



Advanced Placement English Language and Composition Syllabus for 2008-2009

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Basic Course Description:

In this class, you will read novels and stories that include adventure, conflict, birth, death, romance, difficult choices, friendship, gangs, family, childhood, culture and drama. We will explore these ideas through dynamic presentations and discussions, and through song, poetry and film, but mostly, through extensive composition. You will become skilled readers of prose written in a variety of periods, disciplines, and rhetorical contexts, and become skilled writers who compose for a variety of purposes. In writing, you will become aware of the interactions among a writer's purposes, audience expectations, and subjects as well analyze the way generic conventions and the resources of language contribute to effectiveness in writing.

Major Objectives:

- 1) "Learn to write effectively and confidently in college courses across the curriculum and in professional and personal lives." (*The College Board, AP® English Course Description, May 2007, May 2008, p. 6*)
- 2) Analyze the key components of text, as well as media and communications
- 3) Synthesize primary and secondary sources and incorporate them into compositions
- 4) Draft multiple compositions with feedback through the writing process
- 5) Cite sources using conventions recommended by professional organizations such as the Modern Language Association (MLA), the University of Chicago Press (*The Chicago Manual of Style*), and the American Psychological Association (APA).
- 6) Experience success with the AP English Exam

Texts/Supplemental Work*:

40 Model Essays by Jane E Aaron
Everything's An Argument by Lunsford, Ruzikiewicz, and Walters
The Scarlet Letter by Nathaniel Hawthorne
The Alchemist by Paulo Coelho
A Thousand Splendid Suns by Khaled Hosseini

The Crucible by Arthur Miller
The Tortilla Curtain by TC Boyle
The Grapes of Wrath by John Steinbeck
The Great Gatsby by F Scott Fitzgerald

Nonfiction:

Life in the Woods by Ralph Waldo Emerson
Walden by Henry David Thoreau
Assassination Vacation by Sarah Vowell
A Different Mirror by Ronald Takaki

Telling Writing by Ken Macorie
Bird by Bird by Anne Lamott
Silent Spring by Rachel Carson

Selections From: Dave Barry, Al Gore, Sandra Cisneros, Ronald Takaki, Margaret Mead, Rachel Carson, Charles Darwin, and Eleanor Roosevelt *The New York Times*, *The Mercury News*, *The Washington Post*, *Newsweek*, *Time Magazine*, *Discover*, *Backpacker*, *National Geographic*, *People*, *USA Today*, *Oprah Magazine*, *E! Online*, and *Scientific American*

Suggested Purchases: Cliff's AP Language and Composition Guide, ISBN 0471933686
 A Pocket Style Manual by Diana Hacker, ISBN 0312406843
 2 Spiral-bound notebooks, other preparation guides, large 2-inch binder, highlighters, black pens and pencils

**Other films, advertisements, podcasts, blogs, webpages, speeches and other materials will be supplemented and included. Most materials used will be of a non-fiction genre, and will work in conjunction with your fictional novels. I reserve the right to alter these works as necessary for differentiation of instruction. Notification of changes will be given if necessary.*

AP Exam Policy:

If you enroll in AP English, you will be required to take the AP Language and Composition exam. The cost of the exam is approximately 90.00, with financial assistance available. If you are unable to pay for the exam, we will find a way to finance you. The exam is required for this class. You must take the AP exam!

Work Policies:

Standards for Written Work: All assignments need to be turned in neat, complete, and on time.

Neat: This means the writing is readable. If the ink is in a color that is difficult to read, such as yellow or orange, it will not be accepted. If it is torn, smudged, crumpled or folded up into little pieces, it will not be accepted. Written assignments must be written on an 8.5 x 11 binder paper (college-ruled) with "clean" edges – no tearing out sheets from spiral-bound notebooks, please. All assignments must be typed or written in blue or black ink. Papers that are typed must follow MLA formatting conventions. Papers written in pencil, colored pen, or felt-tip marker will NOT be accepted. Notes and rough drafts can be done in pencil, but ink is preferred. As writing is an on-going process, it is important that you record that process. (See <http://owl.english.purdue.edu/owl/resource/557/01/>)

Complete: The assignment needs to meet the minimal length requirements and follow the guidelines on the grading rubric given for each assignment. If it is clear that you did not complete the assignment when you are ready to turn it in, **the assignment will not be accepted.**

On Time: All assignments are due at the beginning of the period on the day they were assigned. You will receive a sheet to complete to do some self-reflection on your homework, or reflect on why it isn't turned in. I will only accept complete work. This may seem harsh, but you are in an AP class, the equivalent of a college course. Please be prepared to work in such a fashion.

Evaluation and Grading Process:

Grading percentages are as follows:

97%-100%=A+
93%-96%=A
90%-92%=A-
87%-89%=B+
83%-86%=B
80%-82%=B-
77%-79%=C+
73%-76%=C
70%-72%=C-
67%-69%=D+
63%-66%=D
60%-62%=D-
1%-59%=F

The following shows the weight of each category:

Essays and Other Writings	30%
Tests/Quizzes	25%
Homework/Projects	25%
Daily Assignments	10%

Essays will be read at each draft and given feedback. Yes. Each one.

Papers will be analyzed for vocabulary usage, sentence structure and variety, organization, detail, voice, tone, diction, and grammar. We will move through the writing process, using conferencing, peer response, and blogging as feedback strategies.

The AP English Language and Composition course is writing based, and the writing process will be followed strictly for each draft. Each copy will be scored using the College Board's AP score, to allow students the opportunity to see their own improvement over the semester, and to be consistent in scoring rubrics. (*see AP Scoring Rubric*) You will need an email address for the class blog. If you do not have an email, you will be assisted in creating one in the computer lab.

You Must Bring:

Bring pencils, pens, highlighters, and the required 2-inch, AP binder with 4 tabs that only to be used for English, as well as the text and assignments we are using for the day. **Please bring these items everyday.** Occasionally you will need colored pencils or other materials for projects.



Classroom Requirements:

I realize that you are AP students, and this is basic information, but the following is expected when you enter the door:

- 1) **Be punctual** to class and in your seat when the bell rings. If your absence is excused, please set up an appointment to come in during Advisory to make up quizzes, tests, or in-class writing assignments.
- 2) **Arrive ready to learn** by having the proper textbooks, novels, plays, pens, pencils, and a binder containing paper, and any previous assignments necessary to complete your tasks.
- 3) **Respect yourself, respect the rights of others, and respect the physical classroom environment.**
- 4) **Follow Directions and stay on task**, in class and by turning in all work neat, complete, and on time.

Class Rules:

I suppose I could list a series of rules and expectations here, but community rules and norms tend to evolve over time. There is one point that is not negotiable: RESPECT. Recognizing that other people have different values, beliefs, appearances, and desires is a hallmark of maturity. I will not tolerate language or actions that exclude or demean. Lively argumentation and discourse should be the model for our class, not personal attacks.

Instructional Approach and Student Responsibilities

As a community of learners, teacher-driven lectures come few and far between. I encourage you to be an active participant by doing your own independent, critical thinking based on well-supported evidence. Class sessions will consist of small group analysis, class discussions, timed writings, small group activities, pertinent audio-visual aids, outside reading, and library assignments.

Regular attendance and participation is KEY to developing sound habits of mind, let alone a solid foundation for the AP exam. Absences affect your academic progress and your grade. Please do not expect make-up work to provide you with the full range of class experiences or participation points available to students who attend class. Absent students are entitled access to the concepts covered in class, but I cannot replicate the classroom experience.

Come to class prepared! This means completing reading assignments BEFORE discussion days and actively participating in all classroom activities. I encourage those who have hitherto been shy in previous English classes to overcome such reticence to speak; **AP English is the wrong class for you if you have aspirations of being a taciturn ball of silence.** Working on homework from other classes is frowned upon. Despite what other teachers may tell you, AP English is the only important class in your schedule – kidding! (I'm really not)

Finally, be proactive and responsible. Take the initiative to come see me if you need to discuss your particular experience in this class, go over your writing, have questions that require clarifying, or make appointments for timed writes and quizzes missed as a result of an excused illness.

Daily Procedures:

Entering the Classroom: Please come in to the class, sharpen your pencil, get out your school planner or binder to write the agenda, and have your materials out **before the bell rings**. Once the bell rings, you should already be in your assigned seat. It should be quiet in the room so that everyone can focus on their personal tasks.

Agenda/Homework: Everyday as you enter class, the agenda and daily homework will be written on the board. Copy the agenda and homework on your AP calendar, if it is not written there for you, and your planner..

Tobiko- Opening Activity:

There is a daily opening activity on the board. You are expected to be seating and working on the opening activity when the bell rings. Please do not use the early time as a talking time. This behavior will slow down the class period, and take valuable time away.

SSW: Each Monday, we will begin with sustained silent writing. There will be prompts for you in reflection of your own work, and you are to write as much as you can during this period. You will steadily see progress in both self-analysis and fluency.

Menu-Feeding Frenzy:

Your agenda for the day is always in the corner. Watch for important dates that will be posted.



Announcements:

There is a white board dedicated to activities of importance. Be sure to keep track on them in your planner!

Reading/Analytical Response: You will be in a state of constant reflection of what you read. Different reading-response assignments will be given to help you organize these thoughts in creative ways (see "Reading Responses-the Handout). Reading Responses will be part of your regular homework and classwork assignments, and will be used for class discussion, as well as a springboard for your writing. It is essential that you keep up with these assignments and use them for thoughtful, analytical reflection of your work.

Class Blog: You will be required to participate in online discussions on our class blog. If you do not have computer access at home, you may access the class blog from the media center on campus or at any public library for free. Be ready to be published, read, and have instant feedback!

Essay Dates: You will be responsible for writing an in-class essay every two weeks, and every week in the second semester. These drafts will move through the writing process, and will be turned into proud pieces for a final reflective portfolio at the end of the year. These are also practice sessions for the AP essay. It is essential that you plan doctor appointments, sport affiliations, and unnecessary absences with this in mind. This is a rigorous course that requires your attention, and these essay dates are critical to your ability to pass the AP exam, and to pass this class. In other words, be here!

Writing Process: Here are the basic steps for each assignment:

1. Brainstorm, Planning, Discussion, Outlining, Mapping, Blogging, Processing
2. **Draft 1:** Conference with teacher, Peer Edit, Revision for concepts such as general and specific detail, content, organization, and specific concept skills (*see concepts in calendar*)
3. **Draft 2:** Conference with teacher, Peer Edit, Revision for concepts such as sentence structure, variety, vocabulary, transitions, logic, and specific concept skills (*see concepts in calendar*)
4. **Draft 3:** Conference with teacher, Peer Edit, Revision for concepts such as diction, voice, tone, emphasis, figurative language, repetition, and other specific concept skills (*see concepts in calendar*)
5. **Draft 4:** Fine tuning of the other drafts
6. **Draft 5:** Final Draft, fine-tuning if necessary until project completion

Chum- Homework:

Homework is listed on the board marked "Chum." You are responsible for all assignments marked here. Do not come to class with the excuse "you never told us." When it comes to knowing the weekly assignments, the Chum board is your chum!

Please heed the following advice:

1. SAVE ALL OF YOUR WORK!

Save your prewriting; save your notes; save ALL of your drafts; if you really want to have a bonfire, have it in January/June after your final grades have been recorded. Save all word-processed drafts to your hard drive AND to any portable storage devices you may have (disks, memory cards, iPods, etc.). To do so otherwise would prove your own insanity!

2. STOCK UP!

Did I mention this is an English class? In English classes, we use paper, pencils, and pens. Always have them with you. Stock up on paper and ink cartridges. "Our printer ran out of ink/paper" is not an acceptable excuse for a late paper. I don't care if your little sister ran the printer dry printing 87 maps for her fifth grade social studies report. Stock up. Hoard supplies in your secret hiding spot.

3. OUR COMPUTER/PRINTER/DOG DIED LAST NIGHT...

This is not a problem for you because you are SMART; you have not only SAVED everything on your hard drive, two floppies, a USP device, AND your iPod, but you have also been very conscientious and have been e-mailing updates of your papers to yourself. Therefore, you can make arrangements to go to the library (public or school) or Kinko's to complete your work on time. It may not be your best work, but, hey, it's better than receiving a zero. As far as your dog is concerned, channel your grief into honoring Pooky's memory by writing the best dang paper you can!



Other Policies:

Group Discussion: There will be many opportunities to discuss as a full class and in groups. Part of your grade is your participation in these discussions. Remember to contribute ideas, express your opinion respectfully and **listen** to the discussion around you. **Some test questions may be generated by our discussions in class!**

Debate: During any discussion, there is bound to be a difference of opinion, and sometimes the issues that arise are extremely controversial. This class is designed to allow a person to consider different points of view, and not to push any one viewpoint. You may explore different ideas, argue viewpoints that may not reflect your own, and this is not intended to persuade you to move away from, nor to strengthen your current thinking. It is to teach you to think for yourself and express these thoughts eloquently in writing and speech. You will not be able to argue any point clearly without understanding the other side.

With that said, emotions often come up during a heated discussion. Respect must be shown to all participants in the discussion, and the language used must be acceptable for a PG rating.

Respectful discussion is exciting and stimulating, and helps create the best products of communication. Disrespectful conduct only spreads intolerance, and neither will be tolerated in this classroom.

Cheating: Plagiarism, either by copying from friends, through the Internet, by trying to duplicate test answers or by any other means will result in an immediate office referral. It is a very serious offense, and it will be treated as such. Lincoln High School policies on cheating will be followed in all circumstances. For more information, see your student handbook.

Make Up Work and The Honor Code:

All assignments are due on specified deadlines **regardless of whether or not you are physically present to turn the assignment in**. As you are AP students, following the requirements of a college course, I will not accept late work. Tests and timed writes can only be made up for excused illnesses and must be made up on the day of return (barring any conflicts in my schedule, in which they will be rescheduled).

Classroom Discipline:

We will follow the San Jose Unified School district policy on discipline. Again, as AP students, I will expect you to know how to behave in a classroom. Please review our schools AIM and Saturday School policies.

Minor offenses:

1. Warning and discussion
2. Call Parent
3. Conference with Parent
4. Referral to office

Violence, defiance, brandishing weapons or other serious offenses will be immediately handled by campus supervisors and relayed to administration. **As your teacher, I reserve the right to skip steps in classroom discipline and handle specific situations in the appropriate manner.**

This is a safety zone. As long as you are in this room, you should feel safe from ridicule, violence and prejudice. Any behavior that changes this environment will be handled immediately and with great seriousness.

AP Language and Composition opens so many doors. I am honored to be your teacher this year! Let's have a great 2008-2009!



FOCUS ON SAN JOSE UNIFIED SCHOOL DISTRICT LIFELONG LEARNING STANDARDS

Students will be **effective communicators** who:

- ✓ **Listen** objectively with understanding
- ✓ **Write** and **speak** with clarity of meaning to any audience for a variety of purposes
- ✓ **Read** a variety of materials with understanding
- ✓ Use a variety of strategies to communicate information

Students will be **informed thinkers** who:

- ✓ Identify, define and solve problems
- ✓ Set criteria and analyze alternatives in making decisions
- ✓ Use a variety of critical and creative strategies in solving problems and making decisions
- ✓ Explain their thought processes in arriving at outcomes
- ✓ Apply problem-solving and decision-making skills to real life situations

Students will be **collaborative workers** who:

- ✓ Contribute to the achievement of group or team goals
- ✓ Perform a variety of roles within groups or teams
- ✓ Acknowledge and respect contributions of others
- ✓ Reflect on group or team and personal performance

Students will be **self-directed learners** who:

- ✓ Assess and reflect on their attitudes, skills and behaviors
- ✓ Set priorities, plan and take action to accomplish goals
- ✓ Manage time and resources efficiently
- ✓ Apply what they learn to other situations
- ✓ Explore and prepare for academic, extracurricular and career opportunities

Students will be **responsible members of society** who:

- ✓ Recognize diverse ethnic, linguistic, cultural and economic backgrounds
- ✓ Recognize the rules and processes that govern societies
- ✓ Demonstrate and exercise the skills required to be a contributing member of a society
- ✓ Apply practices that preserve the safety and health of one's self, others and the environment

Students will be **information processors** who:

- ✓ Identify, access, gather and evaluate relevant data
- ✓ Convert data into usable information related to need
- ✓ Build knowledge by using a variety of information resources and tools including technology

For Student File ↑

✂ Cut Here: Return to teacher

I have read and understand this syllabus for Mrs. Milazzo's English 5/6AP class. I agree to abide by the classroom rules and regulations. I will follow the procedures as outlined in this syllabus, and those of Lincoln High School. I will read this syllabus if I forget a policy or procedure, and then if I have any further questions, I will ask Mrs. Milazzo. I realize that policies, rules and procedures may be added as necessary.

I am aware that an AP requires college-level work, and that the assignments will be challenging. I am prepared to meet the standards outlined by the AP College Board.

_____ Print Student Name Clearly

_____ Student Signature

_____ Date

_____ Email



Dear Parents,

I would like to welcome you and your student to English 5/6AP. If you have any questions or concerns, please email me or call the number on the front of this syllabus at any time. I will be sending out email notices about upcoming assignments, current classroom events and specific information about your child. Please read the syllabus and sign the bottom portion. If you would like to be on my email list for 5/6 English, please add your email address below. It will only be used for this classroom, and will not be shared with others. Also, if you enter your email address, I will add permissions for you to look at the website and blog listed on the cover of this syllabus. It is a great way to keep up with what your student should be doing to succeed in class.

All students are guaranteed a novel and classroom materials without exception. This class is unique in that your student will be preparing for the AP exam, and the assignment requirements will be at the college level. Because of the unique nature of this course, some of the materials, including novels and magazines, are new. If you are able to donate a new or used copy of the titles given on the cover of this syllabus, or if you subscribe to any current magazine and are able to offer us your used copies, your generosity would be much appreciated. We are also limited in photocopies. If you are interested in donating copies to the class, please contact me. Any and all donations of materials or books will go directly to those who need it.

Please call anytime with questions, comments, concerns, or considerations. Your student will be held to very high standards, and open communication is key to helping them succeed.

I look forward to working with you this year.

Sincerely,

Maralina Milazzo

I have read and understand my child's syllabus for English 5/6AP for the 2008/2009 school year. I realize that my child must take the AP Language and Composition exam by enrolling in this course. I will encourage my child to do their best, and ask questions as they come up.

_____ Parent Name _____ Student Name

_____ Signature _____ Student Email

_____ Mailing Address

_____ Email Address

