

**MVLA
2019-20
COURSE INFORMATION SHEET**

Course Title: Advanced Placement English Language and Composition

School: Mountain View High School

UC/CSU requirement: Required

Textbook and/or other learning resources: Various non-fiction essays and articles, Cliffs Notes AP English Language and Composition Prep book, *Zeitoun*, and *Brave New World*

Student Learning Outcomes:

Course Description:

In this demanding college-level course, students will learn to write rhetorical analysis, argument and synthesis essays. Heavy emphasis will also be placed on developing independent thinking and on learning to support an argument with evidence in writing and in discussion. Practice timed writings will help prepare students to take the AP test.

Expected Learning Results:

1. **Critical Thinking:** Demonstrate knowledge and understanding of the expository essay with proficiency in the following skills: analyzing styles of diverse writers, composing and revising original expository writings.
2. **Communication Skills:** Communicate an abstract idea or theme in written and such spoken forms as Socratic discussions, extemporaneous and prepared speeches, classroom conversation and discussion, develop and demonstrate a range of listening skills from quiet respect for others to the ability to question, interpret, and apply information given.
3. **Know How to Learn:** Develop study skills by brainstorming and outlining topics before writing essays. Annotating texts, maintaining class notebooks, and seeking assistance from teacher and tutorial center.
4. **Problem Solving Skills:** Sharpen problem solving skills by answering difficult essential questions through the synthesis of text, personal experience, personal interaction and knowledge of current world affairs.
5. **Creative Skills:** Learn to work with a wide variety of texts and people on a highly varied menu of individual and group activities, develop personal writer's voice.

Assessment and Grading ([BP 5121](#) / [AR 5121](#)): To ensure that every student has an equal opportunity to demonstrate their learning, the course instructors implement aligned grading practices and common assessments with the same frequency.

1. Grading categories and their percentage weights:

Grade categories: Semester letter grades will be determined from formal assessments of a student's proficiency in the following subject area standards:

25%	Writing
25%	Reading
25%	Listening/Speaking
15%	Academic Language
10%	Work Habits

2. Achievement evidence collected within each grading category:

Writing - Timed writes and process pieces

Reading - Reading assessment, Multiple Choice exams

Listening/Speaking - Socratic Seminars, Listening Evaluations, Group Work, Pair-Shares

Academic Language - Through writing assessments

Work Habits - Unit Work, Materials, Checks

3. Grading scales:

Skill Level	Letter Grade Equivalent	Numerical Score for each Assignment in Gradebook
Advanced+	A+	5
Advanced	A	4.5
Advanced-	A-	4.25
Proficient+	B+	3.85
Proficient	B	3.5
Proficient-	B-	3.25
Basic+	C+	2.85
Basic	C	2.5
Basic-	C-	2.25
Below Basic+	D+	1.85
Below Basic	D	1.5
Below Basic-	D-	1.25
Far Below Basic	F	0.5
Missing or Incomplete	I	0

Final marks for each category will be determined through trending. This means, instead of averaging all scores, we will be looking for a pattern of improvement throughout the semester as you practice and hone the skills we will be working on in class. Your final marks will reflect your highest consistently demonstrated score in each category.

4. Homework/outside of class practices ([AR 6154](#)):

Students can expect a minimum of 35 focused minutes per night of homework. Typical homework assignments may take the form of reading with careful annotations or a short writing assignment. It is essential that students spend quality time focused on their homework as it serves as a foundation to deepen their learning in class.

5. Excused absence make up practices ([Education Code 48205\(b\)](#)):

Students can make up any class work or homework by checking assignments on the teacher's webpage, downloading documents and completing work. To clarify assignments, students should check Google Classroom, check with classmates, and the teacher.

6. Academic integrity violation practices ([LAHS Academic Integrity Policy](#) / [MVHS Academic Integrity Policy](#)):

The Board expects that students will not cheat, lie, plagiarize or commit other acts of academic dishonesty. Examples of cheating include: anyone who copies another's work or turns in someone else's ideas as his or her own, collaboration with another student or students could be considered cheating if students are expected to complete an assignment independently, copying homework, allowing someone else to copy your work, plagiarism, copying or allowing others to copy from another's exam, improperly obtaining and/or using tests, questions, or answer keys, using unauthorized notes/materials or electronic equipment (calculators, cell phones, etc.), with greater access to the Internet and electronic sources, students need to be very clear about their responsibilities in using these tools with integrity. Check with your teachers if you are unsure or unclear about his/her expectations regarding the use of the Internet. [MVHS Academic Integrity Policy](#)

7. Late work practices:

Turning work in on time is highly recommended as it affords time for teacher feedback and student revision work. On-time assignments result in more learning and higher grades because students have the opportunity to practice skills and can use or expand on what is learned from homework in class. Additionally, on-time work allows students to stay up to date on content that is used in class discussions. Students are permitted to turn in late work for proficiency grades but will be marked down in the "Work Habits" category of the grade book and these cannot be made up.

8. Revision practices:

Because making and correcting mistakes is part of any learning process, students are encouraged to take advantage of the teacher's revision opportunities. Students may revise most assessments in an attempt to achieve higher proficiency. Please speak to the instructor for specific revision and retake guidelines as they vary depending on the assessment.

9. Extra credit practices: None

10. Additional grading practices: NA

Instructors' email addresses:

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Additional information: