**Course Overview**

AP Language and Composition is a college-level course that focuses on the rhetorical and stylistic analysis of nonfiction prose in order to create and find meaning in various texts and to inform one’s own writing. The course includes organized study of the grammatical structure of sentences and paragraphs as well as larger rhetorical structures such as style analysis and argumentative writing. The course also devotes time to understanding, appreciating, and developing writing style. Students will take practice AP exams regularly throughout the second semester and toward the end of the first semester.

This course is about breaking out of the mold and taking risks in writing. Students should learn to move away from formulaic essays and develop their own style and voice. They will learn to create their own unique original voice by examining the strategies writers use. In this course, they will converse with professional writers as well as peers through their texts. Ultimately, this will lead to student writing that is stylistically engaging and mature. This will help make students more self-aware and flexible writers and thus may help them perform better on the AP exam itself.

Students will take the AP Exam for the opportunity to earn college credit in May. Students who earn a 4 or 5 are typically exempt from their first-year composition course requirement, while some colleges and universities will also accept a 3 on the exam. It would be wise for students to inquire about what AP scores are accepted at the colleges and universities that they are interested in attending so they are clear about the expectations of their college or university choice.

**Course Objectives**

**Reading**

Students will:

Develop and utilize active, close reading strategies.

Comprehend, interpret and evaluate texts from a variety of genres, time periods, styles, genders and ethnicities, focusing primarily on nonfiction prose while also utilizing fiction, poetry, and drama.

Rhetorically and stylistically analyze nonfiction prose, becoming more aware of how specific techniques develop writers’ styles and further their purposes.

Understand the connection between visual and written texts, as they analyze rhetorical strategies used in graphics and other visual images.

**Writing**

Students will:

Write for a variety of aims (expressive, informative, and persuasive) in various rhetorical modes (narration, description, expository modes, etc.) on a wide array of topics (pop-culture, current issues, etc.) and in varying contexts, both formal and informal.

Develop essays that proceed through multiple drafts that demonstrate a clear understanding of the writing process, through both peer and teacher critiques and student revision.

Respond analytically, thoughtfully and reflectively to reading through written assignments.

Develop and hone research skills, particularly evaluation, synthesis, and incorporation of research from an array of primary and secondary sources, as well as accurate, appropriate citation of sources in a recognized format such as MLA style.

Skillfully employ rhetorical devices consciously and reflectively in their writing and also use the devices in analysis of others’ fiction and nonfiction prose, becoming increasingly aware of themselves as writers and of the techniques employed by other writers whose works they read.

Reflect on personal method and process of writing.

**Language**

Students will:

Effectively utilize a wide-ranging, appropriate vocabulary as well as syntactical variety and appropriate tone and point of view.

Demonstrate consistently proper use of Standard Written English as well as stylistic maturity in their own writings

Develop an understanding of style and appropriate application of rhetorical terms and strategies including controlling tone, establishing and maintaining voice, and achieving appropriate emphasis through diction and sentence structure.

Use logical organization, enhanced by specific techniques to increase coherence, such as repetition, transitions, and emphasis.

Use a balance of generalization and specific illustrative detail.

**AP Examination**

Students will

Become thoroughly familiarized with the AP test and develop test-taking skills through practice with previously-released AP multiple choice and essay exams.

Closely examine previous tests and real student samples from previous tests to gain a thorough understanding of how to succeed on their examination in May.

**Evaluation**

Students are evaluated on the basis of major papers, analysis of readings, AP style writing prompts and multiple choice, preparation, class work, and participation. Major papers count a great deal toward each quarter’s grade but other elements are also significant. In AP, participation will include being prepared each day to discuss readings, reading aloud in class, and sharing your work regularly. Teachers continually assess student performance and progress as evidenced by these things and the scored assignments. Students earn both numbered scores and grades on AP prompts they take throughout the year. Students will be building the skills they need to succeed both on the AP exam and as lifelong writers.

You will receive a breakdown of the scored assignments with each quarter syllabus.

**Course Policies**

**Due Dates**

**No late work will be accepted.** Since AP Language and Composition is a college-level course, all formal assignments are expected to be completed and must be turned in at the beginning of class. NO EXCEPTIONS. Computer failure is not an acceptable excuse for a missed deadline.

**Absences**

Each student’s FIRST responsibility is to be in class. Since class sessions will mix lecture with discussion and student reactions to reading, attendance is absolutely vital. Your attendance in class (or lack thereof) will directly affect your ability to grow and learn in this course.

If you know you will be absent (i.e., field trip, college visit, etc.) on a paper due date, the paper is still due by the beginning of class on the due date. The only exceptions to the due dates are unforeseen, excused absences adhering to school policies, and in those cases, the paper is due immediately upon your return since these will be previously-announced assignments. **Students who are habitually absent on paper due dates will receive a zero on the papers but must still write the papers to complete the requirements of the course for graduation.** For homework assignments, daily work, etc. the work must be made up within the same time frame of the absence (i.e. If you are absent for two days, you have two days to make up the work).

**Plagiarism**

Plagiarism is a **VERY** serious infraction and will not be tolerated in **ANY** form; it is grounds for expulsion from most colleges and universities and will be treated as seriously in this course. Papers submitted by students may be checked by various methods for originality and accuracy of source citations. Papers containing any plagiarism at all will receive a zero without opportunity to make up the grade, parents will be contacted and notation will be made in the student’s file. In the case of a student who uses the work of another AP Language and Composition student, both students will be penalized. If the work is from a student who is not in AP Comp, penalties for that student will be determined by the administration.

**All formal papers will be submitted in hard copy and some will also be submitted to *turnitin.com*. The deadline for submission to *turnitin.com* is always midnight of the due date.**

**Class Preparation**

Students will be expected to have the following in class daily:

* An open mind and a willingness to think and work
* COMPLETED reading and/or homework
* Notebook/binder for AP Language and Composition
* Textbooks as requested
* Pens, several colors of highlighters, and paper
* Post-it notes
* Flash drive

**Primary Texts**

Bauld, Harry. On Writing the College Application Essay: The Key to Acceptance and the College of

        your Choice. New York: HarperCollins, 1987.

Cohen, Samuel. 50 Essays: A Portable Anthology. Boston: Bedford/. Martin’s, 2006.\*

Kennedy, X.J., Dorothy M. Kennedy, and Jane E. Aaron, eds. The Bedford Reader. 9th ed. Boston:  Bedford/. Martin’s, 2006.\*

King, Stephen. On Writing: A Memoir of the Craft. New York: Pocket , 2000.

Lamott, Anne. Bird by Bird: Some Instructions on Writing and Life. New York: Anchor , 1995.

Lunsford, Andrea A., John J. Ruszkiewicz, and Keith Walters. Everything’s an Argument: with     Readings. 4th ed. Boston: Bedford/. Martin’s, 2004.

\* Students will be assigned copies of these texts throughout the year.

**Course Overview & Tentative Syllabus**

**First Quarter**

Writing Process, Reading Constructivism, Introduction to Rhetoric, Expressive Aim

Students will write drafts of a personal narrative including revisions after writer’s workshops and teacher feedback.

There will consistently be reading assignments and discussions of those assignments, so students will be able to apply their knowledge to both their reading and their writing.

Students will also take practice AP multiple choice exam questions.

**Second Quarter**

Stylistic Analysis (diction, syntax, figurative language, treatment of subject/tone), Rhetorical Analysis Presentations, Informative Aim (mixing the modes of discourse), and AP Test Essay & MC Practice

Students will write drafts of an informative essay including revisions after writer’s workshops and teacher feedback.

Students will choose a nonfiction piece, analyze it and present their rhetorical analysis to the class with the understanding that they will field questions of their analysis from the class and the instructor. Other smaller paragraph assignments, practice tests and timed drills will be completed during the quarter as well as an in-depth look at prompts and the AP writing rubric.

**Third Quarter**

“Follow the Journalist” assignment, Argumentation/Persuasion, Images as Text, and AP Test Essay & MC Practice

Students will engage in a “follow the journalist” assignment in which they choose and follow a specific columnist’s work for six consecutive weeks and analyze the writing for persona, voice, diction, syntax and other rhetorical strategies, culminating in a final project that includes annotated columns, personal responses to the work and an analytical essay evaluating the columnists’ strategies as a whole. Other smaller paragraph assignments, practice tests and timed drills will be completed during the quarter as well.

**Fourth Quarter**

Researched Argumentation, Assessing Resources, Synthesizing Research, Synthesis Essay, Archaic Texts, and AP Test Essay & MC Practice

Prior to the AP Exam**:** Students will also be asked to research a topic of their choice and choose 6 pieces of writing and one visual text (a picture, cartoon, chart or graph) to create their own synthesis question. They will then respond to that question by formulating a position and writing a major argumentative piece, which synthesizes their research to support their position. Students will spend the portion of the quarter leading up to the AP exam preparing for the exam, including testing strategies, writing a Multiple Choice AP exam in small groups and also taking both a group MC and group essay test, then discussing answer and response rationales together.  Students will take individual AP practice tests as well.

After the exam**:** Students will focus on their personal writing, reflect on their growth as writers, and submit a piece of work to a publication of their choice.

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| |  |  |  | | --- | --- | --- | | **Assignment** | **Points Available** | **Points Earned** | | Modest Proposal (writing) | 60 |  | | Examine Speech (analysis quiz) | 30 |  | | Personal Narrative (writing) | 120 |  | | Me Talk Pretty (analysis quiz) | 13 |  | | How it Feels to be Colored Me (analysis quiz) | 19 |  | | On Dumpster Diving (analysis quiz) | 14 |  | | The Rattler In-Class (writing) | 18 |  | | Participation/Class Work/Preparation | 26 |  | | **TOTAL** | **300** |  |   **August**  24      Welcome & Intro to Course  25      Bird by Bird & On Writing  26      Bird by Bird & On Writing (Class Top Ten)  29      Neighborhood Map, choose 3 spots & picture frame  30      Choose 1 to develop  31      Questions for detail                                            Recast Map Story DUE: Sept 8  1       Rhetoric PPT                                                            Bedford pp.73-84 + 3 post-its  2       Share Bedford post-its; Rhetorical Triangle                     Defining Rhetoric WS  **September**  X       Labor Day – NO SCHOOL  6       Discuss Rhetoric WS; Active-Passive verbs                       Active-Passive verbs WS  7       Discuss Active-Passive verbs WS; Active Voice Paragraph Complete Active Voice Paragraph  8       Sampling of Paragraphs; Personal Narrative                      \*Map Story due  9       “I Want a Wife”                                                 “Magnosoles”  12      Debrief “Magnosoles”; “A Modest Proposal” (50 Essays)   Answer questions & write your own modest proposal DUE: Sept 16  13      GWB September 11th Speech with questions                        complete as HW  14      FDR Pearl Harbor Speech                                         complete as HW  15      Listen to & Compare speeches                                    find a speech  16      SUMMATIVE: examine speech                                       \*Modest Proposal Due; “Wizard of Oz” (what makes it enjoyable?)  X       Curriculum Day – NO SCHOOL  20      Debrief “Wizard of Oz”; Personal Narrative examples             “Indian Education”  21      Debrief “Indian Education”                                      “Girl in Gift Wrap”  22      Debrief “Girl in Gift Wrap”                                             “Fish Cheeks” (Bedford p.94)  23      Debrief “Fish Cheeks”                                           “Me Talk Pretty” (50 Essays p.340)  26      QUIZ: “Me Talk Pretty”                                          \*Personal Narrative Draft 1 Due!  27      Writer’s Workshop  28      Writer’s Workshop  29      Writer’s Workshop  30      Diagnostic MC                                                   \*Personal Narrative Draft 2 Due!  **October**  3       SOAPSTONE – Indian Policy  4       SOAPSTONE – Rodriguez piece                                     Write Topic Sentence  5       Writer’s Workshop  6       (2hr Late Start) Writer’s Workshop  7       Writer’s Workshop  10      Rodriguez Topic Sentences                                       \*FINAL Personal Narrative Due  11      Read/annotate Mairs, write topic sentence  12      Mairs topic sentences                                           “How it Feels to be Colored Me”  13      QUIZ: “How it Feels to be Colored Me”  14      Informative Essay (using observation for inspiration)           “Heaven and Earth in Jest”  17      Debrief “Heaven and Earth in Jest”                              “Dumpster Diving” 50 Essays p.107  18      QUIZ: “Dumpster Diving”  19      Elements of Style PPT (Diction); “October”                      “The Rattler”  20      “The Rattler” In-Class Writing  X       COTA day – NO SCHOOL |