**2014-2015 AP English Language and Composition**

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**Overview of course:**

Students must learn to think critically, read analytically, and communicate with clarity and confidence. In this course, you will learn how to read closely and annotate a variety of formats, genres, and topics.

While students may earn college credit if they receive a 3, 4, or 5 on the AP English Language and Composition Exam (depending on their chosen college), the overarching goal of this course is to prepare students for the rigors of college writing.

The AP College Board describes this mission best:

An AP course in English Language and Composition engages students in becoming skilled readers of prose written in a variety of periods, disciplines, and rhetorical contexts, and in becoming skilled 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. (The College Board, *AP English Course Description*, May 2008, p. 6)

**Grading:**

**Major Assignments – 60% (1-2 per quarter)**

* Summative assessments that allow students to demonstrate mastery of the skills from that unit/semester. These will include mid-term and semester final timed essays, summative essays/assignments for each book, the This I Believe essay, and the large research project.

**Formative Assessments – 30%**

* **Practice Essays**

Frequent and regular practice using different essay questions from previous AP exams. Typically, these essays will be assigned for homework. Students’ writing on these essays will reflect not only the type of essay (Rhetorical Analysis, Argumentative, Synthesis) the class is studying at the time, but also the particular writing skills we’re working on (sentence fluency/structure, word choice, organization, supporting claims with data and commentary, etc.). On the due date, students will work in revision teams to discuss suggestions for improvement. Students may at any time be asked to complete revisions using their peers’ suggestions and turn in both original and revised copies of their essays.

* **Timed Writings**

The goal is for students to continue to develop their own voice and commentary upon their ideas and data. An AP-style prompt is given, some with appropriate resources. Students must then develop a claim and use proper support to argue the claim. The first quarter’s writings will be Style Improvement Lessons or Rhetorical Analysis essay questions, the second quarter will focus on Argumentative essays, and we will concentrate on Synthesis Essays during third quarter. These timed writings will serve to assess the skills practiced in the practice essays and also to give students the opportunity to integrate feedback from peers and the instructor.

* **Other Homework, In-Class Assignments, and Quizzes**

Including, but not limited to, journal entries, reading exercises (such as annotating and/or answering questions), quizzes for reading checks, Socratic Seminar entrance tickets and reflections, and vocabulary word exercises and crossword puzzles.

**In Class Participation – 10 %**

* **Class Discussion**
  + Students are expected to contribute positively to the conversations in class. Excessive absences, disengagement from class, or outright disruption of the educational environment will result in lowered discussion grades
* **Revision Conferences**
  + One-on-one conferences with the instructor concerning students’ timed writings and suggestions for improvements

**Late Policy**

* **Formative Assessments**

Late formative work can earn reduced credit at the instructor’s discretion.

* **Summative Assessments**

Late summative work will be accepted until the second-to-last week of the semester, but students lose the ability to revise these assignments.

**Revision Policy**

* Summative assignments turned in on time can always be revised after a conference with the instructor. The new version of the work must be turned in with the original copy and any grading marks or notes.
* Students must schedule a conference appointment with the instructor in person or via e-mail.

**Plagiarism/Cheating**

The entire English department has agreed to the following policy for plagiarism or cheating:

1st Offense — Half credit on assignment, notification of principal and parents

2nd Offense — No credit on assignment, referral to principal, notification of parents

3rd Offense — No credit for course, referral to principal, meeting with parents

**Course Curriculum and Outline:**

**In General:** Throughout the year, the majority of texts will be **non-fiction,** and you will be required to read and work with Samuel Cohen’s *50 Essays, a Portable Anthology*, as well as other notable works*.* The course requires nonfiction readings (e.g., essays, journalism, political writing, science writing, nature writing, autobiographies/biographies, diaries, history, criticism) to give students opportunities to explain an author's use of rhetorical strategies or techniques. When fiction and poetry are also assigned, their main purpose will help students understand how various effects are achieved by writers' linguistic and rhetorical choices. The majority of texts though will be non-fiction. Furthermore, this course requires students to analyze how **visual images** relate to written texts and/or how **visual images** serve as alternative forms of texts. For example, students will be asked to determine how photos, paintings, and graphs fit into your understandings in conjunction with written materials.

**Ongoing Activities**

In addition to regular timed and take-home essays and current-events discussions, students will learn and practice test-taking skills to help with performance on the ACT and the Multiple-Choice portion of the AP test. You will be required to read one Independent Novel each semester from an approved list provided to you by the instructor.

**Q1 — Understanding Rhetorical Analysis**

This unit will begin students down the path of learning to read as writers. To assist students in recognizing and subsequently developing their own tone, diction, voice, and style, students will be learning about tropes and schemes. Students will first learn to identify these tropes and schemes, and then begin to imitate and incorporate them into their own writing. Special attention will be given to pronoun/antecedent agreement, modifiers, comma usage, transitions, and connotative diction in others’ and their own writing to develop a personal style and voice. Students will also spend significant time working with the rhetorical triangle as well as Aristotle’s means and modes in preparation for the approaching AP exam’s rhetorical analysis question. Students will be learning the parts of the rhetorical triangle, as well as its parts’ interconnectedness. Both understanding the rhetorical triangle, means and modes, and applying knowledge of it to new situations will be important.

This unit will also introduce students to detailed annotation and active reading, a skill that will be practiced throughout the year on every reading that we do. Students will be required to read and work with Samuel Cohen’s *50 Essays, a Portable Anthology*, as well as other notable works*.* All students will read and discuss *Of Mice and Men*, relating it to an overall discussion of the relevance of the American Dream. Students will also choose and begin their first independent novel. Both novels will be assessed through in-class essay tests.

**Q2 — Learning how to Argue Effectively**

Writing instruction in this unit will specifically focus on how to organize an argumentative essay that understands the basic structure of 1) making a claim, 2) using evidence, and 3) rebutting counter-arguments. Students must build a wide-ranging vocabulary and use it appropriately and effectively, write with a variety of sentence structures, increase their coherence through repetition, transitions, and emphasis, balance generalization and specific detail, and above all, use rhetoric effectively.

During this unit, significant focus will be placed on learning to read college level texts. The seminal text of this unit will be a nonfiction text as well, Barbara Ehrenreich’s *Nickel and Dimed: On (Not) Getting By in America.* As the book reveals and discusses more issues than simply the low wages of many Americans, it serves as a jumping off point into a social equity argument for which you must take a position.

The vehicle for this learning will be an in-depth study of controversial issues from a wide array of sources. Students must take a self-reflective look at their own spoken beliefs and unspoken assumptions and warrants. Writing instruction during this unit focuses upon reinforcing and refreshing the building blocks of good writing. Specifically, students will focus on creating dynamic and authentic theses accompanied by strong paragraphs that emphasize students’ commentary of their ideas, rather than merely summarizing arguments or letting data speak for itself.

With such a focus placed upon students discovering their own values and beliefs and subsequently being able to explain how and where these ideas were created, students will be asked to write a personal reflective essay that teaches others about a value that is core to them. Students will be expected to apply their learning of the rhetorical triangle and the means and modes of persuasion (from their new understandings of rhetorical analysis) into this personal essay.

**Semester 1 Final:**

Students will take a mini AP exam with 1 Rhetorical Analysis essay prompt and 1 Argumentative essay prompt drawn from a prior year’s AP exam during the 90 minute block period.

**Research Skills and the Synthesis Essay**

This unit focuses on preparing students for how to write strong paragraphs, correctly use sources, and prepare a solid synthesis essay. The major context vehicle for this unit will view equity issues in American History. Research skills will be taught that include understanding and accounting for authorial bias, establishing an author’s credibility, effective note-taking, incorporating direct and indirect quotes into an essay, and correctly using MLA citations both in the paper and on a works cited page. Students will also focus upon using the best evidence to state their claim while also accounting for any possible multiple interpretations the evidence might possess. Furthermore, this quarter requires students to analyze how visual images relate to written texts and/or how visual images serve as alternative forms of texts.

After researching various issues of equity in the United States, students will be asked to research an issue of particular relevance to them. Students will be expected to create a strong thesis, find appropriate research materials, and write a research paper presenting the problem, its history and causes, recent progress on the issue, and key individuals (past and/or present) associated with the issue.

**Q4 — Preparation for the AP Test**

Students’ needs and areas the instructor deems require review will largely drive this unit. Additionally, significant focus will be given toward the timed aspect of the AP test, as students will be given multiple timed writing prompts for the test. Our final novel — *In Cold Blood* — will be read during this unit.

During this unit, students will return to American fiction to read *The Adventures of Huckleberry Finn*. In part, the class will study Twain’s use of rhetoric and satire to develop a social argument.

**Semester 2 Final**

Students will take a full AP constructed response exam with 1 Rhetorical Analysis essay prompt, 1 Synthesis essay prompt, and 1 Argumentative essay prompt drawn from a prior year’s AP exam during consecutive class periods *unless* they sign up to take the 2015 AP Lang test.

**Possible Final Activity**

Depending on the timing of the AP test, seniors’ last day, and the final exam periods, students may be given the opportunity to debate the instructor on any topic of their choosing. Details TBA.

**Cell Phone and Electronics Policy: Absolutely no cell phones or electronic devices in this class.** Our class will follow the standard school-wide policy. Students may receive ONE warning per semester. After the warning, students will be asked to take their cell phone or electronic device to the office, where they may retrieve it at the end of the day.

Reading this Syllabus, I have the following questions/concerns for the instructor: