



**AP English 12**  
**Language and Composition**  
**Syllabus**  
**2018-2019**

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***Instructor Information:***

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<b>Teacher:</b>	Heath Curran
<b>Room:</b>	Belle Vernon Area High School, Room 316
<b>Contact:</b>	Phone: 724-808-2500; ext. 2316 Email: heath.curran@bvasd.net After school "office hours" are any day by request.
<b>Website:</b>	<a href="http://www.belleversonarea.net/bvahs">http://www.belleversonarea.net/bvahs</a>
<b>Required Text:</b>	<u>Prentice Hall Literature: The British Tradition</u> <u>Hamlet</u> <u>Lord of the Flies</u> <u>The Last Lecture</u> <u>Brave New World</u> <u>Fahrenheit 451</u> <u>The Catcher in the Rye</u> <u>Frankenstein</u> <u>Modern Language Association</u> <u>Vocabulary Workshop Level H</u>

**Extensive list of additional Resources can be found here:**

<https://drive.google.com/file/d/1Hzi0L0P5LQERGRslqOyaho41SgQgjOx1/view?usp=sharing>

## Course Description:

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The Advanced Placement Honors English 12 course (AP Language and Composition) follows Belle Vernon Area High School's AP Language and Literature course. The AP Language and Composition class is designed to develop students' critical literacy skills and to produce strong academic writers. These aims will be achieved through thematically designed units which cover a range of relevant topics (from bioethics to existentialism). Students will study multimodal examples of rhetoric, author's purpose, author's craft, syntax, style, and learn the writing modes of analysis, argument, and synthesis. Each unit is anchored by a fictional text with a British Literature focus and a number of connected nonfiction writings. The prior (11th grade) AP Language and Literature course emphasized American Literature (this includes: *The Great Gatsby*, *The Crucible*, *Death of a Salesman*, *Ethan Frome*, and *The Scarlet Letter*). The AP English 12 course continues the American tradition with the fictional novels of *The Catcher in the Rye* and *Fahrenheit 451* along with a variety of American short stories and poems. Likewise, the course continues exposure to Shakespeare (*Macbeth* was read last year) with the reading of *Hamlet*. An emphasis is also placed on the inclusion of diverse, sometimes global, voices in contemporary fiction and nonfiction. Beyond this, the course focuses upon nonfiction and British Literature.

## Course Objectives:

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By the end of this course, the successful student will be able to:

1. [CC.1.2.11-12.B](#) - Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on and related to an author's implicit and explicit assumptions and beliefs.
2. [CC.1.2.11-12.G](#) - Integrate and evaluate multiple sources of information presented in different media or formats (e.g. visually, quantitatively) as well as in words in order to address a question or solve a problem.
3. [CC.1.2.11-12.H](#) - Analyze seminal texts based upon reasoning, premises, purposes, and arguments
4. [CC.1.3.11-12.C](#) - Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama
5. [CC.1.4.11-12.D](#) - Organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create whole; use appropriate and varied transitions and syntax to link the major sections of the text; provide a concluding statement or section that supports the information presented; include formatting when useful to aiding comprehension.
6. [CC.1.4.11-12.I](#) - Distinguish the claim(s) from alternate or opposing claims; develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
7. [CC.1.4.11-12.P](#) - Create a smooth progression of experiences or events using a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome; provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
8. [CC.1.4.11-12.V](#) - Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
9. [CC.1.4.11-12.Q](#) - Write with an awareness of the stylistic aspects of writing.

10. **CC.1.5.11-12.B** - Evaluate how the speaker's perspective, reasoning, and use of evidence and rhetoric affect the credibility of an argument through the author's stance, premises, links among ideas, word choice, points of emphasis, and tone.

## ***Approach to Technology***

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This course is a part of Belle Vernon Area School District's 1 to 1 AP ipad initiative. All students will be expected to utilize the ipads and Apple Classroom/Google Classroom regularly. Beyond an organizational tool and a means to access content, the ipad's primary use is for student learning. The pedagogical approach regarding technology is aligned with the "Triple E Framework" developed by Dr. Liz Kolb at the University of Michigan. In our classroom, the use of technology aims to simultaneously engage students, enhance learning, and extend the learning.

## ***Academic Honesty:***

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Any work submitted by the student shall be his/her own. Work taken from others shall be **deemed as unacceptable**. Any doubts will initiate the completion of an alternative assignment or a zero on the required effort, depending on the severity of the infraction.

## ***Class Policies and Expectations:***

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1. All students will demonstrate respect for oneself and others. ***All students are expected to contribute to a positive classroom environment wherein everyone feels safe, respected, and can learn.***
2. You are expected to adhere to the BVAHS Code of Conduct, including the dress code.
3. You should come to class prepared and ready to learn.
4. This class will require you to build upon social and cooperative learning skills. While this doesn't mean that we will be in groups or with partners daily, the times in which we are will be considered when participation points are awarded at the end of the nine weeks.
5. **You will be expected to adhere to deadlines, complete make-up work (always found in the make-up folder), and work until the bell.**
  - a. **Absences and late work:**

- i. It is the student's responsibility to collect work missed
  - ii. Three days is the maximum time allotted for an assignment missed due to an absence
  - iii. Exceptions will defer to the school policy of a maximum of ten school days
  - iv. If a student misses a day but was already given the due date for an assignment, **NO ADDITIONAL TIME WILL BE GIVEN** unless there is a medical/specific exception to consider
  - v. All major assignments (projects, essays, etc.) will be deducted specific percentage points (usually 10%) for each day late
  - vi. If you have a planned absence (field trip, college visit, etc.), all work should be collected **BEFOREHAND**.
6. Electronic devices are only permitted when instructed to use them.
7. You should demonstrate college readiness in writing by utilizing MLA format on all formal essays.

## ***Pre-Requisites:***

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Must have completed AP English 11 Literature and Composition or have parent/guardian override for the course.

## ***Course Grading Criteria:***

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All quizzes, tests, and projects will be graded according to the Belle Vernon Area School District grading policy. Total points will be accumulated for all evaluated efforts in this class rather than having letter grades per each effort. The grading scale is as follows:

A	-	90-100
B	-	80-89
C	-	70-79
D	-	60-69
F	-	0-59

*Emphasis will be on formal assessments. Therefore grades will be weighted in this course.*

**Formal Assessments** will account for 90% of a student's grade (quizzes, tests, projects, performance-based rubrics, essays, graded homework, etc.)

**Informal Assessments** will account for 10% of a student's grade (homework for completion, class participation, exit tickets, etc.)

## ***Assignments per Quarter:***

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\*All assignments are subject to change

Each quarter there will be:

- A project/formal assessment for any major reading (25-50 pts)
- At least 6 vocabulary tests (10-20 points each)
- At least one formal essay (25-50pts)
- 2 forms of participation: (25 pts)
  - A. Journals: Warm-ups/Exit slips/HW (not graded separately)
  - B. Oral participation/Group and Partnering work/Overall efforts
  - C. Socratic seminars will be formally graded / students must complete a make-up assignment if absent
- Daily/Weekly Assignment grades (10-30 pts)

**TOTAL POINTS = 250 Points (approximate)**

***\*Assignments or assessments may vary due to pace of class and individualized instruction.***

## ***Academic Standards:***

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Students will be reacquainted with the Pennsylvania Academic Standards that have been adopted by the Department of Education, along with the Common Core Standards that are in the process of being implemented nationwide. Students will be made aware of the importance of the standards and the efforts to meet them.

## ***Home Access Center:***

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Grades will be updated every Friday on the HAC. If you lost or cannot remember log in information, please contact our Child Accounting Department at 724-808-2500 ext. 1108, a high school administrator, or the IT department.

## ***Schoolwires (Website):***

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My website will be updated every Friday. Course Topics, Assignments, and Quizzes and Tests are also posted weekly.

*The following signatures state that all parties are aware of the preceding syllabus.*

Student Signature \_\_\_\_\_ Date \_\_\_\_\_

Parent Signature \_\_\_\_\_ Date \_\_\_\_\_

Teacher Signature \_\_\_\_\_ Date \_\_\_\_\_

## Course Outline: (subject to change)

<u>1st Quarter</u>	<u>2nd Quarter</u>	<u>3rd Quarter</u>	<u>4th Quarter</u>
<p>I. Unit 1: Personal Essay/ Memoir writing / <i>The Last Lecture</i></p> <p>Intro to style and rhetoric</p>	<p>I. Unit 3: Issues in Bioethics</p> <p><u>Frankenstein</u></p>	<p>I. Complete <u>Lord of the Flies</u></p> <p>Locke or Hobbes final project</p>	<p>I. Unit 6: Purpose, Meaning and Chaos</p> <p>Begin <i>Hamlet</i></p>
<p>II. Final drafts of personal essays due</p> <p><u>The Last Lecture</u> culminating project/writing</p>	<p>II. Finish <u>Frankenstein</u></p>	<p>II. Unit 5: Social Justice</p> <p><i>I am Malala</i> excerpts</p>	<p>II. Finish <i>Hamlet</i> and begin <i>The Catcher in the Rye</i></p>
<p>III. Unit 2:</p> <p>Are we “amusing ourselves to death”?</p> <p><u>Brave New World</u> <u>Fahrenheit 451</u></p>	<p>III. Defend, qualify, challenge writings</p> <p>Bioethics symposium</p>	<p>III. Social Justice research project</p>	<p>III. Existential synthesis project</p>
<p>IV. Rhetorical analysis</p> <p>Fishbowl or other debate</p> <p>Vocabulary Units 1-5</p>	<p>IV. Unit 4: Human Nature</p> <p>Begin <u>Lord of the Flies</u></p> <p>Mid-term</p> <p>Vocabulary Units 6-10</p>	<p>IV. Social Justice research project and presentations</p> <p>Vocabulary Units 11-15</p>	<p>IV. Final Project due / final AP test prep prior to exams</p>

Detailed outline available here:

<https://drive.google.com/file/d/1Hzl0L0P5LQERGRslqOyaho41SgQgjOx1/view?usp=sharing>

## **Final Thoughts (a note to students):**

This course is designed to develop self-directed, college ready thinkers and learners. The pacing and rigor directly parallel that of a college-level course. Students are expected to perform at their highest ability level, to work to extend their strengths, and to work to improve upon their limitations. A positive attitude and respect toward the opinions and perspectives of others are essential qualities of an AP student. In fact, these are qualities of an informed citizen and educated person. Isocrates said that the educated “manage well the circumstances which they encounter day by day” and who “are decent and honorable in their intercourse will all with whom they associate.” You are expected to be exemplars for others. However, being an exemplary student does not mean you are always correct. The challenge I pose for you is not to see how often you can give the right answer, but how willing you are to risk failure in order to better yourself. Learning is a process, not a formula. As a lifelong learner myself, I look forward to being a part of this journey with you. I am enthused to learn about each of you and the myriad perspectives you will bring to our discussions and our classroom experience.