

AP Language and Composition Semester 1

COURSE SYLLABUS AND GENERAL INFORMATION

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Course Overview

Advanced Placement (AP) English Language and Composition is a college-level course in argument and rhetoric. According to the College Board, “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...AP Language and Composition helps students move beyond such programmatic responses as the five-paragraph essay that provides an introduction with a thesis and three reason, body paragraphs on each reason, and a conclusion that restates the thesis. Although such formulaic approaches may provide minimal organization, they often encourage unnecessary repetition and fail to engage the reader. Students should be encouraged to place their emphasis on content, purpose, and audience and need to allow this focus to guide the organization of the writing” (*AP Central* 2012).

Students in AP English Language and Composition are prepared for and expected to take the national AP English Language and Composition examination in May. Successful scores on this examination may enable students to receive college credits for freshman year composition.

Instructional Philosophy

Independently and in groups, students work to determine the meaning of works studied in class analyzing them for style and purpose. Through a variety of instructional activities, including differentiation, close reading, the writing process (focusing on expository, analysis, and synthesis), oral presentations, and seminar discussion, students will learn the power language has in a democracy. Through their experiences in the English classroom, students develop voice, become critical thinkers, refine the knowledge and skills necessary for achieving high standards, and participate as active members of our society. The Arundel High Grading Policy is used: 65% from tests; 15% from class work; 10% from homework; 10% county quarterly exam. Students are encouraged to redo tests for a better grade AFTER they review the material to make sure they understand it. Extra help is available during Pride Period.

College Board’s Course Outcomes and Standards

1. Students will demonstrate skilled interpretation of complex prose texts written in a variety of periods, styles, disciplines, and rhetorical contexts; to analyze how graphics and visual images published in print and electronic media both relate to written texts and serve as alternate forms of text themselves (critical reading/interpretation);
2. demonstrate stylistic maturity in prose for a variety of purposes and of sufficient richness and complexity to communicate effectively with mature readers; to write essays that proceed through several stages or drafts with revision aided by the teacher and peers in order to become more self-aware and flexible writers (composition/writing process);
3. demonstrate awareness of the interactions among a writer’s purposes, audience expectations, and subjects (rhetoric: analysis and argument);
4. demonstrate the way generic conventions and the resources of language contribute to effectiveness in writing and reflect on the link between grammar and style (language/grammar);
5. read primary and secondary sources carefully, to evaluate their legitimacy and purpose, to synthesize material from these texts into their own informed arguments, and to cite sources using conventions recommended by professional organizations (synthesis/research).
6. use the English language masterfully in writing and speaking to generate, refine, and extend meaning and to create, maintain, and expand a learning community;
7. compose effectively, with an emphasis on argument and comparison and contrast, in order to create, clarify, and communicate their own ideas;
8. apply an understanding of structure and rhetoric in order to build upon tradition, enrich their own ideas, and extend their range of participation in society.

QUARTER 1: Close Reading and Analysis

Texts: *McGraw-Hill Read; Language of Composition; Fahrenheit 451*

Major Assignments and Assessments

Essays: analysis of argument; rhetorical analysis

Assessments: critical reading, rhetorical analysis, mechanics and conventions

Quarterly Assessment: critical reading, rhetorical analysis

QUARTER 2: Argument and Synthesis

Texts: *McGraw-Hill Read; Language of Composition*

Major Assignments and Assessments

Essays: argument; synthesis

Assessments: synthesis of sources to support an argument, critical reading, mechanics and conventions

Quarterly Assessment: synthesis of sources to support an argument, critical reading

Homework

Homework is posted in class and on **schoolnotes.com (21054)**. It is the student's responsibility to record assignments in agendas. Parents are encouraged to visit schoolnotes.com regularly.

Grading and Proficiency

Arundel High School's format for grading, late work, and re-doing work will be followed.

Absentee Procedures

- County policy will be followed.
 - (1) Work is due the date of a coded absence will be accepted during Pride.
 - (2) Work assigned during a coded absence will be accepted up to 3 days after the absence and placed in a dated folder DURING PRIDE;
 - (3) It is the student's responsibility to find missed work:
 - (A) check schoolnotes ASAP
 - (B) contact a classmate
 - (C) visit F109 check make-up binder for notes and box for handouts; submit late work in dated folder and record name/title of assignment
 - (D) e-mail teacher for clarification; assessments are placed in the Testing Center A101 the day after the absence.
- THIS CANNOT BE DONE DURING INSTRUCTION TIME!**

Materials

Students are to be prepared for EVERY class. The following are needed:

- pens and pencils, highlighters, and post-it tabs in multiple sizes
- print calendar or agenda book
- binder with paper, pockets, tab dividers: *REFERENCE, CLASS NOTES, PORTFOLIO, HOMEWORK*
- Assigned class texts

Basic Class Plan

1. Students are seated (pencils sharpened) before the bell, and begin warm-up immediately.
2. Class ends with a summarizing activity.
3. Two bathroom passes are given per marking period. (If a student requires more, a parent must contact the teacher so that interruptions to instruction time are minimum.)

