

**2019-2020 Syllabus for AP English Language and Composition Seminar**  
**English Department • La Jolla High School**

### **1. Course Rationale**

English language arts instruction is designed to support students in developing proficiency in reading, writing, speaking, and listening. The instruction is intended to support students in achieving the common core state standards for English language arts and prepare students for success in college and the workplace.

### **2. Official Course Description from the LJHS Academic Handbook**

**ADV. PLACEMENT ENGLISH LANGUAGE/COMPOSITION SEMINAR 1, 2 [GATE SEMINAR HUMANITIES PROGRAM] Grade 11 [UC] {CSU}**

A college-level course which engages students in becoming skilled readers of prose written in a variety of periods, modes, and rhetorical contexts. This course is intended for the proficient writer interested in the finer points of rhetoric who will compose for a variety of purposes. Students will also engage in major fictional works of the United States, as well as a variety of nonfiction. AP English Language is a capstone course and the AP English Language exam is highly recommended for all students in the course.

**Prerequisite:** Prior acceptance in the two-year GATE Seminar Humanities Program and a grade of A or B in Advanced English 3/4, Seminar.

### **3. Student Expectations for Success**

The extent to which a student will succeed in this course involves a combination of time management, goal-setting, and adherence to societal expectations regarding interaction with and respect for fellow students and staff. To have effective time management skills, maintain a calendar/planner and devote enough time each night to complete the homework, review concepts, and study, as well as read regularly for schoolwork and for pleasure. To meet goals, continue a cycle of self-reflection: what did I need to learn today (what was the purpose of the lesson), did I achieve the stated outcome, and what can I do to continue to improve/learn? To achieve success in the La Jolla High School environment, read the following descriptions of values, expected outcomes, and citizenship grade expectations, then act accordingly.

#### La Jolla High School's Mission Statement and Core Values

LJHS strives to provide an effective, innovative, and relevant educational experience for its students, challenging them to achieve their full intellectual, social and emotional potential.

##### **CORE VALUES:**

- Excellence – We encourage faculty, staff, coaches, and students to innovate and collaborate with each other in order to experience a productive process and meaningful outcomes.
- Honor – We create a culture of honesty and respect for all interactions.
- Fortitude – We foster an appreciation and respect for intellectual curiosity, academic rigor and the hard work required to achieve lasting success.
- Community – We engage fully in our environment—on campus, in our neighborhoods, and in the world beyond us.

#### La Jolla High School's Schoolwide Student-Learner Outcomes (SSLOs)

1. **COMMUNICATE AND COLLABORATE:** Students will demonstrate effective oral, written, technological, visual, and interpersonal communication skills in order to experience a productive and meaningful outcome.
2. **ANALYZE AND EVALUATE:** Students will demonstrate the higher order thinking skills of analysis, synthesis, application, and evaluation in order to cultivate intellectual curiosity, engage in academic rigor, and develop a focused work ethic.
3. **ENGAGE AND INTERACT:** Students will engage in their school environment in order to create a school community that fosters a culture of honesty and respect for all interactions. Students will develop strength of character that prepares them to make a significant difference in the world.
4. **THINK BEYOND:** Students will become thoughtful, engaged citizens in a global society prepared for participation in the world beyond high school. Students will learn about the cultural, political, historical, scientific, ethical, and economic forces shaping the world.

#### 4. Pacing Guide for AP English Language and Composition

Semester	Curriculum
1	<p>Review of summer reading and introduction to rhetoric.</p> <p>Unit 1: in <i>Patterns for College Writing</i>: Narration, Description, Process, how to write a précis. Review for PSAT. Read selections from American literature colonial writing. Vocabulary building. Bi-weekly essay writing in the modes studied.</p> <p>Unit 2: Cause and Effect, Compare and Contrast, Argument. American literature selections from the Revolutionary War period. Vocabulary building. Bi-weekly essay writing in the modes studied.</p>
	<p>Unit 3: Classification and Process. Read selections from Romanticism and Transcendentalism. Vocabulary building. Bi-weekly essay writing in the modes studied.</p> <p><i>Summative Review/Interim Literacy Assessment from the District</i></p> <p><i>Final Exam</i>: Complete practice AP exam.</p>
2	<p>Unit 4: Weekly timed-writes on AP prompts. Vocabulary building and sentence styling. Selections in American literature in pre- and post-Civil War, Realism</p> <p>Long-term project of writing on a single topic in all eight modes.</p> <p><i>Summative Review/Interim Literacy Assessment from the District</i></p> <p>Unit 5: Continue weekly timed-writes. Vocabulary building and sentence styling. Selections in modern American poetry: group research and presentations.</p>
	<p>Unit 6: Final preparation for taking the AP English Language and Composition exam in May.</p> <p>Unit 7: Drama Class play and production</p> <p><i>Final Exam</i>: College essays</p>

#### 5. Grading

##### Scholarship Grades

Grades are calculated using a point system. Assignments that are turned in late will not be eligible to receive the highest grade possible. All late and makeup work is due by a cutoff date announced by the teacher prior to the end of the quarter. Late work affects a student's citizenship grade. Turning in work on time is expected/appreciated! Excessive absences which keep a student from participating in class may lower grades. Students must accumulate the following percentage of points possible in order to earn a scholarship grade of:

- A 90 - 100%
- B 80% - 89%
- C 70% - 79%
- D 60% - 69%
- F Below 60%

Writing	35%
Tests and Quizzes	20%
Projects and Classwork	20%
Reading	15%
Vocabulary	10%

## Citizenship Grades

To graduate from high school, and to participate in many extracurricular activities including athletics, you are required to maintain a 2.0 grade point average in citizenship. The following descriptions should provide a guide in determining what you can expect in this course.

4.0 E = Excellent      3.0 G = Good      2.0 S = Satisfactory      1.0 N = Not Satisfactory      0.0 U = Unacceptable

To earn a citizenship grade of:

- E** The student demonstrates the citizenship values above, consistently participates in class, and shows leadership qualities. The student has no warnings or reminders about behavior. The student consistently meets and often exceeds behavioral expectations. His/her absences are minimal and excused. The student follows classroom rules consistently and dependably. The student completes assignments on time. The student has fewer than four tardies.
- G** The student demonstrates the citizenship values above, participates a few times, has at most one reminder about behavior. The student typically displays positive behavior and contributes to the learning environment. The student is consistently on task and engaged. The student follows classroom rules. The student generally submits work on time. The student may have one to four tardies.
- S** The student may demonstrate citizenship values above, but his/her participation is inconsistent. The student has turned in late work more than a few times. The student is inconsistent about following classroom rules. The student has been warned about a recurring unacceptable behavior and has not corrected or changed his/her behavior. The student may have more than four tardies. The student may have one or two unexcused absences.
- N** The student does not demonstrate citizenship values above. The student frequently exhibits disruptive behavior and fails to follow classroom rules. The student is almost always late with assignments, or does not turn them in at all. Negative behavior patterns have not improved. The student may have more than five tardies. The student may have three unexcused absences.
- U** The student breaks classroom rules regularly (at least weekly, sometimes daily), and has received multiple warnings. The student makes little attempt to change his/her behavior. The student seldom completes work. The student may have more than 6 tardies, three or more unexcused absences (or one verified truancy), or has exhibited behavior in class that led to severe disciplinary action.

## Universal Tardy Policy

First week of each semester	Tardy grace period. One-on-one conference. Tardies will not be recorded and will not be applied to the consequences.
1-3 tardies	The teacher gives verbal warning, institutes classroom-based consequences at the discretion of the teacher, and makes contact home (via e-mail, letter, or phone call).
4 <sup>th</sup> tardy	Citizenship grade lowered one grade.
5 <sup>th</sup> tardy	Teacher makes second contact with parent.
6 <sup>th</sup> tardy	Teacher writes referral for defiance. Counselor/administrator assigns afterschool detention.
Beyond 6 tardies	Further interventions may include lowering the citizenship grade to a U, additional referrals, parent conference, and/or Saturday school.

## Unexcused Absence Policy

By the end of each quarter, teachers will check the absences records for students and count the number of unexcused absences. One to two unexcused absences may reflect a clerical error or failure by the parent to call in an excuse. But a third unexcused absence in a 9-week quarter shows a pattern of absences that will lower a student's citizenship grade to an N. Four or more unexcused absences will earn the student a U. If an unexcused absence is verified as a truancy then the citizenship grade may drop immediately to a U.

**Warning about Plagiarism** In addition to the above, a student may receive a low scholarship grade based on refusal to follow the academic honesty policy. A first offense for plagiarizing or copying is a 0 on the assignment. Second-time offenders may earn an F in the class. Plagiarism includes copying someone else's work, in part or whole, and/or passing someone else's work off as one's own; or, using direct quotes or underlying ideas from other sources without citation. These are serious offenses—in college, a student can get expelled for plagiarism. Do not do it!

**6. Homework** usually entails reading and some writing. Most homework involves long-term projects.

Work not completed in class should be finished for homework. It is incumbent on the student to keep up with the reading and writing assignments.

## **7. Student Support Plan**

Before a unit of instruction begins: Students will know the agenda, purpose, and targeted standard for the day.

During instruction: The teacher will provide instructions in multiple ways. Students will be able to ask for assistance or clarification. Many activities will involve dyads or triads, so students will work cooperatively. Several essays will involve multiple drafts with students selecting which first draft they wish to revise.

After assessment: The teacher will be available for one-on-one feedback so students can improve their skills.

Items are subject to change.