*Dear Warrior students and parents,*

*Welcome back to our 2023-24 school year!* ***AP Language and Composition*** *is a rigorous class that analyzes complex texts for the* ***BIG 4: 1) rhetorical situation, 2) claims/evidence, 3) reasoning/organization, and 4) style.***Review **commonsense.org** for content warnings.  *Please reach out anytime if you have any questions or concerns. –Ms. Zocchi*

**Bring to Class**

* Chromebook (charged)
* Notebook
* Folder for homework (don’t forget the HW!)
* Pens or pencils (highlighters are helpful)
* Free choice novel or class novel

**Assignments and Grades**

* Canvas (check daily)
* Aeries grade book (check weekly)

| Classwork/homework | 40% |
| --- | --- |
| Assessment (Essay, tests) | 50% |
| Participation | 10% |

**Homework**

Most homework is due the next day assigned. Any work not completed in class is homework. Essays and projects started in class must be completed at home. Please check Canvas weekly as well as Aeries.

**Free Choice Reading**

Throughout the year, independent reading is encouraged. Books from home, the library, or my classroom are allowed. Please note that students must research free-choice novels for sensitive content. Try **commonsense.org** to see if you and your family approve.

**Cheating and Plagiarism and Artificial Intelligence**

Students will receive **ZEROS for cheating** on tests, copying HW, or using internet responses or Artificial Intelligence. Canvas flags for plagiarism and AI (including ChatGPT, Bard, purchased essays, and other AI usage). We might use BARD for feedback, but students must draft and work with integrity.

**Cell Phone Policy**

* DNHS phone policy is “Off and Away.”
* One warning to put it away
* Second warning, on my desk or lockbox
* Third warning, contact home, and admin

**Classroom Expectations**

* **NO FOOD, canned drinks, Dutch Bros, etc**
* Be respectful (especially with opposing views)
* Be prepared (Chromebooks, supplies, etc)
* Be work ready (on time, cell phone off and away)
* No Backpacks (sling bags and small purses okay)

**Behavior**

* Non-Verbal / Proximity Redirect
* Step outside the classroom to Redirect
* Referral to admin for review of expectations
* Call or email home for support

*\*\*****Some struggle with emotions when personal or political topics enter discussion and argument processes.*** *We will respect all viewpoints by listening and asking questions, NOT by insulting, condemning, condescending, or otherwise unkind discourse.* ***Respect is essential.*** *The AP exam requires both sides of every argument, so we will address multiple views.*

**Texts:**

*Students will read a variety of non-fiction texts that provide rigor, depth, and high interest that may come from the news, advertisement, and social media, as well as excerpts from:* ***Martin Luther King Jr. -*** *"Letters from the Birmingham Jail”,* ***Abraham Lincoln -*** *The Gettysburg Address,* ***Susan B. Anthony*** *- "Women's Right to Vote",* ***John F. Kennedy -*** *Inaugural Address,* ***Malala Yousafzai*** *- United Nations Address,* ***Ralph Waldo Emerson's*** *"Self-Reliance",* ***George Orwell -*** *"Politics and the English Language",* ***Virginia Woolf -****"A Room of One's Own",* ***Frederick Douglass -"Narrative of the Life of Frederick Douglass", bell hooks -***  *"Talking Back",* ***Margaret Atwood -*** *"Spotty-Handed Villainesses",* ***Jonathan Swift -*** *"A Modest Proposal",* ***Zora Neale Hurston -*** *"How It Feels to Be Colored Me."*

***Classics:*** We may get through entire novels and plays, but some might be cut short because this course is primarily based on non-fiction. ***Macbeth, The Crucible, The Great Gatsby,*** and ***The Things They Carried.*** These texts include mature content (war, murder, domestic violence, language, animal cruelty, etc.)

**The Course at a Glance:**

**Unit 1: Introduction to Rhetorical Analysis**

* + Rhetoric situations (audience, purpose, setting)
  + Rhetorical appeals (ethos, pathos, logos)
  + Rhetorical devices (imagery, tone, diction, syntax)

**Unit 2: Argument and Persuasion**

* + Defensible thesis with effective support
  + Persuasive evidence in a logical order
  + Defensible claims with strategic evidence

**Unit 3: Synthesis and Research**

* + Logical commentary connecting to evidence
  + Essay patterns to lines of reasoning
  + Plagiarism, citation, and embedding evidence

**Unit 4: Introductions and Conclusions, and Patterns**

* + Variety of introductions for engagement
  + Political speeches and social commentary
  + Visual rhetoric (ads, images, infographics)

**Unit 5: Writing Workshop and Peer Review**

* + Peer review strategies for essays.
  + Revising and editing for clarity and coherence.
  + Polishing writing style and voice.

**Unit 6: Mock Exam Preparation**

* + Timed writing practice under exam conditions
  + Multiple-choice practice with AP-style questions
  + Reviewing strategies for time management

**Unit 7: Argumentation in Action**

* + Analyze contemporary issues and debates
  + Write arguments based on real-world situations
  + Engage ***respectfully***  in debates and discussions

**Unit 8: Final Review and Exam Preparation**

* + Review key concepts and strategies.
  + Practice with full-length practice exams.
  + Finalize test-taking techniques

**Each grading period we will complete the following activities:**

**Socratic Seminars** - Students will annotate a text and discuss the arguments, audience, purpose, and modern-day views

Writing - both timed and extended short responses, essays, drafts, peer edits, and writing conferences. Each student will lead a Socratic seminar with text-based questions and inquiry-driven discussion. We will not debate issues or topics but elaborate and summarize both sides of arguments and debatable issues.

**Weekly Activities (subject to change order)**

**Mondays** - FICTIONAL NOVELS (or free choice) discussions/activities

**Tuesdays** - NON-FICTION TEXTS AND EXCERPTS and real-world examples (analysis)

**Wednesdays** - TESTS quizzes, tests, AP multiple choice practice

**Thursdays** - WRITE timed writing (paragraphs, essays, journals, and peer feedback)

**Fridays -** NUTS and BOLTS: vocabulary, grammar, syntax (define, identify, and exemplify)

**Participation and Absences:**

Students will receive a grade on participation that includes the following:

* **Engaging with content** with evidence (annotation, discussion, practice exams)
* **Preparing for class** (arrives on time, maintains supplies, completes homework)
* **Attending regularly** (prepares for planned absences, communicates during long illnesses)

*If something is assigned before a student is absent, it is due upon returning, especially regular assignments, quizzes and essays,* ***unless*** *severe illness prevented studying a completion. Communication is KEY, both in work and academics, so this is a skill we build. Late work after 2 weeks will not be accepted in general.*

-------------------------------------------------------------CUT--------------------------------------------------------------------

Return by September 15th. I have read through this syllabus and understand our class expectations. This is **also permission to view video clips of the listed** speeches, historical documentaries, and classic literature.

PRINT Student Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Student Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

PRINT Parent/Guardian:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Parent/Guardian Signature:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_