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English I AP – Language and Composition – Course Syllabus 2020-2021

Instructor: Ms. K. Tomkins Email: Katie.Tomkins@houstonisd.org Room: 2106

Tutorials: TBD. Also, by appointment

Conference: 4th period - 10:05 – 11:35 AM

COURSE DESCRIPTION:

In this course, students practice those writing skills which generate beginning or first draft writing and which finally produce competent, carefully edited papers. Students will also learn how to write the College Board synthesis essay from six to seven brief sources which must be carefully evaluated. The AP Language and Composition exam also contains a prompt which will direct students to formulate their own persuasive essay using references to three or four sources in addition to their own knowledge.

PHILOSOPHY AND MAJOR GOALS:

The AP English Language and Composition course is designed to give students multiple opportunities to work with the rhetorical situation, examining the author's purposes in addition to audience and the subjects in texts. Students write in a variety of modes for a variety of audiences, developing a sense of personal style and an ability to analyze and articulate how the resources of language operate in a given text. In concert with the College Board's AP English Course Description, this course teaches students to read primary and secondary sources carefully, to synthesize material from these texts in their own compositions and to cite sources using conventions recommended by the Modern Language Association. As co-creators in a media rich society, students also study the rhetoric of visual media: photographs, films, advertisements, comic strips, and music videos. Students will experience the composing process through writing, reading, and oral and written exercises. Students will learn a definition of voice in writing that can be recognized in published works and used to develop the power of your own voice in writing. Students will also learn to develop a sense of address. That is, to learn to have a sense of speaking directly to listeners as you write. Students will revise papers through teacher-student conferences, peer editing and self-editing. Consequently, students will have opportunities to revise and resubmit written papers. Consequently, students will understand the purpose and strategies behind sentence structure, standard grammar, and organizational format in the revision process.

A GENERALIZED DESCRIPTION OF LEARNING GOALS AND OBJECTIVES:

Students will learn to see in their mind's eye what they read and write. They will learn that the story is the primal form in speaking and writing from which other forms (argumentation, definition, exposition, etc.) are derived. They will demonstrate in their work, the writing of various forms: voice, movement, and coherence,

clear development of a central idea and contributing Ideas, and sense of address. This goal will be accomplished through daily writing assignments, quick-writes (timed writing), research papers, group writing through shared means, and journaling. Students will self-analyze their own and each other's work.

Students will understand style: diction, syntax, tone, etc. Students will sharpen conventional mechanical and grammar skills both in class writing and in each revised and fully finished work to produce competently edited final draft paper based on a careful examination of various sources and/or an analysis of arguments within a given text. Students will experience the testing process of the Advanced Placement Examination and a college level course in high school so that college holds no mystery. Students will know that the name of the game is work and will experience the joy and achievement of having three hours of college credit if a passing grade of "3" or higher is earned on the AP exam.

RHETORICAL KNOWLEDGE:

Students should: - Focus on a purpose. - Respond to the needs of different audiences. - Respond appropriately to different kinds of rhetorical situations. - Use conventions of format and structure appropriate to the rhetorical situation. - Adopt appropriate voice, tone, and level of formality. - Write in several genres.

CRITICAL THINKING, READING, AND WRITING:

Students should: - Use writing and reading for inquiry, learning, thinking, and communicating. - Understand a writing assignment as a series of tasks including finding, evaluating, analyzing, and synthesizing appropriate primary and secondary sources. - Integrate their ideas with those of others. - Understand the relationships among language, knowledge and power. - Develop and revise expository writing based on different literary and/or subject matter - Write while adapting to varying styles pertaining to genre and/or popular culture, personal experience, and public policies

COGNITIVE OBJECTIVES:

Students will: - Read and demonstrate knowledge of selected works of literature from fiction, non-fiction, drama, film and poetry. - Demonstrate knowledge of man's relationship to himself, to others, to the universe through identifying philosophical concepts and major concerns. - Demonstrate analytical skill in reading and writing about literature. - Demonstrate skills in investigative research and applying understanding of citation practice pertaining to primary and secondary resources. - Demonstrate abilities and understanding of revision process while focusing on rhetorical elements and structure, ideas through coherent and logical means, transitions, and emphasis on content. - Demonstrate skills in argumentation and persuasion.

AFFECTIVE OBJECTIVES:

Students will: - Demonstrate an involvement in literary selections through recognizing ideas and values presented by the writers and responding to the writer's values as well as the reader's own values. - Demonstrate involvement in the process of identifying ideas and values in literature and testing those against the reader's ideas and values. - Demonstrate involvement in the process of identifying the basic emotions of man through recognizing those expressed in literature and relating those to his or her own emotional responses. - Demonstrate involvement in the process of identifying topics appropriate for argumentation and persuasions and in understanding his or her values. - Demonstrate skills in research in selecting topics of interest prior to writing and objectively studying them. - Demonstrate skills in applying multiple sources and evidence in research papers and written responses.

THE LANGUAGE OF LITERATURE:

Through discussion, written reports, essay examinations, objective tests, and oral and written projects, the student will demonstrate knowledge of: a. Selected works of fiction, non-fiction, poetry, drama, and film. b. Man's relationship to himself, to others, and to the universe through identifying themes in literature. c. Man's values and how he defends these values d. All forms of Rhetorical Analysis and Argumentation. e. Development and application of vocabulary and terminology for the AP Exam and SAT Through responses and questions presented either orally or in writing, the students will demonstrate concern and involvement with ideas and values expressed in literature and with those in their own lives. Through discussions and essays, students will demonstrate ways to analyze literature and write about literature. Through written research papers, students will demonstrate skills in the research process.

COURSE EXPECTATIONS:

In order to achieve our goal of excellence in literary analysis and to master the skills of writing, students in this course are expected to be present, be prompt, be prepared, be polite, and be productive. Each student will be held accountable for class work, homework and tests.

REQUIRED MATERIALS:

Students are expected to come to class prepared and with the required materials. Failure to do so will result in wasted class time, slower learning, and possible disciplinary action. Please have the following items with you every day.

Notebook

Blue/ Black Ink Pens and Pencils

Charged Power-up laptop

Independent reading book (online or paper copy)

TEXTS:

As assigned by the teacher.

REQUIRED ONLINE RESOURCES:

Houston ISD uses the online platform the HUB for students to access assignments, class info, grades, etc. We will use the HUB throughout the year for different assignments, therefore a charged laptop is a requirement for my class. **Other online resources may be used at the discretion of the teacher.**

HOMEWORK REQUIREMENTS:

Homework will be reserved for classroom assignments that are unfinished by the end of that class period. Consistent failure to complete homework assignments will result in slower learning, below level mastery of objectives, poor grades and parent/teacher/student conferences.

GRADING SCALE:

Grading of student work is based on state and district-required learning standards (Objective) and should provide clear expectations for mastery (Closing Product). Expectations for grading should be clearly defined through rubrics, criteria charts, or other evaluative tools. Grades will be provided to students and entered into GradeSpeed in a timely manner. A minimum of two (2) grades should be recorded each week and Tests/Projects/Quizzes which may carry a heavier weight should be offered multiple times in a grading cycle so

that students have ample opportunity to show mastery of content. The following grade weights will be used to determine six-week grades:

Classwork/Homework	50%	(min 6)
Test/Project/Quiz	30%	(min 3)
Daily/Participation	20%	(min 6)

ACADEMIC HONESTY:

Plagiarism, cheating and unauthorized group work; fabrication, falsification, and misrepresentation; stealing and abuse of academic materials; complicity in academic dishonesty; and academic misconduct is unacceptable and will not be tolerated. Such decisions about academic dishonesty are at the teacher's discretion. If it is determined that cheating has taken place in any capacity, parent contact will be made along with a referral to your grade level AP, and a score of zero for that assignment.

Students who plagiarize homework, class work, projects or tests will be given.

- *a zero on the assignment*
- *notice to counselor*
- *teacher/parent conference*
- *will not be allowed to make up assignment (at the teacher's discretion)*

REPORT CARDS & PROGRESS REPORTS:

Report cards with each student's grades or performance, conduct grades and absences in each class or subject are issued to parents once every six weeks and progress reports are issued every three weeks. Use Gradespeed to continuously look at your grades so you are prepared once progress reports and report cards are issued.

EXTRA CREDIT:

Extra Credit assignments will be offered for each grading period at the teacher's discretion.

ATTENDANCE:

Student criteria for graduation is contingent upon accurate attendance being taken. Students will be marked absent if they do not participate in class and do not turn in that day's assignment by 11:59 P.M.

ABSENCE AND MAKE-UP LEARNING POLICY:

If you are absent, you are required to make up the learning that you miss. There is no way to recover the time lost when a student is not class. In an effort to keep your learning on track when returning from an absence, These measures are the sole responsibility of the students to initiate and must be completed within one week of the absence(s). A student who does not make up assigned work within the time allotted by me will receive a grade of zero for the assignment. If you know you are going to be absent ahead of time, including absences for extracurricular activities, see me to get your makeup work prior to your absent.

HISD board policy states that teachers will provide a reasonable amount of time for students to make-up work. A rough standard is one to two days of make-up time for every school day missed. Even so, the district generally allows the teacher to determine what is reasonable given the particular circumstances of a student's absence and the activities missed. For example, in determining when a student should make up a missed test, the teacher might legitimately consider such factors as the amount of time the student was absent, whether

new material was covered during the absence, whether there was notice of the date and nature of the test available to the student prior to his or her absence, and so on. HISD board policy states that missed tests and quizzes must be made up outside of class time, usually before or after school.

LATE WORK:

Assignments are to be completed daily, during class hours or after class hours. While I am not a proponent of taking off points for late work, I do require that all work is turned in by the end of each three-week period. If an assignment is not turned in during that time, students may have a private discussion with me regarding their grades. Late points may be taken off in certain situations. Keeping up with assignments is pertinent to this class.

ACADEMIC DISHONESTY:

Except during designated group work (unless otherwise told), you are expected to complete homework, class work, and tests on your own. If you use someone else's work—even a phrase—in an essay or assignment, or talk during a NO TALKING assignment, such as a quiz or test, you will receive a ZERO and your parents will be notified of what has occurred. If you copy or otherwise cheat, you will receive a ZERO and your parents will be notified of what has occurred. Cheating is morally unacceptable and will not be tolerated, but more importantly, cheating does not prepare you to make it on your own.

OFFICE HOURS:

My office hours are Wednesdays from Monday 3:25 – 4:10 PM and Tuesday – Friday 1:50 – 2:35 PM

Office hours are designed to address to any academic concerns faced in the class via re-teaching. Students must come prepared with questions or concerns regarding the material. Students are able to receive individualized assistance or work in small group settings. Office hours are a time is also used to make up missing work.

TECHNOLOGY IN THE CLASSROOM:

During class, unless required by the instructor, students may **not** use their cell phones. We want to stay focused on the task at hand. Breaks will be given at the end of each class period and that will be the acceptable time to use cell phones.

Laptops and tablets are allowed and will be used every class period.

CONFERENCE:

Appointments for a parent/teacher conference can be made during my conference period - 4th period – 10:05 – 11:35 AM, with an appointment with at least a 48-hour notification via email. All parent/teacher conferences will be held via Microsoft TEAMS. Please e-mail me if you would like to schedule an appointment.