

Advanced Placement (AP) English Language and Composition /
11th Grade American Literature and Composition —Syllabus: 2023-2024

Contact information: Ms. Tiffany Jackson
Room: 214 Phone: (478) 988-6298

Email: tiffany.jackson@hcbe.net
Tutoring Time: 3:00-3:30pm on Thursdays and Fridays or by appointment

Course Description: AP English Language and Composition / American Literature and Composition is a college level course so you should expect to be challenged in your reading and writing over the course of the school year. This course focuses on the development and revision of evidence-based analytic and argumentative writing, the rhetorical analysis of nonfiction texts, and the decisions writers make as they compose and revise. Students evaluate, synthesize, and cite research to support their arguments. Additionally, you will read and analyze rhetorical elements and their effects in nonfiction texts—including images as forms of text—from a range of disciplines and historical periods. Students will read a variety of informational and literary texts in all genres and modes of discourse and improve upon their understanding of essential conventions for reading, writing, and speaking. Reading across the curriculum will also develop students' academic and personal interests in different subjects and along with engaging in research, timed writing, and the writing process.

Course Materials: *(school supplies are listed as well as digital resources that may be used at home)*

- | | |
|---|---------------------------|
| 1. 3 ring binder or folder with prongs for handouts | 5. highlighters |
| 2. notebook paper | 6. notecards/sticky notes |
| 3. blue/black ink pens | 7. AP Classroom |
| 4. pencils | 8. Google Classroom |

Infinite Campus is a resource for parents or students to access grades, attendance, schedules, etc. Please utilize this often to monitor all activities, grades, and attendance.

Grading Scale- these are examples of each type of assignment for the category but are not all inclusive and may contain other types of assignments per instructor's discretion.

- **Major Assessments – 45%** (Ex: unit tests, final drafts of major writing, projects, presentations)
- **Minor Assessments – 20%** (Ex: quizzes, extended discussions, extended writing, rough drafts)
- **Daily Grades – 15%** (Ex: warm ups, discussions, annotations, notes, handouts, homework, study questions)
- **Exam – 20%** (2nd Semester – EOC – Georgia Milestones (the teacher made final exam will count as a major grade)

***The AP English Language and Composition exam will take place on **May 14th, 2024**. This exam is **optional** to take but **students are guaranteed to not earn college credit if they do not take the exam**. A score of "3" or higher earns college credit.**

Final Exams/Exemption Policy: Final Exams will be given and will count as 20% of the student's overall grade in the class.

A student may exempt their final exam(s) based on the following exemption policy (This does not include the EOC):

1. Average of 80 or higher 2. No more than five absences 3. No Debts/Fine 4. No ISS 5. No Hospital Homebound

Makeup Work: Students returning to class after an absence should check Google Classroom for their work and ask me any questions on their own time. This can be done in person or through email. Please remember that this is your responsibility!

1. Students must make up assignments within FIVE DAYS of the absence according to the school student handbook.
2. Long-term or preassigned work will be due on the scheduled day unless there are extenuating circumstances. Please speak with me one-on-one about these issues to determine if a penalty will apply.
3. Tests and quizzes must be scheduled to be made up with Ms. Jackson BY APPOINTMENT.

PAWS: PAWS is a 35-minute opportunity time for all students at Perry High School to receive concentrated remediation, intervention, or acceleration in their academic classes. Teachers use individual data to determine a student's areas of concentration each week. Some weeks your student will be assigned a specific class and some weeks your student will choose from a list of classes being offered during that 35-minute period.

Late/Missing Work Procedure: – Assignments not turned in on time can result in being assigned APT and/or Saturday School.

- Academic Priority Time (APT) is an opportunity provided by Perry High School to assist students with test/quiz makeup, retesting, and completion of missed assignments when the student does not need tutoring. APT will be offered at Perry High School on Tuesdays and Thursdays during our PAWS time, after school on Monday and Wednesdays from 3:15-4:30, and on Tuesdays and Thursdays in the morning from 7:15-7:50 in room 210.
- Saturday School is every other Saturday from 8:00-11:30 in the school library. Students will be assigned this time by their teacher to assist with several failing grades and missing assignments that are affecting a student's class average.

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Revolving Gradebook: In our class, we measure GROWTH. Therefore, whenever you demonstrate growth on a learning target, the grades in Infinite Campus will reflect that. (Ex: If you make a 65 on a minor assessment but make a 78 on the test that covers the same learning targets, the minor assessment grade will be adjusted to reflect the growth.) Missing work will NOT be revolved.

Expectations for Digital Resources:

1. **AP Classroom** includes instructional resources that provide daily support for the school year. Sign in at My AP, where you'll find a personalized timeline, course information, and all the tools you need throughout the school year.
2. **Google Classroom** is a tool that we will use for announcements, notes, videos, and to complete most assignments in this course. If you are absent, you need to check Google Classroom AND contact me via email in order to get all of your work. Students are reminded that their behavior online is held to the same standards as the behavior expectations in our school building and other school activities.
3. **In the event of a voluntary or involuntary absence from school** (i.e. personal illness, ISS/OSS discipline, school activity, or system shut down), it is your responsibility to utilize the various points of contact (Google Classroom and/or email) with me in order to keep up with and continue the course of study. Neglecting this responsibility may result in failure of the course. Be responsible and complete all work assigned in the set time frame to avoid an issue and/or grade penalty.
4. We will be using **Canvas** this year starting in 2nd semester. More information will come during that time.

Ms. Jackson's PRIDE matrix

PANTHER S SHOW PRIDE BY BEING	PREPARED	RESPECTFUL	INVOLVED	DEDICATED	The Standard of EXCELLENCE
<i>Classroom Arrival</i>	<ul style="list-style-type: none"> Take out necessary materials and begin your bell-ringer when you enter the classroom 	<ul style="list-style-type: none"> Be on time to class and in your assigned seat when the bell rings Make sure food and drink are put away 	<ul style="list-style-type: none"> Check the board for assignments/instructions Turn your phone on silent or turn it off 	<ul style="list-style-type: none"> Use the restroom before the bell rings If you were absent, ask for what you missed before class begins 	<ul style="list-style-type: none"> Have your work completed and ready to be turned in Greet others politely when entering classroom
<i>Whole Group Instruction</i>	<ul style="list-style-type: none"> Be ready to work, take notes, and/or participate in classroom discussions each day 	<ul style="list-style-type: none"> When others are talking, listen carefully and wait your turn to speak Complete and turn in your classroom assignments on time 	<ul style="list-style-type: none"> Be actively engaged in classroom activities by answering questions and sharing your viewpoint 	<ul style="list-style-type: none"> Stay focused on your assigned task Remain seated until the bell rings to dismiss 	<ul style="list-style-type: none"> Assist peers with understanding the instructions Be polite and respectful to others at all times
<i>Independent Work Time</i>	<ul style="list-style-type: none"> Have materials out and actively work on classwork each day 	<ul style="list-style-type: none"> Work quietly so that others can focus Complete and turn in your classroom assignments on time 	<ul style="list-style-type: none"> Raise your hand if you do not understand instructions or if you need assistance Stay alert, focused, and on task 	<ul style="list-style-type: none"> Remain focused on your assigned task Review work before turning it in 	<ul style="list-style-type: none"> Keep track of your work and materials Plan, organize, and manage your time wisely in order to finish your assignments on time
<i>Testing</i>	<ul style="list-style-type: none"> Clear your desk of all materials except for instructed materials Review notes and other materials prior to assessment 	<ul style="list-style-type: none"> Be quiet while tests are being distributed, administered, and collected 	<ul style="list-style-type: none"> Raise your hand if you do not understand the directions or you need assistance Stay alert and focused on your test 	<ul style="list-style-type: none"> Try to answer every question Review your answers before turning in work 	<ul style="list-style-type: none"> Attend available tutoring/remediation sessions before or after assessment Complete corrections/revisions after the assessment
<i>Classroom Dismissal</i>	<ul style="list-style-type: none"> Stay in your seat and wait until the bell rings before packing up Turn in your work before you leave the classroom 	<ul style="list-style-type: none"> Exit the room in a quiet and orderly manner Make sure your area is clean and organized before leaving 	<ul style="list-style-type: none"> Return books and materials to their designated areas Pick up and dispose of your trash in the classroom 	<ul style="list-style-type: none"> Write down assignments or homework you need to complete Ask questions about assignments prior to leaving the class 	<ul style="list-style-type: none"> Be polite and exit the room in a quiet and orderly manner Make sure classroom is clean and organized before leaving

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Minor Incident Reports (MIRs): A Minor Incident Report (MIR) is a progressive classroom discipline plan for incidents such as showing minor disrespect, being disruptive, sleeping, horse playing, not working on assigned work, and commenting inappropriately. The first MIR is a warning to the student and parent notification; the second is an additional warning and a parent call home; the third is a meeting with the counselor and a parent contact; the fourth is teacher detention from 7:25-7:50am OR 3:05-3:30pm, reflection, AND a phone call home; the next issue is an office referral.

Cell Phones: Phones should not be visible **AT ALL**. If there is a situation you need to handle, **ASK PERMISSION** or it will be confiscated.

Bathroom Policy: If you need to go to the restroom, please go before class. If you think the bell is going to ring before you get back, please ask, and sign out before you go. During class, only **one** person is allowed out of the room at a time.

Cheating Procedure - Any student caught cheating will be referred to Mrs. Stone for discipline and students will be required to make up the assignment at a teacher assigned time. Refer to the handbook for consequences.

Course Overview/Expectations:

Unit Element	Expectations
Literature and Non-Fiction Pieces	Throughout each unit, we will be reading pieces of literature AND non-fiction to teach important standards and skills. Some of these will be read in class while others may be read at home. It is important to keep up with due dates and notes.
Independent Reading (Reader's Choice) **see attached letter from our English department chair (Mrs. Bray)	Students will select 2 books to read independently and discuss within literature circles that connect to our units each semester. Students have access to the media center or Sora (found in the SSO). They may also bring a book from home/the public library with parental discretion. They will also select at least 2 current event articles which are associated with their book to read and discuss during their literature circles and for other assessments.
Writing	In this class, we write with each piece we read. I strongly believe that writing about something deepens our knowledge and understanding of it. We will also be tracking our progress in our writing as we go throughout the semester.
Unit Tests	We will have a test over each unit. These tests are "cold reads" meaning that students must read and answer questions over a piece they have not read in class. This is why we will focus on the STANDARDS and SKILLS as we move throughout the unit.
Progress Checks	With each unit, we will complete a progress check. This will be completed on AP Classroom. It is intended to allow students to monitor their progress with the skills for AP English Language and Composition which will be tested on the AP exam. It is very important to complete these checks on time as we move throughout the unit so that you receive accurate feedback from this cold read practice. From there, students will be able to monitor their personal progress and plan how to be the most successful using the daily resources available on AP Classroom.

COURSE/UNIT OUTLINE

Unit 1: _____	Unit 2: _____	Unit 3: _____
August 2 - August 25	August 28 - October 6	October 16 – November 9
~15 Class Periods	~15 Class Periods	~15 Class Periods
<div>RHS</div> <div>1.A Identify and describe components of the rhetorical situation: the exigence, audience, writer, purpose, context, and message.</div> <div>CLE</div> <div>3.A Identify and explain claims and evidence within an argument.</div> <div>CLE</div> <div>4.A Develop a paragraph that includes a claim and evidence supporting the claim.</div>	<div>RHS</div> <div>1.B Explain how an argument demonstrates understanding of an audience's beliefs, values, or needs.</div> <div>RHS</div> <div>2.B Demonstrate an understanding of an audience's beliefs, values, or needs.</div> <div>CLE</div> <div>3.A Identify and explain claims and evidence within an argument.</div> <div>CLE</div> <div>4.A Develop a paragraph that includes a claim and evidence supporting the claim.</div> <div>CLE</div> <div>3.B Identify and describe the overarching thesis of an argument, and any indication it provides of the argument's structure.</div> <div>CLE</div> <div>4.B Write a thesis statement that requires proof or defense and that may preview the structure of the argument.</div>	<div>CLE</div> <div>3.A Identify and explain claims and evidence within an argument.</div> <div>CLE</div> <div>4.A Develop a paragraph that includes a claim and evidence supporting the claim.</div> <div>REO</div> <div>5.A Describe the line of reasoning and explain whether it supports an argument's overarching thesis.</div> <div>REO</div> <div>6.A Develop a line of reasoning and commentary that explains it throughout an argument.</div> <div>REO</div> <div>5.C Recognize and explain the use of methods of development to accomplish a purpose.</div> <div>REO</div> <div>6.C Use appropriate methods of development to advance an argument.</div>
Personal Progress Check 1 <div>ONLINE ONLY</div> Multiple-choice: ~10 questions <div>ONLINE OR PAPER</div> Free-response: 1 question	Personal Progress Check 2 <div>ONLINE ONLY</div> Multiple-choice: ~20 questions <div>ONLINE OR PAPER</div> Free-response: 1 question	Personal Progress Check 3 <div>ONLINE ONLY</div> Multiple-choice: ~20 questions <div>ONLINE OR PAPER</div> Free-response: 1 question

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Unit 4: _____ November 13 – December 19 ~15 Class Periods	Unit 5: _____ January 4 – February 2 ~15 Class Periods	Unit 6: _____ February 5 – March 8 ~15 Class Periods
<p>RHS 1.A Identify and describe components of the rhetorical situation: the exigence, audience, writer, purpose, context, and message.</p> <p>RHS 2.A Write introductions and conclusions appropriate to the purpose and context of the rhetorical situation.</p> <p>CLE 3.B Identify and describe the overarching thesis of an argument, and any indication it provides of the argument's structure.</p> <p>CLE 4.B Write a thesis statement that requires proof or defense and that may preview the structure of the argument.</p> <p>REO 5.C Recognize and explain the use of methods of development to accomplish a purpose.</p> <p>REO 6.C Use appropriate methods of development to advance an argument.</p>	<p>REO 5.A Describe the line of reasoning and explain whether it supports an argument's overarching thesis.</p> <p>REO 6.A Develop a line of reasoning and commentary that explains it throughout an argument.</p> <p>REO 5.B Explain how the organization of a text creates unity and coherence and reflects a line of reasoning.</p> <p>REO 6.B Use transitional elements to guide the reader through the line of reasoning of an argument.</p> <p>STL 7.A Explain how word choice, comparisons, and syntax contribute to the specific tone or style of a text.</p> <p>STL 8.A Strategically use words, comparisons, and syntax to convey a specific tone or style in an argument.</p>	<p>CLE 3.A Identify and explain claims and evidence within an argument.</p> <p>CLE 4.A Develop a paragraph that includes a claim and evidence supporting the claim.</p> <p>CLE 3.B Identify and describe the overarching thesis of an argument, and any indication it provides of the argument's structure.</p> <p>CLE 4.B Write a thesis statement that requires proof or defense and that may preview the structure of the argument.</p> <p>STL 7.A Explain how word choice, comparisons, and syntax contribute to the specific tone or style of a text.</p> <p>STL 8.A Strategically use words, comparisons, and syntax to convey a specific tone or style in an argument.</p>
Personal Progress Check 4 ONLINE ONLY Multiple-choice: ~20 questions ONLINE OR PAPER Free-response: 1 question	Personal Progress Check 5 ONLINE ONLY Multiple-choice: ~20 questions ONLINE OR PAPER Free-response: 1 question	Personal Progress Check 6 ONLINE ONLY Multiple-choice: ~20 questions ONLINE OR PAPER Free-response: 1 question

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Unit 7: <div>March 4 – March 28</div>	Unit 8: <div>April 5 – May 3</div>	Unit 9: <div>May 6 – May 22</div>
~15 Class Periods	~15 Class Periods	~15 Class Periods
<div> <div>RHS</div> <div>1.A Identify and describe components of the rhetorical situation: the exigence, audience, writer, purpose, context, and message.</div> </div> <div> <div>RHS</div> <div>2.A Write introductions and conclusions appropriate to the purpose and context of the rhetorical situation.</div> </div> <div> <div>CLE</div> <div>3.C Explain ways claims are qualified through modifiers, counterarguments, and alternative perspectives.</div> </div> <div> <div>CLE</div> <div>4.C Qualify a claim using modifiers, counterarguments, or alternative perspectives.</div> </div> <div> <div>STL</div> <div>7.B Explain how writers create, combine, and place independent and dependent clauses to show relationships between and among ideas.</div> </div> <div> <div>STL</div> <div>8.B Write sentences that clearly convey ideas and arguments.</div> </div> <div> <div>STL</div> <div>7.C Explain how grammar and mechanics contribute to the clarity and effectiveness of an argument.</div> </div> <div> <div>STL</div> <div>8.C Use established conventions of grammar and mechanics to communicate clearly and effectively.</div> </div>	<div> <div>RHS</div> <div>1.B Explain how an argument demonstrates understanding of an audience's beliefs, values, or needs.</div> </div> <div> <div>RHS</div> <div>2.B Demonstrate an understanding of an audience's beliefs, values, or needs.</div> </div> <div> <div>STL</div> <div>7.A Explain how word choice, comparisons, and syntax contribute to the specific tone or style of a text.</div> </div> <div> <div>STL</div> <div>8.A Strategically use words, comparisons, and syntax to convey a specific tone or style in an argument.</div> </div> <div> <div>STL</div> <div>7.B Explain how writers create, combine, and place independent and dependent clauses to show relationships between and among ideas.</div> </div> <div> <div>STL</div> <div>8.B Write sentences that clearly convey ideas and arguments.</div> </div>	<div> <div>CLE</div> <div>3.C Explain ways claims are qualified through modifiers, counterarguments, and alternative perspectives.</div> </div> <div> <div>CLE</div> <div>4.C Qualify a claim using modifiers, counterarguments, or alternative perspectives.</div> </div>
Personal Progress Check 7 <div>ONLINE ONLY</div> Multiple-choice: ~20 questions <div>ONLINE OR PAPER</div> Free-response: 1 question	Personal Progress Check 8 <div>ONLINE ONLY</div> Multiple-choice: ~20 questions <div>ONLINE OR PAPER</div> Free-response: 1 question	Personal Progress Check 9 <div>ONLINE ONLY</div> Multiple-choice: ~5 questions <div>ONLINE OR PAPER</div> Free-response: 1 question

RETURN TO Ms. Jackson, Room 214

Student Name _____ Period _____

Please sign below indicating you have read the syllabus for Ms. Jackson's 2023-2024 AP English Language/11th Grade American Literature class, you know the procedures and expectations, and you understand the contents and requirements of this course. Also, please fill out the contact information.

Student Signature _____ Date _____

Parent Signature _____ Date _____

Contact Information:

Guardian #1 Name: _____

Daytime Phone Number: _____

Email Address: _____

Guardian #2 Name: _____

Daytime Phone Number: _____

Email Address: _____

Any other information you would like to provide:



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Dear Parent(s)/Guardian(s),

Reading is a central focus in the English/Language Arts classroom, and as we begin a new school year, I would like to share some thoughts about reading with you. Reading is a skill. The only way to get better at reading is to read – this holds true for excellent readers as well as reluctant readers. As a department, our goal is for your child to develop an appreciation for and to understand the value of reading for pleasure.

One way to help your student reach this goal is by providing your student with several options for reading material. Our English Department may use classroom libraries, the school library, and school-purchased texts as well as other texts deemed appropriate by the department. These resources are available to any student who wants to choose a book to be read recreationally. Research shows that availability of books is a major motivating factor in getting teens to read. Students who are surrounded by books at school and at home read more. Students who read more, read better. The most important factor is that students are engaged in their reading material.

We are sensitive to having appropriate reading material in the classroom and in the media center. That said, what is considered “appropriate” may vary from one parent to another. Please be aware that the selections in a classroom library and in the media center, just like any other public library or school library, range from middle school-level to university-level reading material. As a parent, I ask you to remain aware throughout the year of the books your student has chosen to read and assist in gauging appropriateness. Keep in mind, AP courses are college courses and will read university-level texts. We choose these texts in close relationship to the expectations of The College Board and AP exams.

Rest assured, the books in our classrooms are always open to choice and alternatives. However, alternatives will be chosen according to comparable subject matter and rigor.

Please feel free to contact me any time if you ever have questions or concerns about what your student is reading.

Sincerely,

Susan Bray, Ed.S.
Perry High School English Department Chair
susan.bray@hcbe.net

*Adapted from Kelly Gallagher’s Reading Reasons

Student name: _____ Period: _____

Please check ONE:

___ Yes, my son or daughter has permission to use the classroom/school library.

___ No, I would prefer that my son or daughter not have access to the classroom/school library.

Parent Signature _____ Date _____

