

Welcome to AP Language and Composition! This syllabus is designed to help you understand the different parts of the course, which include concepts, curriculum, policies, and procedures.

The biggest concept that you need to understand for this course is that it is no longer content driven; it is **skills driven**. In this class, you are going to be required to develop and maintain rhetorical strategies and concepts that will allow you to look at a text in a much different way than you did in your previous English classes. In order to be successful in this class, you must be willing to go beyond the ways you have been taught to view a text.

You are entering a conversation with writers by taking this class; you are going to look at texts and try to recognize what the authors are doing and for what reasons. To be able to accomplish these feats, you will begin by understanding what rhetoric means (the art of assessing the available means of persuasion for a specific audience at a specific time and place) and the terms associated with it. You also must learn how to be a critical and an active reader and acquire the tools to gain insight in to each text you read.

Key Concepts to Learn:

- **Key Elements of Rhetoric:** the Rhetorical Triangle (Writer, Audience, Message, Purpose, and Rhetorical Context); Ethos, Pathos, and Logos; Visual Rhetoric; Arrangement (organization of piece); Patterns of Development (purpose); and Components of an Argument
- Components of an **Argumentative Research Paper**
- **Rhetorical Terms/Vocabulary**
- **Close Reading/Analysis:** analyzing style (diction and syntax); interacting with text (annotation, dialectical journals, graphic organizers)
- **SOAPSTone:** Who is the **Speaker**? What is the **Occasion**? Who is the intended **Audience** and what are its specific needs? What is the text's **Purpose**? What is the **Subject** or topic? What is the author's/speaker's **Tone**? Try using these questions each time you encounter a new text

## Class Procedures and Policies:

### Language Binder:

In this class, keeping a notebook is required. The notebook is your responsibility. If you fall behind, it becomes increasingly difficult to catch up. When you keep up on a daily or weekly basis, your notebook will be an *extremely valuable* resource for study and doing well in this class. The notebook will be a portion of each marking period's grade during the first semester.

### Requirements:

- ❖ **Binder:** All notes, daily assignments, handouts, quizzes, drafts, final essays, vocabulary, journals, rhetoric practice, and AP Practice need to be in a working binder. **YOU WILL NEED ONE FOR FIRST SEMESTER AND ONE FOR SECOND SEMESTER.** The size of the binder should be at least 2 ½ -3 inches.
- ❖ **Organization:** All information found in your notebook must be organized in a way that anyone may follow the progression of its contents. There must be a typed **Table of Contents** page at the beginning of the notebook, indicating each section in the notebook. **Divider Tabs** must be used to distinguish where a new section begins.
  - **Sections Needed:**
    - **Table of Contents** – you don't need a divider for this
    - **Notes/Handouts**
    - **Readings**
    - **Journals** – must be ½ page response – need date, number, question written out
    - **Vocabulary and Vocabulary Quizzes**
    - **Rhetorical Device Practice** – graded on accurate completion
    - **Graded/Credit Homework** – questions, worksheets, etc.
    - **Reading Quizzes/Tests**
    - **Essays (Drafts and Finals)** – all parts of the process
    - **AP Timed Essay Practice**
    - **AP Timed Reading Practice** – multiple choice practice

**\*Be sure to date all items you put in to your binder; this will help you to organize it more quickly at the end of each marking period.**

**\*The binder is worth 100 points for each marking period during first semester, and it will be collected on the last day of each marking period. This should be an easy 100 points, so stay organized!**

## Outside Reading and Analysis

Each marking period, you will be responsible for choosing a text from the Course Outside Reading List. For each marking period, there are a number of selections to choose from; you must choose from that list – you cannot choose from a different marking period.

Each marking period, before choosing a book, you need to research at least three of the titles. After you have researched the books (be sure to include a hardcopy of the website pages where you found the review), you need to write a summary of the text and then provide **three reasons** to read it and **three reasons** not to read it. This part of the outside reading assignment is **due three weeks in to the marking period**.

The first step of the outside reading assignment is to read the text and annotate it as you go, which will slow down the process, but you must annotate each page with a number of annotations to receive full credit. After you are finished reading and annotating the text, you need to complete the rhetorical writing assignment.

Each outside reading will be due on the Monday of the last week of each marking period.

*I highly recommend you purchase your outside reading novels, so that you can make margin notes and write in the novel to help with your assignments. Amazon.com has a used section where you can get the books at a lower cost. I would try to get as many of your books early on in the year, so that when you need them, you have them.*

## In-class Reading Texts

During two of the marking periods, we will be reading an anchor text that focuses on the unit's theme. The texts will complement the smaller readings and help you to identify rhetorical tools on a larger scale.

Here are the texts you will need to get.

1<sup>st</sup> marking period: *Narrative of the Life of Frederick Douglass* by Frederick Douglass

5<sup>th</sup> marking period: *The Importance of Being Earnest* by Oscar Wilde

## Class Discussion and Participation:

Discussion and participation are an integral part of this course. It is mandatory that you actively participate in discussion of all reading selections.

## Participation is 10% of your marking period grade.

You will be expected to:

- freely and courageously present your thoughts on the content and style of individual pieces;
- closely and objectively listen to others' thoughts and perspectives on works and topics in language and composition;
- respectfully and constructively respond to ideas in class and on paper that are both at odds and in agreement with your own; and
- consistently substantiate your assertions with evidence from the text(s).

## Journaling:

One aspect of writing that is important to develop is self-expression. To allow you consistent practice with this type of writing, you will be required to compose 10-minute journal writes twice a week. On *Mondays and Wednesdays*, you will respond to teacher-generated prompts on a variety of self-interest topics. Each entry must be at least ½ a page. Be sure to include the date, journal number, question, and your response on every journal.

## **Rhetorical Device Identification Practice:**

In order to give you the needed practice in identifying rhetorical devices, you will use the first 10 minutes of class on *Tuesdays and Thursdays* to explore an excerpt of fiction or non-fiction work and dissect it for various rhetorical terms. You will answer questions about the excerpts as well as focus on identifying the devices that help the excerpt make sense and get its message across.

## **Weekly Vocabulary**

In order to familiarize yourself with AP Composition vocabulary that may be on the exam and to increase your own personal vocabulary, we will be doing weekly vocabulary assignments. Each week, on Monday, you will be given a set of 10-12 words. For each word, you need to find the appropriate definition and then create three examples that exhibit the use of the word but do not include the actual word. The weekly vocabulary will be due every Friday, and they will be done on 4X6 index cards. Also, on Friday, you will be quizzed over the words by identifying examples of the words.

## **AP Practice – Timed Essays:**

To give you sufficient practice in writing timed essays similar to those that will be found on the AP exam, Fridays will be spent dissecting prompts and questions, evaluating sample essays, writing, critiquing, or revising one of the three types of essays that will be found on the exam.

Marking Period #1: Analytical/Expository Prompts

Marking Period #2: Argumentative Prompts

Marking Period #3: Synthesis Prompts

Marking Period #4: Analytical/Expository Prompts

Marking Period #5: Argumentative Prompts

Marking Period #6: Overall review of the three types of essays for the exam

## **AP Practice – Multiple Choice Reading Tests**

Throughout each marking period, we will have AP multiple choice questions with some of the readings to get you used to their format and wording. Also, at the end of every marking period, you will analyze various multiple choice passages and be given a multiple choice practice test similar to the one on the AP exam. All tests will be scored and then you will see where your problem areas are. While you read the following marking period reading selections, your focus will be on those areas of concern.

## **AP Practice Exam**

As part of our preparation for the AP Exam, a practice exam will be given at the end of April/beginning of May. The exam takes about 3 ½ hours. It is important to take the exam in its entirety to gauge what will be expected of you on the day of the exam. You will have at least two dates (a Saturday and a Sunday) to choose from for this practice exam. It will be worth 100 points for your final marking period grade. As long as you show up for the practice exam, you will receive the points.

## **AP Exam:**

The AP Language and Composition exam will be held on Wednesday morning, May 16, 2012. The cost is approximately \$87.00 (of which the school usually pays \$8.00) There will be a deposit of \$5.00 at the end of the first semester and then the rest will be due in March.. I strongly recommend that all students take the exam. It does not make sense to take the class and not take the exam.

If you take the AP exam in May, you will not have to take a final exam in the class; you will just have to create a project for the last unit. But, if you do not take the exam, you will have to take a final exam and complete the project as well.

The AP Exam consists of two parts:

Part One: Multiple Choice Section – 53-55 questions based on a number of passages (usually 4) – This is worth 45% of your score. Incorrect answers will not be penalized

Part Two: Free-Response Section – 3 essays – rhetorical analysis, argumentative, and a synthesis essay. You have 15 minutes to peruse the questions and then 2 hours to write the responses.

### **Assessment:**

You will be assessed in the following areas:

- Composition Binder (assignments will vary)
- Participation and daily work
- Group assignments/activities
- Questions for readings
- Vocabulary/Vocabulary Quizzes
- Outside Novel Reading and Writing
- Evaluated Writings (based on a condensed version of the College Board 9-point rubric)
- AP Practice
- Tests/Quizzes
- Midterm Exam: a practice exam that is graded on a curve
- Final Exam Grade: Final project (as long as AP Exam is taken)

### **Grading:**

Grades will be determined based on the number of points earned over the marking period. Semester grades are determined by the following:

1<sup>st</sup> marking period = 30%  
2<sup>nd</sup> marking period = 30%  
3<sup>rd</sup> marking period = 30%  
Midterm/final = 10%

**The most important point regarding grades is that missing assignments has a major impact. Just one “0” will bring your grade down.**

### **Late Work and Make-up Work:**

**Late work IS NOT accepted.** If it is not turned in the day it is due, you will receive a 0. Because this is the equivalent of a college course, it will be treated as such. It is in your best interest to be held accountable in this class because it will prepare you for your future collegiate workload. Because of the high paper volume in this class, it is your responsibility to track all assignments and keep all due dates.

When you are absent, it is your responsibility to get your missing work and to know when it is due. Study/Tutoring groups will be made in order to help when someone is absent. There will be absent folders where you can pick up work and turn in any work due when you were absent. If you know you will be absent on the day a final assignment is due, please see me to make arrangements. If you are sick the day a final assignment is due, it must be turned in the day you return.

**IF YOU ARE HERE IN ALL OR SOME CLASSES BUT MINE THE DAY A FINAL ASSIGNMENT IS DUE, YOU WILL RECEIVE AN E ON THAT ASSIGNMENT!**

## Time Commitment and Pacing:

Class time will be devoted to discussion, questions, and presenting and practicing new material. Home time is for longer reading, finalizing drafts, and preparing for class discussion or presentations. Your homework commitment will depend on your drive, but those students who are not prepared for class will be at a significant disadvantage.

## Approach to Texts:

The class is set-up in theme format. Every piece we read and every visual piece we examine will be centered on that particular theme. At the end of the unit, you will enter a conversation about the theme by tying the pieces together as well as your own thoughts about it. The themes are as follows:

Unit One: **Politics and Critical Cultural Issues:** What is the nature of the relationship between the citizen and state?

Unit Two: **Popular Culture:** To what extent does pop culture reflect society's values?

Unit Three: **Gender:** What is the impact of the gender roles that society creates and enforces?

Unit Four: The Ins and Outs of Current and Debatable Issues – **Argumentative research paper**

Unit Five: Discovering Truth through **Satire**

Unit Six: Review for Exam/Final Projects

## A Note on Plagiarism:

Plagiarism can be defined as submitting another person's ideas, words, images, or data without giving that person credit or proper acknowledgment. **Plagiarism, a form of academic dishonesty, will not be tolerated.** In order to clarify what constitutes plagiarism, you should be aware that you have committed plagiarism when you:

- Use phrases, quotes, or ideas not your own;
- Put your name on a group assignment when you have not done any of the work;
- Use online source material (Spark notes, etc.) in place of reading a novel;
- Use facts or data not considered common knowledge;
- Submit a paper written for another class;
- Submit a paper from an essay service agency, even though you may have paid for it;
- Submit a paper by another person even though s/he may have given you permission to use it.

You should also note that plagiarism not only encompasses written work, but also computer data, research, and visual arts.

Plagiarism is a serious issue in an academic environment. I must be able to rely on the integrity of your work in order to maintain a climate for successful learning. Plagiarism reflects on character; therefore, you should avoid inadvertent plagiarism. When you are unsure if acknowledgement is needed, ask me. The penalties for blatant plagiarism include loss of all credit for the assignment with no opportunity to rewrite. If there is a second occurrence, you will lose credit for the marking period and be expelled from the class.

You and your parents need to sign this plagiarism honor code and return it to me.

### Taken from Jefferson County Public Schools

I, \_\_\_\_\_, am aware of the serious nature of plagiarism and will not intentionally use or submit someone else's work without acknowledgement. Furthermore, I will not represent someone else's work as my own or partake in academic dishonesty.

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Student Email: \_\_\_\_\_

I have read this syllabus and understand the consequences of plagiarism.

Parent/Guardian Signature: \_\_\_\_\_ Date: \_\_\_\_\_