AP Language and Composition Syllabus

Course Description:

The AP Language & Composition course focuses on the study, analysis, and composition of effective rhetoric. This course is developed based on AP English language guidelines for students who are willing to participate in a college-level course during high school. AP students should expect to devote a lot of time and energy to complete rigorous coursework including reading and discussion assignments, extensive writing on myriad subjects and styles, revision (after teacher and peer-review), AP test preparation, vocabulary, use of rhetoric, collaborative language arts assignments, and reading/discussing one AP novel per month.

The purpose of the AP English Language and Composition course is to help cultivate the “reading and writing skills that students need for college success and intellectually responsible civic engagement” and to guide students to become “curious, critical, and responsive readers of diverse texts, and becoming flexible, reflective writers of texts addressed to diverse audiences for diverse purposes” (The College Board, AP English Course Description, Fall 2014, p. 11). Using rhetorical principles, students will learn how to become critical thinkers, and apply that knowledge to their writing by revising and improving their essays, as well as critiquing and editing peer essays. In addition, students will be required to thoroughly research relevant topics, synthesize information from a variety of sources, and document their knowledge in cogent well written reports using proper cite notations such as MLA or APA.

Course Assessments:

Formal Research Papers: Students will research topics of interest based on prior readings or current events and develop and support a thesis. Students will be required to submit a rough draft for peer editing, and a subsequent draft for individual assessment with the teacher before turning in the final research paper. Students will cite sources using a recognized editorial style (e.g., Modern Language Association (MLA), The Chicago Manual of Style, American Psychological Association (APA), etc.)

AP Rhetorical Analysis Essays: Students will be “required to attend to the pragmatic and stylistic choices writers make to achieve their purposes with particular audiences, or the effects these choices might have on multiple, even unintended audiences” (The College Board, AP English Course Description, Fall 2014, p. 18-19). Students will write and revise (after teacher and peer-review) rhetorical analysis essays that consider the context and occasion of a text and discuss its purpose. They will discuss how the interaction among speaker, audience, and subject affects the text, as well as discuss how appeals to ethos, pathos and logos are made and its overall effectiveness.

AP Argumentative Essays: Students must “articulate clear claims and provide appropriate evidence and convincing justification, with the goal of convincing a reader to agree or to take a course of action” (The College Board, AP English Course Description, Fall 2014, p. 19). Students will write and revise (after teacher and peer-review) argumentative essays that introduce an argument, inform the audience of said argument, support the argument using both first-hand and second-hand evidence, acknowledge and refute the counterargument and conclude the argument.

AP Synthesis Essays: Students “will read for multiple perspectives in response to a common question and to discern patterns of agreement and disagreement among these sources” (The College Board, AP English Course Description, Fall 2014, p. 19). Students will write and revise (after teacher and peer-review) synthesis essays in which they carefully read from sources and then synthesize them into an essay that develops a position on the related, specific topic.
**Visual Analysis Essay:** Students will be required to analyze visual texts (including photographs, advertisements, works of art, etc.) and see how they either relate to written texts or serve as alternative forms of text.

**Responses to Literature:** Students will be required to analyze required weekly readings and write expository responses that identify the author’s purpose, audience, and tone citing specific examples from the text to substantiate the students’ claims.

**AP Multiple-Choice Practice Tests:** As a consistent element of practice, students will take multiple-choice tests based on rhetorical strategies and their functions in given passages. Students will take practice AP Exams at least two times each month, as well as, quarterly benchmark tests.

**Quizzes:** Quizzes will be administered intermittently, often with no prior warning, to assess reading comprehension, rhetorical vocabulary, oral discussions, and basic grammar requirements.

**Current Event Socratic Seminars:** Students will be required to read and question the news of the month. In order for students to remain informed, select Fridays will be given over to student-led Socratic seminars that discuss the news of the moment.

**Daily Writing Challenges:** Students will answer a variety of writing challenges based on the topics covered in the classroom. They will keep their answers in a journal, referring back to them as notes and/or as the basis for more involved essays.

**Literature Circles:** On select Fridays, students will meet with their literature circle groups to discuss and share notes on the issues, themes, characters and implications of a variety of AP literature novels that they will be expected to read outside of class.

**Culminating Assessment:** The culminating assessment for this course is the AP exam, an exam which every student is expected to take (barring extraordinary circumstances). The exam consists of a number of multiple-choice reading comprehension and three essays: a synthesis essay (in which you must make an argument based on nonfiction texts), a rhetorical analysis essay (in which you must analyze the rhetoric of a given text), and an argument essay (in which you must write an original argument on a given topic). The coursework is geared toward this test.

**Course Texts:**

For this course, our textbook will be third edition of “The Language of Composition: Reading, Writing & Rhetoric” and this will be the basis of all key texts, concepts, terms, skills, lessons, units, and assessments.

Students will be expected to read AP literature outside of class. This includes, but is not limited to: *Brave New World*, *Their Eyes Were Watching God*, *Death of a Salesman*, *Lord of the Flies*, *The Catcher in the Rye*, *Beloved*, *The Color Purple*, etc.

**UNITS OF STUDY**

**Unit 1 – Introducing Rhetoric: Using the “Available Means”**

- The Rhetorical Situation
- Appeals to Ethos, Logos, and Pathos
- The Rhetorical Triangle
- Recognizing Rhetoric
- Taking Rhetorical Risks
- I can understand the rhetorical situation and how it applies to my own writing
**Key Concepts, Terms and Skills:**

Occasion, Context, and Purpose  
Rhetorical Situations  
The Rhetorical Triangle  
Ethos, Logos and Pathos  
Conceding and Refuting  
Satire and Humor as Rhetoric  
Visual Rhetoric

**Key Activities/Assessments:**

**Understanding Civil Discourse (p. 5):** Identify an article, a speech, a video, or an advertisement that you think is manipulative or deceptive and one that is civil and effective. Use these two examples to explain what you see as the difference.

**Analyzing a Rhetorical Situation (p. 6):** Construct and analyze a rhetorical situation for writing a review of a particular movie, a new app, or a local restaurant. Be very specific in your analysis: What is your subject and its context? What is your purpose? Who is your audience? What is your relationship to the audience? Remember, you need not write a full review; just analyze the rhetorical situation.

**Analyzing the Rhetorical Situation (various essays):** Analyze the rhetorical situation, paying close attention to the persona of the speaker, the context, the subject, the intended audience, and the purpose.

**Analyzing the Rhetorical Situation (various images):** Analyze the rhetorical situation in this image, making sure to pay close attention to the relationship between the artist, the context, the likely audience, and the purpose of the work.

**Appeals to Ethos, Pathos and Logos in Written and/or Visual Texts (various texts/images):**
Analyze how the author (or artist) appeals to ethos, pathos and logos.

**Using Effective Rhetoric on Social Media (p. 27):** Social media is notorious for mismatches between intention and result. Someone expresses a strong opinion on social media — to a wide and often unknown audience — and that text occasions unpleasant, anger, or uncivil responses. What advice for achieving effective rhetoric would you give to those who are communicating on social media? When are risks worth the potential consequences? Use examples (both effective and ineffective ones) from various social media to illustrate your advice.

**Taking Rhetorical Risks (p. 33):** Find a recent image — a magazine cover, a photograph, a political cartoon, an advertisement, or something else — that has generated controversy. What message do you believe this image conveys? What rhetorical risks does it take? To what extent do those risks pay off — that is, how effectively does this image achieve its purpose?

**Culminating Activity: Two Timed AP Lang and Comp Rhetorical Analysis Essays**

Unit 2 – Close Reading: The Art and Craft of Rhetorical Analysis

- Analyzing Rhetorical Strategies
- Talking with the Text
- From Analysis to Essay: Writing a Rhetorical Analysis Essay
- I can understand rhetorical strategies and use them to analyze various speeches

Key Concepts, Terms and Skills:

Annotating Texts  Develop Thesis Statements
Graphic Organizer Annotation Style  Organizing a Rhetorical Analysis Essay
Close Reading  Integrating Quotations
Rhetorical Analysis  Documenting Sources
Preparing to Write

Key Activities/Assessments:

Looking at Rhetoric and Style (p. 40): Reread the Queen’s speech, and think about the rhetorical strategies and style choices that help Queen Elizabeth convey her message. Think also about the persona she creates for herself and how that helps her achieve her purpose.

Describing Tone (pp. 41-43): Describe the tone of an editorial by using two adjectives or an adjective and an adverb; then explain why you chose those words, making specific reference to the text.

Winston Churchill’s Blood, Toil, Tears and Sweat (pp. 55-56): Read the first speech Winston Churchill made to the House of Commons as Prime Minister of Britain in May 1940. Try one of the techniques you have learned for talking with the text. Then answer these questions: What effect is Churchill striving for? How does he create that effect? How does the effect serve the purpose of his speech? Try annotating or creating a graphic organizer to help you see the rhetorical strategies Churchill used to achieve his purpose.

Appeals in Advertisements (pp. 59-60): Use the following ad for Coach handbags, or find one on your own that appeals to you or provokes you, and analyze it.

Creating a Graphic Organizer (pg. 62): Carefully reread Shirley Chisholm’s speech and create a graphic organizer of your observations. What rhetorical strategies does the Congresswoman employ to convey her message? What is the effect of each of those strategies?

Hillary Clinton 2016 Concession Speech (pp. 69-71): Read this speech given by former Secretary of State Hillary Clinton when she conceded the 2016 presidential election to Donald Trump. First, try one of the pre-writing techniques you’ve learned for close reading to get your observations on paper. Then generate a thesis statement that makes an argument about the choices Clinton made and how they help her achieve her purpose. Finally, write an essay in which you analyze the rhetorical strategies Clinton uses to thank her supporters and encourage them to look to the future.

Culminating Activity: Two Timed AP Lang and Comp Rhetorical Analysis Essays

Key Texts: Queen Elizabeth I, Speech to the Troops at Tilbury; Henry Louis Gates, Jr., Restoring Black History; Geoffrey Nunberg, The Decline of Grammar; Dodge, It’s a Big Fat Juicy Cheeseburger in a Land of Tofu (advertisement); Florence Kelley, Speech on Child Labor; Winston Churchill, Blood, Toil, Tears, and Sweat; Shirley Chisholm, People and Peace, et al.
Unit 3 – Analyzing Arguments: From Reading to Writing

- What is Argument?
- Staking a Claim
- Presenting Evidence
- Shaping Argument
- From Reading to Writing: The Argumentative Essay
- I can understand the various forms of argument and use them to write my own

Key Concepts, Terms and Skills:

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<tr>
<th>Argument</th>
<th>Fallacies of Accuracy</th>
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<tr>
<td>Claim</td>
<td>Fallacies of Insufficiency</td>
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<td>Claims of Value</td>
<td>First-Hand Evidence</td>
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<td>Claims of Fact</td>
<td>Second-Hand Evidence</td>
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<td>Claims of Policy</td>
<td>Induction and Deduction</td>
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<td>Closed Thesis Statements</td>
<td>Rogerian Argument</td>
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<td>Open Thesis Statements</td>
<td>Classical Oration</td>
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<td>Counterargument Thesis Statements</td>
<td>Toulmin Model</td>
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<td>Logical Fallacies</td>
<td>Assumptions</td>
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<td>Fallacies of Relevance</td>
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Key Activities/Assessments:

**Finding Common Ground (p. 77):** Identify at least two points in Domini’s article where she might have given way to accusation or blame or where she might have dismissed the Slow Food movement as being shortsighted or elitist. Discuss how, instead, she finds common ground and promotes dialogue with her audience through civil discourse.

**Identifying Arguable Statements (p. 78):** For each of the provided statements, evaluate whether it is arguable or too easily verifiable to develop into an effective argument. Try revising the ones you consider too easily verifiable to make them into arguable claims.

**Analyzing a Review (p. 82):** Find a review of a movie, a television show, a concert, an album or a song, or another form of popular culture. Identify the claim in the review. What criteria does the reviewer use to justify a thumbs-up or a thumbs-down?

**New York Times Editorial Board, Felons and the Right to Vote (pp. 83-85):** Read the following editorial, which appeared in the New York Times in 2004. Annotate it to identify claims of fact, value, and policy; then describe how these interact throughout the argument.

**Image Analysis: World Wildlife Fund, Tarzan (advertisement, p. 86):** The following image is one of several in a series of ads created by the World Wildlife Fund in 2007 to raise awareness about deforestation. What claims does this image make? Try to identify at least two.

**I Know Why the Caged Bird Cannot Read by Francine Prose (pp. 92-93):** Read the following excerpt from the essay, “I Know Why the Caged Bird Cannot Read” by Francine Prose. Identify what you consider to be fallacies in her argument and discuss the effects those fallacies have on the soundness of her argument.

**Annotating Essays for First- and Second-Hand Evidence (pp. 104-105):** Annotate the following essay by identifying the different types of first- and second-hand evidence presented to develop the argument. Analyze how each type of evidence appeals to ethos, logos, pathos, or a combination of those.

**Michael Bloomberg, Ground Zero Mosque Speech (pp. 120-122):** In this chapter we have discussed four approaches to the analysis of argument: classical arrangement, induction and deduction, Rogerian
argument, and the Toulmin model. Many arguments are more readily and effectively analyzed using one or two of these approaches; there are some, though, that contain elements of all four throughout. Read the following speech carefully, keeping Aristotle’s rhetorical triangle in mind and identifying appeals to ethos, logos, and pathos. What elements of each of the four approaches to argument appear in this speech? Which one does Bloomberg make most use of in constructing his argument? How effective is his argument, overall? Explain.

**New Yorker Magazine Cover Analysis (pp. 125-126):** Look carefully at this New Yorker magazine cover from the summer of 2016. Try to answer some of the questions we’ve suggested in this section. What argument does this image make? How does the artist make that argument? How effective is the argument?

**Writing an Argumentative Essay (p. 135):** Practicing what you have learned about argument in this chapter, write an argumentative essay in response to the following prompt… Consider carefully the effect of cell phones in the classroom. Are they distractions? Should they be banned? Should their use be restricted? Can they be used effectively for learning? Should they be permitted or encourages? Write an essay that develops a position on the use of cell phones in your school or in schools in general. Use evidence from your reading, observation, or experience to support your argument.

**Culminating Activity: Two Timed AP Language and Composition Argumentative Essays**


**Unit 4 – Synthesizing Sources: Entering the Conversation**

- What is Synthesis?
- Approaching Sources
- Using Sources to Inform an Argument
- Using Sources to Appeal to an Audience
- Writing a Synthesis Essay
- I can understand how synthesis works and use it to write my synthesis essay

**Key Concepts, Terms and Skills:**

- Synthesis
- Sources
- Audience Appeal
- Formulating Positions
- Framing Quotations
- Integrating Quotations
- Citing Sources

**Key Activities/Assessments:**

**Playing the Believing Game (p. 140):** Find an opinion piece — such as an editorial, a movie review, an op-ed column, or a blog — that represents an opinion different from your own. Respond to it by playing “the believing game” — that is, write a short paragraph in which you find a way to “believe” at least some part of your chosen piece. What did you learn by trying to “believe”? Did it affect your initial viewpoint on the subject of the piece?

**What is the Purpose of Sources (pp. 141-142):** What is the purpose of the sources the author chooses to include? How do they enhance or detract from his own voice? What is the purpose of each of the notes documenting the sources?
Examining a Columnist (p. 145): To set themselves apart, columnists and bloggers for print and online publications establish a viewpoint and style. The types of sources they use and the way they use them are part of that style. Using three columns or blogs by one writer, analyze the writer’s audience by examining the types of sources he or she uses. You might consider a political blogger, a sportswriter, a movie or music reviewer, or a columnist in a local publication.

The Believing Game with Mark Bauerlin (p. 148): Play “the believing game” with Bauerlein. Using your notations from your reading, explain to a partner what strengths you find in his perspective. Even if his ideas run counter to your opinion, commit to his position — and see where that approach leads you. You might begin by embracing the metaphor about being “camped in the desert” that Bauerlein uses at the end of the excerpt.

Identify Key Conversation Issues (p. 159): Identify the key issues raised in this conversation by completing the following chart. One issue is modeled for you. Try to come up with at least five other key issues that are addressed by some — but not necessarily all — of the sources. After you identify an issue, include a brief quotation that illustrates three authors’ positions on it. Make sure you’ve used each source at least once in your completed chart.

Using Sources Effectively (p. 163): Below you will find a paragraph written using Mark Bauerlein as a source. Read the paragraph, and then rewrite it so that it makes more effective use of the source.

Culminating Activity: AP Language and Composition Synthesis Essay

Key Texts: Gerald Early, A Level Playing Field; Steven Pinker, Words Don’t Mean What They Mean; Mark Bauerlein, The Dumbest Generation; Sherry Turkle, Stop Googling, Let’s Talk; Nicholas Carr, The Illusion of Knowledge; Americans’ Cell Phone Use During Social Activity (graph); Barack Obama, Commencement at Wesleyan; Frank Bruni, To Get to Harvard, Go to Haiti?; Lily Lou, The Downside of School Volunteer Requirements; Detroit News, Volunteering Opens Teen’s Eyes to Nursing; Eliza McGraw, Students Have Unusual Chance to Serve; et al.

Unit 5 – Education

Essential Question: To what extent do our schools serve the goals of true education?
- I can write a research-based essay that answers the essential question using multiple sources

Key Concepts, Terms and Skills:

Grammar as Rhetoric
Close Reading
Commentary
Impact on Audience
Diction and Syntax
Parenthetical Commentary
Liberal Arts
Deconstructing Imagery

Key Activities/Assessments:

Central Essay: In Defense of a Liberal Education by Fareed Zakaria (p. 177)
- Discussion Questions 1-8 (p. 187)
- Questions on Rhetoric and Style 1-8 (p. 188)

Read and analyze paras. 29-30 of In Defense of a Liberal Education, using annotation to investigate how Zakaria uses language and style to convey his meaning effectively.

Central Essay: The Blessings of Liberty and Education by Frederick Douglass (p. 191)
- Discussion Questions 1-10 (p. 204)
- Questions on Rhetoric and Style 1-10 (p. 204)

Read and analyze paras. 19-25 of “The Blessings of Liberty and Education,” using annotation to investigate how Douglass uses language and style to convey his meaning effectively.
Other Voices: *Education* by Ralph Waldo Emerson (p. 206)
- Exploring the Text Questions 1-12 (p. 209)

Read and analyze paras. 7-10 of “Education,” using annotation to investigate how Emerson uses language and style to convey his meaning effectively.

Other Voices: *A Talk to Teachers* by James Baldwin (p. 209)
- Exploring the Text Questions 1-12 (p. 215)

Read and analyze para. 2 of “A Talk to Teachers,” using annotation to investigate how Baldwin uses language and style to convey his meaning effectively.

Other Voices: *Walking the Path Between Worlds* by Lori Arviso Alvord (p. 216)
- Exploring the Text Questions 1-12 (p. 221)

Read and analyze paras. 23-25 of “Walking the Path between Worlds,” using annotation to investigate how Alvord uses language and style to convey her meaning effectively.

Visual Texts: *The Exam Room* by Cyril Edward Power (p. 265)
- Exploring the Text Questions 1-6 (p. 266)

**Building Context (p. 190):** There have been instances of protests on college campuses around the issue of free speech; some believe that such demonstrations stifle diverse views in the name of stopping hate speech; others believe that these demonstrations are an appropriate response that shows solidarity with marginalized communities. Research recent examples of these. Where are the lines between productive perspectives and harmful expressions? Should education also include targeted training on how to productively address opposing viewpoints?

**Culminating Activity: Education Research Paper**

Students will produce a researched argument paper, which presents an argument of their own that includes the synthesis of ideas from an array of sources. These sources include the texts from the education unit as well as texts drawn from research on the subject of education. Students will cite sources using MLA or APA style. Before the final draft is handed in, students must complete at least two drafts—edited by both Mr. Lueben and their peers—which incorporate the feedback (including any grammatical, rhetorical, sentence structure, etc.) they receive. All drafts and teacher/peer reviewed feedback sheets must be included along with the final research paper.

**An optional prompt for this paper is as follows (p. 296):**

What do you believe are the two most important steps (or changes or actions) that the United States should take to improve K-12 education that will ensure the country’s continued leadership on the world stage? Should we address economic inequalities? Place a stronger emphasis on STEM? Return to a greater emphasis on liberal arts? Provide more job skills and training? Develop stronger character education? Express your viewpoint in a well-written essay using at least three sources from this chapter as well as three sources from outside this textbook.

Unit 6 – Popular Culture

Essential Question: To what extent does pop culture reflect our society’s values?
- I can write a research-based essay that answers the essential question using multiple sources

Key Concepts, Terms and Skills:

- Complex Sentences
- Colloquialisms
- Cultural Norms
- Sexism
- Genre
- Hyperbole
- Social Conformity
- Cultural Stereotypes
- Secondary Arguments
- Irony
- Opposition

Central Essay: Hip Hop Planet by James McBride (p. 299)
- Discussion Questions 1-7 (p. 309)
- Questions on Rhetoric and Style 1-12 (p. 310)

Read and analyze paras. 39-41 of “Hip Hop Planet,” using annotation to investigate how McBride uses language and style to convey his meaning effectively.

AP-Style Multiple-Choice Questions for Hip Hop Planet (p. 387)

Classic Essay: Corn-Pone Opinions by Mark Twain (p. 311)
- Discussion Questions 1-5 (p. 314)
- Questions on Rhetoric and Style 1-11 (p. 315)

Read and analyze the paragraph 11 of “Corn-Pone Opinions,” using annotation to investigate how Twain uses language and style to convey his meaning effectively.

AP-Style Multiple-Choice Questions for Corn-Pone Opinions (p. 388)

Other Voices: The Affluence of Despair by Ray Bradbury (p. 316)
- Exploring the Text Questions 1-12 (p. 319)

Read and analyze paras. 7-10 of “The Affluence of Despair,” using annotation to investigate how Bradbury uses language and style to convey his meaning effectively.

Other Voices: High School Confidential by David Denby (p. 320)
- Exploring the Text Questions 1-18 (p. 325)

Read and analyze para. 13 of “High-School Confidential: Notes on Teen Movies,” using annotation to investigate how Denby uses language and style to convey his meaning effectively.

Other Voices: The Price is Right by Emily Nussbaum (p. 326)
- Exploring the Text Questions 1-10 (p. 333)

Read and analyze paras. 3-6 of “The Price Is Right: What Advertising Does to TV,” using annotation to investigate how Nussbaum uses language and style to convey her meaning effectively.

Visual Texts: Portrait of Mrs. Carl Meyer and Her Children by John Singer Sargent (p. 363)
- Exploring the Text Questions 1-4 (p. 363)
Culminating Activity: Popular Culture Research Paper

Students will produce a researched argument paper, which presents an argument of their own that includes the synthesis of ideas from an array of sources. These sources include the texts from the education unit as well as texts drawn from research on the subject of pop culture. Students will cite sources using MLA or APA style. Before the final draft is handed in, students must complete at least two drafts—edited by both Mr. Lueben and their peers—which incorporate the feedback (including any grammatical, rhetorical, sentence structure, etc.) they receive. All drafts and teacher/peer reviewed feedback sheets must be included along with the final research paper.

An optional prompt for this paper is as follows (p. 392):

Following Beyoncé’s appearance at the 2016 Super Bowl and the release of her “Formation” video, which takes on police violence against minorities, as well as female empowerment, pundit Jessica Williams said in her spirited defense on The Daily Show: “The point is Beyoncé is black and this is her message. It’s what artists do.” Support, challenge, or qualify William’s statement about the purpose of artists’ messages.

Key Texts: James McBride, Hip Hop Planet; Mark Twain, Corn-Pone Opinions; Ray Bradbury, The Affluence of Despair; Justin Peters, The Ballad of Balloon Boy; Hua Hsu, How to Listen to Music; Angelica Bastien, Have Superheroes Killed the Movie Star; Tony Patterson, How the Motorcycle Jacket Lost its Cool and Found it Again; Justin Peters, The Ballad of Balloon Boy; Bob Dylan, Nobel Prize Banquet Speech; Dave Gilson, Dr. Clooney, I Presume? (illustration); Andres Jimenez, Why Celebrity Activism Does More Harm than Good, et al.

Grading Policy

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<th>Component</th>
<th>Weight</th>
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<td>Classwork/Participation</td>
<td>15%</td>
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<tr>
<td>Homework</td>
<td>15%</td>
</tr>
<tr>
<td>Exams, Essays, Tests</td>
<td>40%</td>
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<tr>
<td>Culminating Project</td>
<td>30%</td>
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Homework grades are based solely on the completeness of the work. Individual assignments, such as weekly writing assignments, AP novel essays and AP mock exams will count in the exams and essays category.

Plagiarism/Academic Dishonesty

Plagiarism is the intentional theft of another person’s intellectual work and an attempt to pass it off as your own. Copying from the internet, your friend, or even your own past work (without proper citation) can be plagiarism. If you are unsure whether you are plagiarizing, come speak with me. Academic dishonesty includes plagiarism and any form of cheating – copying a test or homework, having a friend or family member write a paper for you, etc.

Plagiarism or any form of academic dishonesty is a serious offense and will be addressed as such. Academic dishonesty is most harmful to you, the student, as it robs you of an opportunity to improve your skills and demonstrate your learning.

- For a first offense, you will be given a zero for the assignment and I will contact your parents.
- For a second offense, the principal will be notified and administrative consequences will follow.