

AP English Language and Composition Course Expectations

I. Course Scope

- A. Course Description:** This one-year course 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 the students' writing and the students' reading should make them aware of the interactions among a writer's purposes, audience expectations, and subjects as well as the way standard conventions and the resources of language contribute to effectiveness in writing. Much of the class discussion will center on author's technique, meaning, and effect. Students should expect this course to be similar to an introductory college writing course that focuses on expository writing, analytical writing, personal writing, persuasive writing, and reflective writing. Furthermore, students will become proficient in literary analysis, argumentation, and synthesis evaluation. The basis of the texts, both fiction and nonfiction, will be in American literature, moving from the colonial period through the contemporary period. In addition, students will focus on synthesizing texts (both literary and visual) from a variety of sources and time periods. As students gain control of rhetoric, and become alert to an author's purpose, the needs of an audience, the demands of the subject, and the resources of language, (syntax, diction, and tone), they will prepare for the AP English Language and Composition Exam.
- B. Course Goals:** The main focus of this class is to prepare students for entrance into university with the skills necessary for collegiate-level reading and writing. Another important purpose of this college-level course is to give students those proficiencies which will enable them to pass the Advanced Placement test given in May, for which students can, by good performance, obtain up to one year of college credit and/or advanced placement in college composition.
- C. Textbook(s):** Students will utilize several texts for this course in the form of actual texts or reproduction of important sections. The main texts from which coursework will be drawn are *The Language of Composition: Reading Writing Rhetoric*, *Prentice Hall Literature: The American Experience*, and *Sadlier-Oxford's Vocabulary Workshop Level H*.
- D. Outside Reading:** Students will read the following novels and plays: *The Scarlet Letter*, *The Crucible*, *The Awakening*, *The Great Gatsby*, and *Macbeth*.
- E. Student Purchases:** Students will purchase vocabulary workbooks (\$12) Textbooks and novels will be provided by the school. Students with special monetary needs will not be excluded from the class. These students are encouraged to see me individually.

II. Writing Assignments:

- A.** Students will write many formal and informal pieces for a variety of audiences and purposes and in a variety of forms. The final draft will receive feedback regarding key traits (such as thesis and development, use of support and detail

including documentation, organization, cohesion, transition, emphasis, voice, sentence structure, and word choice). Students will practice informal writing as well as formal writing. Be prepared to evaluate and analyze multiple texts, and to emulate authors' styles in short assignments. You will be taught how to annotate texts, and will be expected to be active readers and reflective writers. Your Writer's Notebook will afford you the opportunity to keep writing logs and reading logs; you will also respond to current events and to make connections between what we are reading and the world around you.

- B.** Several times each quarter, students will be provided the opportunity to write "timed writings" which imitate the AP exam. These will be used as assessments as well as learning opportunities.

III. Standards: Upon completing the AP Language and Composition course, students should be able to:

1. Analyze and interpret samples of good writing, identifying and explaining an author's use of rhetorical strategies and techniques.
2. Apply effective strategies and techniques in their own writing.
3. Create and sustain arguments based on readings, research, and/or personal experience.
4. Demonstrate understanding and mastery of standard written English as well as stylistic maturity in their own writings.
5. Write for a variety of purposes.
6. Produce expository, analytical, and argumentative compositions that introduce a complex central idea and develop it with appropriate evidence drawn from primary and/or secondary source material, cogent explanations, and clear transitions.
7. Demonstrate understandings of the conventions of citing primary and secondary source material.
8. Move effectively through the stages of the writing process, with careful attention to inquiry and research, drafting, revising, editing, and review.
9. Write thoughtfully about their own process of composition.
10. Revise a work to make it suitable for a different audience.
11. Analyze image as text.
12. Evaluate and incorporate reference documents into researched papers.
13. Analyze the historical and cultural development of American literature with insight and clarity.
14. Write under time constraints.
15. Read and analyze a minimum of six longer works (novels, plays) in addition to the required summer reading.
16. Show mastery of concrete detail, sentence variety, parallel structure, figurative language, integrated quotations, varied sentence openers and skill in sentence manipulation.
17. Utilize an effective vocabulary.
18. Write mature and insightful commentary to complement concrete detail

19. Analyze any element of style: diction, detail, point of view, organization, tone, attitude, sentence structure, syntax, phrasing, imagery and irony.
20. Read and understand classic prose from both modern and past writers with clear analysis.
21. Develop and maintain a writing portfolio.

IV. Grading Policy

A. School-Wide Grading Policy

94-100	A
87-93	B
78-86	C
70-77	D
69 & Below	F

B. Quarter grades will be based on an average of written assignments, projects, compositions, tests, quizzes, in-class writings, homework, preparation, and participation in class. An approximate breakdown of the weights of the various components might be something like this:

Compositions, Projects, Tests	50%
Quizzes, In-class writings etc...	30%
Homework, Participation	20%

V. Requirements

A. Binders: Since this class is comprehensive, it is imperative that students keep a well-organized binder. You will need two sections for English: Notes (have blank paper in this) and handouts. You will also need a 70 page college ruled spiral notebook. This will be your Writer's Notebook. We will write in this in class approximately three times each week, and I will collect it for grading periodically.

B. Homework: Homework will vary. Students should plan for short-term, medium-term and long-term assignments. Students can expect nightly readings, on-going vocabulary study, outside reading, and project work in addition to written essays, research, and revisions.

C. Format: I will specify which assignments must be typed, but typing (12 sized Times new Roman font, double spaced) is always appreciated. Class assignments which are handwritten **MUST** be written in pen (no pencil).

D. Deadlines: Assignments are due at the beginning of class on the due date. All assignments (including tests) which are turned in one day late for any reason (other than excused absence) will receive 50% reduction in grade. Due dates for long term assignments will not change, even if absences occur during that time period. It is your responsibility to find a way to print your work. Please do not email it to me.

E. Makeup Work: In the case of a missed test, if you have an excused absence, you have two days to make up the test after school. Make arrangements with me as soon as you return to school. When absent, **check the website** (in most cases you will have an ongoing syllabus to work from as well) for work. You have only two days to turn in the work. Also, check the website on snow days. Please see me as soon as possible in the case of emergencies, long term absences, or extenuating circumstances.

F. Academic Dishonesty: All students are expected to do their own work. Relying on

unauthorized sources or attempting to pass off the work of others as your own for answers on exams, quizzes, or other class projects or assignments is cheating and/or plagiarism. We will follow the Academic Integrity Policy in the school agenda.

G. College Level Material: During the course of our studies, we will be watching clips from various videos which will help supplement concepts studied in class. All videos and reading materials will relate directly to the curriculum.

VI. Classroom Policies and Procedures

- A. Classroom Participation:** Students are expected to do the following:
1. Show up on time
 2. Bring appropriate materials
 3. Act as mature, responsible students
 4. Actively prepare for and participate in classroom discussions and activities
 5. Show initiative and take charge of their own learning
- B. Tardies:** If you are late to class, you must have a signed excuse from a teacher or member of administration. If you do not have a signed excuse, you will be sent to get a Jag slip and will be marked tardy. Students will not have the right to extra time for assignments if coming in late. Anything a student misses due to unexcused tardiness is not available to make up for full credit.
- C. Start and Stop Time:** Students are to come into the room, read the board, write in agenda, and begin working immediately. You are to remain on task until the end of class (I will dismiss you). If you have remaining time after an assignment, you should work on other long-term assignments for this class. Always have your outside reading book and vocabulary words with you.
- D. Electronic Devices:** Technology will be used in class for EDUCATIONAL purposes only. I will determine when it is appropriate for cell phones to be in use. Cell phones should be turned off and put away during all tests and quizzes.
- E. Additional Requirements for AP Course:**
1. The quality of student work is expected to be at the exemplary level for all assignments. Students should take pride in their work and remember that they are in a college class.
 2. Students should stay informed with worldwide/national issues. The more familiar they are with current events as well as other common knowledge and schools of thought, the better they will do on the open-ended question on the test.
 3. All essays will be graded on the AP essay grading scale of 1-9 points; however, the grades will be translated into a percentage/point value for the grade book.
 4. All students are strongly encouraged to take the AP exam at the end of the year.