none"> <li>○ Be present: phones off and away</li> <li>○ Follow the 3 W's</li> <li>○ Be prepared to collaborate and self reflect</li> <li>○ Step up, step aside (share your perspective, monitor air time)</li> <li>○ Hold space for multiple perspectives &amp; lived experiences</li> <li>○ Be patient and flexible</li> </ul> </li> </ul>
	<p>I will display our Agreements in the following locations:</p> <ul style="list-style-type: none"> <li>● in our daily slideshows</li> <li>● on my Canvas page</li> </ul>
	<p>My plan for ongoing feedback through year on their effectiveness is:</p> <ul style="list-style-type: none"> <li>● Student surveys</li> <li>● Grades/assignment completion data</li> </ul>
<p><i>Student's Perspective &amp; Needs</i></p>	<p>I will cultivate culturally sustaining relationships with students by:</p> <ul style="list-style-type: none"> <li>● Get to know students</li> <li>● Examine personal biases</li> <li>● Recognize and celebrate students' languages and cultures</li> <li>● Adapt policies, practices, and pedagogy</li> <li>● Family and community involvement</li> <li>● Respect their cultures</li> <li>● Be mindful of intent vs impact</li> </ul>



	<p>Families can communicate what they know of their student's needs with me in the following ways:</p> <ul style="list-style-type: none"> <li>● Email</li> <li>● Phone</li> <li>● Remind</li> <li>● Canvas</li> </ul>
<i>Empowering Students</i>	<p>I will celebrate student successes in the following ways:</p> <ul style="list-style-type: none"> <li>● Positive feedback</li> <li>● Displaying student work online or in the classroom (if possible)</li> </ul>
	<p>I will solicit student feedback on my pedagogy, policies and practices by:</p> <ul style="list-style-type: none"> <li>● Regular check-ins</li> <li>● Student surveys</li> <li>● Written input</li> <li>● Formative assessments</li> <li>● Exit tickets</li> </ul>
	<p>When class agreements aren't maintained (i.e. behavior) by a student I will approach it in the following ways:</p> <ul style="list-style-type: none"> <li>● Nonverbal redirection, such as lightly tapping on the desk</li> <li>● Talk to student (privately). <ul style="list-style-type: none"> <li>○ Reminder of expectations and or rules (quietly).</li> <li>○ Talk outside classroom or after class.</li> </ul> </li> <li>● Call/email home to parent/guardian</li> <li>● Conference with student, school support team, administrators, and parent/guardian</li> </ul>
<i>Showcasing Student Assets</i>	<p>I will provided opportunities for students to choose to share and showcase their work by:</p> <ul style="list-style-type: none"> <li>● Creating space in the classroom and on Canvas for students to share their work</li> <li>● Inviting student voice in our daily check ins</li> </ul>
<b>Section 5: Classroom Specific Procedures</b>	
<i>Safety issues and requirements (if applicable):</i>	<ul style="list-style-type: none"> <li>● Wear a mask at all times</li> <li>● Maintain at least 3 feet of distance between peers and teacher when possible</li> </ul>
<i>Coming &amp; Going from class</i>	<p>I understand the importance of students taking care of their needs. Please use the following guidelines when coming and going from class:</p> <ul style="list-style-type: none"> <li>● One student out with a pass at a time</li> <li>● Return in a timely manner</li> </ul>



	<ul style="list-style-type: none"> <li>● Maintain distance and wear mask when in the hallways</li> </ul>
<i>Submitting Work</i>	<p>I will collect work from students in the following way:</p> <ul style="list-style-type: none"> <li>● Paper and Notebook Work</li> <li>● Canvas</li> </ul> <p>If a student misses a deadline, I will partner with the student in the following ways so they have the ability to demonstrate their abilities:</p> <ul style="list-style-type: none"> <li>● Redirect to Canvas</li> <li>● Meet during Tutorial or by appointment to support the student</li> </ul>
<i>Returning Your Work</i>	<p>My plan to return student work is the following:</p> <ul style="list-style-type: none"> <li>● Timeline: two - three weeks (This year, with 4 sections of AP English, grading and giving feedback on student work will take longer.)</li> <li>● What to look for on your returned work: Summative Assessments - Thorough feedback, both written and verbal; Formative Assessments - points or percentage score representing levels of completion or proficiency (60% - 100%)</li> <li>● Revision Opportunities: Students may revise most, if not all, low-scoring Summative Assignments (and some bigger Formative Assessments to improve writing, show proficiency, and earn a higher score.</li> </ul>
<i>Formatting Work (if applicable)</i>	Directions on how to format submitted work (ex. formal papers, lab reports, etc) can be found here: MLA format for all essays
<i>Attendance</i>	If a student is absent, I can help them get caught up by: Canvas or meeting during Tutorial

## Section 6: Course Resources & Materials

<i>Materials Provided</i>	<p>I will provided the following materials to students:</p> <ul style="list-style-type: none"> <li>● Required Texts</li> </ul>
<i>Materials Needed</i>	<p>Please have the following materials for this course:</p> <ul style="list-style-type: none"> <li>● A PPS Chromebook with Charger</li> <li>● Spiral Notebook: at least 100 pages – COLLEGE-RULED, at least 8.5x11 inches</li> <li>● Blue, black, and other colored ink pens</li> <li>● Glue Sticks</li> <li>● Loose-leaf paper</li> <li>● Highlighters and Sticky Notes for marking text</li> <li>● Folder for handouts, assignments, readings</li> </ul> <p><i>Franklin can help with any materials you may need as well. Please reach out to me privately and I will help you get what you need.</i></p>





<i>Course Resources</i>	Here is a link to resources that are helpful to students during this course: <ul style="list-style-type: none"> <li>● Class Canvas Page</li> </ul>
<i>Empowering Families</i>	The following are resources available for families to assist and support students through the course: <ul style="list-style-type: none"> <li>● Canvas and Email</li> </ul>
<b>Section 7: Assessment of Progress and Achievement</b>	
<i>Formative Assessments</i>	As students move through the learning journey during specific units/topics, I will assess & communicate their <u>progress</u> in the following ways: <ul style="list-style-type: none"> <li>● Warm Ups and Processes or Exit Slips</li> <li>● SPACECAT Reading Assignments</li> <li>● Informal Writing (Dialogue Journals, Think Pair Shares, Etc.)</li> <li>● Graphic Organizers</li> <li>● Creative projects</li> <li>● Small Group &amp; Partner Work</li> <li>● Discussions</li> <li>● Notebook Assignments/Processes</li> <li>● Reading Quizzes</li> <li>● On-Going Reading Assignments</li> </ul>
<i>Summative Assessments</i>	As we complete specific units/topics I will provide the following types of opportunities for students to provide evidence of their <u>learned</u> abilities: <ul style="list-style-type: none"> <li>● Discussions</li> <li>● Creative Projects</li> <li>● Major Essays, Timed Writes</li> <li>● Junior Research Project Components</li> <li>● Final Exam/Activity</li> </ul> <p>(Major papers count a great deal toward each quarter's grade, but other elements are also significant. Students may REVISE low-scoring Timed Writes during Tutorial or after school for a higher grade.)</p>
<i>Student Role in Assessment</i>	Students and I will partner to determine how they can demonstrate their abilities in the following ways: <ul style="list-style-type: none"> <li>● 1:1 and Small Group Check-Ins</li> <li>● Peer and Self Assessment</li> </ul>
<b>Section 8: Grades Progress Report Cards &amp; Final Report Cards</b>	



<p><i>Accessing Grades</i></p>	<p>Students &amp; Families can go to the following location for <u>up-to-date</u> information about their grades throughout the semester:</p> <ul style="list-style-type: none"> <li>● StudentVue (official gradebook)</li> <li>● Canvas (for specific assignments turned in through Canvas)</li> </ul> <p>I will update student grades at the following frequency: As soon as possible with the goal of every two to three weeks (This year, with 4 sections of AP English, grading and giving feedback on student work will take longer.)</p>
<p><i>Progress Reports</i></p>	<p>I will communicate the following marks on a progress report:</p> <ul style="list-style-type: none"> <li>● A, B, C, D, NP (not passing) or P (passing) and NP (not passing)</li> </ul>
<p><i>Final Report Card Grades</i></p>	<p>The following system is used to determine a student's grade at the end of the semester:</p> <p><b>30% : Formative Assessments (Daily Assignments/Notebook/HW)</b>  <b>70% : Summative Assessments (Major Assignments)</b></p> <p>Grading Scale:</p> <ul style="list-style-type: none"> <li>● A = 90-100%</li> <li>● B = 80-89%</li> <li>● C = 70-79%</li> <li>● D = 60-69%</li> <li>● F = 59% or below</li> </ul>
<p><b>Other Needed info (if applicable)</b></p>	

