

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.

**WHAT IS THE CONTENT OF AP ENGLISH LANGUAGE AND COMPOSITION?**

Upon completing the AP English Language course, students will UNDERSTAND the following BIG IDEAS & CONCEPTS, and should be able to (PPS Priority Standards in parentheses):

Big Ideas & Concepts	Reading Skills (R1, R4, R6)	Writing Skills (W1, W2, L2)
<p><b>Rhetorical Situation – RHS</b> Individuals write within a particular situation and make strategic writing choices based on that situation.</p>	<p><b>RHS 1.A</b> - Identify and describe components of the rhetorical situation: the exigence, audience, writer, purpose, context, and message. <b>RHS 1.B</b> - Explain how an argument demonstrates understanding of an audience’s beliefs, values, or needs.</p>	<p><b>RHS 2.A</b> - Write introductions and conclusions appropriate to purpose and context of rhetorical situation. <b>RHS 2.B</b> - Demonstrate an understanding of an audience’s beliefs, values, or needs.</p>
<p><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.</p>	<p><b>CLE 3.A</b> - Identify and explain claims and evidence within an argument. (R1) <b>CLE 3.B</b> - Identify and describe the overarching thesis of an argument, and any indication it provides of the argument’s structure. <b>CLE 3.C</b> - Explain ways claims are qualified through modifiers, counterarguments, and alternative perspectives.</p>	<p><b>CLE 4.A</b> - Develop a paragraph that includes a claim and evidence supporting the claim Analyze and select evidence to develop and refine a claim. <b>CLE 4.B</b> - Write a thesis statement that requires proof or defense and that may preview the structure of the argument. <b>CLE 4.C</b> - Qualify a claim using modifiers, counterarguments, or alternative perspectives.</p>
<p><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.</p>	<p><b>REO 5.A</b> - Describe the line of reasoning and explain whether it supports an argument’s overarching thesis. <b>REO 5.B</b> - Explain how the organization of a text creates unity and coherence and reflects a line of reasoning. <b>REO 5.C</b> - Recognize and explain the use of methods of development to accomplish a purpose.</p>	<p><b>REO 6.A</b> - Develop a line of reasoning and commentary that explains it throughout an argument. <b>REO 6.B</b> - Use transitional elements to guide the reader through the line of reasoning or an argument. <b>REO 6.C</b> - Use appropriate methods of development to advance an argument.</p>
<p><b>Style – STL</b> The rhetorical situation informs the strategic stylistic choices that writers make.</p>	<p><b>STL 7.A</b> - Explain how word choice, comparisons, and syntax contribute to tone or style. <b>STL 7.B</b> - Explain how writers creative, combine, and place independent and dependent clauses to show relationships between and among ideas. <b>STL 7.C</b> - Explain how grammar and mechanics contribute to the clarity and effectiveness of an argument.</p>	<p><b>STL 8.A</b> - Strategically use words, comparisons, and syntax to convey specific tone or style in argument <b>STL 8.B</b> - Write sentences that clearly convey ideas and arguments <b>STL 8.C</b> - Use established conventions of grammar and mechanics to communicate clearly and effectively.</p>
<p><b>Miscellaneous Skills</b></p>	<ul style="list-style-type: none"> <li>• 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</li> <li>• Write for a variety of purposes. (CCSS W1, W2)</li> <li>• Analyze images and other multimodal texts for rhetorical features.</li> <li>• Demonstrate understanding of the conventions of citing primary and secondary sources.</li> <li>• 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.</li> </ul>	

**UNITS OF STUDY (with a tentative list of texts, subject to change):**

**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.

Introduction to Rhetoric: Reading, Writing, and Language	"Why I Write" - Elie Wiesel, "Superman and Me" – Sherman Alexie, "Mother Tongue" – Amy Tan, "On Keeping a Notebook" – Joan Didion, "How to Tame a Wild Tongue" – Gloria Anzaldua, "Nobel Lecture – Toni Morrison
Introduction to Argument: Writing and Fighting for Change	Speeches by Malala Yousafzai (women’s education), Emma Gonzalez (gun violence, and Greta Thunberg (climate change)
Joining the Conversation: Examining the Process of Learning	<i>Black Boy</i> – Richard Wright, <i>Educated</i> – Tara Westover, <i>Becoming</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
Gender Roles	"Barbie Doll" – Marge Piercy, "Sunday in the Park" – Bel Kaufman, "There is No Unmarked Woman" – Deborah Tannen, "Why Can't a Smart Woman Love Fashion" – Chimamanda Ngozi Adichie, "Ain't I a Woman?" – Sojourner Truth, "Losing My Religion for Equality" – Jimmy Carter, "Just Walk on By: Black Men and Public Spaces" – Brent Staples, "A Year Without a Name" – Cyrus Grace Dunham
The 1619 Project (from the <i>New York Times</i> )	"The Idea of America" – Nikole Hannah-Jones, "Capitalism" – Matthew Desmond, "A Broken Health Care System" – Jeneen Interlandi, "Traffic" – Kevin M. Kruse, "Undemocratic Democracy" – Jamelle Bouie, "Medical Inequality" – Linda Villarosa, "American Popular Music" – Wesley Morris, "Sugar" – Khalil Gibran Muhammed, "Mass Incarceration" – Bryan Stevenson, "The Wealth Gap" – Trymaine Lee, "Hope, a photo essay" – Kjeneba Aduayom
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, "Letter from Birmingham Jail" – Martin Luther King, Jr., "9/11 Speech" – George W. Bush, "A More Perfect Union" – Barack Obama, "Speech on Immigration" – Donald Trump, "Querida Familia Latina" – multiple authors
Sports	#boysdancetoo, "Jay-Z helped the NFL ban Colin Kaepernick" – Jemele Hill, media coverage of US Women’s Soccer, "Too Strong" – Anne Helen Peterson, "The Meaning of Serena Williams: On Tennis and Black Excellence" – Claudine Rankine, "The Caster Semenya Ruling is Nonsense" – Dave Zirin, "Man and Superman" – Malcolm Gladwell, "Farewell Speech" – Lou Gehrig
Satire: The Art of Provoking Thoughtful Laughter	Articles from <i>The Onion</i> , <i>Saturday Night Live</i> parody commercials, "I Want a Wife" – Judith Brady, "A Modest Proposal" – Jonathan Swift, "The Lowest Animal" – Mark Twain
Memoirs/Nonfiction Novels	<i>Black Boy</i> by Richard Wright, <i>Educated</i> by Tara Westover, <i>Between the World and Me</i> by Ta-Nehisi Coates, <i>In Cold Blood</i> by Truman Capote
Year-Long Projects or Assignments	Junior Research Project, REHUGO Commonplace Books, Choice Books

**TEXTBOOKS MAY INCLUDE, BUT ARE NOT LIMITED TO:**

- *50 Essays*, Bedford/St. Martins
- *The Language of Composition*, Bedford/St. Martins

**REQUIRED MATERIALS/SUPPLIES: You will need the following supplies for this class—**

- A clear PPS Library account & Multnomah County Library card
- Spiral Notebook: at least 100 pages – COLLEGE-RULED, 9 by 11 inches
- Blue, black, and other colored ink pens
- Glue Sticks
- Loose-leaf paper
- Highlighters and Post-Its for marking text
- Folder for handouts, assignments, readings

### **GRADING:**

Students are evaluated on the basis of major papers, homework, quality and character of class discussion and involvement, and AP-style writing prompts. 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 for a higher grade.

**30% : Formative Assessments** - Notebook Assignments/Checks, SPACECATs, Journals, Reading Quizzes, Group Projects, etc.

**70% : Summative Assessments** - Timed Writes/Revisions, Major Essays, Junior Research Project Components, Final Exam/Activity

A → 90 – 100%

B → 80 – 89%

C → 70 – 79%

D → 60 – 69%

F → 59% or below

### **ABSENCES, DUE DATE AND LATE WORK POLICY:**

- All students are expected to turn in completed on the specified due dates. All assignments are **due at the BEGINNING of class on the day specified**, unless otherwise indicated. Computer problems are NOT an excuse. Also, I will not print out student work on my school printer. Please plan ahead and respect this due date expectation.
- Get daily notes from a friend/TA and come to Tutorial and/or office hours by appointment. See me the day you get back in order to work out due dates for any missed work.
- If you are absent on a due date of an essay or assignment, due to an excused absence (sickness, emergency) the assignment is **due the day you return to class** without penalty.
- If you have a pre-arranged absence, please still turn in the assignment that day. For example, send it with a friend, or turn it in to my school mailbox in the main office.
- If you need any extra time for any reason, you need to give me 48 hours notice (2 days) that you will need extra time. If I have noticed that you have not attempted to complete the assignment during the time given in class, you will not receive that extra time. Use any and all time given in class for assignments wisely.
- **For a quiz, in-class assignment, or timed write essay missed due to an excused absence, it is up to you to schedule a time to make it up during Tutorial or after school.** You must schedule a time to make up the missing quiz, assignment, or timed write **within a timely manner to exceed no more than 2 weeks.** I cannot return timed writes or assignments for student revision until everyone has completed it.
- Any work that is turned in late may receive partial credit dependent on the lateness and quality of the work.

Open **communication** is the key to your success. If you miss an assignment or simply don't understand the expectations, please **communicate with me**. Also, it is your responsibility to **communicate with me** in order to complete missing work due to absence(s). I expect you to do your best in order to succeed to the best of your ability.

### **CELL PHONES:**

Turn off and/or silence and put away once the bell rings. Headphones and earbuds must also be put away. I will designate those times of usage. If a student has a device out when it should be put away, they will be given one warning to put it away. If warning is ignored, it will be confiscated and you can pick it up at the end of the day at the school office. For further details, please see Student Handbook.

### **HALL PASSES:**

**Do not ask to go anywhere in the first and last 15 minutes of class. Do not ask to use the pass during direct instruction, class discussions, or activities.** Since AP English Language is a demanding course and most of the class period is spent on direct instruction, class discussions and activities, and skills practice, I expect you to stay in class for the full period. Please go to the bathroom during passing time or lunch.

If you *must* leave class for an emergency, please ask Ms. Wong first (I need to know where you are going.) If you really need to use the bathroom during direct instruction or class discussion, simply head toward the pass by walking in the back and along the sides of the room (not the front). Make sure you make eye contact with me and take the pass quietly and leave. You should not be gone for longer than 5 minutes.

You are expected to carry an official Franklin HALL PASS when you are out of class; you may be asked to trade your phone to use the hall pass.

### **FOOD:**

Food (dry) and drink (in closed containers, but really water is best!) are acceptable, within reason. If eating/drinking causes a mess or a distraction this privilege will be revoked. Food waste must be disposed of in a garbage can **OUTSIDE** of the classroom.

### **SEATING:**

I rotate the seating chart throughout the year; it is important to interact and work with a variety of perspectives. See me if you need to sit up front.

**BEHAVIORAL EXPECTATIONS:**

At FHS, in addition to following all school rules, we expect staff & students to strive to be Thoughtful, Respectful, Organized, Neighborly, and Generous. Staff and students are expected to conduct themselves in the classroom with integrity and honesty, with an emphasis on (but not limited to) the following:

- Thoughtful – We are engaged and ready to learn bell-to-bell.  
We put time and effort into our work, and process complex issues with care.
- Respectful – We do not use racist, sexist, or homophobic language of any kind.  
We respect the diverse learning needs of our peers.  
We follow directions and class norms.  
We keep distractions, such as electronic devices, put away during class time, unless otherwise directed.
- Organized – We are present, on-time, and bring all necessary for materials.  
We keep track of assignments, deadlines, and activities.
- Neighborly – We only leave class when we have a hall pass.  
We treat the learning environment with care and clean up after ourselves.
- Generous – We help each other when needed, including sharing supplies, knowledge, resources with others.  
We offer a fresh start to staff and ourselves.

Additionally, we are honest in all matters of scholarship. **Academic honesty is expected from all students.** Please review the definition and consequences of plagiarism in the FHS English Department Academic Honesty Policy, as well as in your student handbook. If you are unsure if you are being academically dishonest, please ask Ms. Wong for clarification.

**CONSEQUENCES:**

If minor problems come up as a result of a disregard for the behavioral expectations, these are the steps I will take:

- 1) Warning
- 2) Talk to you (privately, if possible).
- 3) Call/email home.
- 4) Have a conference with you, a school support team, administrators, and your parent/guardian.

**DIFFERENTIATION/ACCESSIBILITY STRATEGIES AND SUPPORT:**

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 content and language 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)
- 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. Frequent 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.

**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.

AP English Language and Composition  
&  
FHS English Department Academic Honesty Policy  
Instructor – Elisa Wong

**Student Name (Printed):** \_\_\_\_\_ **Class of** \_\_\_\_\_

Please review the Syllabus and Academic Honesty Policy with your parent/guardian, read below, and provide the requested information at the bottom of the page.

I have read and accept responsibility for the information given in the course syllabus. I understand what is expected of me in order to succeed in this course.

I acknowledge that I have read and understand our school's academic honesty policies. Further, I recognize that plagiarism is submitting the words, ideas, images, or data of someone else as my own. Plagiarism can be *intentional* or *unintentional*. Words taken directly from another source must appear in student work within quotation marks and include in-text citation, and any words that are paraphrased must be clearly referenced. Student work must include proper 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*.

I do hereby resolve to uphold this Academic Honesty policy. I shall refrain from all forms of academic dishonesty, for example: cheating, plagiarism, or other deceitful means of obtaining scores or grades that are not reflective of my current abilities. I recognize that our school is based upon the foundation of freedom, trust, and respect. Academic honesty and integrity are essential to the existence and growth of any academic community. Without maintaining a high standard of honesty and conduct, the reputation of the school is compromised and society is poorly served.

In order to uphold the integrity of the school, I also recognize that it is my responsibility to report any violation of this policy to a faculty member or to the administration.

I understand that inherent in this policy is the responsibility of all members of the community to work to preserve the collective academic integrity of Franklin High School.

\_\_\_\_\_  
(Parent's/Guardian's Printed Name)

Best way to communicate with you (circle one):    phone                      email

Please provide most up-to-date phone number or email address you prefer: \_\_\_\_\_

\_\_\_\_\_  
(Parent's/Guardian's Signature)

\_\_\_\_\_  
(Date)

Student: I have read, understand, and agree to abide by the course syllabus for AP English Language and Composition, as well as the Academic Honesty Policy. I understand that I am equally responsible for my own education, and I will continue to be a STRONG, successful student.

\_\_\_\_\_  
(Student's Printed Name)

\_\_\_\_\_  
(Student's Signature)

\_\_\_\_\_  
(Date)