

Mrs. Rogers Video Introductions Link <https://youtu.be/AJzgr0N75t4>

Link to Microsoft Teams Virtual Meetings:

**Instructions:** Please scroll down to find the syllabus for your class. AP is the first syllabus. English I Honors is the second and Critical Thinking and Study Skills is the last.

## Syllabus A.P. Language and Composition Mrs. Rogers

### COURSE DESCRIPTION

The purpose of this course is to engage students in becoming skilled readers of prose written in a variety of periods, disciplines, and rhetorical contexts, and in becoming skilled writers who compose for a variety of purposes. Both their writing and their reading should make students aware of the interactions among a writer's purposes, audience expectations, and subjects as well as the way generic conventions and the resources of language contribute to effectiveness in writing (College Board Course Overview).

### GRADING

The point system is used in this class. These points are accumulated and changed into a percentage. From this percentage a letter grade is given based upon the Orange County scale:

- A = 90-100%
- B = 80-89%
- C = 70-79%
- D = 60-69%
- F = 0-59%

This course is designed for students to succeed. You are learning a process over the course of the year, and it is the end result that is more important than the pace at which you arrive. You will be taught in a step-by-step process that will make mastery of the subject very achievable if you constantly strive to improve. Students who attend regularly, complete all their reading, and make the adjustments to their work as recommended by the instructor will do very well in this class.

A.P. Language and Composition relies heavily on the understanding of essays for successful completion, and thus the reading and analysis of past AP exam essays is the primary focus of the class. Primary units include: Argumentation Essays, Style Analysis, Rhetorical Analysis, Document-Based Questions, and Essay Comparisons.

## **LITERATURE**

The literature assigned is an important component of the class. These works are used to build critical reading, thinking and analysis skills as well as serve as a foundation for the next AP class in the sequence—AP Literature and Composition.

The great majority of your homework in this class is completing the outside reading to participate in Socratic Questioning on the literary works. Understand that the grades associated with the outside readings are a significant part of your grade in the course.

It is recommended that students have their own copies of the assigned literature. However, the school textbook room has copies of the works if this is not possible.

## **SOCRATIC QUESTIONING- When we are all face to face or I figure out a good electronic means for accomplishing this.**

Critical thinking is developed through Socratic questioning. Students are expected to respond to questions to the best of their abilities. Completing the required readings on time is essential to have the background to answer most of the questions asked.

## **MATERIALS**

Laptop, pens (blue or black ink), paper, and a binder in which you can keep your daily work, assignments, and notes organized. We will discuss this as the year progresses.

## **HOMEWORK**

Homework requirements vary according to the unit being taught. You may have written assignments that you may need to complete at home. All literature will be completed outside of class. Due dates for literature are given well in advance to encourage time management.

## **STANDARDS**

- Typed essays and work until we all return to school and/or until the College Board announces plans for testing. Use blue or black ink only for in-class essays when the time is announced to do so.
- Neatness counts.
- Anything you do in the class should represent your best work.
- Head your papers properly with name, class, period, and date.
- If the assignment requires more than one sheet of paper, staple in the upper left corner.

## **WORK FOR OTHER CLASSES**

Everything we do in class has an educational purpose. Students should not be doing homework for another class during the instructional time in this class. Students should also not ask to be excused from this class to go complete work in another class. We will never ask you to miss another class to do work in this one, and expect the same respect in return.

## **ASSESSMENT CRITERIA**

Assessment is based upon the ability to support assertions in writing with specific, appropriate support. As new composition skills are learned, expectations gradually increase, until the final assignments are assessed based upon the actual reader's rubrics from the released AP exams.

Keep in mind that, as this class is a learning process, expectations will increase with each unit of study until students are fully prepared to take the AP exam in May 2021.

## **GOALS AND EXPECTATIONS**

- Come to class prepared to actively engage in learning
- Show self-motivation in the learning process
- Cooperate in group projects and assignments
- Serve as a positive role model
- Organize time and tasks effectively

## **CLASSROOM MANNERS**

When the teacher is in the front of the classroom, students need to understand that instruction is taking place. Anything that interrupts that instruction is unacceptable. Please use common sense.

- Do not get up to throw away trash during instruction.
- Do not get up to sharpen your pencil during instruction.
- Do not start a side conversation with your classmates while the teacher is answering another student's questions.
- Do not ask random, unrelated questions during instruction.
- Do not get up and move around the room or leave the room during instruction.

## **FOOD AND DRINK IN CLASS**

No food is allowed to be consumed in class at any time. Students may have bottled water, however.

## **TARDIES**

As per school policy, tardiness is not tolerated at Olympia High School and tardies will be dealt with according to the published discipline guidelines.

## **ATTENDANCE AND MAKE-UP WORK**

You will be responsible for obtaining and completing all assignments and information which you miss due to an absence. Attendance every day is vital for your growth and progress as a learner. Limit all absences to necessary and legitimate reasons. When you are absent it is your responsibility to get your assignments.

If you know you will be absent, we need to discuss the assignments you will miss and make arrangements. If you are going to be out for an extended time, you will want to call guidance and request homework. It is your responsibility to pick up

the assignments. In-class assignments will be made up when you return.

Students will be given class time at the earliest reasonable opportunity to make up any missed in-class assignments. All missing work is required to be made up at the earliest available opportunity offered by the instructor. Work that has not been completed within a reasonable time frame after a student's return will be given a zero.

### **PASSES**

Passes are very rarely given. The first 10 minutes of class and the last 10 minutes of class are the "freeze" period. During these times, no passes will be issued under any non-emergency circumstances.

### **LaunchEd@Home Specific Policies:**

**Daily Attendance** - Daily attendance will be taken via the web conference at the beginning of class. Students are expected to sign in on time as if they are attending class in person.

**Due Dates** - Due dates are set for a physical schedule, meaning things are "due" at the end of class on the day it is due.

**Web Conferencing** - It is expected that students have their video activated during web conferencing and that they are dressed appropriately for school as if they were attending face-to-face. Recording by students is not permitted. Students need to attend class digitally, as lectures will not be recorded.

**Daily Procedure**- At the beginning of our scheduled class, sign in to our Canvas Course, and access the conference for the day. Make sure your video is enabled and your display name is at least your first initial and last name for the first two weeks of class. If you have another name that you go by, let me know so I can adjust my personal roster. If you have a question, use the "raise your hand" option in the conference, or type it into the chat and I will address it when I can.

During class discussion or lecture, be prepared to be called on as if you were sitting in class. Make sure your video is enabled, and I will unmute microphones when asking you a question. If you have a question, use the "raise your hand" option or type it into the chat. In the event of a microphone issue, you can use the chat function to answer questions and I will provide you with some time to do so.

During independent work, you may stop sharing video but must keep the conference active unless told otherwise as I may draw the class back to the main group discussion or to share. If I do so, I will give students a few minutes warning that it is going to happen so students at home can reactivate their video.

**Content** - All chat conversations, video conversations, shared screens, presentations,

etc, should be focused and school appropriate. Students at home are held to the same standards of civility and engagement as students on campus. Remember that everything you do on a school computer or using your school accounts (like google, even in google hangouts) is subject to observation and monitoring by the school and district. These are not private accounts or private equipment and should be used solely for educational purposes.

**In the Case of a Shutdown - these policies and procedures will count for ALL students.** (Adapted from the work of Amanda Russo.)

### **CONTACTING THE INSTRUCTOR**

Mrs. [Rogers--Jennifer.rogers4@ocps.net](mailto:Rogers--Jennifer.rogers4@ocps.net) (Be sure to enter the “4” after my name. If you forget, I will not receive your message.)

Should you wish to schedule a parent conference an appointment can be arranged through the guidance department.

### **ACKNOWLEDGING THE SYLLABUS**

By marking the assignment as DONE you are acknowledging:

- You have read and discussed the syllabus for the AP English Language and Composition class with your parent or guardian and understand its contents.
- As a college preparatory course, readings and class discussions will cover a variety of thoughts, beliefs, and philosophies which may be illustrated through mature content and subject matter. “In an ongoing effort to recognize the widening cultural horizons of literary works written in English, the AP English Development Committee will consider and include diverse authors in the representative reading lists. Issues that might, from a specific cultural viewpoint, be considered controversial, including references to ethnicities, nationalities, religions, races, dialects, gender, or class, are often represented artistically in works of literature. The Development Committee is committed to careful review of such potentially controversial material. Still, recognizing the universal value of literary art that probes difficult and harsh life experiences and so deepens understanding, the committee emphasizes that fair representation of issues and peoples may occasionally include controversial material.” (College Board Course Overview). You understand that if for any reason you and/or your parent find the literary work objectionable due to its content you may contact the teacher and an alternative work will be assigned.
- You understand that this course is required for graduation and, as such, needs to be given priority in your daily routine.

## **SYLLABUS**

### **ENGLISH I HONORS**

#### **Mrs. Rogers**

Jennifer.rogers4@ocps.net  
407-905-6400

#### **Course Summary**

**Course Objectives:** The purpose of this course is to provide integrated educational experiences in the language arts including: reading, writing, listening, viewing, and speaking. The primary goals are threefold:

- To give students the skills they need to be proficient critical readers. Good readers are prepared for higher levels of learning and have the skills they need to find success in a variety of endeavors.
- To ensure that students have the reading and writing skills needed to master mandatory examinations.
- To assist students in developing the critical thinking skills required for success in higher level classes. This class should be considered a prerequisite for AP classes.

Course objectives will be accomplished through relevant classroom instruction, an intense focus on Close Reading, collaborative ventures, and a wide variety of writing opportunities. This approach will enable you to achieve success throughout high school and help to lay the foundation for success in your future endeavors.

**Content:** The content of this course is based on the standards articulated by the Language Arts Florida State Standards (LAFS) and will include, but not necessarily be limited to:

- Using reading strategies to construct meaning from informative and literary texts.
- Expanding vocabulary through reading, discussion, and systematic study.
- Writing that uses an established logical organizational pattern with supporting details that are substantial, specific, and relevant.
- Analyzing and comparing historically and culturally significant works of literature, identifying the relationships among the major genres (e.g. poetry, fiction, nonfiction, short story, dramatic literature, and essay) and the literary devices unique to each.

- Evaluating an author’s use of descriptive language (e.g. tone, irony, mood, imagery, pun, alliteration, allusion), figurative language (e.g. symbolism, metaphor, personification, hyperbole), common idioms, and mythological and literary allusions, and explain how they impact meaning in a variety of texts.
- Selecting and using appropriate technology tools to access information, and source material, in order to publish and present information on a variety of topics.

**Homework:** Critical thinking and analytical reading is the primary focus of this class. Often the homework will involve concentrated reading (close reading). Some of the homework is ongoing and the students will be given instructions at the beginning of the semester for assignments that will be a regular feature of each quarter.

**Vocabulary**--Students will have vocabulary specific to the standards for each quarter. Vocabulary acquisition will be emphasized through the content and the formal study of rhetoric. Appropriate assessments will be given for each quarter.

**Homework—Writing and Speaking:** Throughout the year, students will be responsible for a variety of different writings including speeches and presentations. Some of the homework for writing and speech may include any or all aspects of the writing process i.e. research, rough draft, editing, and publishing and rehearsing. Students will be taught to use the appropriate formatting for English documents. All formal essays must be typed in MLA format. Instruction on MLA will be given in class and can also be accessed via the internet. Computer literacy and formatting is part of the learning requirement for English I.

**Reading:** English I Honors students will read some novel length texts, a play, a series of selected short stories, and poems. In addition to literary texts, students will read a variety of non-fiction texts which will include timely articles, opinion pieces, seminal American documents and several speeches. **All students are expected to read every night.** A Reading Schedule will be given for longer works. The schedule will include due dates to encourage time management. Students will also be given in-class readings. As the readings are quite challenging, students will need to read the texts carefully. **Multiple readings are vital to success and students will be required to annotate and dialogue with the texts.**

**Please Note:** *Students in English I will be studying various texts for the purpose of analysis and interpretation. Some of the texts may contain explicit language and sensitive subject matter. All sensitive subject matter is approached respectfully and the focus is always on the literary merits of the text and its relevance to the lives of the students. Parents and/or students should contact me with any questions or concerns.*

**Composition:** Students will practice writing in a variety of formats. In-class writing assignments will be given several times a week and all students will work to develop proficiency in formal academic writing. Students will write a literary analysis paper with a clear thesis statement supported by quotations from the text and an argumentative essay with researched support.

**Grammar:** Students are expected to understand the foundational workings of language including; parts of speech, basic elements of sentence structure, correct punctuation and grammar. Students who require remediation will be directed to resources that will fit their specific needs.

**Class Contribution:** Proficiency in English is more than just the ability to read and write. Students must also learn to listen and speak in a variety of formal and informal settings. Any student expecting to be successful in English I must attend class every day. In addition to regular attendance, all students should:

- Actively participate in the discussion of reading assignments.
- Listen carefully during in class readings.
- Bring a positive attitude to class.
- Be willing to make mistakes.

**Quizzes:** Quizzes on the nightly readings will be given. The quizzes will include vocabulary questions from the assigned reading. Students are always expected to look up words they do not know in any reading assignment.

**Exams:** On announced dates during each term there will be written exams. Students will always be advised of the day, date, and material they will be tested on. I do not give “surprise” exams.

**Academic Integrity:** In accordance with Orange County Public Schools policy, academic dishonesty will result in a zero, and will be documented by a discipline referral. Examples can include, but are not limited to, plagiarism, cheating, and copying answers on assignments. Parents will be notified immediately.

**Materials Needed:**

1. Notebook paper
2. Blue, black and red pens and pencils.
3. Three different colored highlighters.
4. Laptop computer (charged and ready for use)

**Please Note: Students are expected to come to class with the appropriate materials. This includes their OCPS issued computer. Students are expected to charge the computer at home and to bring the computer and their charger to class every day.**

**Make-Up Work:** Any work missed due to an absence can be made up. When a student returns from an absence they will be given directions on how to retrieve the information (test, quiz, reading, discussion questions etc.) and the due date. To maintain academic integrity, make up tests and quizzes will be modified.

When no absence has occurred, students are expected to turn work in on the day it is due in the manner it was assigned. Learning to plan for and meet deadlines is a skill needed to live a successful life. Ample time is given for each assignment and students are expected to turn in all assignments on time.

**Punctuality:** I will strictly adhere to the Olympia High School tardy policy. Punctuality is a life skill students must learn. I will begin instruction when the period begins and I expect my students to be seated and ready to work when the bell rings.

### **Teacher/Parent Communication**

**Canvas and Skyward**—OCPS has adopted a single Learning Management System called Canvas. Canvas is used in school systems and colleges throughout the world. In Canvas, parents are able to observe their student's school lives. They have easy access to view the calendar, assignments, grades/feedback for work completed in Canvas and messages sent between students in Canvas. English I Honors will use a combination of paper and digital assignments. Because we have many distance learners, all assignments will be posted on Canvas.

Parents can contact me any time via email. Although most questions about grades and assignments can usually be answered by going to Canvas or Skyward, parents are always welcome to contact me any time via email. I always try to respond to any email within 24 hours. Please be sure to enter the number 4 after my name. There are several Jennifer Rogers who work for OCPS.

### **Teacher/Student Communication**

Students can always talk to me about specific concerns before school, after school and briefly before or after class. Students can also message me through Canvas or email me anytime and I will get back to them as quickly as possible.

### **Food and Drink In Class**

No Food is allowed to be consumed in class at any time. Students may have bottled water.

### **Cell Phone Policy**

All students have a laptop computer with internet access. There is no reason a student would need to use their cell phone during class time.

### **Passes**

Passes are very rarely given. The first 10 minutes of class and the last 10 minutes of class are the "freeze" periods. During these times, no passes will be issued under any non-emergency circumstances.

### **What I expect from my students**

I expect my students to be respectful and mannerly. I expect them to always give their best and to see mistakes as an integral part of the learning process. I expect my students to be kind to one another and to me. I expect my students to be awake, attentive, and ready to discover something new every day.

### **What you can expect from me**

I will provide an orderly, safe, and stimulating classroom environment. I will provide the necessary discipline to ensure that the subject can be taught and mastered without disruptions. I will consistently expect the best of my students and will in return always try to give them my best. I will provide appropriate motivational tools and will teach the required content.

### **LaunchEd@Home Specific Policies:**

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During class discussion or lecture, be prepared to be called on as if you were sitting in class. Make sure your video is enabled, and I will unmute microphones when asking you a question. If you have a question, use the “raise your hand” option or type it into the chat. In the event of a microphone issue, you can use the chat function to answer questions and I will provide you with some time to do so.

During independent work, you may stop sharing video but must keep the conference active unless told otherwise as I may draw the class back to the main group discussion or to share. If I do so, I will give students a few minutes warning that it is going to happen so students at home can reactivate their video.

**Content** - All chat conversations, video conversations, shared screens, presentations, etc, should be focused and school appropriate. Students at home are held to the same standards of civility and engagement as students on campus. Remember that everything you do on a school computer or using your school accounts (like google, even in google hangouts) is subject to observation and monitoring by the school and district. These are not private accounts or private equipment and should be used solely for educational purposes.

**CONTACTING THE INSTRUCTOR** Mrs. Rogers-- [Jennifer.rogers4@ocps.net](mailto:Jennifer.rogers4@ocps.net) (Be sure to enter the "4" after my name. If you forget, I will not receive your message.)

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## **Critical Thinking and Study Skills**

### **Media Literacy--Research/Criticism/Analysis Syllabus**

**Teacher Contact:** *jennifer.rogers4@ocps.net*

This semester long course is designed to help students develop an informed and critical understanding of the nature of an ever expanding and increasingly dominating mass media –as information sources, as entertainment, and as an industry–as well as to examine, interpret, and evaluate the messages contained within, and their social, cultural and political implications. This course exposes the student to the base complexities of media literacy, and will focus on: developing critical thinking skills, methods of analysis necessary to interpret media content and methods of critical writing appropriate to media analysis.

#### **Course Goals:**

- Understand how media messages create meaning
- Determine through research who created a particular media message
- Recognize what the media maker wants us to believe or do
- Analyze the rhetorical "tools of persuasion" used including the use of fallacious arguments.
- Recognize bias, spin, misinformation and lies
- Discover the part of the story that's not being told (omission)
- Evaluate media messages based on our own experiences, beliefs and values

#### **Learning Expectations**

- Come to class prepared to actively engage in learning
- Exhibit self-motivation in the learning process
- Organize time and tasks effectively

- Be open-minded and seek to find areas of agreement.

### **Food and Drink in Class**

No food is ever to be consumed in class. Bottled water is fine.

**Classroom Manners**-When the teacher is in the front of the room, students need to understand that instruction is taking place. Anything that interrupts instruction is unacceptable. Please use common sense.

- During discussions, maintain a civil tone and be respectful--even when you disagree.
- Do not start side conversations with your classmates while the teacher is answering another student's questions
- Do not ask random unrelated questions during instruction.
- Do not get up and move around the room or leave the room during instruction.

### **Passes**

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### **Attendance**

Daily attendance is vital for your growth and progress as a learner. Limit all absences to necessary and legitimate reasons. When you are absent it is your responsibility to get your assignments.

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