

2016-2017

# AP ENGLISH LANGUAGE AND COMPOSITION SYLLABUS

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MR. TSUYUKI

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## Course Overview

The purpose of this course is to develop your ability to read, write, speak, and think effectively at a mature college level and beyond. It will adhere to the guidelines set by the College Board's Advanced Placement Course Description and prepare you to score highly on the AP Exam, receive Advanced Placement, and earn college credit where applicable. While there will be *some* attention paid to fiction and poetry, the majority of readings will be non-fiction. For all material, the emphasis will be on understanding authors' rhetorical and linguistic strategies, effects, and choices as opposed to gaining an overarching comprehension of their place in the literary canon. We will use the summer reading, "Consider the Lobster" (David Foster Wallace), as a foundational text in introducing many of the rhetorical terms and analysis skills of the year. For all material, the emphasis will be on understanding authors' rhetorical and linguistic strategies, effects, and choices.

The course will be broken into six major units that reflect the make-up of the AP Language and Composition Exam: rhetorical analysis, argumentative analysis, multiple choice / mock exam preparation, synthesis, timed writing, and a narrative unit at the end of the year. Though each unit will have a primary focus, elements of the others will blend in during each unit. For example, there will be ample rhetorical analysis while studying expository techniques and plenty of synthesizing when focusing on argument. Units will cover a variety of subjects but will all focus on an element of American life including but not limited to religion, politics, the media, art, literature, popular culture, and history. Each unit will inform the subsequent unit: for example, you will develop your analytical skills during the Rhetorical Analysis unit in order to report, analyze, evaluate, and synthesize during the Synthesis/Exposition unit as a means to composing sophisticated arguments during the Argument Unit. By the end of the year this work will evolve into a complex study of narrative techniques where you analyze and evaluate rhetorical and linguistic strategies and put them into practice in your own autobiographical writing during a Narrative unit. Throughout the entire year, you will develop close-reading strategies that will enhance your ability to analyze and evaluate authorial style. You will practice short, informal journal writing to develop awareness of your own cognitive processes and apply them to long, formal essay writing that moves beyond the limiting format of the 5-paragraph essay. You will develop research skills that enable you to evaluate primary and secondary sources as a means to synthesize information, and, during the argumentative analysis unit, present an argument of your own. You will study visual images and graphics via visual art, theatre, dance, photography, film, video, television, and political cartoons to supplement your study of analysis, exposition, argument, and narrative. You will receive, throughout the entire year, intensive practice in grammar, sentence structure, vocabulary, and rhetorical strategies to improve your written and verbal skills.

Since this is an advanced placement course, the demands on you will be greater than in other courses. The reading material will be more challenging and of a higher quantity, and the writing will be more extensive. A minimum of five hours per week of homework can be expected with numerous projects that will exceed that amount. A working competence in writing mechanics will be expected since this course is designed to take you beyond the formats you've developed in previous years.

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### GRADING WEIGHTS AND CATEGORIES

35%	Essays (Take-home)/Extended Writing
25%	On-Demand Writing (Timed) & Quizzes
25%	Classwork/Homework
10%	Oral and Visual Presentations
5%	Participation
	NOTE: <u>Late assignments</u> will be deducted 50% of the assignment's value.

### GRADING SCALE

A+	100-98	D+	69-67
A	97-94	D	66-64
A-	93-90	D-	63-60
B+	89-87	F	59-99-0
B	86-84		
B-	83-80		
C+	79-77		
C	76-74		
C-	73-70		

**Essays (35%):**

These are the most valuable assignments. You will receive ample practice and preparation both inside and outside of class to score well. There will be at least 2 major essays assigned per unit. For each, there will be at least three drafts composed that will be edited by both your peers and me at separate stages. You will receive specific instruction on the writing and editing process, particularly how to develop a solid organizational structure, controlling perspective, clear assertions followed by development and/or textual support, precise MLA citations where applicable, an understanding of your audience, a variety of sentence types, a wide-ranging vocabulary, and an overall fluency using techniques like parallelism, repetition, and emphasis with graceful transitions between ideas. The goal is to move beyond the 5-paragraph format into a more mature, elaborate style. The topics will vary in accordance with the unit we're studying. There will be expository and analytical essays, persuasive essays that will incorporate elaborate research from both primary and secondary sources synthesized into a clear position, and autobiographical narrative essays that will address a topic or question related to the subject we are covering.

**AP Practice Tests and Quizzes (25%):**

With every unit, students will be required to take on-demand assessments that correspond with the unit of study. These tests will progressively become more challenging as we work towards the actual test in May. They are designed to familiarize students in a scaffold, the four types of assessments found on the AP exam.

**Classwork/Homework (25%):**

Most homework assigned will be completing work begun in class. That said, it's wise to use class time efficiently so as to minimize homework loads.

**Oral and Visual Presentations (10%):**

Using the same rhetorical and linguistic strategies you will have been developing for your essays, you will present at least two oral presentations that effectively use visual aids (e.g. Powerpoint, video, Prezi, or posters) to support your assertions. At least one of the projects must be the creation of a documentary-style video in and out of the classroom that employs the research, organizational, and rhetorical skills used in the essays. The study of visual and graphic images will act as a guide for you in the construction of your own project.

**Participation (5%):**

Being an active learner in class will not only earn you all 5% of this score, but you will walk away with having learned so much more. In order to achieve this, you must show up on time, participate, and often more importantly, ask thought-provoking questions.

**Extra Credit:**

Under most circumstances, there are no extra credit assignments offered, but additional credit can be earned by revising any writing assignment based on comments and instruction I have provided.

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## PROCEDURES FOR SUCCESS:

**Email Address:**

Every student is given a DHS email account. In this class, however, you will be using Google Drive for the majority of your assignments. Therefore, it is imperative that you create an account specifically for this course by the first week of school. (Please keep email addresses respectful and "clean").

**o REQUIRED MATERIALS**

- Laptop *and* Charger
- Pen, Pencil, Highlighter (3 colors)
- Lined Paper (25+ sheets)
- Agenda (every student of mine will have an agenda, one they may use for ALL of their classes)
- Binder (with tabs and all handouts of the semester)

**o ENTERING CLASSROOM**

- Take your seat quickly and quietly.
- There will be always be an agenda on the board when you walk in. Write/type this into your notes, including the WHAT, WHY, HOW of the day.
- Make sure to have all required materials (see "required materials" above)
- Tuck your backpack under your chair or desk. There should be nothing in the aisles between desks or on top of desks.

**o The "LOUNGE" (AREA WITH THE COUCH)**

- STAY AWAY – Consider the brown carpet to be a bed of hot lava, and you have sensitive baby feet. This area is reserved. Consider it VIP, and unless you're on the list, you 'aint gettin' in. P.S. it is purposefully there so you don't touch my thermostat. I control the weather in my class, and on most days, I like it to feel like an overcast morning in June.

**o TARDIES**

- This is not like a party where you want to arrive late to look cool. Tardies are not to be desired. I will mark you late, no mercy. If you are tardy, take your seat quietly and quickly begin to work. Discipline: 3+ tardies = detention, 6+ tardies = late-start detention, 9+ tardies = Saturday school (I will call home if I need to give you detention).
- Do not: drop off your bags, go to the bathroom, and expect NOT to get marked tardy. Unless you have to go “number 2,” please take care of your bathroom needs during passing period. It doesn’t take *that* long.
- o **CLASS DISMISSAL**
  - I dismiss class. Do not pack up until instructed. #petpeeve.
  - Return any materials to proper place and leave the classroom looking nicer than when you arrived.
- o **TEXTBOOKS**
  - Students will have access to a classroom set of textbooks as well as a book at home. All students will sign a book loan agreement if a textbook is taken home.
- o **HOMEWORK**
  - You are responsible for completing all homework by the next date unless otherwise noted. Many of you have study table as a course, of which you should take advantage to return home homework-free.
- o **LATE WORK**
  - Unless I specifically state otherwise, late work will be accepted for NO MORE THAN HALF CREDIT (-50%). You may not make up late work if your absence is not excused.
- o **ABSENCES**
  - The student is responsible for completing missed assignments – work will be placed in the “Absent/Make-up file cabinet. Before coming to me with questions, please ask a peer. I will be reinforcing this throughout the year.
- o **BATHROOM**
  - Do not ask me on a regular basis to use the restroom. If asked within the first 15 minutes of class, I will say “no.”
- o **CLASS DISCUSSIONS**
  - “Voice” = Speak loud enough for the whole class to hear you
  - “Look” = eyes on the speaker
  - “Listen” = listen and be prepared to paraphrase the speaker’s response.
  - “Like a scholar” = Use complete sentences when speaking and writing.
- o **FOOD**
  - ABSOLUTELY NO FOOD, GUM, or CANDY in my class. You may bring bottled drinks (with a cap).
- o **ELECTRONICS**
  - Unless we’re doing an activity that requires a phone or other handheld device, it must be put away. ***I will confiscate anything I see out, whether you’re using it or not. \*\*do not ask to charge your cell phone during my class.***
- o **MLA**

MLA headings are required on EVERY SINGLE paper. The format is as follows:

  - Your name (Joe Dirt)
  - Teachers Name (Mr. Tsuyuki)
  - Class (English 11)
  - Day Month Year (24 August 2015)

\*Other class guidelines and rules are up to the discretion of the teacher.

### **Academic Integrity**

All students are expected to act with respect towards themselves and others. They must bring responsibility and integrity each and everyday to create and maintain an environment in which all can succeed through the fruits of their own effort. Academic integrity includes a commitment to not engage or tolerate acts of falsification, misrepresentation, or deception. Such acts of dishonesty include cheating or copying, plagiarizing, using Internet sources without citation, facilitating other students’ acts of academic dishonesty etc. Note: whether it is intentional or not, failing to give credit to another writer’s words or ideas is considered plagiarism, so be sure to always use quotation marks and cite your sources. If ever you are unsure about whether or not to cite, please don’t hesitate to ask me.

Academic integrity is taken very seriously in my class and academic dishonesty (cheating/plagiarism) will not be tolerated. If a student breaches academic integrity, the following actions will follow: student will receive an F on the assignment (with no option to resubmit the assignment), parent/guardian will be notified, and a referral will be submitted to the school administration.



[Please complete and return this form to  
Mr. Tsuyuki by Wednesday, August 19, 2016]

**Mr. Tsuyuki**  
**AP English Language and Composition: Duarte High School 2016-2017**

We, the undersigned student and parent/guardian, have read and fully understand the expectations and requirements of this course. Further, we pledge to work closely with Mr. Tsuyuki and the DHS community in hopes of mastering the expectations of this course.

Student Name (PRINT): \_\_\_\_\_

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

Student Gmail Address: \_\_\_\_\_

Parent/Guardian Name (PRINT): \_\_\_\_\_

Parent/Guardian Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Phone Number: \_\_\_\_\_ Best time to be reached: \_\_\_\_\_

Parent/Guardian e-mail address: \_\_\_\_\_  
(this allows me to easily update you on important due dates, progress, etc.)

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