

Central High School of McMinn County

Course Syllabus

Teacher: Monica Jo Brown

Advanced Placement (AP®) Language & Composition 2018 – 2019

Classroom: English Pod 5

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Planning / Conference Availability: Planning

Required Textbooks: *The Language of Composition* by R.H. Shea et al. 2nd ed. Boston: Bedford Books, 2013 (Provided). Selected Nonfiction, Critical Essays, Editorials, Speeches, Dramas, Poetry, Novellas, and Novels (Provided). *In Cold Blood* by Truman Capote. *The Immortal Life of Henrietta Lacks* by Rebecca Skloot. *They Say / I Say: The Moves That Matter in Academic Writing*. 1 Self-Selected AP Summer Reading Nonfiction Books from List Supplied.

Course Objectives: The purpose of this course is to help students "write effectively and confidently in their college courses across the curriculum and in their professional and personal lives" (The College Board, AP® English Course Description 6). Students are expected to read critically, think analytically, and communicate clearly both in writing and in speech.

Primary Learning Goals: AP® English Language and Composition is a college-level course examining rhetoric as "the art of finding and analyzing all the choices involving language that a writer, speaker, reader, or listener might make in a situation so that the text becomes meaningful, purposeful, and effective for readers or listeners" (David Joliffe, AP® Exam Chief Reader). Students will become mature and sophisticated consumers of a variety of texts. By the end of the course, students will understand:

- What they read: the main point or thesis, the occasion or context, the author's motivation for writing, the tone and style
- How a text is created: to develop meaning and purpose including genre, organization, paragraphing, and syntax
- The relationship of the text's creation to its accomplishment
- The purpose of academic intellectual prose, including its meaning and effect
- How to articulate their analysis of what they read
- How text meaning is fleshed out through organizational structure, diction, syntax, imagery, and figurative language
- How to create, develop, and support an argument, acknowledging the complexities and nuances of important issues that adults argue about in contemporary intellectual circles
- How to become good citizens through awareness of public discourse issues
- How to enter into a conversation with sources and develop a thesis and argument or exposition by synthesizing these conversations into their own writing
- How to analyze and incorporate their analysis of visual texts into their writing
- Effective research skills and proper MLA citation
- How to read a question, so they know exactly what it is asking and how to approach it
- How to enhance their vocabulary as a means to effective writing
- How to grapple with archaic prose
- Strategies necessary for success on the AP® English Language and Composition Exam

Units of Study

Introduction to the Course, Literary Analysis: On Summer Reading, Crafting the Argument: On Summer Reading, Introduction to Rhetorical Analysis using *In Cold Blood*, Observing Syntax, Rhetorical Analysis, Argumentation, Synthesis, 19th Century Novel, Exposition: Freedom of Expression, Research Practices for Synthesis and Composition, Culminating Thematic Unit 1: On Education, Culminating Thematic Unit 2: On the Role of the Individual in the Community, AP Multiple Choice Test Practice and 19th Century Poetry.

Course Requirements and Percentages (Total Average of the Three Categories Below Counts 80% of Semester Grade)

Daily Assignments (“Assignments”).....15%

- Literacy Journal Entries and Paraphrases, Rhetorical Precis, Greek and Latin Root Words Study Cards and Homework, Multiple Choice AP Multiple Choice Practice Homework, DO NOWs, Meaningful Daily Participation, Daily Preparedness, Exit Slips, Socratic Seminar Participation

Minor Assignments (“Quizzes”).....25%

- Reading Comprehension Homework & Quizzes, Roots Lists Tests, Rhetorical Analysis Homework, Socratic Seminar Preparation, Observation & Reflection Work, Writing Workshops, Revision & Peer Editing Assignments, Formative Assessments, Diagnostic Essays and Assignments, Grammar & Mechanics Practice & Text Analysis Assignments

Major Assignments (“Tests”).....60%

- Argument Paper on Summer Nonfiction, Analysis Paper on Summer Nonfiction, Expository Essay, Research Synthesis Essay 1, Research Synthesis Essay 2, 19th Century Novel Presentation, Tone Project, Syntax Unit Cumulative Test, Argument Unit Cumulative Test, Synthesis Unit Cumulative Test, Logical Fallacies Test, *Henrietta Lacks* and *In Cold Blood* test, Synthesis essay on materialism unit, etc... *Unit Tests are modeled after the AP® Language And Composition Exam. They each include multiple choice questions and one or more on demand writing sections.

Each Semester the Semester Exam Counts as 20% of the Semester Grade

Semester Exam100%

- Semester 1 students will complete a 75 minute multiple choice cumulative exam modeled after the AP® multiple choice test and a cumulative test over Greek and Latin Roots Words Lists 1-10
- Semester 2 students will complete a cumulative exam over Greek and Latin Roots Words Lists 11-20 and a final three-part project on *The Beautiful and Damned*.

Grading Scale

100-93 (A), 92-85 (B), 84-75 (C), 74-70 (D), 69 – Below (F)

Attendance Policy

Perfect attendance is desired of all students. Keep absences to a minimum. Make-up work in the student's responsibility. The day you return you should turn in work that was due the day you missed. All work assigned while you are out should be made up within one week. It is your responsibility to schedule a make-up time to take missed tests and quizzes during my planning period or after school.

Late and Make Up Work

Check your class period's "What Did I Miss" folder the day you return BEFORE asking me what you missed. If you know you are going to be out one or more days, find out if you can get assignments and quizzes you will miss made up early. When you return, check-in with a classmate to see if you missed any notes in the literacy notebook while you were out, and if you did, take notes based on your classmate's. DO NOWs do NOT have to be made up.

- Late Work turned in the same day (but after your assigned class period) receives a –5 penalty.
- Late Work turned in after the assigned due date receives a –10 penalty for each school day your assignment is late.

AP® Scoring Components (SC) and Learning Outcome Assessment, Instruction & Indicators

SC1 The course requires students to write in several forms (e.g., narrative, expository, analytical, and argumentative essays) about a variety of subjects (e.g., public policies, popular culture, personal experiences).

- Throughout the year students will write in response to essential questions and writing tasks prompted by the assigned summer nonfiction novels; thematic reading units; questions at issue generated in Socratic seminars; and analysis, argument, and synthesis instructional unit texts.

SC2 The course requires students to write essays that proceed through several stages or drafts with revision incorporating, as appropriate, feedback from teachers and peers.

- Throughout the year students will participate in writing workshops, keeping writing portfolios to track progress. They will incorporate collaborative peer and teacher feedback to implement best practices and strategies modeled by the teacher and as demonstrated in mentor texts and student writing samples.

SC3 The course requires students to write in informal contexts (e.g., imitation exercises, journal keeping, collaborative writing, and in-class responses) designed to help them become increasingly aware of themselves as writers and/or aware of the techniques employed by the writers they read.

- Throughout the year students will write routinely in classroom literacy journals. Routine writing will include paraphrasing, the rhetorical precis, rhetorical analyses, SOAPStone analyses, argument analysis using syllogistic, classical, and Toulmin argument models, and analysis according to the Aristotelian triangle.

SC4 The course requires students to produce one or more expository writing assignments. Topics should be based on readings representing a wide variety of prose styles and genres and might include such topics as public policies, popular culture, and personal experiences.

- Third nine weeks students will write an expository essay explaining how freedom of expression contributes to democracy in response to text sets including a range of prose excerpts from foundational US documents to contemporary essays. Other expository assignments throughout the year will be on demand, presented and graded as diagnostics or assessments.

SC5 The course requires students to produce one or more analytical writing assignments. Topics should be based on readings representing a wide variety of prose styles and genres and might include such topics as public policies, popular culture, and personal experiences.

- First nine weeks students will write an analytical essay on one of the assigned summer nonfiction novels. Other analytical assignments throughout the year will be on demand, presented and graded as diagnostics or assessments.

SC6 The course requires students to produce one or more argumentative writing assignments. Topics should be based on readings representing a wide variety of prose styles and genres and might include such topics as public policies, popular culture, and personal experiences.

- First nine weeks students will write an argument essay on one of the assigned summer nonfiction novels. Other analytical assignments throughout the year will be on demand, presented and graded as diagnostics or assessments.

SC7 The course requires nonfiction readings (e.g., essays, journalism, political writing, science writing, nature writing, autobiographies/biographies, diaries, history, criticism) that are selected to give students opportunities to explain an author's use of rhetorical strategies or techniques. If fiction and poetry are also assigned, their main purpose should be to help students understand how various effects are achieved by writers' linguistic and rhetorical choices.

- In each of the thematic units, students will read a selection of nonfiction, essays, excerpts, critiques, speeches, biographies, transcripts, letters and foundational documents ranging from the early modern era to today's publications. Students will practice applying essential questions to text sets crossing disciplines and time periods.

SC8 The course requires students to analyze how visual images relate to written texts and/or how visual images serve as alternative forms of texts.

- Within the context of the units of study, students will be taught strategies to increase their facility with understanding cross-textual conversation and synthesis through interpreting, analyzing, and writing about alternative forms of texts including editorial cartoons, advertisements, film, charts, graphs, documentaries, visual art and photographs.

SC9 The course requires students to demonstrate research skills and, in particular, the ability to evaluate, use, and cite primary and secondary sources.

- Third nine weeks students will research through the electronic library database *Opposing Viewpoints in Context* a question at issue connected to the nonfiction reading thematic unit on education. Students will evaluate, use, and cite primary and secondary sources to support their thesis in a synthesis essay.

SC10 The course requires students to produce one or more projects such as the researched argument paper, which goes beyond the parameters of a traditional research paper by asking students to present an argument of their own that includes the synthesis of ideas from an array of sources.

- Fourth nine weeks students will research and present an argument synthesizing their research in response to a question at issue stemming from nonfiction readings included in a thematic unit on the role of the individual in the community.

SC11 Students will cite sources using a recognized editorial style (e.g.; Modern Language Association (MLA), The Chicago Manual of Style, American Psychological Association (APA), etc.).

- Following direct instruction on MLA style by the AP® teacher, students will accurately cite sources in MLA style in their first and second research synthesis essays and presentation.

SC12 The AP® teacher provides instruction and feedback on students' writing assignments both before and after students revise their work that help the students develop a wide-ranging vocabulary used appropriately.

- The AP® teacher will provide ongoing instruction on best practices for avoiding incorrect word usage, and revising for sophistication and specificity before, during, and after writing. In addition, over the course of the year students will complete 21 units of vocabulary enriching Greek and Latin root words.

SC13 The AP® teacher provides instruction and feedback on students' writing assignments both before and after students revise their work that help the students develop a variety of sentence structures.

- Students will develop an understanding of incorporating syntactical variety at the level of the sentence via direct instruction by the AP® teacher in the form of mini-lessons; teacher modeling of best practices for producing compositions with sentence structure variation; the study of sentence structure in mentor texts and student writing samples; teacher feedback on diagnostic, on demand, and formal essays; and individual writing conferences during writing workshops.

SC14 The AP® teacher provides instruction and feedback on students' writing assignments both before and after students revise their work that help the students develop logical organization, enhanced by specific techniques to increase coherence. Such techniques may include traditional rhetorical structures, graphic organizers, and work on repetition, transitions, and emphasis.

- Students will develop an understanding of organizational strategies to enhance logical flow when writing in all stages of the writing process including planning for organization in prewriting, maintaining organizational focus when drafting, rearranging sentences, paragraphs and word order to enhance logic in revision, and adding transitions when editing via direct instruction by the AP® teacher in the form of mini-lessons; teacher modeling of best practices for producing compositions intentional organization; the study of organizational choices in mentor texts and student writing samples; teacher feedback on diagnostic, on demand, and formal essays; and individual writing conferences during writing workshops.

SC15 The AP® teacher provides instruction and feedback on students' writing assignments both before and after students revise their work that help the students develop a balance of generalization and specific, illustrative detail.

- Students will develop an understanding of balancing generalization and specific, illustrative detail when writing via direct instruction by the AP® teacher in the form of mini-lessons; teacher modeling of best practices for development in the revision stage of writing through exemplification and elaboration; the study of specificity levels in mentor texts and student writing samples; teacher feedback on diagnostic, on demand, and formal essays; and individual writing conferences during writing workshops.

SC16 The AP® teacher provides instruction and feedback on students' writing assignments both before and after students revise their work that help the students establish an effective use of rhetoric including controlling tone and voice appropriate to the writer's audience.

- Students will develop an understanding of controlling tone and a voice appropriate to the writer, subject, task, and audience via direct instruction by the AP® teacher in the form of mini-lessons; teacher modeling of best practices for matching tone when writing with intention and purpose; tone analysis in mentor texts, alternate forms of text and student writing samples; teacher feedback on diagnostic, on demand, and formal essays; and individual writing conferences during writing workshops.

AP® Exam Information

The AP® exam consists of three timed essays and a timed multiple choice section. College credit could be granted to students who pass the exam. Additionally, successfully completing AP® courses and exams is considered highly favorable to many college entrance and scholarship committees.

All students enrolled in this course are required to take the AP® English Language and Composition Exam Wednesday, May 15th, 2018. Fee waivers and / or reductions will be provided for students who qualify for fee assistance. Students **MUST** complete the exam in order to earn the +5 rigor points on their Semester 1 and Semester 2 averages per Tennessee State Board of Education policy.