**Advanced Placement English Language and Composition Course Syllabus**

**Mr. Fortin**

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**Course Description:**

Because story is essential to the human condition, and story is the compilation of the events and activities in one’s life, a comprehensive study of memoir, narrative, and argument is essential to synthesis of information and the connection of corresponding ideas into one cohesive unit that becomes one’s writing and voice.  Advanced Placement English Language and Composition will “enable students to read complex texts” and compose with “richness and complexity to communicate effectively” (AP English Language and Composition, 2012-2013).  This will aid students to improve their responses to outside research and create multi-leveled reactions to information and data across curricular disciplines.

**Purpose:**

This is a college preparation and replacement class and “aligns to an introductory college-level rhetoric and writing curriculum, which requires students to develop evidence-based analytic and argumentative essays that proceed through several stages or drafts. Students evaluate, synthesize, and cite research to support their arguments. Throughout the course, students develop a personal style by making appropriate grammatical choices. Additionally, students read and analyze the rhetorical elements and their effects in non-fiction texts, including graphic images as forms of text, from many disciplines and historical periods” (College Board 2014).

**Texts:**

In this class, we will be reading:

* *Perfection Learning: British Literature*
* *Grendel* by John Gardner
* *Canterbury Tales* by Geoffery Chaucer
* *Hamlet* by William Shakespeare
* *The Rime of the Ancient Mariner* by Samuel Coolridge Taylor
* *Frankenstein* By Mary Shelley
* *Lord of the Flies* by William Golding
* *Night* by Elie Weisel
* Various non-fiction essays by Henry Lewis Gates, Jr., Sandra Cisneros, Ann Hodgeman, Michael Crichton, Sherman Alexie, Judith Ortiz Cofer, Martin Gansberg, Tim O’Brien, Martin Luther King, Jr., Lars Eighner, E.B. White, George Orwell, and more.

This class takes the place of college level English 100, if a student passes the test. Therefore, some material in the class has mature content and language.

**Evaluation Criteria:**

**Advanced Placement English Language and Composition uses a straight scale that begins at ninety-three (93) percent for an “A.” Grades are based on total points, which include homework, quizzes (announced and unannounced), tests, papers, journals, and participation. Students who participate tend to do better in class than those who do not. If a student misses a class period, a zero will go in the gradebook until the work is made up.**

**Grading Scale:**

100-93 is an A 73-76 is a C

 90-92 is an A- 70-72 is a C-

 87-89 is a B+ 67-69 is a D+

 83-86 is a B 63-66 is a D

 80-82 is a B- 60-62 is a D-

 77-79 is a C+ 0-59 is an E

**Students must have all daily work (DLPs and practice tests) done by the time I collect it (approximately once every two weeks) in order to receive credit for the work. If absent, students have to make up DLPs and practice tests for credit.**

**Students who fail my classes generally do so because they do not turn in work/make-up. This is especially true for people with many absences, because they tend not to make up work within the time limit.**

Sault Area High School employs a semester grading system with report cards issued to students four (4) times during the course of the school year. A marking period is approximately nine (9) weeks. Final grades are calculated on a semester basis. Final grade calculation is based on forty (40) percent for each of two (2) marking periods and twenty (20) percent for the final exam.

**Homework Policy:**

Homework is to be turned in the day it is due. Late work will be accepted and evaluated at a rate of ten (10) percent fewer points for every day it is late. By the end of ten (10) days, the score can only be a zero (0).

**Make-up Work:**

While attendance in school is understood to be a major indicator of student success, there will be times when a student will be absent. For this reason, make-up work will be evaluated as follows: a student will be given one day to turn in work for each day he or she has missed. A student is allowed ten (10) absences per semester. After ten (10) absences his or her work will not be scored. Absences excused by a medical professional, school related absences, and absences excused by an administrator will not be figured as one (1) of the ten (10) days.

**Plagiarism** is cheating and cheating is stealing. If a student is found to have plagiarized an assignment, that assignment will receive a zero.

**Classroom Expectations:**

1. Because there are rules for socially acceptable behavio**r,** students are expected to abide by allrules in the Parent/Student Handbook.
2. As so others are not distracted, students should not use phones or any other device during class. This includes wearing ear buds. Students will be asked to place their device/devices in a padded envelope beneath their desk daily and reminded to take them when they leave. If I see a phone, whether in use or not, I will confiscate it.
3. For sustained learning, students are expected to be on time to class and to be prepared (*e.g.* pencil, notebook, text, and assignment).  On time means that you are at your seat and ready to begin the bell-ringer assignment. Having a folder to keep assignments, notes, etc. in is recommended.
4. For their safety, students are expected to stay in their assigned seats until the bell rings at the end of the hour.   Do not line up at the door.
5. Because you can’t learn if you’re not in the classroom, students are expected to be in the classroom during the course period.
6. Because the world runs more smoothly when people are cordial, students are expected to be polite and respectful. That means using appropriate language in the classroom for discussion and personal conversations as well as not talking to classmates across the classroom or leaving one’s seat without permission.
7. As so the classroom is organized and efficient, there will be a seating chart, and students will be expected to sit in their assigned seats during the class period.
8. Because students need to be responsible for their actions, students are expected to retrieve and complete all work from days absent (make-up) within one (1) day of their return. Students are expected to retrieve make-up work either before or after school or during work time, not during teacher or student directed activity or lecture.
9. Students are expected to turn in assignments on time (that is when they are due). **Students should always submit work.  As stated above, ten (10) percent will be deducted for each day an assignment is late.  Remember, some grade is better than no grade.**
10. Students are expected to pay attention in class.
11. Substitutes are important to education. Therefore, if a substitute writes a student’s name down for rudeness or insubordination, that student will receive a referral.
12. It’s important to know who did the work; therefore, student name, hour, and the date should be at the top right-hand corner of all work.

**Class Schedule:**

1st hour (8:00—8:55) Advanced Placement English Language and Composition

2nd hour (9:00—9:50) Advanced Placement English Language and Composition

3rd hour (9:55—10:45) English 10

4th hour (10:50—11:40) Honors English 9

5th hour (11:45—12:40) Advanced Placement English Language and Composition

6th hour (1:15—2:05) Honors English 9

7th hour (2:10—3:00) Honors English 9