

AP Language and Composition
2019-2020

Mrs. Sheena Mohsen

E-mail: smohsen@hartdistrict.org (best way to reach me)

Prep: 2nd period

Course Description

Students in this introductory college-level course read and carefully analyze a broad and challenging range of nonfiction prose selections, deepening their awareness of rhetoric and how language works to create meaning. Through **close-reading and frequent writing**, students develop the ability to work with language and text with a greater awareness of purpose and strategy, while strengthening their own composing abilities. Course readings span the rhetorical modes and are taken from a variety of authors and historical contexts. Students examine and work with essays, letters, speeches, images, and imaginative literature.

As **this is a college-level course, performance expectations are appropriately high, and the workload is challenging**. Students are expected to complete all short and long term assignments on time as no late work will be accepted. Effective time-management is crucial. Because of the demanding curriculum, students must bring to the course sufficient command of mechanical conventions and an ability to read and discuss prose.

Course Objectives

The following objectives have been adapted from the course objectives outlined by the College Board:

Students will . . .

- Learn to write formally (narrative, expository, analytical essays, timed writes, researched argument papers) and informally (quick writes and imitation exercises) for a variety of purposes and on a variety of topics (canonical texts, pop culture, authorial intent). Through diverse writing assignments, students will participate in all stages of the writing process (pre-writing, drafting, peer-review, revision). (C1-4)
- Examine a variety of nonfiction texts (essays, articles, opinion pieces, letters, diaries, speeches, through a rhetorical lens. Students will be asked to evaluate authorial intent, tone, rhetorical appeals and devices and to describe their purpose and their relative effectiveness for a given audience. (C5-6)
- Write a researched argument paper that requires students to draft research questions, evaluate primary and secondary sources for content and credibility, synthesize information from a variety of sources (including graphics and images) and to properly apply MLA citation methods and conventions. (C7-8)
- Broaden their vocabulary base and develop an awareness of diction, syntax, organization, tone, detail, audience, and intent in their own writing. (C-14)

Course Planner (by no means an exhaustive list! Simply a general overview-yes, there may be more!)

Weeks 1 and 2: Summer assignments follow-up: Text Connections, Socratic Seminar & Online Discussions, Carpe Librum & Writer's Notebook Set-up, Introduction to long-term assignments (SLAM poems, Writing Portfolios, Weekly Readings, TEDtalk), Diagnostic M/C exam

<u>First Quarter-</u>	<u>Second Quarter-</u>	<u>Third Quarter-</u>
THE BASICS:	Continue RA, Argument, and Introduction to Synthesis	Introduction to synthesis Understanding multiple perspectives

<p>Introduction to Rhetorical Analysis and Argument Close-reading of texts Annotating for meaning SOAPStone/DIDLS Rhetorical Precis Hayakawa's Levels of Abstraction Text Connections Rhetorical Devices</p> <p>Mentor Text (in and out of class) Online assignments (AOWs) and text-based discussions</p> <p>Blogging (using Edublogger)</p> <p>Mode Study: Description / Narration Compare/Contrast</p> <p>Writing Portfolio Timed Writes (AP Exam Essay Prep)</p> <p>Short & full-length M/C practice & strategies</p> <p>Carpe Librum Book Ladder #1</p> <p>Writer's Notebook: Interest inventory, imitation writing, voice lessons.</p> <p>TED Talk Prep/Book #1</p> <p>Slam Poem #1</p>	<p>Quality of Evidence (ROE) Categories of Argument Appeals Purposes Fallacies Syllogisms/Enthymemes Argument vs Persuasion</p> <p>Mentor Text (in and out of class) Online assignments (AOWs) and text-based discussions</p> <p>Blogging (using Edublogger)</p> <p>Mode Study, cont. Process Analysis Definition</p> <p>Writing Portfolio Timed Writes (RA, cont. and argument) w/ read arounds</p> <p>Full-length M/C practice</p> <p>Carpe Librum Book Ladder #2</p> <p>Writer's Notebook (cont.) DEVELOP A WRITING HABIT</p> <p>TED Talk Prep Critical Notes 1 & Book #2</p> <p>Slam Poem #2</p>	<p>Entering the conversation Making concessions Considering the sources Developing a position Citing sources Synthesis Research Assignment</p> <p>Mentor Text (in and out of class) Online assignments (AOWs) and text-based discussions</p> <p>Blogging (using Edublogger)</p> <p>Mode Study, cont. Cause/Effect Text Study by Theme (All the modes)</p> <p>Writing Portfolio Timed Writes (RA & argument, cont. start synthesis) w/ read arounds</p> <p>Full-length M/C practice</p> <p>Carpe Librum Book Ladder #3</p> <p>Writer's Notebook (cont.)</p> <p>TED Talk Prep: Critical Notes 2-3 Research Paper Due</p> <p>Slam Poem #3</p>
--	--	---

Fourth Quarter: Bootcamp AP Exam Preparation

- Final Writing Portfolio Touches
- Book Ladder #4
- Blogging
- Final Exam Prep for TEDtalk Presentation

AP Exam date is: Wednesday, May 15, 2019 @ 8:00AM

Course Textbooks

The main textbook used in this class is *The Norton Reader* Fourteenth High School Edition Melissa Goldthwaite (General Editor, St. Joseph's University), Joseph Bizup (Editor, Boston University), John Brereton (Editor, University of Massachusetts, Boston), Anne Fernald (Editor, Fordham University), Linda Peterson (Editor, Yale University).

In addition, students read the following novels as outside reading assignments:

1. Novels students select from a booklist (titles taken from a College Board list of suggested readings) for summer reading.
2. *On Writing Well* by William Zinsser
3. Novels/Nonfiction: Students choose to read for information/pleasure (TED talk prep and Carpe Librum!)

Course Expectations & Procedures

Grading Policy

Assignments will be placed in the following categories and weighted accordingly:

- **Writing** --50% (SLAM Poems, Writing Portfolio drafts and final draft submissions, Timed-Writes, Writer's Notebook checks, Synthesis Research)
- **Quizzes and Tests/Class work/Homework/Projects**—30% stand-up and written reading quizzes, AP Lang M/C exams, AOWs, online discussion board responses and reflections, Reader's Response Notebooks: rhetorical precis, SOAPStone charts, etc.)
- **Final Exam**-- 20% (M/C and 2 essays in the fall, TEDtalk in the spring and writing portfolio)
- **Assignments will NOT be accepted late. Quizzes/Tests will NOT be postponed** due to lack of preparation.

Daily assignments and homework will be listed on the whiteboard and on Google Classroom. It is the student's responsibility to record, complete, and submit the assignments on the due date. **Late work will NOT be accepted** unless the student has an excused absence.

Please Note: Work missed because of an **excused absence will be accepted. Students have the same number of days that they were absent to make up the work.** It is the student's responsibility to obtain handouts and information about absent work. Absent the day an assignment is due? You must turn it in the day you return.

****Please note: any work missed due to suspension is not accepted. ** **You will be dropped from AP Lang and placed in English 11 at the semester if you do not maintain a C or better.****

Grade Reports

Grades reports are available on Infinite Campus. Expect grade updates every other week *on average*. **Do not expect grade updates daily or weekly.** The student is responsible to verify that the information on Infinite campus is accurate and to report any discrepancies to the teacher immediately.

Daily Materials

Organization and preparedness are essential for a student's success. The following is the suggested materials for AP Lang:

- a Writer's Notebook (comp book or spiral notebook)
- the current class novel or your own Carpe Librum book (must have daily)
- writing utensils (blue or black ink pens, pencils, highlighters)
- all assignments from the quarter, whether they are works in progress or already graded (essays will be kept in a folder in the classroom)

Google Classroom

We will use Google Classroom as the hub of our classroom. All materials, assignments, and discussions will be done through Google Classroom. You will receive an invitation code on the first day of school. Please share classroom with your parents.

Cell Phone Policy

As per the Hart High discipline code, cell phone use is prohibited during class time. Cell phones that are visible, being used for texting, or ring during class will result in a confiscation of the device. *I invite you to UNPLUG for 56 minutes and engage in the academic conversations of our classroom.*

Office Hours

For additional support, students can attend office hours on the designated Late Start Wednesdays (please see calendar for English Office Hours). Individual conferences can also be held during lunch with notice.

Behavior Expectations

Class Rules

Students in AP Lang must act with maturity. Please note that this is a college course run on a high school campus. Should a student fail to act with integrity in class or on discussion boards, a meeting will be held to determine if the student will remain in the course.

Beginning of class	End of class
Unplug! Phones on silent and out of sight..in your backpack or purse. Copy the agenda and homework Take our your novel and read for 10 minutes for Carpe Librum	Return any classroom materials to proper places Be sure that the area around your desk is clean and that rows are straight <u>Read</u> if you finish a task early

Tardy Policy

School policy will be enforced. Students **are expected to be in their seats and ready to work when the bell rings.**

Plagiarism/Cheating

Plagiarism is the act of using another person's ideas or words in your writing without acknowledging the source. Plagiarism/cheating will result in zeros for all parties involved and the first offense will result in a referral. Additionally, a meeting will be held and you may lose your spot in the in AP Lang class.

AP Exam

All students are expected to take the AP Exam in May.

A practice Saturday session may be offered so students get a feel for the pacing required.

Should you pass the AP Exam with a 3, 4, or 5, you could earn college credit (see colleges of your choice for details).

**I do not raise your grade for passing the exam. The grade you earn is the grade you receive despite your performance on the exam. Below is my rationale:

- The exam is a snapshot of one academic moment and an assessment of your performance in that moment. You are awarded an AP score with a chance for college credit as a result.
- The AP Lang course is a series of assignments and discussions over a year-long period and you are assessed on your performance over that time. You are awarded a grade each semester and an extra GPA point for your performance as a result.

Finally--As AP Language and Composition students, expect to read and write every day. Expect to share your writing and begin to make it more public than you ever have. We will write for real audiences, for each other, for ourselves. We will explore language...the way writers use language to not only communicate, but to incite action. We will learn how to develop ideas, how to communicate effectively, how to expand our perspectives. We will discover the power of the page and the pen. I hope you are ready for the challenge!

August 2019

Dear Parents/Guardians,

Your child is to share this course outline, which includes the class policies and procedures, with you. Please also ask your child to show you our Google Classroom site. This is the hub for all materials and assignments. If you have any questions about the materials, course outline, or class expectations, please contact me through district email at smohsen@hartdistrict.org

Sincerely,

Mrs. Mohsen

✂-----

Whom may I contact regarding this student's progress?

Name of contact _____

E-mail address (optional) _____ @ _____

Day telephone # _____ Evening telephone # _____

Relationship of contact _____

I have reviewed the attached information with my son/daughter and we are both aware of the expectations for achievement in AP Language and Composition.

Parent Name (Print) _____

Parent Signature _____ Date _____

Student Name (Print) _____

Student Signature _____ Date _____