

AP Language and Composition Syllabus

Ms. S Garcia, Room 310

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I. Course Overview

The AP Language and Composition course is a college-level program that introduces students to a wide range of expository prose to broaden their scope of rhetorical ideas and deepen their awareness of the power of language. The course is designed to meet the rigorous requirements of a college level writing class and includes expository, analytical, personal, and argumentative texts from a variety of authors and historical contexts. These works provide examples of prose writings that students can emulate in their own writing experiences as they discover and create their own style and voice.

This course provides students with the information necessary to read analytically, formulate theories and arguments based on the readings, and respond by composing articulate essays that utilize advanced elements of sentence structure, syntax, style, purpose, and tone. The purpose of the AP English Language 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, May 2007, p. 6). Using rhetorical principles, students will learn how to become critical thinkers, and apply that knowledge to their writing by revising and improving their essays, as well as critiquing and editing peer essays. In addition, students will be required to thoroughly research relevant topics, synthesize information from a variety of sources, and document their knowledge in a cogent well written report using proper cite notations such as MLA or APA.

II. Course Objectives

Upon completing the AP English Language and Composition course, students should be able to:

- analyze and interpret samples of good writing, identifying, and explaining an author’s use of rhetorical strategies and techniques;
- apply effective strategies and techniques in their own writing;
- create and sustain arguments based on readings, research, and/or personal experience;
- write for a variety of purposes;
- produce expository, analytical, and argumentative compositions that introduce a complex central idea and develop it with appropriate evidence drawn from primary and/or secondary sources, cogent explanations, and clear transitions;
- demonstrate understanding and understanding of standard written English as well as stylistic maturity in their own writings;
- demonstrate understanding of the conventions of citing primary and secondary sources;
- move effectively through the stages of the writing process, with careful attention to inquiry and research, drafting, revising, editing and review;
- write thoughtfully about their own process of composition;

- revise a work to make it suitable for a different audience;
- analyze image as text; and
- evaluate and incorporate reference documents into researched papers.

Source: © 2010 The College Board. Visit the College Board on the Web: www.collegeboard.com

III. Class Expectations

AP Lang and Comp students are expected to be mature and have the motivation level equivalent to those in collegiate classrooms. Students are expected to work hard, and the hope is that the reward received in preparing for future coursework will make the expended effort well worth the prize.

- **Preparedness:** Students are expected to read and complete all assignments before coming to class. There will be interaction, discussion, and/or group work every day.
- **In-class writing, discussions, and workshops:** AP Lang and Comp is not a lecture course. Students are expected to be prepared for discussion, group activities, and writing each day. In-class group work cannot be recovered if it is missed. Because of the workshop atmosphere of the AP Lang and Comp classroom, student interaction is required. Talking that disrupts or hampers the learning of the class will not be tolerated.
- **Class Participation:** Student participation is required. Students are expected to bring individual thoughts, considerations, and opinions to a discussion. There is no wrong answer or thought. Diversity of thought offers perspectives that can inform conversation, offer insightful dialogue, and present potentially new avenues of discourse.
- **Format for Papers:** All typed papers must be formatted using 12-point Times New Roman font only and must be double-spaced with 1" margins on all sides. Always follow the style guidelines of the Modern Language Association (MLA), particularly about parenthetical and reference citations. Handwritten papers *must* be legible and free of smears, stains, or other blemishes. A paper that cannot be read will be returned to the student, with a penalty, to be rewritten.
- **Late Work:** Present all work in class, in person, and on time. Assignments are due at the beginning of class.
- **Absences:** It is the student's responsibility to request make-up work. If students attend school at any time during the day an assignment is due, students are required to submit their assignments.
- **Fieldtrips:** School sports, events, activities, and/or excursions are not valid reasons for not submitting work on time. Students who partake in fieldtrips/events may submit their work via email, through another student, or before/after school *on the day it is due*.
- **Make-up Exams:** Any student that is absent on the day of a test is expected to make up the test upon their return to campus. If the student does not report to make up the exam within the stated period, no credit (0%, zero) will be given for that exam.

Tests may not be made up during class or another class period. Be advised that make-up exams are more rigorous as students have more time to prepare. It is in the student's best interest to be present on all exam days. Students may make up exams after school by appointment.

- **HHS Handbook:** In addition to the above, all rules and regulations found in the Hephzibah High School/Richmond County Handbook will be enforced, with applicable reprimands.

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IV. Plagiarism, Collusion, and Cheating

Plagiarized papers or projects will receive a grade of "0" (zero)—no exceptions. Cheating or collusion— defined as unauthorized collaboration—will also result in a grade of "0" (zero) on that paper, project, or test. Plagiarism or collusion on a second major assignment will result in a zero for the 9-weeks. This includes assigned, in-class or discussion questions. The instructor will utilize plagiarism software and internet sources to check student work for potential plagiarism. This will be discussed in more detail during class the class introduction.

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V. Course Grading Scale and Assignment Breakdown

This course will follow Hephzibah High School's standard grading scale:

A = 100-90

B = 89-80

C = 79-75

D = 74-70

F = 69 and below

Grades will be calculated using the following weights:

Summative (tests, formal essays, projects): 30%

Formative (quizzes, informal essays, discussions): 45%

Participation (discussions, journaling): 25%

The course will follow the standard 9-point AP Lang and Comp format of grading essays. The conversion works as follows:

9	A+	100-97
8	A	96-93
7	A-/B+	92-87
6	B	86-80
5	C	79-75
4	D	74-72
3	D-	71-70
2	F	69-65
1	F	64 and below

Assignments may include, but are not limited to:

- **Formal Research Paper:** Students will research a topic of interest based on prior readings or current events and develop and support a thesis. Students will be required to submit a rough draft for peer editing, and a subsequent draft for individual assessment with the teacher before turning in the final research paper. This will occur during the 3rd 9 weeks of school.
- **Responses to literature:** Students will be required to analyze required weekly readings and write expository responses that identify the author's purpose, audience, and tone (in referenced to the Rhetorical Triangle) citing specific examples from the text to substantiate the students' claims.
- **Tests:** As a consistent element of practice, students will take multiple-choice tests based on rhetorical strategies and their functions in given passages. Students will take practice AP Exams at least once a month, as well as, quarterly benchmark tests.
- **Quizzes:** Quizzes will be administered intermittently, often with no prior warning, to assess reading comprehension, rhetorical vocabulary, oral discussions, and basic grammar requirements. Quizzes will also be administered to gauge student understanding of basic elements of text for short stories and novels.
- **Journal Entries:** Journal entries may include pensive and thoughtful observations that reflect the theme of the current unit, or ideas about revising or modifying a paper/project. Journal entries are expected to be informal, conversational-style writing pieces. At least three times a week, a narrative, expository, argumentative, or visual prompt will be given with the expectation that students will free-write on the topic in 1-3 paragraphs. Journals will be graded randomly at teacher's discretion for completion.
- **Class Participation:** Participation in class encompasses group work, in-class annotating, and discussions. During class discussions, students are encouraged to offer comments and critiques to support or refute claims by giving concrete details for support. Students are to model correct interaction and argumentation techniques during class discussions. To be successful a student needs to be in class each day because information builds upon prior information.
- **Essays:** In-class and out-of-class essays will be given based on prior AP Exam prompts as a method to prepare students for what they may see on the exam. These essays will follow one of the three types seen on the exam: argumentative, rhetorical analysis, or synthesis. Essays done in-class will count for a formative grade and will often represent the 40-minute guidelines shown on the exam. Essays done out-of-class will follow the writing process in that they will be brought in for peer revision, edited either in-class or at home, revised, and ultimately submitted with all drafts stapled together, oldest-to-newest.

VI. Units of Study

*The following is an estimated 36-week plan. Specific readings and dates are subject to change as the year progresses.

Unit 1: Introduction

Unit 2: Rhetorical Analysis

Unit 3: Argumentative

Unit 4: Synthesis

Unit 5: Nature/Environment

Unit 6: Gender/Human Nature

Unit 7:

Religion/Philosophy/Language

Unit 8: Politics/Justice/Economy

Unit 9: Education

Unit 10: Sports/Pop Culture

Unit 11: Research Project

Unit 12: Perspective of Early
America

Unit 13: Perspective of Freedom and
Revolution

Unit 14:

Romanticism/Transcendentalism/Re
alism

Unit 15: The American Dream

Within each unit, students will be subjected to:

- Essays (narrative, argumentative, and rhetorical)
- Novels
- Globally-inspired text
- Speeches
- Video recordings
- Timed writings
- Practice essays AND practice multiple choice questions

VII. Materials

The following includes a list of materials *provided* by the school and will be administered as needed. These should be kept in a locker or backpack and brought class as directed. **The teacher is not responsible for any materials left in the classroom.**

- *The Norton Reader, 11th or 12th Ed.*
- Novels: *Alice's Adventures in Wonderland, Great Gatsby, Scarlet Letter, The Crucible*
- *The Language of Composition, 1st Ed.*

The following includes a list of materials the student will need for the class:

- Binder with 5 dividers: rhetorical analysis, synthesis, argumentative, notes, other
- Pens/pencils (no neon or bright colors)
- Sticky notes/tabs
- Highlighters
- Index cards
- A composition book/spiral notebook for journaling

VIII.

Garcia AP Language Contract, 2018-2019

Student Name: _____

Parent Name: _____ Parent Name: _____

Email: _____ Email: _____

Phone: _____ Phone: _____

Are texts okay? _____ Are texts okay? _____

How do you prefer to be contacted? _____ How do you prefer to be contacted? _____

I have read and understood the syllabus and the procedures for Ms. Garcia's AP Language and Composition class.

Student's printed name

Student's signature

Date

Parent/guardian's printed name

Parent/guardian's signature

Date