



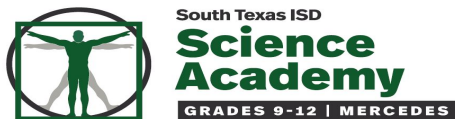
South Texas ISD

**Science
Academy**

GRADES 9-12 | MERCEDES

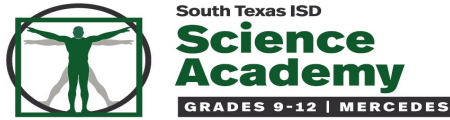
900 Med High Dr. Mercedes, TX
956-565-4620

	Instructor: Cindy Key Conference Period: 3A and 3B Email: cindy.keller@stisd.net
Course Description/Objectives	<p>AP English Language and Composition: This course is equivalent to the introductory year of college composition course work. You will become a skilled reader of prose written in a variety of disciplines and rhetorical contexts, and become a skilled writer who composes for a variety of purposes, aware of the interactions among a writer's purposes, audience expectations, and subjects. An integral part of this course is the development of research skills that enable you to evaluate, use, and cite source material. In short, you will be receiving college-level instruction in two main areas: analysis of prose from a variety of sources, rhetorical modes, historical/literary periods, and disciplines leading to intelligent discussion of prose style, content, and rhetoric; and composition in a variety of modes for a variety of purposes, developing expository and analytical writing skills.</p> <p>You will predominantly study non-fiction prose about a variety of subjects (e.g., public policies, popular culture, personal experiences), although fiction and poetry also play a role in AP Language & Composition. You will become aware of how stylistic effects are achieved by writers' linguistic choices. Readings come from various fields and periods, serving as models of effective written which you will emulate and incorporate into your own emerging styles.</p> <p>Student Objectives/Goals: Upon completion of this course, students should be able to:</p> <ul style="list-style-type: none">• Analyze and interpret samples of good writing, identifying and explaining an author's use of rhetorical strategies and techniques• Apply effective strategies and techniques in their own writing• Create and sustain arguments based on readings, research, and/or personal experience• Demonstrate understanding and mastery of standard written English as well as stylistic maturity in their own writings• Produce expository and argumentative compositions that introduce a complex central idea and develop it with



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	<p>appropriate, specific evidence, cogent explanations, and clear transitions</p> <ul style="list-style-type: none"> • Move effectively through the stages of the writing process, with careful attention to inquiry/research, drafting, revising, editing, and review
Required Instructional Materials	<p><i>For online instruction, each student will need a computer/ipad and internet access. Students will also need to be able to print some of the materials needed and to submit completed work via itslearning or email.</i></p> <ul style="list-style-type: none"> • composition notebook/journal • 3 ring binder with dividers and pockets • highlighters • a choice book (fiction or nonfiction) each day
	<p>Lectures, multimedia elements, class discussions, projects, individual assignments, cooperative learning, etc.</p>
	<p>The academic year is divided into four quarters or nine-week periods. The weight for each nine-week period will be 37.5 percent and the semester exam will weigh 25 percent.</p> <p>There will be a minimum of 3 grades per student during each three weeks progress report grading period, as per district guidelines.</p> <p>This course will be comprised of 3 grading categories: Major Assessments 50%, Minor Assessments 30%, and Daily Work 20%.</p> <p>What constitutes major, minor, and daily work is determined per course. [Examples: major assessments= test, project; minor assessments=quiz, engineering notebook; and daily work= notes, maps, homework]</p>
	<p>Students are allowed to bring their own technology devices (laptops, iPads, tablets, etc.) to school. Use of these devices in the classroom is at the discretion of the teacher. Science Academy is not responsible for lost, damaged, or stolen devices.</p>
	<p>Frequently during the year, formative assessments will be given. These will be in the form of homework, written or oral quiz, readings and discussion, student writing, or tests. Feedback will be given on all formative assessments.</p> <p>The formative assessments are critical to learning because they provide feedback as to what essential learning we will focus on next. They will</p>



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	help influence and shape the process of learning while we still have time to improve before test or grades are given.
	Retests will be available to students upon receiving a failing grade. There may be prerequisites set by the teacher. The time and date for all retests is determined by the teacher. Any retesting assignment must be completed within one week of an excused absence.
	<p>All assignments are due at the designated time. Homework is due at the beginning of the class hour.</p> <p>Late assignments due to absences: If a student is absent the day an assignment is due, the student shall receive a due date for the next class meeting. Assignments submitted electronically are due before the beginning of class time on the scheduled due date. Students who are absent on the day an assignment is given will need to turn in the assignment within the same time frame originally set by the teacher. Work turned in during this time shall receive full credit.</p> <p>Late assignments not due to absences: Late assignments should be turned in within a one-week period, but a deduction of 10 points will be applied per day (not class period).</p>

***All district guidelines/policies supersede campus guidelines/procedures/systems.**