



# INTEGRATED STUDIES 11

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## ***Course Description:***

In this integrated class, students consider the ways literature reflects American politics and the human experience as they refine their awareness of language and the writer's craft. They make connections between history and literature while examining the American landscape. Completion of this integrated course will fulfill 11th grade English and History requirements. **Participation in the national AP test is a mandatory component in the rigor of this course.**

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## ***Course Objectives:***

Students will obtain a comprehensive understanding of critical issues and events in United States history from 1900s to present day.

The intense concentration on language use in this course should enhance the student's ability to use grammatical conventions both appropriately and with sophistication as well as to develop stylistic maturity in their prose.

Stylistic development is nurtured by emphasizing the following:

1. a wide range of vocabulary.
2. a variety of sentence structures.
3. a logical organization, enhanced by specific techniques to increase coherence such as repetition, transition, and emphasis.
4. a balance of generalization and specific illustrative detail.
5. an effective use of rhetoric, including controlling tone, establishing and maintaining voice, and achieving appropriate emphasis through diction and sentence structure.

## **Controversial Textual Content**

*From the AP English Language and Composition Course and Exam Description:*

**Issues that might, from particular social, historical, or cultural viewpoints, be considered controversial, including references to ethnicities, nationalities, religions, races, dialects, gender, or class, may be addressed in texts that are appropriate for the AP English Language and Composition course. Fair representation of issues and peoples may occasionally include controversial material. Since AP students have chosen a program that directly involves them in collegelevel work, participation in this course depends on a level of maturity consistent with the age of high school students who have engaged in thoughtful analyses of a variety of texts. The best response to controversial language or ideas in a text might well be a question about the larger meaning, purpose, or overall effect of the language or idea in context. AP students should have the maturity, skill, and will to seek the larger meaning of a text or issue through thoughtful research.**

The College Board©. (2020). AP Language and Composition. *Course and Exam Description*. Instructional Approaches. Controversial Textual Content. V. 1, pg. 86.

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***Classroom Expectations:***

You are expected to conduct yourself in a respectful and productive manner. In addition to all the rules and expectations listed in the student handbook, I expect you to have a positive attitude, treat others with respect, practice self-discipline, and demonstrate responsibility. If these conditions are not met, you can expect one-on-one meetings with me, parent/instructor conferencing, and administrative action, if necessary.

**Concerning the use of cell phones and other electronic devices:**

Devices should be on silent and kept in your purse, backpack, or pocket during class unless otherwise instructed. You may not place it on your desk. Parents, guardians, and other family members should call the front office in case of emergency.

If you violate this rule, you can expect the following consequences:

- *First offense* – The phone or device will be placed in a phone chart at the front of the room. You may pick it up at the end of class.
- *Second offense* – The phone or device will again be placed in a phone chart at the front of the room until the end of class and a parent/guardian will be notified.
- *Third offense* – This is defiance and I will notify an administrator.

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***Grading Policy:***

Major assessments will count 70 percent of your grade. Homework and classwork will account for 30 percent of your grade. Grades will be updated weekly in PowerSchools. Each grading period will consist of nine weeks.

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***Make-up Work Policy:***

**Make-up tests will only be given to a student who has an excused absence. The student must make arrangements with the teacher to take a make-up test. Tests may be taken during Patriot Path with prior arrangement from each teacher.** A student only has two chances (the next two Patriot Paths after the absence) to make up a test. All make-up tests will be administered in the designated classroom on the Patriot Path session roster.

**Homework/Classwork:** Students who are absent for **excused reasons** will be permitted to make up missed work. **It is the student's responsibility to get their work assignments the day upon return to school and complete the assignments according to a time frame determined by the teacher within two weeks of the date of the last absence.** Grades of zero will be assigned for assignments missed because of unexcused absences.

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***Text and Other  
Required Reading:***

*Ideas in Argument: Building Skills and Understanding*, and selections from all or some of the following: *Of Mice and Men*, *How to Read Nonfiction Like a Professor*, *Macbeth*, *The Things They Carried*, and *The Great Gatsby*. Additional nonfiction literature may be announced at a later date as well as the College Board AP Classroom multiple choice practice and instructional videos. Students will complete outside reading assignments to reinforce AP Language skills and prepare

for the argument, rhetorical analysis, and synthesis prompts on the exam. During the semester, students will follow current events, complete close read assignments, and DIDLS assignments on the outside texts.

**Materials and Supplies Needed:**

One three-ring binder with dividers (7), college-ruled, loose-leaf paper, pens/pencils, and highlighters (blue, green, yellow, pink, and orange). Most of the books will be available in class. If students would like to have their own copy to make notes in or read at home, students will want to consider purchasing the novel(s) on their own. All handouts are provided on Schoology through our class page.

**Laptops:**

**Concerning laptop utilization:** 1. Student laptops should not be hard-wired to the network or have print capabilities. 2. Use of discs, flash drives, jump drives, or other USB devices will not be allowed on Madison City computers. 3. Neither the teacher, nor the school is responsible for broken, stolen, or lost laptops. 4. Laptops and other electronic devices will be used at the individual discretion of the teacher.

**Turnitin Notice:**

The majority of writing assignments in this course will be submitted to Turnitin via the Schoology learning platform. Turnitin generates a report on the originality of student writing by comparing it with a database of periodicals, books, online content, student papers, and other published work. This program will help students discern when they are using sources fairly, citing properly, and paraphrasing effectively - skills essential to all academic work.

Students will have the opportunity to review their Turnitin originality report and will have the opportunity to make revisions before submitting their work for grading. Once their work is submitted, teachers have the opportunity to view the student/s originality report and grade accordingly.

**Accommodations**

Requests for accommodations for this course or any school event are welcomed from students and parents.

36-Week Plan	
<b>Quarter 1 (Weeks 1-9)</b>	<p><u>AP Language</u> Unit 1 and Unit 2: <b>Communicating an Idea and Appealing to an Audience</b> - Introduction to class expectations – <i>Of Mice and Men</i> - Steinbeck and <i>How to Read Nonfiction Like a Professor</i> - Foster - Anchor texts; examination of the rhetorical situation, argument, and synthesis, claims and evidence, reasoning and organization, language and style, ideas in American culture, composition workshop, and exam prep. Texts will align with the given time periods/themes studied in Modern U.S. history.</p> <p><u>Modern U.S. History</u></p> <ul style="list-style-type: none"> <li>● Westward Expansion               <ul style="list-style-type: none"> <li>○ Native Americans</li> <li>○ Closing frontier</li> </ul> </li> <li>● Immigration, industry and unions</li> <li>● Progressives and Populists</li> <li>● Spanish American War – Imperialism</li> </ul>

<p><b>Quarter 2</b> <b>(Weeks 10-18)</b></p>	<p><u>AP Language</u> Unit 3 and Unit 4: <b>Understanding Context and Analyzing Purpose</b>; examination of the rhetorical situation, argument, and synthesis, claims and evidence, reasoning and organization, language and style, ideas in American culture, composition workshop, and exam prep. Texts will align with the given time periods/themes studied in Modern U.S. history</p> <p><u>Modern U.S. History</u></p> <ul style="list-style-type: none"> <li>● Harlem Renaissance</li> <li>● 1930s Great Depression</li> <li>● WWII <ul style="list-style-type: none"> <li>○ Women’s roles in the war effort</li> <li>○ The post-war world</li> </ul> </li> </ul>
<p><b>Quarter 3</b> <b>(Weeks 19-27)</b></p>	<p><u>AP Language</u> Unit 5, Unit 6, and Unit 7: <b>Creating Coherence and Establishing, Evaluating Credibility, and Comparing Perspectives</b> - <i>Macbeth and The Things They Carried</i> - Anchor texts; former AP prompts and multiple choice practice, examination of the rhetorical situation, argument, and synthesis, claims and evidence, reasoning and organization, language and style, ideas in American culture, composition workshop, and exam prep. Texts will align with the given time periods/themes studied in Modern U.S. history</p> <p><u>Modern U.S. History</u></p> <ul style="list-style-type: none"> <li>● Korean War</li> <li>● Vietnam War</li> <li>● Civil Rights movement</li> <li>● Cold War</li> </ul>
<p><b>Quarter 4</b> <b>(Weeks 28-36)</b></p>	<p><u>AP Language</u> Unit 8 and Unit 9: <b>Explaining Complexities and Joining the Conversation</b> - <i>The Great Gatsby</i>-Anchor text; examination of the rhetorical situation, argument, and synthesis, claims and evidence, reasoning and organization, language and style, ideas in American culture, composition workshop, and exam prep. Texts will align with the given time periods/themes studied in Modern U.S. history</p> <p><u>Modern U.S. History</u></p> <ul style="list-style-type: none"> <li>● Cultural revolution</li> <li>● Political party transitions of the 70’s and 80’s</li> <li>● A time of change; technology and globalization</li> <li>● America’s challenges for a new century, 2001-present</li> </ul>

**\*This is a tentative plan and may change at the discretion of the teacher.**

AP English Language and Composition Essay Scoring Guide - Ms. Bryant

Grade	Weeks 1-12	Weeks 13-24	Weeks 25 - 36
6	100	100	100
5	95	92	90
4	85	82	80
3	75	72	70
2	65	62	60
1	55	52	50

**Please initial and sign below to acknowledge that you have received, read, and understood the syllabus.**

\_\_\_\_\_ **We have read the syllabus** for Ms. Bryant and Mr. Bryant’s **Integrated Studies** course and understand the expectations and classroom policies explained therein.

\_\_\_\_\_ We know AP students **will have homework**, and we will support our student in making this rigorous academic year a successful one!

\_\_\_\_\_ We also know that Ms. Bryant and/or Mr. Bryant will contact us about any concerns or class information via the information supplied on the **Parent Contact Google Form**. **We will scan the QR code below to complete this form, so they have the correct contact information.**

**Student name:** \_\_\_\_\_

Student signature: \_\_\_\_\_

**Parent/guardian name:** \_\_\_\_\_

Parent/guardian signature: \_\_\_\_\_

**Parent/guardian, please provide two ways for me to contact you (email address, phone numbers):**

Parent/guardian Email:

\_\_\_\_\_

Parent/Guardian Phone number:

\_\_\_\_\_

