



LISLE SENIOR HIGH SCHOOL

Advanced Placement English Language and Composition

Department Contact Information

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DEPARTMENT MISSION

The Lisle Senior High School English program furthers of the continuum of rigor and academic excellence introduced at Lisle Junior High School. The four- year senior high school program focuses on composition, language, and literature and is designed to encourage students to become critical and analytical readers, logical and insightful thinkers, and skilled users of written and oral communication. The curriculum offers the opportunity for students to hone their language potential in courses that are challenging but commensurate with their abilities while preparing them to engage in a complex, dynamic society. Students who successfully complete the required eight credits for graduation will meet the both the career and college readiness standards as outlined in New Illinois Learning Standards (NILS).

COURSE DESCRIPTION

This course is designed to teach the skills outlined by the AP English Language and Composition course description. Students in this course read and carefully analyze a variety of prose written across time periods, disciplines, and rhetorical contexts as a means of increasing their understanding of rhetoric and its effects. Literature throughout the year will emphasize non-fiction, but it will also include poetry, short stories, and novels. By frequently writing and examining their own writing, along with close reading and analysis of other texts, students will learn to pay attention to syntax, diction, tone, and the manner in which an author crafts a text. In response to particular readings, students will be expected to write in several modes including argumentative, expository, and analytical. Students will also research various sources, evaluate material, and synthesize information in order to write a persuasive essay on a complex issue. Throughout the year, students will also continually practice and develop strategies for taking the AP test and will be engaged in ongoing vocabulary instruction. Students also have required summer reading, which is used the second full day of instruction.

COURSE LEARNING STANDARDS

RL.11-12.5. Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.





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RI.11-12.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

W.11-12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

- a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
- b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
- c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- e. Provide a concluding statement or section that follows from and supports the argument presented.

SL.11-12.2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

L.11-12.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 11–12 reading and content*, choosing flexibly from a range of strategies.

- a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
- b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *conceive*, *conception*, *conceivable*).
- c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.
- d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

COURSE GRADING POLICY

Homework is a necessary part of the District's instructional program. Homework is assigned to further a student's educational development and is an application or adaptation of a classroom experience. Homework is defined as any assignment which extends outside of the normal school day, i.e., - worksheets, projects, essays, presentations, etc.





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LATE WORK POLICY

| Summative Assignment Submission | % | |
|--|-------------|-------------------------|
| On time | 100% | of earned grade awarded |
| Up to 3 weeks late | 90% | of earned grade awarded |
| Deadline | 0% | No evidence of mastery |

COMMUNICATION WITH COURSE TEACHER(S)

The best way to communicate with me is through my school email; however, if you have not received a response in 48 hours, please resend the email or call my voicemail. Your email may have gone into the spam folder. If you need further assistance, make an appointment with me before or after school. I would be happy to talk to you anytime.

OTHER SUPPORT

All class information can be found on the google classroom and the edmodo class page. Peer tutors are available before, during and after school.

