

WHEELER HIGH SCHOOL COURSE EXPECTATIONS

AP Language and Composition
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Course Overview

This AP level course will give students the tools necessary for becoming active readers and writers of purposeful and strategic texts. Texts come from a variety of fiction and non-fiction forms (analytical, expository, argumentative, etc.). Students will read these texts and analyze the writer's use of rhetorical strategies and techniques to present a message. One goal of the course is for students to be able to read texts through the eyes of a writer and unpack the author's purpose and message, the intended audience, and the effect on the reader.

Students will be given the opportunity to look at written and visual texts through different rhetorical lenses so they can appreciate the many angles to approach analysis and to discern the best way to understand the writer's message. Through reading and analyzing the work of others, students will be able to apply appropriate and varied argumentative skills and effectively express their thoughts through their own writing.

The writing process (inquiry, research, planning, peer editing, teacher conferencing, revision, and final draft) is used to improve students' writing so they are self-aware and reflective of their own writing style and ability. Teacher feedback is intended to inform students of their writing's use of diction, syntax, organization and structure, details and examples, use of rhetoric to control tone, and awareness of audience.

Overall Course Objectives

- Analyze and interpret samples of good writing, identifying and explaining an author's use of rhetorical strategies and techniques
- Create and sustain arguments based on readings, research, and/or personal experience
- Write for a variety of purposes
- Produce expository, analytical, and argumentative compositions that introduce a complex central idea and develop it with appropriate evidence drawn from both primary and secondary sources
- Demonstrate understanding and mastery of standard written English as well as stylistic maturity in their own writing
- Move effectively through the stages of the writing process, with careful attention to inquiry and research, drafting, revising, editing, and review
- Revise a work to make it suitable for a different audience
- Analyze image as text
- Evaluate and incorporate reference documents into research papers

Materials Required

- three-ring binder
- sticky notes (to use for questions, notes, etc. in novels)
- note cards
- pencils and pens
- flash drive

Primary Texts: *The Adventures of Huckleberry Finn*, *Julius Caesar*, *The Jungle*, *The Crucible*, *The Scarlet Letter*, *Into the Wild*, *In Cold Blood*, *Walden*

*In addition to the texts above, much of the reading for this class will consist of speeches, short stories, political documents, etc. You will read more non-fiction in this class than in any of your previous English classes.

Class Behavior/Expectations

Students are expected to be respectful of the teacher and their peers at all times. This includes speaking only at appropriate times during class, listening to and following teacher directions, and respecting the varying views of others. Students are also expected to turn in their work in a timely fashion. Failure to do so can result in e-mails or phone calls home and/or teacher detentions. **Homework assignments not turned in on the due date can be accepted the next school day for a maximum of half-credit, and essay assignments will lose ten points for each day that they are late.** All work should be neat and, when possible, typed. Work that is messy, incomplete, and/or rushed may not be accepted.

Bullying (as defined in the student handbook) will not be tolerated in any form and will immediately be brought to the attention of administration.

Technology such as cell phones, iPads, etc., should be turned off and put away prior to entering the classroom. I'm not going to spend a lot of time explaining this – just use your head. It is rude and disrespectful to your teachers/peers to be sending texts or listening to music when they are speaking. I won't be on my phone when I'm with you; you shouldn't be on yours.

Attendance Policy (BOE Policy #5113)

The North Stonington Public Schools believes that regular school attendance is essential for an effective and productive learning experience. The sequential presentation of school learning requires a continuity of instruction.

The maximum benefits for each individual child can be achieved only from participation and interaction in daily activity. In addition to instruction, other learning processes take place each day that are vital to a student's overall emotional and social growth. Time lost in school is irretrievable in terms of instructional opportunity and social interaction.

The primary responsibility for adherence to regular attendance rests with the student's parents/guardians and the individual student. The Connecticut General Statutes requires students over five and under eighteen years of age to attend school on a regular basis. Appropriate legal action will be taken against parents/guardians whose children fail to abide by the Connecticut Compulsory Attendance Law.

A student is considered to be “in attendance” if present at their school, or an activity sponsored by the school (i.e., field trip), for at least half of the scheduled school day. Any student in school for less than half of the scheduled school day will be considered absent. A student who is serving an out-of-school suspension or expulsion will be considered absent.

Excused Absence

The Board believes a student should not be absent from school without the parents’ knowledge and consent, therefore verification of an absence should be in writing by a parent or guardian. The first nine (9) absences will be considered excused if a parent approves the absence and if it is properly documented with a signed note from a parent or a notation is made in the student’s attendance record by a school official who received either a verbal or electronic communication from the parent. Family vacations are discouraged during the school year.

For the tenth (10) absence and all absences thereafter, absences will be considered excused for the following reasons:

- Student Illness (verified by a medical professional);
- Student observance of a religious holiday;
- Death in a student’s family or emergency beyond the control of the students family;
- Mandated court appearance
- Extraordinary educational opportunities (i.e., college visits) pre-approved by district administrators and in accordance with SDE guidelines.

There shall be no penalty for an excused absence. Students must bring a note from their parent or guardian to the main office on the day of return to school. For an illness, the student should provide documentation from a doctor. This note must specify the reason(s) for the absence and must conform to the Board of Education Policy # 5113. Excused absences will be listed on the morning bulletin of the day the note is received and marked in PowerSchool, and students will be allowed to make up all work missed. When a student is absent for extended periods of time--more than three days-- parents may obtain assignments from the teachers through the counseling office. Failure to make up assignments may result in a grade of zero for each missing assignment. A student may expect to have one day for each day of absence in order to make up missed work. If a student is absent from school, he/she may not be on school grounds. Extenuating circumstances will be dealt with on a case by case basis by the administration.

Unexcused Absence

An unexcused absence occurs when a student is out of school beyond the first nine (9) absences, parent documentation is not provided for the first nine (9) absences and the absences does not meet one of the excused absence reasons listed above. For every unexcused absence, the student will not be allowed to make up or receive credit for work missed.

Tardy to Class

If a student is more than fifteen (15) minutes late for class, other than because of a school-sanctioned event, he or she will be considered absent from class.

Limit on Total Number of Absences: No student will receive course credit for a full year course after having been absent from that course for more than twenty (20) class periods (excused or unexcused) during the school year for reasons other than school sponsored activities (i.e. field trips). The total number of absences will be pro-rated for less than full year courses and for courses which meet other than five times per week.

Grading Policy

Practice AP Exam: 15%

Essay Assignments: 20%

Quizzes (vocabulary and terminology, close reading analysis, projects): 40%

Class Participation: 10%

Homework: 15%

*Each quarter, you will take one full Practice AP Exam. This exam will take a full week (two days for multiple-choice, three days for essays). You will be given the same amount of total time that you will be allotted for the real test in May, although the real test will be completed in one three-hour time period as opposed to over the course of several days.

Final Assessment Policy

For one credit or half-credit full year courses, *course assessments* (exams/activity) are given at the conclusion of each semester, a mid-term and a final. For half-credit courses, a *course assessment* (exam/activity) will be given at the end of the semester. All *course assessments*, except in selected classes, are one and one-half hours in length. All students must arrive on time and remain in class for the full duration of the period. Students taking the AP test will not be required to sit for a final exam. **Seniors are exempt from taking a final course assessment, in any course where the students have at least a 90 average.** Physical Education classes will not be required to give an exam, but there will be a health exam which could be given earlier. Normally, no excuse for missing a *course assessment* other than illness will be accepted. The principal must give such permission.

I. *Academic Integrity Statement*

The faculty and administration of Wheeler Middle/High School demand high standards of academic performance and academic honesty. Anything less would jeopardize quality education and allow our students to deny themselves needed skills and knowledge. For this reason students who cheat on their assigned work, reports, research papers, quizzes, tests or examination risk prompt and punitive action by both their teacher and the school. Examples of violations may include, but are not limited to:

- Giving or receiving aid on tests and graded assignments
- Unauthorized talking during tests
- Copying regular homework/exercises
- Unapproved discussion of examinations/assignments contents
- Cheating on peer reviews of student work
- Misuse of technology

Documentation of all sources is important to avoid plagiarism, which is the stealing of another's ideas, words, writing, or academic work, and implying that it is original. Both quoting and paraphrasing information from an outside source, including any technology without crediting that source is a form of plagiarism. Students who are found cheating or plagiarizing will be subject to the following guidelines:

First offense:

- Academic penalty up to and including zero.
- Parent contacted.
- Administration notified (by teachers completing a discipline form).

Subsequent offenses:

- Academic penalty up to and including zero.
- Parent contacted.
- Disciplinary action by administration which may include office detention or suspension

Teacher Availability for Extra Help

During the fall, I am available after school provided that I have at least one day's notice. Because I coach in the spring, my availability after school is very limited.

You may e-mail me anytime regarding school-related issues. I check my e-mail several times a day, including on weekends, and will get back to you promptly.

Wheeler High School Academic Expectations Met by this Course

- Literacy (particular area of focus and assessment)
- Analysis
- Collaboration
- Communication