**ADVANCED PLACEMENT LANGUAGE AND COMPOSITION**

**Spring Semester of 2020**

**PLEASE READ VERY CAREFULLY. KEEP THIS IN THE FRONT OF YOUR BINDER FOR EASY REFERENCE.**

The following information and policies are designed to help you understand my expectations of you and my commitment not only to your learning but also to your organization and time management skills. Practicing “the 5 P's of learning management” will put you on your way to success in this AP course and in college:

**Be Prompt, Be Prepared, Be Polite, Be Productive, and be Positive!**

**Course Overview:**

Welcome to AP English Language and Composition. This course follows the requirements set forth in the CollegeBoard's AP English Course Description. Advanced Placement English Language and Composition encourages students to enter into conversations with texts, to become active readers, and through active reading, to become more accomplished writers. The course focuses on prose—both fiction and nonfiction—written in a variety of periods and disciplines and on rhetoric (the effective use of language) as a persuasive tool. Sounds like a lot of work, and it is! I am so proud of you for choosing to take this challenging course, and I will work hard to make this semester productive and enjoyable.

Because AP English Language and Composition substitutes for a college composition course, its main objective is to teach students how to write effectively and confidently. The course emphasizes expository, analytical, and argumentative writing that forms the basis of academic and professional communication, but you will also engage in personal and reflective writing designed to develop fluency in many contexts.

Everyone enrolled in the course is expected to sit for the AP Exam in May. The cost of the exam is $85.00. A score of 3, 4, or 5 may result in college credit, depending on what is allowed by the institution of higher learning. For instance, all IHLs in Mississippi award credit for a 3 or higher. Check with your desired schools to be sure.

Because you selected this course, I assume that you have strong skills in both reading and writing and a love of both activities. You are expected to come to class having read thoroughly and carefully so that you are ready to discuss each text in depth. In addition, you should expect to write constantly. Papers, in-class essays, and shorter nightly assignments are all integral parts of this course. You may find the reading and writing requirements of this course overwhelming at first, but if you do your work consistently and completely (and on time), you will be successful.

**Grades:**

Grades will be determined by the type of work expected in each nine weeks' grading period, including journal assignments, imitation passages (IPs), tests, quizzes, in-class timed writings (TW's), formal papers, participation, projects, etc. A more specific breakdown can be provided upon request.

**Extra Credit:**

There are very few opportunities for extra credit; if you put forth the effort every day, you won't need extra credit.

**Tutoring/Conferences:**

If you need extra help, I will be available to meet with you before school (at 7:00), during 4th block, or after school as long as you make an appointment.

**Attendance:**

Be here! Be on time! Your presence is valuable to the entire class because a huge part of studying great works is the discussing and sharing of ideas about these works. An unexcused absence could result in a deduction from your participation grade.

**Syllabus:**

In college, these very pages are referred to as a “course syllabus.” As an extension of the college syllabus, you will typically receive a section of deadlines and other important dates. I will provide you with such lists, but they may only cover 4 or 5 weeks at a time. Remember that even then, these dates/deadlines may need to be revised or adjusted occasionally, so if you are ***ever absent,*** check to be sure that we didn't make changes while you were gone. Also, in the event of a snow day, unless otherwise informed, you should assume the same deadlines.

**Writing Portfolio:**

You will be required to keep your writings in a writing portfolio here in the classroom. I will check this portfolio periodically. There will be a file drawer for you, and I will provide the folder. In other words, do NOT throw anything away during this course.

**Recommended Supplies (for you): Please bring one of the following for the class:**

2-4” 3-ring binder 1 Package of colored pens

Post-its 1 container of Clorox wipes

black or blue pens 1 pack of lined (or unlined) post-its

colored pens, highlighters 1 box of Kleenex

hand sanitizer

**Due Dates and Make-Up Work:**

Work assigned in advance must be turned in at or before the beginning of class on the due date. School-related activities (pep rallies, field trips, etc.) are not absences; therefore, you are required to meet the deadline like anyone else who is in school. (You can turn in your work early, send it with a friend on the due date, email a copy with a hard copy brought to class the next day, etc.)

Make-up work is accepted per the DeSoto County Board Policy. You must arrange to make up quizzes or tests before or after school. This must be scheduled with me. You may not make up essays, tests, etc., during class.

Do your work ahead of time. Computer problems are not excuses. We all face the issue of technological woes at times, so work around those problems with creative thinking. Handwriting the assignment is not out of the question—do what you have to do! Please do not ask me to print your work for you when you arrive. This becomes a problem because valuable time is taken from class.

If you are absent from class, check for handouts in the handouts folders, and check with your classmates for missed notes. So much of what you will see on tests will come from class discussions, though, so your best bet is to be here EVERY day.

***In other words, YOU are responsible for the being present and on time, following directions, turning in work, and being the all-around wonderful student that I know you are capable of being!***

References: Deborah Shepard, APSI 2008; Ann T. Rudkin, APSI 2009; AP Central; Rona Eckles