

## Course Syllabus

### Advanced Placement (AP) English: Language and Composition

2018-2019

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L202

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**\*Please make all grade inquiries through the Jupiter messaging system**

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Tutorial Hours: M-F 7.30-8.30, lunch/after school by appointment

#### **Course Overview:**

This is an introductory college-level course that emphasizes communication and the construction of meaning through diverse and complex language processes. Students will read and carefully analyze a broad and challenging range of non-fiction selections deepening their understanding of rhetorical strategies' effects and how language works. Through close reading and frequent writing, students develop their ability to work with language and text with a greater awareness of purpose, context, and audience while strengthening their own composing abilities. Course readings feature expository, analytical, personal, and argumentative texts from a variety of authors and historical contexts. Students examine and work with essays, letters, speeches, images, and novels. Students prepare for the AP English Language and Composition Exam and may be granted advanced placement, college credit, or both as a result of satisfactory performance.

AP Course objectives may be viewed at [CollegeBoard.org](http://CollegeBoard.org).

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#### **Supplies/Materials/Required Texts:**

1. Cohen, Samuel. *50 Essays: A Portable Anthology. Third Edition*. Boston, MA: Bedford/St. Martin's, 2011.\*
2. Tzemach Lemmon, Gayle. *The Dressmaker Of Khair Khana: Five Sisters, One Remarkable Family, And The Woman Who Risked Everything To Keep Them Safe*. New York, NY : Harper, 2011. Print.
3. Ehrenreich, Barbara. *Nickel and Dimed: On (Not) Getting By In America*. New York, NY: Henry Holt and Company, LLC, 2001.\*+
4. King, Stephen. *On Writing: A Memoir of the Craft*. New York: Scribner, 2000.\*+
5. Krakauer, Jon. *Into the Wild*. New York: Anchor-Doubleday, 1997.\*+
6. Linson, Art, Sean Penn, William Pohlada, Michael Brook, Kaki King, Eddie Vedder, Emile Hirsch, Marcia G. Harden, William Hurt, Jena Malone, Brian Dierker,

Catherine Keener, Vince Vaughn, Kristen Stewart, Hal Holbrook, Eric Gautier, Jay Cassidy, Derek R. Hill, Mary C. Hannan, and Jon Krakauer. *Into the Wild*. Hollywood, Calif: Paramount Home Entertainment, 2008.

7. Shea, Renee, Lawrence Scanlon, Robin Dissin Aufses. *The Language of Composition: Reading, Writing, Rhetoric*. Boston: Bedford/St. Martins, 2008.\*
8. Other free choice novels and nonfiction from the ALA reading list for college bound young people. (Library copies available for some titles or students may purchase their own)
7. Folder paper (8.5x11)
8. Composition book: Used for journal writing, reflections, and other writing assignments.
9. Black and/or blue pens for essays, red pens for editing, and pencils. *No other ink color will be accepted!*
10. 3-ring binder: Used to organize and file work done over the year.
11. School-issued chromebook

*\*Provided texts.*

*\*+ Limited classroom availability. Students are encouraged to purchase their own texts for annotation purposes. All texts available at school/public library.*

### **Reading Assignments:**

Reading materials consist primarily of non-fiction writing of a diverse variety of formats: biographies, speeches, satires, and arguments. Reading assignments are designed to help students develop close-reading skills where they will analyze use of language, satire, argument, tone, and rhetorical strategies. Students will learn to pay close attention to the effect context and audience has on the overall the text.

### **Writing Assignments:**

After learning how to closely analyze a text, students will write responses of various lengths in order to demonstrate the extent of their analysis. Students will write multiple essays per quarter about a variety of topics. Students will analyze past AP Language and Composition free-response prompts and anchor papers to help develop their understanding of what makes writing effective. Throughout the year, students will learn to develop analytical theses, use outside sources, cite properly, and develop arguments. For each major essay, students will go through and become familiar with the writing process: planning, drafting, editing, revision, and review. Aside from major essays, students will also write short responses to texts and collaborate on short responses/outlines in groups for class discussions.

### **Classroom Management Plan:**

#### **Classroom Rules:**

1. Be Responsible.

Students will be held accountable for actions in the classroom.

Know responsibilities: sitting in the assigned desk, picking trash up around the room, obeying all other class procedures/school rules.

2. Be Respectful.

Respect self, others, property, and the sanctity of the classroom as a place of learning.

These include but are not limited to: alcohol/drug abuse, name calling, bullying, being inconsiderate of other classmates, vandalism of school property, little or no effort in class activities, etc.

3. Be Prepared.

Be on time to class with required materials (textbooks, notebooks, completed assignments, etc.) and ready to learn.

Note: No electronic gear (iPods, MP3 players, cell phones, etc.) or electronic cigarettes may be used during class time. They must be out of sight upon entering the classroom. The only time electronic items may be used during class is when the teacher decides that it is appropriate to use for *effective and ethical uses of technology*.

**Consequences:**

1. Calling the student's attention
2. Counseling & warning by the teacher
3. Seat change
4. Phone call to parents/letter sent home.
5. Referral (written) to counselors, other student support services, &/or administrators
6. Removal by security
7. A conference including the student, parents, other teachers, the counselor, & administration.

**Expectations/Requirements:**

As a college-level course, performance expectations are appropriately high and the workload is challenging. Students are expected to commit to a minimum of five hours of coursework per week outside of class. Often, this work involves long-term writing and reading assignments, so effective time management is important. Because of the demanding curriculum, students must bring to the course sufficient command of mechanical conventions and an ability to read and discuss prose (AP College Board). Students must also maintain the following:

1. Regular class attendance. Students are responsible for obtaining/returning makeup work.
2. Participation in all class activities (discussions, group work, etc.)
3. Bring required school supplies daily, including planner & school ID.
4. All students need regular access to a computer with word-processing & Internet search engine capabilities. Students must be able to print typed work.

5. Abide by Classroom Rules: see section on Classroom Rules.

Units of study require students to recognize and apply rhetorical strategies. The study of a writer's diction, syntax, and technique are paramount to a student's success in this course.

Students must learn and/or practice the following:

Implementation of varied and appropriate vocabulary in writing

Manipulation of a variety of sentence style and structure

Integration of various organizational patterns into writing: compare and contrast, cause and effect, argumentation, etc.

Use of detail and description in writing... "show, don't tell" "explain, don't just state"

Maintenance of voice and a "controlling tone" creating focus and emphasis through word choice and sentence structure

Recognition and use of elements in the text such as:

- rhetorical strategies
- tone, mood, attitude
- irony and satire
- purpose, audience, context, claim
- appeals: ethos, logos, pathos

**Academic Assistance:**

Students are always encouraged to ask questions and to come in for help when needed. The teacher will usually be available in her classroom before school, during recess, during lunch, after school, or by appointment. She will also talk to students she feels needs extra assistance or are not meeting the course expectations/requirements.

**Grading\*:**

Grades will be assigned according to the following grading scale:

90-100%	A
80-89%	B
70-79%	C
60-69%	D
59% and below	F

*\*end-of-term grades will be rounded up from .5% providing student has no missing assignments*

**Weighted Categories for Graded Assignments:**

<i>Classwork &amp; Homework Assignments</i>	20%
<i>Exams, Papers, Projects</i> (AP mock exam, major essays, presentations, etc)	70%
<i>Participation</i> (Group discussion, in-class collaborative work, etc.)	10%

**Corrections Policy:**

Students will be allowed to correct summative assessments, including a rationale, to earn no more than 50% of the points incorrect within one week from the date of the assessment. These corrections must be scheduled and completed with the AP teacher during non-class time. Please see Corrections Policy Reminders document for details.

**Late work\*:**

Late work will only be accepted one school day after the date the assignment is due. For an unexcused absence, late work will not be accepted.

- If the student is present in class when work is due and does not hand in the work, late work will receive no more than 50% of the original credit for the assignment.

For an excused absence authorized by the attendance office (via pink readmit slip), the assignment will be due the day you return to school and eligible for full credit.

*\*Kalaheo AP Policy subject to change at committee's discretion.*

**Year-long Assignments:****Journals**

Throughout the year students will keep a journal. More than just a diary, this book should contain thoughts, observations and reactions to what they experience throughout the year. Journals will contain daily assignments such as freewrites and structured discussion notes. Although students may record thoughts on what happens to them, this is also place to keep ideas and reflections, experimentations with some of the techniques learned in class/free writing on a potential essay topic. Students will be graded on the volume and depth of writing. Journals will be collected periodically.

**Writing Workshop:** Students will continue through the writing process and work on peer editing, revising, proofreading, and publishing. These workshops will be used after the students submit first drafts for essays. Students will have peer-editing groups and edit each others' essays from their writing practice.

For homework, students will revise their draft to create a final copy of the essay. Students will use feedback to help revise their drafts into more concrete, detailed, and organized works with a higher level of vocabulary and sentence structure. Through this, students will see the importance and benefits of peer editing and revising. After final copies of the essays are due, students will again peer edit papers (using the drafts as a reference) in order to see revisions and effectiveness of final products. Students will be able to evaluate revisions and improvement.

**AP Language Portfolio**

Students should keep all of their essays for the class in their class folder. Periodically, students will revisit and revise past essays through self- and peer-evaluations. At the end of the year, following the exam, students will submit a portfolio containing revisions of a synthesis, rhetorical analysis, and argument essay they feel exemplifies their best work in the discipline. Students will also submit a reflective essay, explaining how each choice represents their best work or growth in skill through the year and outlining their personal writing philosophy.

\*For the entirety of the year, students have up to one week after receiving an essay graded five or lower to revise and resubmit with a one-page reflection on the revision for an average of the two scores.

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**Please sign below that you have carefully read and agreed to the above course expectations/information and are aware your child is also responsible for returning any titles assigned to him/her throughout the year in order to avoid costly textbook obligations and fees.**

I, \_\_\_\_\_, give my child  
( \_\_\_\_\_ ) permission to watch movies beyond  
the MPAA's G rating as long as they are related to the subject matter covered in class.

**PARENT SIGNATURE:** \_\_\_\_\_ **DATE:** \_\_\_\_\_

**Phone where you can be reached 8 am – 5 pm:** \_\_\_\_\_

**Email:** \_\_\_\_\_

If there is anything you feel you can share to help me support your child during the academic year, please write comments, questions, or concerns in the space below.

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