



# Advanced Placement Language and Composition 2019-2020

Dear Parents and Students,

Welcome to the 2019-2020 school year. I consider it a privilege to work with your student in this Advanced Placement English Language and Composition class.

I begin my 18<sup>th</sup> year of teaching this year and my 5<sup>th</sup> year at Perry. I am thrilled to be a part of the Puma Nation. Prior to joining the Perry staff, I taught at Willis Junior High School for six years and Chandler High for seven years. I received my undergraduate degree in Journalism and my secondary teaching certification with an emphasis in English from Arizona State University and my master's degree in Curriculum and Instruction from Northern Arizona University.

As a college-level course, your student will develop writing skills in argumentation and critical analysis. We utilize the 6-point analytic rubric developed by College Board. Reading materials cover a broad range of genre, but the course focuses mainly on nonfiction. The culmination of the course occurs in May with the AP National Exam. I invite you to research <http://www.collegeboard.com> as there are specific links for parents that discuss the SAT, ACT, and AP exams, along with preparatory materials and information.

Communication is a key to a successful year. Since AP Language and Composition is considered a college course, I encourage students to advocate for their own education. However, if any issues or concerns arise, please feel free to contact me at any point throughout the year.

Please visit my PHS website for the 2019-2020 course syllabus. On the parent signature sheet, I will ask you to initial these sections in addition to your overall signature to indicate you have read and understand the guidelines of this classroom.

I look forward to having your student in my class this year. My goal is not only to help your student prepare for the AP test, but also to help him/her grow as a reader and writer and become a learner who is ready for responsible civic engagement.

With warm regards,

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**2019-2020 Course Syllabus and Policies**    **Phone 480-224-28613**  
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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. The content focus is primarily on non-fiction, such as speeches, essays, and journalistic writing. 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 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](https://www.turnitin.com), access *Google Classroom* and sign up for *Remind*.

### **Student Goals and Objectives**

When electing to take an advanced English class, students should have fairly mastered the skills required for passing the standardized tests, already understand and employ standard English grammar, and have an intrinsic motivation to tackle a college course. In addition to reading assigned works in class, students will read an independent novel each quarter from a specified AP 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. By the end of this school year, AP students will hold a better understanding of the world and their place as a citizen.

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 critically and report findings in a formal structure according to the Modern Language Association (MLA);
- a variety of genres and contexts, including circumstances, 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;
- using appropriate technologies;
- the stages of the writing process, with careful attention to inquiry and research, drafting, revising, editing, and review.

### **The AP Exam**

One of the cumulative objectives for this class should be to sit for the AP exam which is scheduled for 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, ensure English 101 and humanities credit: it is up to each student to research these requirements ([www.collegeboard.com/ap/creditpolicy](http://www.collegeboard.com/ap/creditpolicy)).

### **Socratic Seminar**

Throughout the course, students participate in Socratic seminars (developed at the University of North Carolina at Chapel Hill) in which they collaboratively discuss varied topics either in whole class or inner outer circles format, developing their reflective thinking skills and oral communication using, self-generated questions written in the higher end of Bloom's taxonomy structure. These discussions are concurrently self-assessed, peer assessed, and educator assessed.

## **Quarter One: Introduction to Rhetoric AP Units:**

The first quarter will introduce students to Free Response Question 2 on the AP exam, rhetoric and an author's argument. The summer reading assignment, Malcolm Gladwell's *Outliers*, will serve as a beginning piece to work with rhetoric. Rhetorical study will include the visual argument, as well as the more traditional study of speeches and essays. 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; and essays that analyze cause and effect.

Students will become more aware of their world and events that can directly or indirectly affect them. Using a variety of sources, students will study current events and develop a stance on a host of issues, becoming more thoughtful and educated citizens.

Students will work extensively with the newly adopted 6-pt. AP rubric. Additionally, by introducing timed writings early in the first quarter, the course establishes a natural progression of the class towards the May examination.

Towards the end of the quarter, students will choose a memoir to read over the fall break. Once they return to Quarter 2, rhetorical work will be done to analyze the choices the author of the memoir implemented to strengthen the message.

**Quarter Two:**  
**Continuation of Rhetoric; The Synthesis Essay**  
**AP Units:**

Students will continue to work extensively with rhetoric, studying thematic nonfiction pieces, including the works of transcendentalists such as Thoreau and Emerson. Students will better understand more contemporary works of world leaders and writers who emulate the transcendentalist tenants.

Students will form literary circles based upon a choice from the fall break memoir choices. Five separate activities will be completed-some group and some individual to help students connect the literature through group exploration and exchange of ideas.

Work will begin with the synthesis essay, Free Response Question 1 on the AP exam. Students will learn to read from a variety of sources, choosing the sources which best support their central claim. Students will work with recognizing the claim (as well as bias), determining timeliness and relevancy of the sources, and choosing the information to best integrate into their argument.

Over the winter break, students will choose a documentary to watch on a subject of their choice. To continue their work with the synthesis essay and to prepare for the development of their own synthesis packet, students will find 4 additional sources to accompany the topic of their chosen documentary.

**Quarter Three:**  
**Argumentation, Satire**  
**AP Units:**

Quarter 3 will focus upon Free Response Question 3 of the AP exam, the argument. Students will frame an argument with information based on their own experience, reading, and knowledge of the world. Additionally, students will experiment with stylistic devices, including satire, to enhance their claim. Students will study satire through multiple contemporary selections, as well as Swift's "A Modest Proposal." A culminating project will ask students to demonstrate their understanding of this important argumentative tool.

Students will write a more comprehensive argument, the Research Paper, employing the use of the classic form: **narration, confirmation, counterargument, refutation, and conclusion**. Students will learn all necessary components of the research paper, including the annotated bibliography and MLA formatting.

Students will continue their AP Exam practice through timed writings, multiple choice practice, and peer/review discussion.

At the end of the quarter students will choose a longer work of non-fiction or journalistic writing, a selection that will provide an in-depth exploration of their research topic.

**Quarter Four:**  
**Preparation for the AP exam; Culmination of Knowledge**  
**AP Units:**

As we move towards the Exam, students will practice timed writings, multiple choice, and reflect upon their development in the course.

The students will address the “American Dream” in context of the 20<sup>th</sup> century and the beginning of the 21<sup>st</sup> century in America. The quarter begins with an in-depth study of Fitzgerald’s *The Great Gatsby* and his interpretation of the American Dream and extends into an analysis of current political and social issues in America. The students synthesize the ideas of the American Dream by comparing and contrasting the American Dream from that of the European Immigrant, the struggles of War, and concluding with contemporary political, social, and gender-based issues.

The culminating project for the course asks students to write a speech and deliver it to their peers. The speech will not only require the students to make specific rhetorical choices, but it will also allow the students to experience the format of a college application essay.

**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 several weeks prior to the end of each quarter and the students will have 5-6 weeks to complete each independent reading. Any novel not listed on the CUSD list will require parental permission as the material may deal with mature themes.

Quarter 1 – a selection of memoirs from across the globe

Quarter 2 – a selection of documentaries dealing with current world issues

Quarter 3 – a selection of investigative journalistic issues

Quarter 4 – *The Great Gatsby*

**Controversial Textual Content**

Issues that might, from particular social, historical, or cultural viewpoints, be considered controversial, including references to ethnicities, nationalities, religions, races, dialects, gender, or class, may be addressed in texts that are appropriate for the AP English Language and Composition course. Fair representation of issues and peoples may occasionally include controversial material. Since AP students have chosen a program that directly involves them in college level work, participation in this course depends on a level of maturity consistent with the age of high school students who have engaged in thoughtful analyses of a variety of texts. The best response to controversial language or ideas in a text might well be a question about the larger meaning, purpose, or overall effect of the language or idea in context. AP students should have the maturity, skill, and will to seek the larger meaning of a text or issue through thoughtful research. (AP English Language and Composition –Fall 2019 Course and Exam Description)

**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.

### **Extra Credit**

No extra credit will be available. Due to the high number of points and opportunities for success in the class, we 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, 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 challenge faced, 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](https://www.turnitin.com). This is a website that encourages all students to complete their own original work. Submitting work to [turnitin.com](https://www.turnitin.com) is non-negotiable, and failure to do so will result in a reduction in points or a potential zero on that assignment. Assignments will be due to [turnitin.com](https://www.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. Students will not be able to make up missed work. 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.

### **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 2019**

### **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.

### **Time management and homework**

We will 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: *Everyday Use; Rhetoric at Work in Reading and Writing*

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

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

Thoreau, Henry David; Emerson, Ralph Waldo- various selections

A selection of memoirs

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

### **Film Selections:**

Students may watch portions of the following films this year as time permits:

*The Great Gatsby*, documentaries, satirical video clips, *Ted Talks*

**Mrs. Schultz's AP 11 Language and Composition  
Parent/Student Signature Sheet  
2019-2020**

STUDENT:

I have read and understand the course syllabus, school/class expectations, and policies.

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Name (printed)

PARENT/GUARDIAN:

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Name (printed)

\_\_\_\_\_  
home phone

\_\_\_\_\_  
cell phone

\_\_\_\_\_  
work phone

\_\_\_\_\_  
Email address

If you have any concerns or questions, please note them below. I will contact you ASAP to discuss:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Please check this box if you would like a printed copy of the course syllabus.