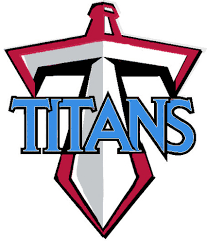
***Everything Is An Argument*  
AP Language and Composition A**  
Kerri\_L\_Mauer@mcpsmd.org  
Albert Einstein High School, Room 138  
11135 Newport Mill Road, Kensington, Maryland, 20895

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*Dear Students, Parents, and Guardians,*

*AP Language and Composition is an exciting and rigorous course in which you will hone your skills at persuasive writing and analyze predominantly non-fiction texts (speeches, letters, editorials, advertisements, opinion and news articles, memoirs, and more). Much of what you learn to do in this course can be applied to the world outside the classroom. Unlike a traditional English literature course, one of the main goals of this course is to help you become a more critical reader of visual texts, like info-graphics, advertisements, political cartoons and news. If you earn a passing score on the AP exam on May 13 (Weds., week 2, at 8 a.m.), you may earn college credit for this course.*

*You might find that the writing and analytical expectations are very different than what you are used to.* ***Please be patient, approach this course with a growth mindset, and come see me with questions and concerns (but hold yourself accountable for sustained effort).*** *You will be able to chart your growth as a writer as the course progresses and apply all that you learn about non-fiction texts and the various modes of composition. That said, expect a fair amount of work and plan to come see me with questions. I am here to help you reach your full potential!*

Sincerely,

Ms. Kerri Mauer

1. **MAJOR COURSE COMPONENTS:**
2. **Analytical and Persuasive Writing:** Much of the writing you will do in this class will mirror what is expected of you on the AP exam and in your various college level courses. We will focus mostly on timed writings, and allow you to reflect regularly on your work, set writing goals, and take some pieces through the revision process to showcase your writing development. Timed essays will be scored using AP scoring rubrics or primary traits checklists. Each quarter we will focus on one of three types of essays you will need to be able to write for the exam: Quarter 1: Rhetorical Analysis essay, Q2: Argument, Q3: Synthesis Q4: Review. In addition to an in-depth focus on one type of writing per quarter, you will write at least one timed essay for each type of essay for exposure. Please note that grammar will be taught to address individual issues in student writing as needed.
3. **Close Reading:** Most reading will occur outside of class and require you to closely annotate. The annotation expectations will increase as you learn what you are to be looking for—literary and rhetorical devices in the text and their purposes. Annotation requires SHOWING YOUR THINKING and ENGAGEMENT with the text. You may use a highlighter, but you must ALSO write thoughtful notes in the margins for credit. Strategies will be covered in depth in quarter one. Multiple-choice practice will commence in quarter two, after we have studied rhetorical and argumentative writing in depth. You will also be assigned one major text per quarter with reading comprehension checks. It is expected that you will set aside and manage your own time to complete the reading of the major texts. Quarter one we will read *The Glass Castle* by Jeannette Walls.

***Additional texts*** (Selected readings from the following will be provided in class as needed):  
Cohen, Samuel*. 50 Essays: A Portable Anthology***.** New York: Bedford / St. Martin’s, 2004.

Lunsford, Andrea A., Ruszkiewicz, John J. Walters, Keith. *Everything’s An Argument*. New York: Bedford / St. Martin’s. 2007.

Shea, Renee H., Scanlon, Lawrence. Aufses, Robin Dissin. *The Language of Composition*. New York: Bedford / St Martin’s, 2008.

You will occasionally be required to bring to class printed copies of selections from online sources, including major newspapers and magazines such as *The New York Times*, *The Washington Post*, and *The New Yorker,* etc., and speeches from americanrhetoric.com. If you do not have access to a printer at home, you must PLAN AHEAD and make time to visit a computer lab or the media center BEFORE class. If you arrive to class late because you are printing, you will not be excused.

1. **Vocabulary Acquisition:** There are many terms we use in our discussion of texts in AP Lang that might be new to you, some of which you will see on the exam (none of which you must be able to read verbatim the definition). In an effort to prepare you, you will be given a short list of new terms to learn in quarter one. A summative assignment will be given to test your ability to identify and analyze how these terms are used in action.
2. **Portfolios:** Save all handwritten assignments for this course in a binder and bring it to class daily. You will keep a writing log each semester to reflect on your strengths, chart your progress, and set writing goals.*All longer, electronic pieces of writing should be uploaded to a Google folder on your Google drive, and shared with Ms. Mauer. Saved as AP Lang (Your Name) for easy retrieval/review.*
3. **Socratic Seminars and Class Debates:** You will be required to participate in both. Failure to do so will earn you a failing grade for the assignment. English language course expectations and college course expectations require public speaking.
4. **COURSE OBJECTIVES:**

As per the AP Lang guidelines set forth by the College Board\*, you will be able to do the following at the completion of this year-long course:

* Analyze and interpret writing for rhetorical strategies
* Apply strategies to strengthen your own writing
* Create and sustain arguments based on readings, research, and personal experience
* Produce expository, analytical and argumentative compositions that introduce a complex central idea and develop it with appropriate evidence drawn from primary and/or secondary sources
* Demonstrate mastery of MLA documentation style
* Use effectively the stages of the writing process to revise your writing
* Revise a work to make it suitable for a different audience
* Analyze an image or video as text
* Evaluate and incorporate reference documents into researched papers

\*Course objectives adapted from www.collegeboard.apcentral.com\

*Note: All students are expected to take the AP Exam on May 13 at 8 a.m.*

1. **Staying Informed with msmauer.com:** Information about projects, assignments, homework, and links to sources, etc., will be on my website. **Grading questions should be addressed directly to the instructor by the student privately, not during class.** It is expected in a college level course that students will speak directly with their instructor as the first means of communication. Students should plan to do so at lunch or after school, not during class or as class is starting. Developing a positive working relationship with your instructor is an integral part of being successful in a college level course. If you are absent, it is expected that you will check my website and reach out to peers.
2. **Absences:** Attendance is mandatory for success in this class. Please email me if there is an issue. If a student is absent on the day the assignment is due and the student had knowledge of the assignment, the assignment is due on the day the student returns to class. I allow students to make up missed assignments equal to the number of days of the legitimate absence. Failure to complete work in the allotted time will result in a failing grade for all missing assignments. I will follow MCPS expectations for attendance.
3. **REQUIRED COURSE MATERIALS:   
   You will need the following on a daily basis:**

* Several blue and black pens (required for timed essays) and pencils
* At least one yellow highlighter and college-ruled paper
* A three-pronged folder for the AP Reference Guide I will provide **(Due by end of 1st week)**
* A copy of the text we are reading (most will be assigned to you)
* An organization system that works for you, that allows you to keep all AP Lang course material in one place so you may reference it as needed and a calendar plan for

for tracking assignments

1. **Submitting Work on Time:** All homework that is assigned with a one-day turn around may be hand written in blue or black ink. Homework that is late will not receive credit. For your work to be considered on time, it must be handed to the teacher at the beginning of the class on the day it is due. **Late work includes coming to class with your work on a flash drive or saved online, ready for printing.**
2. **Tardy Policy:**All students are expected to be seated (ready to work--pen and paper out) and have all tech devices turned off and put away (out of sight) when the bell rings. Students will be held accountable for unexcused absences based on MCPS policy. Multiple unexcused absences may prevent a student from earning credit for the course. **You are tardy if you are walking in the room when the bell is ringing. No excuses.**
3. **Editing/Formatting:** If your paper has many errors that you could have easily been caught with spell check, a final close reading, etc., this will impact your final grade on the assignment. All formal papers must be typed in 12 pt. Calibri font, double-spaced, with standard margins and a proper MLA-formatted heading in the UPPER LEFT.  If your paper does not follow this format, it will not be accepted.

**IX. Grading:** If you do not put forth a good faith effort on an assignment, you will earn a 0.

The deadline will always be one day after the due date, but not all assignments can be turned in late. An “X” in place of a grade means that the assignment was **excused.** A “Z” in place of a grade indicates that the assignment was **never received but can still be turned in** for a grade.

If there is a “0” in place of a grade, the assignment was **never received or did not meet basic requirements** and may not be turned in or redone for a new grade.

In order to indicate specifics about certain assignments numerical codes will be added to number grades.

* 1. “.01” at the end of a grade indicates that the 50% rule has been applied.
  2. “.02” at the end of a grade indicates that the assignment was turned in late, and a 10% penalty was applied.
  3. “.03” at the end of a grade indicates that a new grade was recorded after a retake.

**CODE OF ACADEMIC INTEGRITY:  
AEHS values academic integrity** and does not permit any form of dishonesty or deception that unfairly, improperly, or illegally enhances a grade on an assignment or course grade. Any plagiarized assignments will earn a zero. There will be no opportunities for reassessment. Parents, guardians, and the school administration will be notified, and a formal incident report will be added to your permanent *MyMCPS* student communication log.

**Out-of-class typed work:** Projects and essays are due at the beginning of class on the day the assignment is due. Unless otherwise noted, the deadline will be the day after the due date. A paper copy of all essays is required. All typed essays must be submitted to Turnitin.com by the due date for full credit. Papers not submitted to Turnitin.com will not be eligible for a grade.

**Late work:** See county policy as outlined on the MCPS website. MLA formatting, documentation, and embedding must be followed for each and every assignment submitted--even for handwritten homework *and* classwork.

**Tech devices:** Cell phones should be silenced and put away during class. You may not charge them during class, take pictures, or record in class.

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Please review this syllabus carefully and share with your parent/guardian. Please complete the signature sheet provided separately and return it to Ms. Mauer no later than Friday, September 6, 2019.

***AP LANG  
MS. MAUER  
FALL 2019***

*Read the syllabus carefully and then discuss it/show it to your parent or guardian. Complete this sheet and submit it AFTER your parent or guardian has read the syllabus and has signed and dated below. Provide it to Ms. Mauer no later than Friday, September 6.*

***I have read and understand the course expectations as outlined in the AP Language and Composition course syllabus. I have shared these expectations and the syllabus with my parent or guardian and they understand the expectations.***

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| **Student’s Name (printed):**  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Class period: \_\_\_\_\_\_**  **Signed: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_** |

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| **The following two students will be my peer contacts when I am absent and need information about what I missed in class. I have multiple ways to reach them:**  **Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |

**Parent/guardian name (printed): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Signed by parent/guardian: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Relationship to student: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**