**AP Language and Composition 2015-2016 Syllabus**

**Course Overview**

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. Through close reading and frequent writing, students develop their ability to work with language and text with a greater awareness of purpose and strategy, 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 imaginative literature.

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 English Language and Composition students ideally have excellent reading and writing skills. Students will become “skilled readers of prose written in a variety of periods, disciplines and rhetorical contexts and…writers who compose for a variety of purposes. Both their writing and their reading should make students aware of the interactions among a writer’s purposes, audience expectations, and subjects as well as the way generic conventions and the resources of language contribute to effectiveness in writing” (“English Language and Composition,” The College Board Advanced Placement Program Course Description, 2010, p.7). In addition, students’ ability to think abstractly, interpret, and read beyond mere plot and summary are keys to success.

**The AP EXAM**

The Readers’ scores on the free‐response questions are combined with the results of the computer scored multiple‐choice questions; the weighted raw scores are summed to give a composite score. The composite score is then converted to a grade on the AP’s 5‐point scale.

**READING ASSIGNMENTS**

The most important requirement for this course is that students read every assignment—read it with care and on time. Students unused to literature courses will need to plan time in their schedule for more reading than most courses require. Novels in particular require planning. Beware. 20‐30 pages per night.

**TIMED WRITING**

While timed writings are an integral component of the AP Program, mastering the skills of thinking and organizing in a specific amount of time will prove to be very advantageous during a student's college years, in employment opportunities, and in everyday life. To prepare the student with these academic and life skills, students will practice one timed writing every three weeks.

The organizing principles of the course require students to

* Examine the nature and history of the English & American essay
* Read broadly among a variety of authors, rhetorical purposes, and eras
* Learn to employ the fundamentals of sound argumentation
* Analyze images and investigate how they relate to written texts and serve as texts themselves
* Engage in a significant study of writing as an art
* Develop a wide-ranging vocabulary to use appropriately and effectively
* Study logical organization, enhanced by specific techniques to increase coherence, such as repetition, transitions, and emphasis
* Learn to properly document using MLA and APA

AP English Language and Composition students write frequently. The grading of essays sometimes focuses on specific skills such as a point of grammar, use of a variety of sentence patterns, organization, and/or appropriate tone and diction. However, grading always takes into account the content of the student’s essay, and thus writing is graded holistically. Often at the beginning of the year, students will receive instruction and the scoring guidelines for essays in advance. As the year progresses, they are expected to know the criteria for good writing and will see scoring guidelines and get other feedback when the papers are returned.

**Methods** used may include, but are not limited to:

* Question/answer
* Lecture/discussion/Socratic seminar
* Small group activities
* Close‐reading and annotating using dialectical journals
* Daily writing in journals
* Research process and writing (note taking, documentation, citations)
* Argumentative and persuasive writing and speaking (*logos, ethos, pathos*)
* Written homework and class assignments
* Individual speeches
* Practice AP tests (multiple choice; passage analysis; DBQ; open‐ended essays)
* Use of film, magazines, cartoons, advertisements
* Use of library and electronic research

As research has shown, students also learn to write through the reading and analysis of prose. Good readers are good writers; therefore, reading comprehension will be assessed in a variety of ways, including AP-style multiple choice questions, tests and essays on the novels and other readings, and the prompts for in-class essays.

**Readings** (may include, but is not limited to):

*The Adventures of Huckleberry Finn,* Mark Twain

*Into the Wild,* Jon Krakauer

*The Great Gatsby,* F. Scott Fitzgerald

*The Things They Carried,* Tim O’Brien

*In Cold Blood,* Truman Capote

*The Crucible,* Arthur Miller

*Me Talk Pretty One Day,* David Sedaris

*A Narrative of the Life of Fredrick Douglass*, Fredrick Douglass, 1845

*50 Essays: A Portable Anthology,* Cohen, 2011

*Everything’s an Argument*, Lunsford, Ruszkiewicz, Walters, 2010

*The Language of Composition,* Aufses, Scanlon, Shea, 2013

*The Bedford Reader,* Aaron, Kennedy, Kennedy, 2012

**Essential Questions**

1. How does the study of rhetoric inform the study of literature and composition?

2. What are the roles of and relationships between the reader, writer, and text?

3. How are an author’s style, voice, mood, and tone manifested in written and visual forms?

**Student Responsibilities**

Students will be required to be active participants in and outside of class. Students are expected to keep up with all reading and writing projects; and should come to class every day prepared to learn and discuss assignments. All assignments must be completed prior to the commencement of class. Students will be required to maintain a thorough and organized binder with four tabs for this class. The binder will need to be in class by Wednesday, September 16, 2015.

Four tabs should be labeled as follows:

* + Literary Terms
  + Notes/Articles
  + Classwork & Journals
  + Writing assignments/Tests

\*Binders will be graded every 3-4 weeks and a class progress report will be distributed after grading.

**Evaluation**

Weighting: Assignments will be weighted as follows:

* Classwork/Homework = 20%
* Journals/Quizzes/Short Writing = 25%
* Tests/Essays/Projects = 35%
* Final = 20%

**Absences**

To make up work from an excused absence, check the binder kept in the class labeled *Absent Binder* that contains the agenda, handouts, and homework for the day missed.

-You have three (3) days to make up missed work and it is your responsibility to get the missing work and complete it on time.

**Classroom Rules and Regulations**

* RESPECT - Be attentive, be engaged (no headphones or phones) & use appropriate language
* RESPONSIBILITY - Be on time, be prepared & keep the classroom clean
* INTEGRITY - Be honest & think before you speak

**Academic Integrity**

Violations of academic integrity include, but are not limited to, cheating, plagiarism, or misrepresentation of information in oral or written form. Such violations will be dealt with severely by the teacher and the administration. Plagiarism means presenting someone else’s idea or writing as if it were your own. If you use another person’s idea of writing, be sure the source is clearly indicated otherwise you will receive a zero on the assignment. If you are caught cheating a second time, you may receive a failing grade for the class and a record of Academic Dishonesty will be added to your permanent transcript.

**Contract**

I request that students and their parents and/or guardians review the course syllabus and become familiar with what will be expected this year. By signing below, you are stating that you have read the syllabus and are aware of what is expected in our class.

Students are required to keep the course syllabus in their notebook for English throughout the year. However, this contract must be signed and returned no later than **Wednesday, September 16, 2015**. The contract is worth 10 points. This contract will remain in your binder at all times and will be referred to as needed.

I am looking forward to an exciting and educational school year. If you should have any questions, my contact information is located on the first page of the course syllabus (please note that e-mail is the most efficient way to reach me and always put your student’s name in the subject box so I know it isn’t spam.)

\*Parents/Guardians: My child and I have reviewed the course syllabus, and we are aware and understand what is expected this year.

Parent/Guardian Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date\_\_\_\_\_\_

\*Student: I have reviewed the course syllabus with my parents/guardians and am aware and understand what is expected of me this year.

Student Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Student Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date \_\_\_\_\_\_\_

**Contact Information**

Website: [www.reedforenglish.weebly.com](http://www.reedforenglish.weebly.com)

Remind: text message reminders—see website for instructions

Email: [kkreed27@gmail.com](mailto:kkreed27@gmail.com) or [reedk@mdusd.org](mailto:reedk@mdusd.org)