

AP English Language Syllabus

Ms. Fike room 4206 fikes@gcsnc.com 336-674-4300 ext.

Ms. Fike's Teaching Philosophy: I believe the purpose of teaching is to create life-long learners who are successful in academics, talents, and communication. Teaching should produce students who will become positive influences, leaders, and workers.

Teacher Role: My role is to facilitate student learning. I work to differentiate material, manage the classroom, and encourage student interactions. My role is to provide students with the support and enrichment they need to be successful in a safe, warm, and positive environment.

Student Role: The student's role is to lead discussions, actively listen, and consume knowledge in the classroom. I like to see students take away the understanding of how education can enhance their future, and how it connects to their everyday lives. A student's role is to use the provided support and environment to benefit their learning.

Materials Required for Class

- Bring your textbook (*The Language of Composition 3rd* ed.) EVERY DAY!
- Bring your laptops (charged overnight) along with your charger EVERY DAY!
- 1 inch 3 ring binder used specifically for your English class
- Loose-leaf notebook paper
- Black/Blue Ink Pens and Pencils
- (Optional) Colored Pencils-so you can take notes and annotate with different colors
- (Optional) Highlighter
- **Mrs. Fike's classroom Wish List (optional): Tissue Boxes, Index Cards, Post-In Notes**

GRADING SCALE

A=100-90 B=89-80 C=79-70 D=69-60 F=59 and below

Level I (50%): Tests, essays, major projects, etc.

Level II (30%): Quizzes, mini projects, performance tasks, etc.

Level III (20%): Classwork, homework, etc.

*You will be required to take the AP Language Exam on Tuesday, May 9th
It is also highly recommended that you attend review session before the exam.*

ENGLISH DEPARTMENT LATE WORK POLICY

- Late homework assignments may be taken only **ONE DAY** late yet may earn no grade higher than a 70. After the 2nd day, the assignment will receive a zero.
- A late **MAJOR** assignment (such as an essay or a project) will be penalized 10 points each day that the assignment is late (excluding weekends).
- Students who are absent have **THREE** days to make up any missing work upon returning to school.
- **It is the student's responsibility to inquire about missing work!!**

TUTORIALS

Students should attend tutorials for extra assistance and/or to make up missing work. My regularly scheduled tutorials are Tuesday mornings (8:30-9:15 am) and Tuesday afternoons (4:30-5:15 pm). You must notify me a day in advance before staying for a tutorial.

PLAGIARISM POLICY

Students are expected to abide by the Southeast Guilford High School cheating policy. The same expectations will be held for plagiarism as well. Plagiarism is the practice of taking someone else's work or ideas and passing them off as one's own including student work and online information without citation.

ANY INSTANCES OF CHEATING AND/OR PLAGIARISM WILL RESULT IN AN AUTOMATIC ZERO WITH NO OPTION TO MAKE-UP THE WORK.

CELL PHONE POLICY

No cell phones will be allowed for use in the class. When the bell rings your phone should be in your pocket, purse, or bookbag. If Ms. Fike sees a cell phone see will have you place your phone in a brown paper bag that will then be stapled shut. This ensures that your phone is still physically with you, but you cannot access the phone during class time.

SEHS GRADE RECOVERY POLICY

A grade recovery option will be available to students who are failing the course at the end of 1st quarter (Fall semester) and 3rd quarter (Spring semester). Grade recovery provides failing students the opportunity to demonstrate proficiency on 1st/3rd quarter course standards to improve their quarter grade to a 60. The work assigned will be tailored to ensure that students can demonstrate proficiency on standards they have not yet mastered. Grade recovery is a 10-day window (5 days before end of quarter and 5 days after the end of the quarter) for students to complete the assigned work, attend tutorials, and any other teacher required remediation. If students do not participate in grade recovery in 1st or 3rd quarter, their earned numerical grade will remain. Students should work to show proficiency in 2nd and 4th quarters of their courses to improve their final grade as there will not be a grade recovery option at the end of each semester.

SEHS ATTENDANCE POLICY 2022-23

Southeast High School believes that student attendance is a predictor for student engagement and success in the school. With that understanding, Southeast High follows the GCS Board Policy concerning student attendance (Regulation 4400-R). This policy requires students to demonstrate mastery of their learning after each missed day (excused, unexcused, quarantine).

When a student misses instruction, they will be provided a meaningful opportunity to learn missed content via missing graded work, tests, instruction, etc. Upon returning from an absence, make-up learning must be completed within 2 school days plus the days missed (e.g. 3 days absent equates to 5 school days to complete missed learning) with the maximum amount of time being 15 school days. A student's failure to complete the makeup learning after the teacher has made adequate effort to coordinate the makeup process with the student and a reasonable time has passed, the student's zero will remain.

After 3 absences: Teacher contact with parent. School sends attendance letter.

After 6 absences: Teacher contact with parent, social worker and counselor. School sends attendance letter.

After 8 absences: Attendance Committee meets with family and student to provide attendance contract.

After 10 Absences: School sends attendance letter. Attendance Committee reviews contracts.

COURSE DESCRIPTION

The AP English Language and Composition 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, they read and analyze rhetorical elements and their effects in texts-including images as forms of text-from a range of disciplines and historical periods.

An AP English Language and Composition course cultivates the reading and writing skills that students need for college success and for intellectually responsible civic engagement. The course guides students in becoming curious, critical, and responsive readers of diverse texts and becoming flexible, reflective writers of texts addressed to diverse audiences for diverse purposes. The reading and writing students do in the course should deepen and expand their understanding of how written language functions rhetorically: to communicate writer's intentions and elicit readers' responses in particular situations.

(from AP English Language and Composition Course and Exam Description)

The textbook for the course is Bedford's *The Language of Composition* (3rd edition), supplying many of the nonfiction readings for the course. There will be times with supplemental readings will be used that could come from such varied sources as Project Gutenberg, current events, national publications, and any other resources that seems likely to provide for rigor, depth, and high interest.

BIG IDEAS

- ❑ **Rhetorical Situation:** Individuals write within a particular situation and make strategic writing choices based on that situation.
- ❑ **Claims and Evidence:** Writers make claims about subjects, rely on evidence that supports the reasoning that justifies the claim, and often acknowledge or respond to other, possibly opposing, arguments.
- ❑ **Reasoning and Organization:** Writers guide understanding of the text's lines of reasoning and claims through that text's organization and integration of evidence.
- ❑ **Style:** The rhetorical situation informs the strategic stylistic choices that writers make.

(from AP English Language and Composition Course and Exam Description)

COURSE OUTLINE

We will follow the nine-unit pacing guide provided by the college board. These units provide a progression of skills within each unit and a spiraling of the big ideas as seen above. A unit outline will be provided for each unit along with the skills and standards we will be covering.

A full course description and unit outline is provided on AP Central

<https://apcentral.collegeboard.org/courses/ap-english-language-and-composition>

ADDITIONAL INFORMATION

It is my job to create a classroom environment that is conducive to learning by being safe, fun, and beneficial for all students. If at any time a student has a concern, please contact me immediately! Parents may contact me before or after school at 336.674.4300 ext 1689. The best method to contact me is through email at fikes@gcsnc.com or Canvas messenger.

For items not addressed specifically in this syllabus, all GCS and SEGHS policies and procedures apply.