

# AP LANGUAGE AND COMPOSITION

## COURSE SYLLABUS 2025



**INSTRUCTOR:** Joy Donny

### TEACHER AVAILABILITY AND PARENT/STUDENT CONTACT

Please feel free to contact me by the methods listed below:

**EMAIL:** [jdonny@puhsd.k12.ca.us](mailto:jdonny@puhsd.k12.ca.us) - I check this often and it is generally the best way to reach me.

**PHONE NUMBER:** 916-652-7243 ext. 1804

**CLASSROOM:** 804

**NOTE:** I will be available every day during Intervention. I am also available to meet with students for scheduled appointments or writing conferences.

### DEL ORO MISSION STATEMENT

Del Oro High School's mission is to create an atmosphere of excellence and integrity in a safe, supportive, and respectful environment where all students can engage in the learning process, apply knowledge, and contribute as responsible members of a global community.

### COURSE DESCRIPTION AND OBJECTIVES

AP English Language and Composition provides an opportunity for advanced high school students to pursue and receive credit for college-level coursework completed at the high school level. Accordingly, the rigors of the course are intended to be commensurate with introductory college-level rhetoric and composition courses. Students are being trained to be excellent critical thinkers, readers, analysts of language, effective writers and creative, cogent producers of argument. Students focus on the writing skills needed to be successful in the course and in their later college work. Students write effectively for a range of audiences and a variety of purposes, demonstrate mastery of the conventions of standard written language, and use the steps of the writing process as needed.

### ASSIGNMENTS/ASSESSMENTS

In order to achieve the goals set forth in the course description, students will read selected essays in the following modes of writing: description, narration, definition, process analysis, analysis/ division, cause and effect and comparison and contrast. Students will read such selected texts, practice annotation of text appropriate to the mode studied, participate in discussions led by the close reading of text, and practice writing in the modes studied. Students will also read selected pieces as arguments with the premise of "everything's an argument." These pieces will include nonfiction speeches, letters, essays, etc.. In this study of argument and persuasion, students will learn about such topics as emotional, logical and ethical appeals, and logical fallacies. Students will apply this knowledge when they write and deliver a persuasive speech on a student-chosen and teacher-approved topic. Throughout the course, students will apply critical thinking skills to weekly practice AP exams, alternating between multiple-choice and timed write.

### COURSE ESSENTIAL LEARNING OUTCOMES

The Governing Board believes that students' grades shall reflect student learning and directly measure student knowledge and skills in the content area. Grades shall be based on an instructional model called "mastery-learning". Mastery learning is founded on the belief that all students can learn when given the appropriate time and support. Decades of academic research has shown that mastery learning can raise academic achievement in all content areas, and can reduce high school drop-out rates.

Essential learning outcomes are the foundational knowledge and skills that students are expected to master.

ELOs align with approximate units of study. All assessments are scored using a rubric. ELOs are approximately addressed in the order that follows and weighted as indicated.

### **AP LANGUAGE AND COMPOSITION ESSENTIAL LEARNING OUTCOMES**

#### **Writing Rhetorical Analysis 25%:**

- ☐ Demonstrate an understanding of the rhetorical situation.
- ☐ Respond to the prompt with a defensible THESIS that analyzes the writer's rhetorical choices.
- ☐ Provide specific EVIDENCE to support all claims in a line of reasoning.
- ☐ Consistently provide COMMENTARY that:
  - ☐ Explains how the evidence supports a line of reasoning **AND**
  - ☐ Explains how multiple rhetorical choices in the passage contribute to the writer's argument, purpose, or message.
- ☐ Use appropriate grammar and punctuation in communicating your argument.

#### **Reading Rhetorical Analysis 10%:**

- ☐ Explain how writers' choices reflect the components of the rhetorical situation
- ☐ Explain how writers' stylistic choices contribute to the purpose of an argument.

#### **Writing Argument 25%:**

- ☐ Respond to the prompt with a THESIS that presents a defensible position
- ☐ Organize and support an argument using readings, observations, and experience in a line of reasoning composed of multiple supporting claims, each with adequate evidence that is clearly explained.
  - ☐ Provides specific EVIDENCE to support all claims in a line of reasoning **AND**
  - ☐ Consistently offers COMMENTARY that explains how the evidence supports a line of reasoning- focus on the importance of specific details to build an argument.
- ☐ Use appropriate grammar and punctuation in communicating your argument.

#### **Reading Argument 15% (combined with Reading Synthesis):**

- ☐ Identify and describe the claims and evidence of an argument.
- ☐ Describe the reasoning, organization, and development of an argument.
  - ☐ Evaluate the reasoning in historical, political, and legal texts.

**and / or**

- ☐ Analyze a speaker/author's background and/or point of view.
- ☐ Analyze the occasion and audience the speaker/author is speaking to and/or addressing.
- ☐ Analyze a speaker/author's purpose.
- ☐ Analyze a speaker/author's organizational structure.

#### **Writing Synthesis 25%:**

- ☐ Respond to the prompt with a THESIS that presents a defensible position.
- ☐ Provide specific EVIDENCE from at least three of the provided sources to support all claims in a line of reasoning:

- ☐ Consistently provide COMMENTARY that explains how the evidence supports a line of reasoning.
- ☐ Use appropriate grammar and punctuation in communicating my argument.

**Reading Synthesis 15% (combined with Reading Argument):**

- ☐ Analyze 3 or more visual (charts, graphs, pictures, cartoons, etc.) and written sources on a provided controversial, contemporary topic or issue.
- ☐ Identify key factors or issues related to the given topic or issue.
- ☐ Evaluate the importance or value of related factors or issues.
- ☐ Incorporate student thinking with the thinking of the authors / creators of the provided sources.
- ☐ CLE-1.M Consider, explain, and integrate others' arguments into one's own argument.

**PUHSD GRADING POLICIES**

- All student grades will be based on Essential Learning Outcomes.
- Grades will use a modified letter grade 100-point scale.
- All grades will only reflect student knowledge & skill.
- Grades will be based on required content, not non-academic extra credit.
- Students will have multiple (but not unlimited) opportunities to demonstrate learning. These may include retakes and redos (conditions may apply, such as attending intervention or completing prior missed assignments)

*The mastery learning model has four main components.*

1. Each course shall have ELO's (Essential Learning Objectives) which are specific, clearly defined, skills that are necessary for the student to demonstrate mastery in. These ELO's should be developed for each course and should be based on key local, state, or national education standards.
2. With the course ELO's in mind, the teachers develop instruction that maximizes student learning and performance.
3. During each educational unit, teachers assess every student to determine "mastery" (proficiency) of the Essential Learning Objectives.
4. If a student does not demonstrate mastery in one, or more, course ELO's they will receive an opportunity for re-learning, reteaching, tutoring, and the opportunity to demonstrate their new mastery of the ELO(s). The goal is for every student to demonstrate mastery in all of the ELOs.

Grade	Description
A <i>Advanced Mastery Demonstrated</i>	The student demonstrates extensive knowledge of content and understanding of course concepts, and applies highly developed skills and processes in a wide variety of contexts. In addition, the student demonstrates creative and critical thinking skills using perceptive analysis and evaluation. The student effectively communicates complex ideas and information.

B <i>Exceeding Minimum Mastery</i>	The student demonstrates thorough knowledge of content and understanding of course concepts, and applies well-developed skills and processes in a variety of contexts. In addition, the student demonstrates creative and critical thinking skills using analysis and evaluation. The student clearly communicates complex ideas and information.
C <i>Meeting Minimum Mastery</i>	The student demonstrates sound knowledge of content and understanding of course concepts, and applies skills and processes in a range of familiar contexts. In addition, the student demonstrates skills in selecting and integrating information and communicates relevant ideas in an appropriate manner. Student has successfully completed all of the required ELO's and has attained an overall grade average for a "C" grade.
D <i>Mastery not Met</i>	This grade is assigned to students who either initially receive an incomplete and fail to remediate their grade or when a student cannot or will not remediate the grade. The "D" grade is ONLY ASSIGNED AS A FINAL COURSE GRADE.
F <i>Mastery not Met</i>	The student has not yet demonstrated mastery in one, or more, of the course ELO's <u>or has not achieved an overall grade average for a "D" grade</u> . The student may not receive credit for the course but may have the opportunity to repeat the course (if possible).

- Students must attain a 70% score on each individual ELO to be considered to have passed that ELO. Furthermore, a student must have an average of 70% on all ELO's to receive a letter grade of "C" or higher in the course. During a semester ELO's that have not yet been assessed would not apply in the grade calculation.

## REDO POLICY

### SUMMATIVES AND RETAKES

To be successful in this course, you will need to practice critical reading, writing and thinking; therefore, my grading system is organized around this necessary skill-building with space for improvement, revision and learning.

For each essay type (rhetorical analysis, argument, and synthesis), students will be allowed to come in for a "second chance" essay. This means that they will be able to write a new essay to a different but comparable prompt. The higher scored essay will be reflected in the student's grade.

### OPTIONAL PRACTICE

As students progress in the course, they may choose to write practice essays. While these essays will not replace previously earned scores, they provide invaluable practice by exposing students to a broader range of prompts and cultivating rapid writing habits. I am happy to briefly review these with students and provide verbal feedback as well as sample essays.

### EXTRA CREDIT

There will be no extra credit work in AP English. Instead, there will be opportunities to practice, revise and gain mastery.

There will be a retroactive grade bump offered for passing the AP exam.

## **INCOMPLETE POLICY**

The Grading Policy may include an explanation of requirements for meeting the essential learning outcomes, how assessments will be graded, instructions for accessing grades, processes for incompletes, etc.

## **ABSENCES AND LATE WORK POLICY**

**NOTE:** most course materials and assignments are available on Canvas. Some materials and assignments may only be available in paper copy and will be distributed in class.

### **LATE WORK POLICY:**

1. If you are absent, plan on stopping by during Intervention or by appointment to make work up in a timely manner.
2. If you are absent for an in-class essay, you will always be able to make it up with an alternative prompt. However, writing with the rest of the class is most helpful when looking over your scored essay.
3. In the case of any process writing assessments, they are considered due on the due date, whether you are in class or not. If you run into any problems, be sure to contact me as soon as possible.

## **CLASSROOM DECORUM**

Citizenship in this class calls for the highest possible standards of civility and respect: for self, others, property and the learning process. All school and district rules and policies will be consistently upheld. Excellent decorum goes beyond being on time and quiet when required. An excellent student consistently makes substantial contributions to the learning community of our classroom. They have a generous, open attitude and contribute to others with their help, responsibility, and participation in both large and small groups. Essential to this mindset is the willingness to fail, practice/try again, be challenged, challenge others, accept that it is okay not to always know. It's okay to struggle *and* to learn.

## **TARDIES**

The Del Oro High School tardy policy outlined in the student handbook will be consistently enforced. Students should familiarize themselves with this policy.

## **ACADEMIC INTEGRITY POLICY**

Teachers, parents, and students all play an important role in creating an academic community that promotes the learning and ethical development of all Placer Union High School students. To help ensure the success of all our students during and after high school, PUHSD has an Academic Integrity Code governed by policies focused on educating all students on Academic Integrity. Academic dishonesty is contrary to the fundamental purpose of a school and proven violations will not be tolerated. Cheating is not open to interpretation by anyone other than the teacher of that class. Therefore, if a student has questions about what is acceptable conduct on any assignment, it is the student's and parent's responsibility to ask clarifying questions prior to the assignment being submitted for evaluation. Failure to uphold this responsibility could be considered a violation of the Academic Integrity Code which will be supported and tracked by the Administration.

### **ACADEMIC HONESTY:** Copy of Academic Integrity Policy 2025-2026

Trust is essential in a learning community and needs to be protected. Students cheating in any way must complete the particular assignment again. Instances of plagiarism will be referred to the Vice Principal without question.

## **CHROMEBOOKS**

Del Oro students check out a Google Chromebook from Del Oro's Library to use in conjunction with their student Google accounts. Students are expected to have their Chromebooks charged, regularly updated and ready to go for in class activities. Students will be referred to administration for inappropriate use of this resource, including:

- accessing, storing and/or spreading violent, demeaning and/or sexually explicit content
- cheating or other violations of Academic Integrity
- creating a distracting environment for academic work

### **DEL ORO HIGH SCHOOL'S TECHNOLOGY POLICY**

All electronic devices (cell phones, Chromebooks, tablets, etc.) are only to be used for academic purposes during instructional time as determined by the teacher. Inappropriate use may include text messaging, storing phone numbers, AirDropping, checking the time, taking a photo, playing a game, being on social media, etc. Student use of cell phones, or any other recording device, without the prior consent of the teacher may disrupt and impair the teaching process, and such use is prohibited and the student subject to disciplinary action. Electronic devices such as earbuds/AirPods must be taken out at the teacher's request to ensure students are attentive to the presented lesson. Misused cell phones/electronic devices will be confiscated and brought to the Assistant Principal.


[Del Oro Cell Phone Policy 2025](#)

### **TEXTS AND SUPPLEMENTAL MATERIALS FOR CLASS**

**TEXTS:** *The Language of Composition*, Shea, Scanlon & Aufses; *The Great Gatsby* by F. Scott Fitzgerald; selected college-level readings; student-chosen and teacher approved college-bound designated novels and nonfiction books.

In keeping with the college-level approach to the course, students are strongly encouraged to purchase their own copies of all supplemental novels so that they may write in and keep their books.

*\*\*Parents/Guardians should contact the teacher with any concerns regarding supplemental course materials. Supplemental articles and videos will be posted to Canvas whenever possible. Positive permission slips will be sent home for any videos/ films with a rating of PG-13 or higher.*

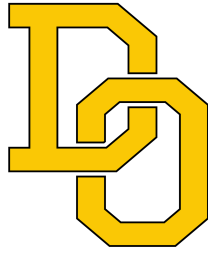
-  2025 Del Oro AP Language Course Materials
- Links to materials will be made available on Canvas during our course of study.

**NOTE:** Parents/guardians or students may request an alternative assignment for supplemental materials such as novels, non-fiction books, lectures, videos, articles, short stories, art, and other technologies by contacting the teacher.

### **DAILY PROCEDURES:**

- **Attendance:** Daily attendance is essential in this course; simply making up the assignments will not make up for student presence in class.
- Please be aware that I always write an agenda on the board as well as attempt to post all pertinent information to Canvas. It is your responsibility to be aware of your assignments.
- Students will need the required book(s), a three ring binder, binder paper, a hole-punched notebook, writing utensils, highlighters, chargers and their Chromebooks.
- **Bathroom Passes:** I value our time together and would prefer that you use the restroom during passing periods.

- Food and drink are allowed in the classroom as long as students clean up after themselves or the privilege will be lost.
- No cell phones unless allowed for specific assignments. I value our time together and devices can interfere with our ability to be really present in the moment.
- Per school policy, cell phones will be turned in to me prior to a student leaving class.



**ACADEMICS | ATHLETICS | ACTIVITIES**  
**STRIVE | INVITE | SERVE | RESPECT | CELEBRATE**

The Placer Union High School District (PUHSD) is committed to ensuring equal, fair, and meaningful access to employment and education services and provides equal access to the Boy Scouts and other designated youth groups. PUHSD prohibits discrimination, harassment (including sexual harassment), intimidation, or bullying in any employment practice, education program, or educational activity on the basis and/or association with a person or group with one or more of these actual or perceived characteristics of age, ancestry, color, ethnic group identification, gender, gender identity or expression, genetic information, immigration status, marital status, medical information, national origin, disability, parental status, political affiliation, pregnancy and related conditions, race, religion, retaliation, sex, sexual orientation, military or veterans status, homelessness, foster status, or any other basis prohibited by California state and federal nondiscrimination laws consistent with Education Code 200 and 220, Government Code 11135, and Title IX.

If you believe you have been subjected to discrimination, harassment (including sexual harassment), intimidation, or bullying you should contact Title IX Coordinator (Students) Steve Caminiti 13000 New Airport Road, Auburn, 530.886.4402, [scaminiti@puhsd.k12.ca.us](mailto:scaminiti@puhsd.k12.ca.us); Title II (Students) and Section 504 Coordinator Carrie Warda, [13000 New Airport Road, Auburn](mailto:cwarda@puhsd.k12.ca.us), 530.886.4443, [cwarda@puhsd.k12.ca.us](mailto:cwarda@puhsd.k12.ca.us); and/or Title IX and Title II Coordinator (Staff), Elena DalFavero [13000 New Airport Road, Auburn](mailto:edalfavero@puhsd.k12.ca.us), 530.886.4426, [edalfavero@puhsd.k12.ca.us](mailto:edalfavero@puhsd.k12.ca.us).