Human

SYLLABICATION: hu-man

PRONUNCIATION: hy-mən

NOUN: 1. A member of the genus Homo and especially of the species H. sapiens. 2. A person: the extraordinary humans who explored Antarctica.

ADJECTIVE: 1. Of, relating to, or characteristic of humans: the course of human events; the human race. 2. Having or showing those positive aspects of nature and character regarded as distinguishing humans from other animals: an act of human kindness. 3. Subject to or indicative of the weaknesses, imperfections, and fragility associated with humans: a mistake that shows he's only human; human frailty. 4. Having the form of a human. 5. Made up of humans: formed a human bridge across the ice.

ETYMOLOGY: Middle English humain, from Old French, from Latin hūmnus. See dhghem-(earth in Old English, gama in Germanic) in Appendix I.

Most words for “human” (or “man,” as sexist as that may be) in most languages are derived from the word “earth,” including English. In Hebrew the word is “adom” – like the name of the first man…who was created from the earth? Get it? Interesting, huh?

So, now that you know what the word “human” means and where it comes from, (if you didn’t know already), the question we will be exploring this semester (and for the rest of the year) is,

What makes us (you and me and everyone else) human?

It will be the theme for this class this semester; keep it in mind when reading your assignments and when preparing for your quizzes (hint hint). Speaking of assignments, here are the texts you have already read and the ones you may be reading this year:

Major texts you may have studied by the end of the year:

- The Great Gatsby F. Scott Fitzgerald
- Fences August Wilson
- The Crucible Arthur Miller
- Macbeth William Shakespeare
- Pride and Prejudice Jane Austen
- Hunger of Memory Richard Rodriguez
- Color of Water James McBride
- The Tempest William Shakespeare
- Invisible Man Ralph Ellison
- Glass Castle Jeanette Walls
- The Scarlett Letter Nathaniel Hawthorne
- Between the World and Me Ta-Nehisi Coates
The Classroom Text:
The Language of Composition (Second Edition)

In this class, major texts will be supplemented by many different kinds of texts, including but not limited to all of the following:

- Essay (analytical, persuasive, informative, travel, naturalist, commentary)
- Personal Narrative, Memoir, Autobiography
- Speech (17th, 18th, 19th, 20th, 21st Century)
- Letter (17th, 18th, 19th, 20th, 21st Century)
- Bible Story, Bible Quotation
- Textbook (including science, history, math…)
- Newspaper Article
- Novel, Short Story, Play
- List of Facts
- Quotation
- Artwork
- Editorial
- Poem
- Film

Words and Terms you must be familiar with:

**ACTIONS**
- Explore
- Defend
- Support
- Refute
- Challenge
- Qualify
- Analyze
- Synthesize
- Develop
- Evaluate
- Assume
- Propose
- Juxtapose
- Manipulate
- Employ
- Promote

**STRATEGIES**
- Consider
- Convey
- Assert
- Argue
- Assess
- Criticize
- Paraphrase
- Persuade
- Identify
- Persuade
- Biblical Allusion
- Logical Argument
- Logical Fallacies

**METHODS OF ARGUMENT**
- Rhetorical Devices
- Rhetorical Strategy
- Use of Appeals
- Methods of Persuasion
- Aspects of Style
- Detail Manipulation
- Rhetorical Structure
- Reasoned Essay
- Toulmin Model
- Aristotelian Appeals
- Rogerian Logic
- Yes/No, But…

*Plus all of those poetic devices you have been studying since the dawn of time…yes, I do mean all of them.

**Other themes for this class:**
Keep these in mind as you move through the year:

1. Language as it characterizes its user
2. Language and its power to persuade
“Empty vessels make the most noise.” -- James Joyce
Let us strive not to be empty, huh?

Tips for Success in this Class:
- Keep up
- If you have a question, ask
- If you are having trouble, come talk to me
- If you need more clarification, come talk to me
- If you want to talk about ideas, come talk to me
- If you want a bit of extra practice, come talk to me
- “If you want to be successful, you must be educated and decisive” – Julie Luncheon

“The Syllabus Starts Here

You are what you read, and what you read influences what and how you write. Reading is absolutely fundamental to this class. All texts read in this class are meant for close reading and explication by students and as models of the use of language and rhetoric. The selections are expected to influence in some way student writing and analysis.

Semester One – From infant to toddler to awkward pre-teen – oh, and now there’s a new classification between infant and toddler; it’s called “waddler.” You’ll do that too (waddle, I mean).

- The elements of argument and their application to the text – SOAPS; yes/ no, but; Toulmin Model; Aristotelian Appeals; Rogerian Logic; Logical Fallacies.
- The importance of our words and how we use them: Diction, Syntax, Style, and Rhetoric – and don’t forget Voice and Memory.
- Analysis of audience and rhetorical strategies
- Speaker vs. Author
- Synthesis of multiple text to support an original, insightful claim
- The In-Class AP Exam – Essay and Multiple Choice

Mid-Term Exam and the Changing of Classes

(just in case you wanted a preview…)

Semester Two – From pre-teen to teen to adult – yes, you’re still awkward. Don’t be worried. It’ll pass.

- The finer points of style and argument
- Finding your own voice – if you haven’t already found it…
- Irony and Satire – the argument behind the humor
- More on the AP Exam – Essay and Multiple Choice
Classroom Rules and Expectations

“Its things do not change; we change” – Henry David Thoreau

- Late work will be penalized. All work turned in after the due date but before the deadline will be marked down by 10% off the earned score; anything submitted past deadline will be given feedback only and will receive a zero. Moral: turn in work on time or your grade will suffer, and pay close attention to due dates and deadlines.

- Because of the rigorous nature of this class, and because of our dependence on classroom discussion for understanding, all reading must be done on time. Reading will be assessed on a regular basis.

- Come to class on time. With so much to read and write this year, it is important that we use all of our time wisely. The class will neither wait for you nor repeat what you miss for your exclusive benefit.

- Be ready to speak. A large part of understanding and analyzing text is classroom discussion. You will be expected to participate in classroom discussion as well as in group discussion daily. You will also be expected to participate in spirit reading as the occasion requires.

- A note about attendance: It is absolutely critical that you be in class each and every day, particularly as we have a weekly block schedule, and missing one day really means missing two. We learn as a unit, together discovering the power of language through thoughtful discussion. Not only that, but missing class means asking me, your teacher, to do something twice, and my time is valuable. Unless there is an extreme, unavoidable reason to miss class, don’t. **The importance of being here cannot be overstated.**

- We will write at least once a week for a grade. In-class timed essays will be worth 30 points. Other written responses will be shorter in nature, worth fewer points. Rewriting is essential to success in this writing class, so please make sure you are committed to it. *Fully committed.*

**Tools for Success**

- College -ruled paper – EVERY DAY
- Pencils (with eraser) AND pens (blue or black) and perhaps a few highlighters (if you like that kind of thing)
- Sticky notes of many sizes
- Good paperback or electronic portable dictionary (NOT an abridged dictionary) – something you can easily carry. A few good ones are: American Heritage, Merriam-Webster, Oxford
- Elements of Style Strunk and White (not required, but I highly suggested buying a copy)
- [https://www.virtualsalt.com/rhetoric.htm](https://www.virtualsalt.com/rhetoric.htm)

“Write. Rewrite. When not writing or rewriting, read.”
A Note on the Grading Policy

In order to begin receiving credit in this class, this note must be signed not only by you, but also by your parent(s) and returned to your teacher.

As stated in the MCPS Grading and Reporting policy, when using points or percentages, the teacher will assign a grade no lower than 50% to a task or assessment. If, however, a student does no work on the task or assessment, the teacher will assign a zero. If the teacher determines the student did not attempt to meet the basic requirements of the task or assessment, the teacher will also assign a zero. The teacher will clarify these basic requirements and minimum standards when assigning the task or assessment.

Academic Dishonesty

Any student found to have committed academic dishonesty will receive an automatic zero for the assignment without the opportunity to redo or make-up the assignment. Academic dishonesty includes, but is not limited to: cheating, copying another student’s assignment, letting another student copy an assignment, copying the words or ideas of an outside source without providing appropriate citations.

For the sake of clarity:

- The purpose of reading quizzes is to assess the reading of the assignment as well as the thought and analysis the student put into the reading. Students will be assessed not only on content but also on analysis of text.

- The purpose of vocabulary assessments is to gauge a student’s understanding not only of definitions of words but also of practical applications. Full credit will be given to an answer that is entirely correct, ½ credit will be given an answer that gives the correct word in the incorrect form, and 0 credit will be given to an incorrect answer. Weekly vocabulary assignments, as they are ongoing, weekly homework assignments, will not be accepted late, which includes unexcused tardies (if you are late to class and I’ve already collected the assignment, it will not be accepted). Please make arrangements to get them here on time, and please let me know if there is something urgent and critical keeping you from getting to class on time.

- The purpose of freewrite assignments is to allow students to think through issues and texts without the burden of structure. It is expected, however, that students think through ideas entirely, back up any assertions with text or relevant experience, and follow through completely with all thoughts. Students will be graded according to how thoughtful and complete their analysis of the assignment is.

- The purpose of a personal narrative is to assist in the development of a student’s voice. Students will be assessed not only on relevance of content but also on the effectiveness of their chosen style.

- The purpose of in-class writing assignments is to assess a student’s ability to respond to a prompt according to the College Board’s standards for AP Language and Composition students. The grading scale for in-class writing assignments is graduated in order to allow for student progress over the course of the year.

- Multiple choice tests will be modeled after and taken from released AP Language and Composition exams. Like the in-class writing, there is a sliding scale to allow for student progress over the course of the year. Earned grades will be recorded; they will reflect the grade a student can expect to receive on the final AP Language and Composition exam.

- The purpose of research assignments is to assess a student’s ability to collect and synthesize information about a specific topic using multiple sources. The assignment also assesses a student’s understanding of intellectual property and his or her ability to accurately cite sources used and
consulted. Google Originality Reports will be used in order to determine the authenticity of the work.

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I know of no shortcuts.” Larry L. King