

Advanced Language and Composition 2018 -2019

AP English Language and Composition Room C-123
2017-2018 Course Syllabus and Policies Phone 480-224-2863
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Introduction

Advanced Placement English Language and Composition is a rigorous and challenging course taught at college level and designed to develop writing and language analysis skills. In this class, students learn that writing is a craft, something more than function and formula. The instructor's primary goal is to create strong writers with the necessary skills to write effectively in their college course and in their personal and professional lives. This course introduces critical thinking strategies and the canons of rhetoric, while developing style and trope concepts through an exploration of primarily non-fiction argumentative and expository text.

Technology in the High School Classroom

CUSD and Perry High School readily embrace technology in the classroom. In addition to needing the internet for checking the daily calendar, students will need to submit papers to turnitin.com and will sign up for *Remind 101*.

Student Goals and Objectives

Students in this class will be encouraged to emphasize content, purpose, and the audience while focusing upon organization. In addition to reading assigned fiction, non-fiction, and non-literary selections, students will choose and read a novel each quarter from a specified AP/CUSD reading list. The focus of the course is on rhetoric, broadly defined as a "dynamic process in which a person chooses and uses language to achieve a determined purpose." Students will be expected to read widely and reflect on the reading through extensive discussion, analysis, writing, and rewriting. We will emphasize rhetoric and composition with a focus on persuasive, research-based writing and understanding writing as a process.

Upon completion of this course the student will know how to use:

- a wide-ranging, college-level vocabulary used appropriately and effectively;
- a variety of sentence structures, including appropriate use of subordination and coordination;
- logical organization, enhanced by specific illustrative detail;
- effective use of rhetoric, including controlling tone, establishing and maintaining voice, and achieving appropriate emphasis through diction and sentence structure;
- { analyze, and interpret } samples of good writing, identifying and explaining an author's use of rhetorical strategies and techniques;
- { create and sustain } arguments based on readings, research and/or personal experience;
- an author's body of work to critically read and report findings in a formal structure according to the Modern Language Association (MLA);
- a variety of genre and context, including circumstance, purpose, topic, audience, and writer, as well as, the writer's ethical, political, and cultural implications;
- appropriate conventions in writing, including consistent voice, tone, diction, grammar, and mechanics;

- feedback obtained through peer review, instructor comments, and/or other sources to revise writing;
- assessment of one's own writing strengths and identify strategies for improvement through instructor conference, portfolio review, written evaluation, and/or other methods;
- the stages of the writing process, with careful attention to inquiry and research, drafting, revising, editing, and review.

**Quarter One:
An Introduction to Rhetorical Modes, Analysis of Argument**

The fall semester is geared towards introducing students to rhetoric and argument. Students analyze a variety of non-fictional pieces and generate timed writings, utilizing the 9-point Advanced Placement rubric. By introducing timed writings early in the first semester, the course establishes a natural progression of the class towards the May examination.

The students begin a year-long study of the rhetorical modes, including narration and description; essays that compare/contrast, classify and divide, and define; essays that analyze a process; essays that analyze cause and effect; and essays that satirize. Students will also read, evaluate, and write arguments and persuasive essays through the study of media analysis: rhetoric, persuasion, and propaganda. To understand the purposeful style of those who write argument, students will follow a columnist of their choice during this introductory quarter.

**Quarter Two:
The Synthesis Essay and Research Writing**

The major project for the year is a research-based, causal argument examining a controversial topic that is important to the individual and society. The students will use the Classic Argument structure to formulate their paper. Each quarter, a portion of the paper will be written, peer-reviewed, and finalized.

During this second quarter, the students will investigate more fully the *narration* – or background – of the topic they have chosen. Students will learn to frame an argument by using source material. This skill is imperative in both research writing and Question 1 of the AP exam.

Additionally, students will form literary circles based upon a choice from a predetermined novel list of memoirs and autobiographies. Five separate activities will be completed-some group and some individual-that help students connect with literature through group exploration and exchange of ideas.

The study of Transcendentalism includes selected readings from the 19th century, including Thoreau and Emerson, and a contemporary, journalistic piece *Into the Wild*.

**Quarter Three:
Framing an Argument, Understanding Satire**

The major focus of writing will be the Argument essay. Students will frame their own argument with information based on their experience, reading, and knowledge of the world. Additionally, students will experiment with stylistic devices to enhance their claim. Ted Talks will be studied as a guide to how the experts incorporate these stylistic choices.

Students will study satire through Swift’s “A Modest Proposal” and contemporary selections, using written, visual and media examples. A culminating project will ask students to demonstrate their understanding of this important argumentative tool.

To continue with the Research writing, student will write the *confirmation* and *refutation*. Students will also continue their AP Exam practice through timed writings, multiple choice practices, and peer/review discussion.

**Quarter Four:
The American Dream**

The students will address the “American Dream” in context of the 20th century and the beginning of the 21st century in America. The quarter begins with an in-depth study of Fitzgerald’s *The Great Gatsby* and his interpretation of the American Dream; the students will extend this knowledge into an analysis of current political and social issues in America.

As we move towards the Exam, the course promotes synthesis of the student’s own identity within America as a rigorous scholar of American Language and Composition. The students address these issues through essays, speeches, and film critical analysis.

***Independent Reading and Analysis**

Students will read and analyze nonfiction and fiction titles in cooperative groups outside the curriculum of the course. These outside readings will be assigned at the end of each quarter and the students will have 5-6 weeks to complete each independent reading. Any novel not listed on an approved CUSD list will require parental permission as the material may deal with mature themes.

Quarter 1 – a list of memoirs and autobiographies (parental permission required)

Quarter 2 – *Into the Wild*

Quarter 3 – a list of documentaries (parental permission required)

Quarter 4 – *The Great Gatsby*

Teaching Strategies

The instructor introduces strategies throughout the course of the year, employing them repetitively in writings and class discussions. Moreover, the teacher provides instruction and feedback on students' writing to help them develop a wider range of vocabulary, including rhetorical and stylistic vocabulary that directly addresses written and oral communication and in-depth study of terms that spans through the course of the year. Please understand that student papers will be shared anonymously in this class, both for training in AP scoring and as modeling for writing development. The climate will remain respectful and positive.

Student Evaluation

Student's grades are based on an accumulated point system. Each assignment and activity is assigned a certain number of points based on complexity of the purpose and objective. At the end of each semester the students' final grades are determined by dividing the number of points earned by the total points possible. Each semester is 80% of the overall grade, while the final exam is 20% of the overall grade.

The AP Exam

One of the cumulative objectives for this class should be sitting for the AP exams the first two weeks in May. Colleges expect to see this on a transcript-failure to take the exam is looked upon by admissions offices as a weakness. A grade of 4 or better on the exams (out of 5) might, and probably will, insure English Credit at the school of your choice; it is up to each student to research those requirements (www.collegeboard.com/ap/creditpolicy).

Extra Credit

No extra credit will be available. Due to the high number of points and opportunities for success in the class, I expect students to submit their best work at all times.

*Cheating and Plagiarism

We will discuss cheating the first week of class. It will not be tolerated in any form, particularly plagiarism. We instructors highly encourage communication between student and teacher. Often times it is because the student is unsure of an assignment or how to complete it that results in this unfortunate action. If the student will be proactive in any challenges he or she faces, we believe we can help clarify and offer guidance.

First offense: a zero for the assignment; parents and administrator will be notified.

Second offense: a zero for the assignment and the administration will assign an out-of-school, three day suspension. No credit will be given for the course.

Self-plagiarism is a form of cheating and is academically dishonest. It occurs when an author reuses his/her own previously written work or data in a 'new' written product without letting the reader/instructor know that this material has appeared elsewhere. This includes reusing any portion of an assignment previously written and/or submitted to an instructor for a grade and/or an assessment. Any act of self-plagiarism, intentional or unintentional, or acts of academic misconduct on any assignment, may result in the failure for the assignment or failure for the course after a conduct referral has been written.

*Turnitin.com

We will turn in all major assignments to turnitin.com. This is a website that encourages all students to complete their own original work. Submitting work to turnitin.com is non-negotiable, and failure to do so will result in a zero on that assignment. Assignments will be due to turnitin.com on the night the assignment is due in class.

Late Work

Assignments are due at the beginning of the class period. A completed assignment includes printing when required. If you do not have access to a printer, you must make arrangements to *complete* the assignment (this includes printing) *prior* to the due date. Flash drives and /or emailed attachments in lieu of an assignment will not be accepted.

Make-up work for excused absences must be completed in a timely manner. Students are responsible for getting their own make-up work. Refer to the class calendar for important information regarding class activities and assignments. Students will have one class period per one day of excused absence to hand in homework assigned during the time absent.

- **Excused absence:** Students will have a few days to make-up tests and quizzes missed due to excused absence. Any assignment not made up in a timely manner will receive a zero.
- **Unexcused absence:** Assigned work and quizzes missed due to an unexcused absence will receive a zero.

*Attendance and Tardy Policy

The Perry High School attendance policy will be strictly enforced (see handbook for complete explanation) Parents have 24 hours to officially excuse an absence or tardy. After 10 consecutive absences or 11 absences in a semester, excused or unexcused, the Perry administration may determine that the student will not receive credit for the course

Advanced Placement instruction, particularly on block days, is intensive and critical to the mastery of content. While students will always receive the missed work and an opportunity to complete the work – the instructional component missed cannot be duplicated to the degree that the students present in the class received.

Formatting All word-processed papers and assignments will be formatted with standard MLA headings. When your instructions state that word processing is required, then handwritten work will not be accepted.

Student

Instructor Name

AP English- 4

22 July 2018

Class novels and nonfiction works: To buy or not to buy

You are encouraged to purchase copies of all novels for this class. If you purchase your own books you can take notes in them and highlight important passages. This will aid you in the literature aspect of this course. Please note that no student is required to purchase these books, and we will have copies for those who do not purchase their own.

Time management and homework

We do a considerable amount of multi-tasking (having two or more assignments concurrent). It is absolutely imperative to manage time - time to do assignments, time to read and reflect.

What if I don't do my work?

Any student is permitted to register for Advanced Placement Language and Composition, but it takes a hardworking, dedicated, intrinsically-motivated student to do well in this course. If a student falls below a C average in this class, parents will be contacted.

Possible textbooks, references, and article examples:

College Board: <http://apcentralcollegboard.com>

Fitzgerald, F. Scott: *The Great Gatsby*

Joliffe and Roskelly: *Writing America*

Krakauer, Jon: *Into the Wild*

Lundsford, et. al: *Everything's an Argument*

Purdue Online Writing Lab (OWL) <http://owl.english.purdue.edu>

Thoreau, Henry David: Selections

A selection of Memoirs and Autobiographies

A host of essays, speeches, and letters from pre-20th Century and more current pieces

Film Selections:

AP English 11 students **may** watch portions of the following films this year as time permits:

The Great Gatsby

A selection of Documentaries

A host of video clips, including those focusing on current events and satire

Ted Talks