**Boca Ciega High School**

**AP English Language and Composition**

**Instructor:** Ms. O’Brien **Email:** obrienr@pcsb.org

**Room:** 1-034

**Course Overview**

The course overview and objectives for the course are taken from the *AP English Course Description* by the College Board. The choice of texts is based on the representative authors list found therein; a list that is predominantly nonfiction. In addition, since the stated purpose of the course is to “emphasize the expository, analytical, and argumentative writing that forms the basis of academic and professional communication,” it is most appropriate that the reading selections provide models for such writing.

**Assessment**
Assessments will include written, multiple choice, performance, formal and informal assessments and will be used as an objective measurement of the learning outcome. This allows reflection on what needs to be retaught and/or when curriculum compacting can occur to avoid repetition of mastered material.

**A** 90 – 100% **B** 80 – 89% **C** 70 – 79%

**D** 60 – 69% **F** 59 or below

www.BCHS.org and Focus allow **both students and parents 24 hour 7 day access** to student assignments and grades. *It is your responsibility to check your grades regularly*, so there are no grade surprises at the end of each quarter. This is my way of communicating your most current grades to you weekly; I will do my part to keep your gradebook updated and you will be expected to do your part in checking your grades at least once a week.

**Assignments**

IT IS YOUR RESPONSIBILITY TO COMPLETE YOUR WORK BY THE ASSIGNED DUE DATE. Late work will be not accepted.

Make-up work for credit and full grade is allowed for absent students. It is the student's responsibility to get the missed work. **The number of days allowed to make up the work shall be the same as the number of days the student was absent**, so if you were absent 2 days, you have 2 additional days to makeup the work (DAYS, NOT CLASS PERIODS). All make-up work, including tests and quizzes, must be made up within the number of days absent.

**Example: Monday an assignment is given, but I don’t see you for class until Wednesday. You get the assignment Wednesday and have 2 EXTRA days to work on it, so technically it’d still be due the following class period on Friday.** Anything submitted later than that would follow the regular assignment deductions for late work.

**Please write the word “ABSENT” at the top of any late work submitted.**

Students and parents are welcome to email Mrs. O’Brien (obrienr@pcsb.org) at any time, it is my goal to respond to all emails within 24 hours, emails received after 10:00 p.m. will be considered as having been received the next day.

It is expected you check [www.bocaciega.org](http://www.bocaciega.org) if you are absent **BEFORE** you come to ask about missing work. EVERYTHING you need is online, so it is user-friendly and self-sufficient. If you have questions about missed work, please ask AFTER class, during lunch, or after school. Asking before class is not an appropriate time as I am usually greeting students at the door or preparing for our class, and during class you should be focused on the day’s activities, and not missed work.

**Materials**

* Textbook – **Shea, Renée Hausmann, Lawrence Scanlon, and Robin Dissin Aufses. *The Language of Composition: Reading, Writing, Rhetoric*. Second ed. Boston: Bedford/St.Martin's, 2013. Print.**
* Binder – AP section separated into 3 sections (Classwork/Homework/Vocabulary)
* Loose-leaf notebook paper
* Pencil / pen (blue or black)/ highlighters
* Colored pencils/Markers

**Curriculum**

**Reading Strategies**

Although the following are only three of many critical reading strategies taught during the semester, these will form a good foundation for rhetorical analysis. Assignments based on in-class and out-of-class reading will employ these reading strategies, and students will be asked to turn several of their analyses into expository compositions, some timed writings in class, others for homework assignments. Students are asked to keep these strategies and selections in their binder, which can later be used for further analysis in compositions. Some of these are given grades to assess whether students are practicing the skills of critical analysis and the depth of their thinking.

* Double Entry Journals--students divide a sheet of paper down the middle and on the left side note images, details, words, questions, quotes, etc. that they noticed as they are reading; on the right side of the paper, students reflect on their notation, such as, “I noticed the colors are vibrant” or “I wonder why he chose to describe the setting in so much detail?” or “This simile is vivid and rich.”
* T-Graphs--for comparison of selections of prose/poetry or two essays, etc. Students divide a sheet with a T to set up parallelisms. On the left side, one selection is noted as it is read, and then as the student reads the second selection, notations are paralleled or contrasted to the other.
* SOAPSTone--used for most of the non-fiction selections assigned. Students are to note the Speaker, the Occasion, the Audience, the Purpose, Subject, and the Tone of each selection as they read; these notes are kept in their binder to use in expository essays or to review the reading assignments from time to time.

**Vocabulary Enrichment Strategies (SAT Hot Words)**

Students are responsible for keeping a list of the presented words and studying for quizzes given regularly. Students are expected to be able to use the words in context either in sentences or paragraphs. Students should strive to integrate new vocabulary into their writing and daily conversations.

**Writing Strategies and Processes**
Since writing is a process and the skills are built onto and layered, this layered, process approach is used throughout the course. The stages and skills are later addressed with particular major writing assignments reviewing these essentials in rhetorical analysis, argument analysis, synthesis, and argument construction writing.

**Student Conduct**

Any acts of classroom disruption that go beyond the normal rights of students to question and discuss the educational process relative to subject content will not be tolerated. I will be strictly enforcing the policies and procedures outlined in your student handbook at all times!

The following **classroom rules/policies** will be enforced at all times:

1. Do not bring any food or drink into classroom (except water)
2. **Silence cell phone and put it away! (vibrate is NOT silent)**
3. Raise your hand to participate in discussion or ask a question
4. Follow directions…the first time!
5. You are responsible for your own class grade and success…BE ACCOUNTABLE!
6. Respect me, yourself, and each other

**Attendance Policy**

Students are required and expected to attend class daily. Being late to class is unacceptable and disrespectful. Students who arrive to class tardy, without a valid pass, will be sent directly to the office.

**Cell Phone & Electronic Devices**

**All cell phones and electronic devices are to be off and out of sight during class.** Putting your phone on

“vibrate” is not considered turning it off. In accordance with school policy, if a phone or electronic device is seen, a

referral may be issued. **Consider this your warning for the rest of the school year**.

Bringing any electronic device to class is done so at your own risk. The student is responsible for its care. Per *The Code of Student Conduct* book, school staff is not responsible for preventing theft, loss, damage, or vandalism to cellular phones, or other electronic devices brought into classroom, including any electronic devices confiscated due to inappropriate use.

**Restroom Policy**

One person at a time is permitted to use the restroom. You DO NOT need to ask permission**. Cell phones will be left on the teacher’s desk.**

If the pass is there, take it and go. If it becomes a revolving door to the restroom or you are abusing the self-monitoring privilege and staying in there for more than 3-4 minutes at a time, a warning and referral will be issued as needed. I always reserve the right to revoke restroom privileges if they are being abused. You are high school students and this is a college course. You should be able to monitor bathroom needs accordingly.