

**AP English Language and Composition**

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**Required Materials: (Materials should be brought to class every day)**

* 3 Ringed Binder (1 inch)
* College rule loose leaf papers
* 5 tab dividers
* Pens/Pencils (black Ink)
* 2-1 Subject Spiral Notebooks
* Post its
* Highlighters



**Course Textbook:** The Language of Composition, Second Edition

Reading, Writing, Rhetoric

[Renee H. Shea](http://www.macmillanhighered.com/Catalog/Author/reneehshea) (*Bowie State University, MD*) , [Lawrence Scanlon](http://www.macmillanhighered.com/Catalog/Author/lawrencescanlon) (*Brewster High School, NY*) , [Robin Dissin Aufses](http://www.macmillanhighered.com/Catalog/Author/robindissinaufses) (*Lycée Français de New York*)

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**Course Description:** AP English Language and Composition at Fordson High School is an introductory college-level course in which students study rhetorical analysis, argument, and synthesis through composition activities (prewriting, writing, self-assessment, peer-assessment, and revising) and close reading of demanding texts with an emphasis on nonfiction.

Through active, analytical reading students identify and explain rhetorical strategies and techniques used by authors in a variety of language-based and visual texts (memoirs, essays, speeches, plays, novels, letters, comics, photographs, etc.). Students also employ those strategies and techniques in their own expository, analytical, and argumentative compositions for a wide variety of purposes and audiences. Furthermore, students extend these rhetorical strategies and techniques into researched argument papers in which they evaluate and synthesize several reference texts to develop and support a sophisticated central assertion with appropriate citation of primary and secondary sources.

To achieve these goals students will progress through a series of units in which they learn rhetorical strategies and techniques and apply their understanding of these techniques to a diverse range of texts from graphic memoir to documentary film, from twenty-first century letters-to-the-editor to late sixteenth century essays. The reading and analysis of texts will lead to the production of each student’s own writing, including timed one-draft writing of the sort required on the AP exam and processed writing, requiring pre-writing activities, drafts, self-assessment, peer-assessment, written and oral feedback from the teacher, and extensive rewriting.

**Course Units**: The first four units focus on techniques and skills expected of students both from the AP exam and college courses. Students will apply the techniques and skills throughout the remaining units’ reading selections, which are organized by themes.

\*Note: The following units are scheduled tentatively.

***Overview:***

**Semester 1**

Introduction to close reading & rhetorical analysis; introduction to integrated units; further studies in audience, occasion, purpose, and technique; application of rhetorical strategies to one’s own arguments; introduction to the synthesis essay

**Semester 2**

Putting it all together: analysis, argument, and synthesis; Intensification of AP exam preparation; Gloucester arts and culture project

**Vocabulary- Route System**

* + Students will identify and define 55 most common roots using the Route System. This will be done for bellwork every day and then reinforced throughout the year.

**Unit 1: An Introduction to Rhetoric: Using the "Available Means”**

* ACTIVITY: Understanding Civil Discourse

**THE RHETORICAL SITUATION**

* Lou Gehrig, Farewell Speech

**Occasion, Context, and Purpose**

**The Rhetorical Triangle**

* ACTIVITY: Analyzing a Rhetorical Situation

**SOAPS**

* Albert Einstein, Dear Phyllis, January 24, 1936
* ACTIVITY: George W. Bush, September 11th Speech

**APPEALS TO ETHOS, LOGOS, AND PATHOS**

* **Ethos**
  + *Automatic Ethos*
  + King George VI, The King’s Speech
  + *Building Ethos*
  + Judith Ortiz, From *The Myth of the Latin Woman: I Just Met a Girl Named Maria*
  + ACTIVITY: Establishing Ethos
* **Logos**
  + *Conceding and Refuting*
  + Alice Waters, From *Slow Food Nation*
  + ACTIVITY: George Will, "King Coal: Reigning in China"
* **Pathos**
  + Richard Nixon, from *The Checkers Speech*
  + *Images and Pathos*
  + ACLU, The Man on the Left (advertisement)
  + *Humor and Pathos*
  + Ruth Marcus, from *Crackberry Congress*
  + ACTIVITY: Dwight D. Eisenhower, Order of the Day
* **Combining Ethos, Logos, and Pathos**
  + Toni Morrison, Dear Senator Obama
  + ACTIVITY: Appealing to Ethos, Logos, and Pathos

**RHETORICAL ANALYSIS OF VISUAL TEXTS**

* Tom Toles, Rosa Parks (cartoon)
* ACTIVITY: World Wildlife Fund, *Protecting the Future of Nature* (advertisement)

**DETERMINING EFFECTIVE AND INEFFECTIVE RHETORIC**

* Jane Austen, from *Pride and Prejudice*
* PETA, *Feeding Kids Meat Is Child Abuse* (advertisement)
* Anne Applebaum, *If the Japanese can’t build a safe reactor, who can?*
* ACTIVITY: Tamar Demby, *Alarmist or Alarming Rhetoric?* (student essay)
* ACTIVITY: Federal Highway Administration, *Stop for Pedestrians* (advertisement)

**CULMINATING ACTIVITY**

* The Times, *Man Takes First Steps on the Moon*
* William Safire, *In Event of Moon Disaster*
* Ayn Rand, *The July 16, 1969 Launch: A Symbol of Man’s Greatness*
* Herblock, *Transported* (cartoon)

**Unit 2: Close Reading: The Art and Craft of Analysis**

**ANALYZING STYLE**

* **A Model Analysis**
  + Queen Elizabeth I, *Speech at Tilbury*
  + ACTIVITY: Looking at Rhetoric and Style
  + ACTIVITY: Winston Churchill, *First Speech to the House of Commons*

**TALKING WITH THE TEXT**

* **Asking Questions**
  + Ralph Ellison, from *On Bird, Bird-Watching and Jazz*
  + ACTIVITY: Ralph Ellison, from *On Bird, Bird-Watching and Jazz*
* **Annotating**
  + Joan Didion, from *Los Angeles Notebook*
* **Using a Graphic Organizer**
  + From Close Reading to Analysis
  + ACTIVITY: Virginia Woolf, *The Death of the Moth*

**WRITING A CLOSE ANALYSIS ESSAY**

* + Groucho Marx, *Dear Warner Bros.*
  + Developing a Thesis Statement
  + A Sample Close Analysis Essay
  + ACTIVITY Christopher Morley, *On Laziness*

**CLOSE READING A VISUAL TEXT**

* + Dodge, *It’s a big fat juicy cheesebuger in a land of tofu* (advertisement)
  + ACTIVITYGirl Scouts, *What Did You Do Today?* (advertisement)

CULMINATING ACTIVITY

* + John F. Kennedy, *Inauguration Address, January, 1961*
  + Eleanor Clift, *Inside Kennedy’s Inauguration, 50 Years On*
  + United States Army Signal Corps, *Inauguration of John F. Kennedy* (photo)

Unit Evaluation

**Unit 3: Analyzing Arguments: From Reading to Writing**

**WHAT IS ARGUMENT?**

* Amy Domini, "Why Investing in Fast Food May Be a Good Thing."
* ACTIVITY Finding Common Ground
* *Essay in Progress – Selecting a Topic*

**STAKING A CLAIM**

* TY Identifying Arguable Statements
* Types of Claims
  + *Claims of Fact*
  + *Claims of Value*
  + Roger Ebert, *Star Wars*
  + ACTIVITY Analyzing a Review
* *Claim of Policy*
  + Anna Quindlen, from *The C Word in the Hallways*
  + ACTIVITY The New York Times, *Felons and the Right to Vote*
  + *Essay in Progress – Staking a Claim*
* From Claim to Thesis
  + *Closed Thesis Statements*
  + *Open Thesis Statements*
  + *Counterargument Thesis Statements*
  + ACTIVITY Developing Thesis Statements
  + *Essay in Progress: Developing a Thesis*

**PRESENTING EVIDENCE**

**Relevant, Accurate, and Sufficient Evidence**

* Logical Fallacies
  + *Fallacies of Relevance*
  + *Fallacies of Accuracy*
  + *Fallacies of Insufficiency*
* First-Hand Evidence
  + *Personal Experience*
  + Jennifer Oladipo, *Why Can’t Environmentalism Be Colorblind?*
  + *Fallacy Alert – Hasty Generalization*
  + *Anecdotes*
  + Fabiola Santiago, *In college, these American citizens are not created equal*
  + *Current Events*
  + Fareed Zakaria, from *When Will We Learn?*
* Second-Hand Evidence
  + *Historical Information*
  + Samuel Walker, from *Hate Speech*
  + *Fallacy Alert - Post Hoc Ergo Propter Hoc*
  + *Expert Opinion*
  + Peggy Orenstein, from *Just a Little Princess*
  + *Fallacy Alert: Appeal to False Authority*
  + *Quantitative Evidence*
  + *Fallacy Alert: Bandwagon Appeal*
  + ACTIVITY Identifying Logical Fallacies
  + ACTIVITY Dana Thomas, *Terrors’ Purse Strings*
  + *Essay in Progress – Using Evidence*

**SHAPING ARGUMENT**

* **The Classical Oration**
  + Sandra Day O’Connor and Roy Romer, *Not by Math Alone*
* **Induction and Deduction**
  + *Induction*
  + Malcolm Gladwell, from *Outliers*
    - *Deduction*
    - *Essay in Progress –Shaping an Argument*
    - *Combining Induction and Deduction*
    - Thomas Jefferson, *The Declaration of Independence*
    - ACTIVITY Elizabeth Cady Stanton, *The Declaration of the Rights of Women*
* **Using the Toulmin Model**
  + *Analyzing Assumptions*
  + ACTIVITY Identifying Assumptions
  + *From Reading to Writing*
  + ACTIVITY Using Argument Templates

**ANALYZING VISUAL TEXTS AS ARGUMENTS**

* + Polyp, *The Rat Race* (cartoon)
  + Alfred Stieglitz, *The Steerage* (photo)
  + ACTIVITY US Postal Service, *The Heroes of 2001* (stamp)
  + *Essay in Progress – Using Visual Evidence*
  + CULMINATING ACTIVITY
  + Tom Toles, *Heavy Medal*
  + Michael Binyon, *Comment: absurd decision on Obama makes a mockery of the Nobelpeace prize*
* Evaluation

**Unit 4: Synthesizing Sources: Entering the Conversation**

* ACTIVITY Reflecting on Sources

**USING SOURCES TO INFORM AN ARGUMENT**

* Laura Hillenbrand, from *Seabiscuit*
* ACTIVITY Gerald L. Early, from *A Level Playing Field*

**USING SOURCES TO APPEAL TO AN AUDIENCE**

* Steven Pinker, from *Words Don’t Mean What They Mean*
* Steven Pinker,from *The Stuff of Thought*
* Steven Pinker, from *The evolutionary social psychology of off-record indirect speech acts*
* ACTIVITY Examining a Columnist

**Conversation: Mandatory Community Service**

1. Neil Howe And William Strauss, From *Millennials Rising*
2. The Dalton School, *Community Service Mission Statement*
3. The Detroit News, *Volunteer Work Opens Teen’s Eyes To Nursing*
4. Dennis Chaptman, *Study: ‘Resume Padding’ Prevalent In College-Bound Students WhoVolunteer*
5. Arthur Stukas, Mark Snyder, and E. Gil Clary; *The Effects Of "Mandatory Volunteerism"On Intentions To Volunteer*
6. Mark Hugo Lopez, *From Youth Attitudes Toward Civic Education And Community Service Requirements*

**WRITING A SYNTHESIS ESSAY**

* **Identifying the Issues: Recognizing Complexity**
* **Formulating** **Your Position**
  + ACTIVITY Supporting a Thesis
* **Framing Quotations**
* **Integrating Quotations**
  + ACTIVITY Using Sources Effectively
* **Citing Sources**
* **A Sample Synthesis Essay**

**CULMINATING ACTIVITY** Conversation: The Dumbest Generation?

1. Mark Bauerlein, *The Dumbest Generation*
2. Sharon Begley, *The Dumbest Generation? Don’t Be Dumb*
3. Mizuko Ito, et. al., *Living and Leaning with New Media: Summary of Findings from the Digital Youth Project*
4. Nicholas Carr, *Is Google Making Us Stupid?*
5. R. Smith Simpson, *Are We Getting Our Share of the Best?*
6. Steven Johnson, *Your Brain on Video Games*
7. Clive Thompson, *The New Literacy*
8. Roz Chast, *Shelved* (cartoon)

* Evaluation

**Unit 5: Education**

Do our schools serve the goals of a true education?

* **Central Essay**
  + Francine Prose, *I Know Why the Caged Bird Cannot Read*
* Classic Essay
  + Ralph Waldo Emerson, from *Education*
* Other Voices
  + James Baldwin, *A Talk to Teachers*
  + Kyoko Mori, *School*
  + Sherman Alexie, *Superman and Me*
  + \*David Sedaris, *Me Talk Pretty One Day*
  + Margaret Talbot, *Best in Class*
  + \*David Foster Wallace, *This is Water*
* Fiction
  + Sandra Cisneros, *Eleven*
* Visual Text
  + Norman Rockwell, *The Spirit of Education*
* Visual Text
  + \*Roz Chast, *What I Learned*
* Conversation: The American High School
* Horace Mann, from *The Report of the Mass. Board of Education*
* Todd Gitlin, *The Liberal Arts in an Age of Info-Glut*
* Leon Botstein, *Let Teen-Agers Try Adulthood*
* Edward Koren, *Two Scoreboards* (cartoon)
* \*Diane Ravitch, *Stop the Madness*
* \*Erik Hanushek, *U.S. Math Performance in Global Perspective* (tables)
* \*David Barboza, *Shanghai Schools' Approach* *Pushes Students to Top of Tests*
* Student Writing
  + Argument: Using Personal Experiences as Evidence
* Grammar as Rhetoric and Style
  + Appositives
* Evaluation

**Unit 6: Community**

* Central Essay
  + Martin Luther King Jr., *Letter from Birmingham Jail* (with public statement)
* Classic Essay
  + Henry David Thoreau, *Where I Lived, and* *What I Lived for*
* Other Voices
* Richard Rodriguez, *Aria*
* \*Ellen Goodman, *The Family That Stretches (Together)*
* Lori Arviso Alvord, *Walking the Path between* *Worlds*
* \*Robert D. Putnam, *Health and Happiness*
* \*Dinaw Mengestu, *Home at Last*
* \*Scott Brown, *Facebook Friendonomics*
* \*Malcolm Gladwell, *Small Change*
* Poetry
  + Aurora Levins Morales, *Child of the Americas*
* Paired Visual Texts
  + \*Norman Rockwell, *Freedom from Want*
  + \*Roz Chast, *The Last Thanksgiving*
* Visual Text
  + \*Nissan, *The Black Experience Is Everywhere*
* Conversation: The Individual's Responsibility to the Community
  + \*Andrew Carnegie, from *The Gospel of Wealth*
  + Bertrand Russell, *The Happy Life*
  + Garrett Hardin, *Lifeboat Ethics*
  + Peter Singer, *The Singer Solution to World Poverty*
  + \*Zapiro, *World Economic Forum* (cartoon)
  + \*Christian Science Monitor, *Warren Buffett, Bill Gates, and the Billionaire Challenge*
  + \*Der Spiegel, *Negative Reaction to Charity Campaign*
* Student Writing
  + Synthesis: Incorporating Sources into a Revision
* Grammar as Rhetoric and Style
  + Parallel Structures
* Evaluation

**Unit 7: The Economy**

* Central Essay
  + Barbara Ehrenreich, from *Serving in Florida*
* Classic Essay
  + Jonathan Swift, *A Modest Proposal*
* Other Voices
  + \*John Ruskin, from *The Roots of Honor*
  + Booker T. Washington, from *The Atlanta Exposition Address*
  + \*Lars Eighner, *Dumpster Diving*
  + \*Eric Schlosser, *In the Strawberry Fields*
  + \*Stephen J. Dubner & Steven D. Levitt, *What the Bagel Man Saw*
  + \*Matthew Crawford, *The Case for Working with Your Hands*
  + \*Fareed Zakaria, *How to Restore the American Dream*
* Poetry
  + \*Marge Piercy, *To Be of Use*
* Visual Text
  + Jeff Parker, *The Great GAPsby Society*
* Visual Text
  + \*Tom Tomorrow, *A "Handy" Guide to the Housing Market*
* Conversation: Materialism in American Culture
  + \*Henry David Thoreau, from *Economy*
  + \*John Kenneth Galbraith, from *Consumer Behavior and the Dependence Effect*
  + \*Phyllis Rose, *Shopping and Other Spiritual Adventures in America Today*
  + \*Wendell Berry, *Waste*
  + \*Juliet Schor, from *The New Politics of Consumption*
  + \*Joan Smith, *Shop Happy*
  + \*Virginia Postrel, *In Praise of Chain Stores*
  + \*Scott DeCarlo, *Forbes Price Index of Luxury Goods* (table)
* Student Writing
  + Rhetorical Analysis: Analyzing a Prose Passage
* Grammar as Rhetoric and Style
  + Short Simple Sentences and Fragments
* Evaluation

**Unit 8: Gender**

* Central Essay
  + Stephen Jay Gould, *Women's Brains*
* Classic Essay
  + Virginia Woolf, *Professions for Women*
* Other Voices
  + \*Benjamin Franklin, *The Speech of Miss Polly Baker*
  + John and Abigail Adams, *Letters*
  + \*Judy Brady, *I Want a Wife*
  + \*Brent Staples, *Just Walk on By*
  + Judith Ortiz Cofer, *The Myth of the Latin Woman*
  + Deborah Tannen, *There Is No Unmarked Woman*
  + \*Matthias Mehl, *Are Women Really More* *Talkative Than Men?*
* Poetry
  + Marge Piercy, *Barbie Doll*
* Paired Visual Texts
  + \*Charles LeBrun, *Chancellor Seguier at the Entry of Louis XIV into Paris*
  + \*Kehinde Wiley, *The Chancellor Seguier on Horseback*
* Conversation: Defining Masculinity
  + \*Leonard McCombe, *Marlboro Man* (photo)
  + Paul Theroux, *Being a Man*
  + Gretel Ehrlich, *About Men*
  + Rebecca Walker, *Putting down the Gun*
  + Mark Bauerlein and Sandra Stotsky, *Why Johnny Won't Read*
  + David Brooks, *Mind over Muscle*
* Student Writing: Argument
  + Supporting an Assertion
* Grammar as Rhetoric and Style
  + Pronouns
* Evaluation

**Unit 9: Sports**

* Central Essay

Gay Talese, *Silent Season of a Hero*

* Classic Essay

\*Grantland Rice, *The Four Horsemen*

* Other Voices

Theodore Roosevelt, *The Proper Place for Sports*

\*Joyce Carol Oates, *The Cruelest Sport*

ris Vervaecke, *A Spectator's Notebook*

\*Jane Smiley, *Barbaro, The Heart in the Winner's Circle*

\*Malcolm Gladwell, *Offensive Play*

\*Rick Reilly, *Why I Love My Job*

\*Caroline Alexander, *The Great Game*

* Poetry

John Updike, *Ex-Basketball Player*

* Visual Text

\*New York World, *The 12th Man in Any Football Game* (cartoon)

* Visual Text

\*Sports *Yes!* (cover)

* Conversation: Paying College Athletes

\*Boris Drucker, *I'm glad we won...* (cartoon)

\*Frank DeFord, *Pay Dirt*

\*Michael Lewis, *Serfs of the Turf*

\*Bill Walton, *My Priceless Opportunity*

\*Michael Wilbon, *As Colleges' Greed Grows, So Does the Hypocrisy*

\*Steve Weiberg, *Despite Criticism, NCAA Takes a Firm Stance on Professionalism*

\*NCAA, *Why Students Aren't Paid to Play*

* Student Writing

Rhetorical Analysis: Comparing Strategies

Grammar as Rhetoric and Style

Direct, Precise, and Active Verbs

* Evaluation

**Unit 10: Language**

* Central Essay

Amy Tan, *Mother Tongue*

* Classic Essay

George Orwell, *Politics and the English Language*

* Other Voices

\*Walt Whitman, *Slang in America*

\*Gloria Anzaldœa, *How to Tame a Wild Tongue*

Marjorie Agosin, *Always Living in Spanish*

\*Firoozeh Dumas, *The 'F Word'*

\*Charles Krauthammer, *In Plain English*

\*Steven Pinker, *Words Don't Mean What They Mean*

* Poetry

Naomi Shihab Nye, *For Mohammed Zeid of Gaza, Age 15 & Why I Could Not Accept Your Invitation*

* Visual Text

\*U.S. Census, *Language Use in the U.S.*

* Visual Text

\*Jim Cummins, *The Effects of Bilingualism*

Conversation: Politics and the English Language

\*Institute for Propaganda Analysis, *How to Detect Propaganda*

\*Michiko Kakutani, *The Word Police*

\*Harper's, *Skinning Cats, Nonviolently* (table)

\*Mike Lester, *NCAA Native American Mascots* (cartoon)

Geoffrey Nunberg, *The —ism Schism*

Daniel Okrent, *The War of Words: A Dispatch from the Front Lines (with letters to the editor)*

\*Frank Luntz, from *Words that Work*

* Student Writing
  + Narrating: Reflecting on Personal Exerience
* Grammar as Rhetoric and Style
  + Concise Diction
* Evaluation

**Unit 11: Popular Culture**

* \*Central Essay
  + James McBride, *Hip Hop Planet*
* Classic Essay
  + Mark Twain, *Corn-pone Opinions*
* Other Voices
  + Scott McCloud, *Show and Tell* (graphic essay)
  + David Denby, *High-School Confidential*
  + \*Robin Givhan, *An Image a Little Too Carefully Coordinated*
  + Steven Johnson, *Watching TV Makes You Smarter*
  + \*Daniel Harris, *Celebrity Bodies*
  + \*Chuck Klosterman, *My Zombie, Myself*
* Poetry
  + Hans Ostrom, *Emily Dickinson and Elvis Presley in Heaven*
* Visual Text
  + Mark Tansey, *The Innocent Eye Test*
* Visual Text
  + \*Andy Warhol, *Myths*
* Conversation: Exporting American Pop Culture
  + \*Thomas Friedman, *The Revolution Is U.S.*
  + \*Heather Havrilesky, *Besieged by 'Friends'*
  + \*Dierdre Straughan, *Who's Dominating Whom?*
  + \*Kwame Anthony Appiah, from *The Case for Contamination*
  + \*Josef Joffe, *The Perils of Soft Power*
  + \*Joseph Nye, *The U.S. Can Reclaim Smart Power*
  + \*Slovakian Fan at World Cup (photo)
* Student Writing
  + Rhetorical Analysis: Analyzing Satire
* Grammar as Rhetoric and Style
  + Modifiers
* Evaluation

**Unit 12: The Environment**

* Central Essay
  + Rachel Carson, from *Silent Spring*
* Classic Essay
  + Ralph Waldo Emerson, from *Nature*
* Other Voices
  + \*Aldo Leopold, *The Land Ethic*
  + \*Lewis Thomas, *Natural Man*
  + \*Bill McKibben, from *The End of Nature*
  + Terry Tempest Williams, *The Clan of One-Breasted Women*
  + \*Joy Williams, *Save the Whales, Screw the Shrimp*
  + \*E.O. Wilson, from *The Future of Life*
* \*Poetry
  + \*Gerard Manley Hopkins, *Inversnaid*
* Visual Text
  + R. Crumb, *A Shorty History of America* (cartoon)
* Visual Text
  + \*Royal Dutch/Shell, *Let's Go* (advertisement)
* Conversation: Sustainable Eating
  + \*Peter Menzel, *Hungry Planet* (photo essay)
  + \*Michael Pollan, *A Naturalist in the Supermarket*
  + \*James McWilliams, *The Locavore Myth*
  + \*Jonathan Safran Foer, *The American Table* and *The Global Table*
  + \*Nicolette Hahn Niman, *Carnivore's Dilemma*
  + \*Will Allen, *A Good Food Manifesto for America*
  + \*A.J. Jacobs, *Farm to Table*
  + \*Michael Specter, from *Test-Tube Burgers*
* Student Writing
  + Visual Rhetoric: Analyzing a Photo Essay
* Grammar as Rhetoric and Style
  + Cumulative, Periodic, and Inverted Sentences
* Evaluation

**Unit 13: Politics**

* Central Essay
  + Jamaica Kincaid, *On Seeing England for the First Time*
* Classic Essay
  + Henry David Thoreau, *On the Duty of Civil Disobedience*
* Other Voices
  + \*Abraham Lincoln, *The Gettysburg Address*
  + Virginia Woolf, *Thoughts on Peace During an Air Raid*
  + Chris Hedges, from *The Destruction of Culture*
  + \*Sarah Vowell, *The Partly Cloudy Patriot*
  + \*Laura Blumenfeld, *The Apology*
  + \*Marjane Satrapi, *The Veil* (geographic memoir)
* Fiction
  + Tim O'Brien, *On the Rainy River*
* Visual Texts
  + Pablo Picasso, Guernica (painting)
  + *New Yorker*, March 17, 2003 (cover)
  + *Harper's*, April 2003 (cover)
* Conversation: Colonialism
  + \*Christopher Columbus, *Letter to King Ferdinand*
  + \*King Ferdinand, *The Requerimiento*
  + \*Red Jacket, *Defense of Native American Religion*
  + George Orwell, *Shooting an Elephant*
  + \*Frantz Fanon, *Concerning Violence*
  + Eavan Boland, *In Which the Ancient History I Learn Is Not My Own* (poem)
  + Chinua Achebe, *The Empire Fights Back*
  + National Park Service, *Christiansted* (brochure)
* Student Writing
  + Synthesis: Using Sources to Support an Argument
* Grammar as Rhetoric and Style
  + Subordination in the Complex Sentence
* Evaluation

The use of cell phones and texting is absolutely prohibited in class. My classroom policy is that if your cell phone is visible during class time, the instructor will confiscate your phone until further notice. Additionally, consequences can go further for repeated offenders. . Electronics that play a role in your education, such as your iPad, Laptop, or Tablet, and even cell phones, may only be used for instructional purposes and when the instructor allows. A student caught playing games on their device, or using their device for anything not related to instruction, will have the device confiscated and the appropriate consequences will be followed.

**Academic Dishonesty:**

No form of academic dishonesty will be tolerated. You are in this class to learn and you must commit the effort to obtaining your own knowledge and skills. Any form of plagiarism and/or cheating fall under academic dishonesty and will be automatic grounds for disciplinary action. The consequences are not worth the few hours of work you will avoid by cheating, so please think carefully and thoroughly, ask for help when needed, and make smart decisions. Zeros will be given on assignments, quizzes and tests without retakes.

**Plagiarism:**

Plagiarism includes copying material (any more than five consecutive words) from outside texts or presenting outside information as if it were your own by not crediting authors through citations. It can be deliberate or unintended. If you’re in doubt about the use of a source, cite it. Students caught plagiarizing information from other sources will receive a failing on that assignment.

(Cheating/Plagiarism)

* All students at Fordson High School are expected to practice and uphold standards of academic integrity and honesty. Students must assume that individual work on exams, reports and documentation of sources is expected unless the teacher specifically says that it is not necessary. Academic integrity means representing oneself and one’s work honestly. Academic dishonesty ***will*** impact your grade.
* Cheating includes, but is not limited to: 1) use of any unauthorized assistance in taking quizzes, tests, or examinations; 2) dependence upon the aid of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments; or 3) the acquisition, without permission, of tests or other academic material belonging to an instructor.
* Plagiarism includes, but is not limited to, the use, whether by paraphrase or direct quotation, of the published or unpublished work of another person without full and clear acknowledgement. It also includes the unacknowledged use of materials prepared by another person or agency

engaged in the selling of term papers or other academic materials.

* First Offense – We will have a conference with you. You may receive a zero or a grade deduction on the assignment or test. We will also notify your parents.
* Second Offense – We will contact your parents, and you may possibly get a suspension.

**Attendance: Roles and Responsibilities of Students for Absences and Making up Work**

* **When you have an excused absence –** 
  + You must obtain missing assignments on the 1st day of returning to school. Failure to do so will result in point deduction for that assignment.
  + It is YOUR responsibility to make arrangements with teacher for obtaining and submitting make-up work for excused absences. Please check the iblogs posted in classroom and/or Edmodo (or any app, tool or site we are using).
  + If you are absent on the day of a test, YOU must arrange an after school make-up or lunch make-up on the day you return. **The test must be made up within 1 day of coming back to school.** **If you are unable to take the test on the day you return, it is YOUR RESPONSIBILITY to schedule a different time that works for both of us.**
  + You will be given one day for each day of absence to make-up work.
    - The only exception to this general rule is for long-term projects/assignments, which were established prior to the day of absence. In those cases, projects/assignment will still be due on the original due date! Exceptions may be reviewed on a case-to-case basis. (Exceptions are not guaranteed. If there is a problem, please e-mail me.)
* **When your absence is not excused:**
  + If you are absent without legitimate excuse on any given day, the homework that is assigned on that day will be expected to be completed for zero credit.
  + If you are absent without legitimate excuse on the day of a quiz or a test, you may receive a zero for that quiz or test.
* **General rules for this classroom:**
  + If you are asked to leave the classroom because of poor behavior, negative attitude or because you were not following directions, you will receive a zero on any assignments you miss.
  + You are expected to review your attendance with the teacher and discuss any discrepancies immediately.

**Tardies:**

As we all know, things in life happen. However, excessive tardies will not be tolerated. Tardiness is a disruption to the educational process and a discourtesy to staff and fellow students. Chronic tardiness can be considered truancy. You will be marked tardy if you are NOT in your SEAT and PREPARED with the proper materials when the bell rings.

LOOK IN STUDENT HANDBOOK FOR FURTHER DETAILS!

**Beverage Cans, Plastic Bottles, or Similar Beverage Containers and Food:**

I will not be allowing any food into the classroom. The ***only*** beverage you may have in the classroom is water if it is in a closed, plastic container and out of sight. No GUM!!!

**Hall Passes:**

Passing time is to be used for water/bathroom breaks. You will only be granted hall passes for dire emergencies. You will be granted 3 bathroom passes during the semester. The teacher will sign off on each one used in your planner/binder. 2 points extra credit will given to each pass not used. So total six points can be earned.

**Homework:**

All homework will be turned in at the beginning of class. If you turn it in at the end of class, it will be considered late, (unless you have a pass that excuses your tardiness to class). Your homework should be completed upon walking in the door. If I see you doing the assignment during the class period on the day it is due, it will not be accepted. **Late homework will only be accepted the day after it is due for half credit FOR THE FIRST SEMESTER ONLY. This means that I will start grading your assignment at a 50%. Any day after I will start grading at 25%.** Once again, if you are absent, it is your responsibility to get the assignment from me on the day you return to school. If you do not get your assignments on the day you return, your assignments will be considered late and will be graded starting at a 50%. \*\*\*Remember… some points are better than no points!\*\*\*

**Quizzes:**

**Quizzes can be randomly given at any time throughout the semester**. Their purpose is to ensure that you are reading and paying attention during class.

**Tests:**

You will have one week advanced notice on all tests. If you are absent on the day of the test, you will have one day to make up the test after you return to school. If for some reason you are unable to make up the test on the day you return, then you are responsible for making the arrangements to take the test at a different time.  If you fail to make arrangements with me, it could result in a failing grade for that test. Please study for these tests!! If you are having problems understanding something, please make arrangements to come see me. I am more than willing to help you if you are having a hard time. If you do not come to me before the test if you do not understand something, I will assume that you know what you are doing on the test.

**GRADING SCALE**

97-100 A+

94-96 A

90-93 A-

**87-89 B+**

**84-86 B**

**80-83 B-**

**77-79 C+**

**74-76 C**

**70-74 C-**

**67-69 D+**

**64-66 D**

**60-63 D-**

**59.9 and below F**

**Classroom Rules**

1) To be in the classroom and **in your seat** when the bell rings.

3) To use the five-minute passing time for going to lockers, restrooms or visiting.

4) Bring to class all necessary material and assignments.

5) Observe rules of common courtesy and respect in class. Everyone is entitled to his/her own opinion, please respect this. Remember, someone may not always agree with you. \*\*\*Treat others how you would like to be treated!!!\*\*\*

6) You must raise your hand if you have something to say, and wait until you are called on. Just because you have your hand raised does not give you permission to blurt out whatever it is you need to say.

7) To make sure that furniture and equipment are not damaged, and that the room is kept clean, neat and organized at all times.

8) The books you are assigned must be returned in the same condition they were given to you. **You will be expected to pay for any damages or replace the book.**

**Daily Class Routine**

* 15 mins- Bellwork
  + Route System
  + Silent Reading Time\* (depending on lesson)
* 15-20 mins- Daily Lesson
* 15-20 mins mins-lesson activity
* 5- mins-exit ticket

**Materials:**

* *Fast Food Nation*
* *Writing Book* (summer readings)
* One-inch binder
* Post its
* Highlighters
* Loose leaf paper (college rule)
* Dividers
  + Route System
  + Class Notes
  + Fluency
  + Class Work (essays, handouts, etc)
  + SAT

Parent Signature Page

Please sign below once you have read through the syllabus for AP Language and Composition. Once you have signed this sheet you are agreeing to all policies stated in this syllabus.

**Student Signature:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Print Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Parent Signature:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Print Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

My goal is to keep in contact with you in order to ensure that your child is working to his/her potential. If at any time throughout the semester you have any questions or concerns about how your child is doing in this class please feel free to contact me. (Contact information can be found at the beginning of the syllabus.) You will be expected to monitor your child’s grade.

Please indicate notification information below:

Phone Number: \_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Which time is most convenient for you? Please write your phone number after the time of day that you indicate.

\_\_\_\_\_ Morning –

\_\_\_\_\_ Afternoon –

\_\_\_\_\_ Night –

E-mail Address: