

Junior Advanced Placement English Language and Composition

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Prep: Periods 4A & 3B

Course Description:

Students in this introductory, college-level course read and carefully analyze a broad and challenging range of fiction and nonfiction prose selections, deepening their awareness of rhetoric and how language works. Through critical and close reading and frequent writing, students develop their ability to work with language and text with a greater awareness of purpose and strategy, while strengthening their own composing abilities. Both their writing and their reading should make students aware of the interactions among a writer's purposes, audience expectations, and subjects as well as the way generic conventions and the resources of language contribute to effectiveness in writing. Course readings feature expository, analytical, personal, and argumentative texts from a variety of authors and historical contexts. This course engages students in becoming skilled readers of prose written in a variety of rhetorical contexts, and in becoming skilled writers who compose for a variety of purposes. Students prepare for the AP Exam in English Language and Composition and may be granted college credit as a result of satisfactory performance. Junior AP English Language and Composition meets the requirement for graduation.

Language/Writing Objectives:

We are trying to produce young people who can read with understanding, think reflectively about literature and write as a developed discipline. This course is based on Bloom's Taxonomy, and we are interested in higher thinking skills such as synthesis, analysis and evaluation. Often there is no right or wrong answer, but your interpretation needs to be defensible. A logical argument is often as good as a seemingly correct answer.

- The students will improve critical thinking skills, based on Bloom's Taxonomy, by critical thinking, discussion, and directed writing.
- The students will become familiar with a variety of themes in literature and nonfiction works and how they relate to events in history and the modern day.
- The students will be aware of a variety of literary forms: fiction, nonfiction, poetry, and drama.
- The students will practice writing skills by modes of writing: description, narration, exposition, persuasion, and research.
- The students will become familiar with literary and rhetorical writing terms and will be able to identify and demonstrate them in their writing.
- The students will use composition to demonstrate skill in argument and rhetorical concepts.
- The students will have a writing portfolio in which to access and assess their writing. Writing will be assessed by teacher and peers, since writing is a process and is developed through revision, formal and informal assessments.
- Students will understand graphic and visual images as communication and will be expected to assess both written and artistic language.

Grading Scale:

Grades will be computed on a total point basis. The teacher will assess discussion and process points. As this is a class focused on preparing students for the AP exam, grades will be based on effort and participation. Grades will be comprised of discussions, written responses, reading assignments, etc.

Course/Instructor Expectations

This is your education, your class. I have the privilege and responsibility of guiding you through this curriculum, however, you must take ownership of your learning. Here are a few ways to start you on that path:

- Show up. Show up for yourself by doing all the reading, coming prepared to class, and doing all the work. Show up others by offering support and encouragement to your classmates.
- Take risks. Be willing to go for it even if you might fall flat on your face. That's courage. And that's how you learn.
- Listen to others carefully. Share your ideas. Rumble. Learning takes a community; it isn't always a solo endeavor.
- Be your own advocate. Ask questions. Communicate absences and needs in advance. Take ownership of your learning.

Individual Responsibility

- All assignments must be completed on time. Readings are designed for discussion purposes. It is impossible to discuss without adequate preparation and close reading strategies. This is not the type of reading you want to do last thing before you go to bed. It should be thoughtful reading. Letting your eyes pass over the page is NOT reading.
- Bring your text and notebook to class every day unless instructed otherwise. You will not be excused to “get” your book. Sharing is not an option.
- Feel free to seek help from me when you need it. My schedule during the day is posted at the top of this syllabus.
- Assignments are due at the beginning of class. If you have a problem, see me BEFORE class. I am far more understanding if you come to me before class has begun.
- You are responsible for getting work for the times you are absent. A class calendar will be posted on Schoology as will many assignments/hand outs for this class.
- You are to be respectful to me and your peers at all times. Due respect will be accorded to you as a student.
- Disrespect and bullying will not be tolerated.

Make-up Work

- All work is required. If major projects are not completed it will affect your grade and could contribute.
- Work missed for any school activity or family trip must be made up in advance. Prior to any upcoming absence, please complete a gold absence sheet to communicate your absence and check what you'll be missing.
- All make-up work is to be done before the end of the unit. Any work submitted after a unit has ended will remain a zero.

Eligibility

To be eligible to participate in high school extracurricular activities, learners cannot be failing more than one course and must have zero detention hours. My goal is always to keep grades updated on a weekly basis. Larger projects may take me longer to grade—please keep due dates and grading time in mind when eligibility is of concern to you.

In-Class Expectations

- Always bring to class: your iPad/charger/crayon and any Course-issued books
- Lesson plans, Powerpoints, due dates, and assignment submission drop-boxes will be available on Schoology.
- This class will follow all guidelines and policies laid out by West Fargo High School / WFPS, including policies for food and drink, cellphones, and attendance:
 - **WFHS Food and Drink Policy:**
 - No food in hallways: this includes Period 1 and Period 2 breakfasts, and all lunches (purchased from school, brought from home, fast food, take-out, etc.)
 - Food in classrooms must be provided by teacher(s)
 - All drinks must be in a container with non-spill lid
 - Food or drinks NOT in a non-spill lid will be directed to be thrown away
 - **WFHS Cellphone Policy:**
 - Students shall not use any electronic device that in any way disrupts or detracts from the educational environment. Electronic devices are inclusive of cell phones, smart watches, earbuds, and school-issued devices.
 - Cell phones must be out-of-sight and out-of-use from the first bell to the last bell of all classes, including during study halls and within flexed learning spaces that are an extension of a classroom.
 - Photographing or recording of another person should be used for educational purposes as defined by the teacher. Any use of an electronic device for other than educational purposes will result in a consequence.
 - Failure to comply with the cellphone policy will result in your phone being confiscated and turned into the office.
 - For additional info, see the full policy in the student handbook, or listed at the end of the syllabus.
 - **WFHS Attendance Policy:**
 - It is expected that you are in class and on time each day. If you arrive to class after the designated start time for class, you will be marked tardy. Excessive tardiness to a class period (20 minutes) will result in a UV for the class period.
 - Every fifth unexcused tardy will convert to an unexcused absence and the student will be assigned one hour of detention. This is per class period and will adhere to the attendance policy.
 - For additional info, see the full policy in the student handbook.

Cheating and Plagiarism:

The English department recognizes a difference between intentional cheating and accidental plagiarism. Our common definition includes:

- Cheating is the intentional use of someone else's work being presented as one's own work (i.e. submitting another student's essay).
- Accidental plagiarism is the misrepresentation of another's work as one's own (i.e. forgetting a work's cited page; not attributing a quotation to the author; not understanding the correct method of paraphrasing a quotation).

The cheating policy follows the WFHS student handbook. *Consequences include a zero for the assignment, a SWIS referral, and notification of the parent/guardian and administrator/counselor.* Should accidental plagiarism occur, the critical and/or common assessment will be returned to the student for resubmission.

For more information, see the full [Cheating and Plagiarism policy](#).

A note on ChatGPT/AI writing/ etc.: AI (artificial intelligence) is an evolving and growing space as I type this. I recognize the tools available to us right now will evolve as the school year progresses. And, I fully recognize that it's ridiculous for teachers to believe technology like this won't be available to people in the future. Yes, I was once told that I wouldn't have a calculator in my pocket by my math teachers when I was in middle and high school – and look how true those threats were.

However, and this is the important part here, the students in my classroom still need to understand the why and how behind grammatical structures, spelling, sentence variety, and the myriad of other things real writing does. This happens by doing the work and getting “messy” with writing, drafting, and revising.

Therefore, the use of AI in my courses will be considered cheating and will have the same consequences as listed above.

Course Structure:

For more details on course structure, please access the following link:

<https://apcentral.collegeboard.org/media/pdf/ap-english-language-and-composition-course-at-a-glance.pdf>