



Casa Grande Union High School 2017-2018

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Course	AP English Language & Composition ("AP LANG")

Please keep above information accessible for contacting me.

Course Description

Students in this introductory college-level course read and carefully analyze a broad and challenging range of nonfiction prose selections, deepening their awareness of rhetoric and how language works. Through close reading and frequent writing, students develop their ability to work with language and text with a greater awareness of purpose and strategy, while strengthening their own composing abilities. Course readings feature expository, analytical, personal, and argumentative texts from a variety of authors and historical contexts. Students examine and work with essays, letters, speeches, images, and imaginative literature. Students will also learn to closely read artifacts such as primary documents, photographs, graphs, films, advertisements, and even comic strips. Students will read primary and secondary sources carefully to synthesize those sources into their own compositions, and to cite those sources using the conventions recommended by professional organizations such as the Modern Language Association (MLA).

In accordance with *The College Board's AP English Course Description*, this course is designed to "engage students" to become "skilled readers of prose in a variety of periods and disciplines," to help students "write effectively and confidently in their college courses across the curriculum and in their professional and personal lives." Students frequently confer about their writing with peers as well as with the teacher. Students prepare for the **required** AP English Language and Composition Exam, and may be granted advanced placement, college credit, or both as a result of satisfactory performance.

Teaching Resources

The instructor's core resources include *50 Essays (3rd & 4th ed.)*, an anthology by Samuel Cohen; texts titled *Everything's An Argument*, by Andrea Lunsford, et. Al; *The Language of Composition (2nd ed.)*, and *Conversations in American Literature (1st ed.)* by Shea, Scanlon and Aufses; documentaries, and various handouts and materials from AP Institutes and workshops. In addition, as possible, essays will be submitted to Turnitin.com for the revision process and evaluation.

Course Objectives

By the end of this course, students will be able to:

- ❖ engage complex text with a variety of strategies to gain a rich understanding;
- ❖ manipulate language (diction, syntax, etc.) to effectively convey a message;
- ❖ perceive a writing assignment as a series of tasks, including finding, evaluating, analyzing, and synthesizing appropriate primary and secondary sources;
- ❖ expand academic lexicon to develop precise and concise diction;
- ❖ create academically sound connections between text and text, self, and world;

- ❖ analyze the stylistic and rhetorical devices that affect a piece of writing (non-fiction and fiction);
- ❖ analyze how a writer’s rhetorical strategies influence the overall meaning of a work;
- ❖ employ rhetorical strategies in process of developing a unique writer’s voice;
- ❖ compose compelling analytical, persuasive, reflective, and descriptive essays within a limited time frame;
- ❖ synthesize and sustain sound arguments based on readings and observations;
- ❖ evaluate others’ and their own arguments for validity and fallacious reasoning;
- ❖ identify, appeal to, and respond to different audiences (and anticipate their response);

Course Structure

Every unit is organized and constructed as a scaffold for each consecutive unit. Units will advance according to student reading awareness and writing skills, as appropriate and conducive to authentic learning.

Fiction/Nonfiction Readings:

The course is taught within the framework of American literature, and includes many great American authors. Although the reading framework of the course is **primarily nonfiction**, some American novels will be assigned as independent reading, paired with a dialectic journal. The dialectic journal (DJ) is designed for students to engage in active, critical, and reflective reading. The journal is another chance for students to read for better understanding of rhetorical and stylistic devices. The fiction is taught in conjunction with nonfiction, not only to expose students to many of the great American writers they may not normally choose on their own, but more importantly, to guide students in discussion of the concepts and themes of the novel, and what linguistic and rhetorical devices the author used to achieve a specific purpose. An attempt is made to secure non-fiction pieces by these same authors so that students can see the interesting interplay between a given writer’s works in both areas of fiction and non-fiction.

Visual Readings (Artifacts):

Through the close reading of historical artifacts such as diaries, letters, songs, census information, political cartoons, clothing and tools, photographs, and public records such as birth, marriage, and death certificates, students will come to understand how people’s daily activities are history, and how this history influences literature. These artifacts may deal with issues such as religion, politics, gender, economic status, and ethnicity, illustrating for students the different ways that people lived together and related to one another. Students will be taught to critically “read” these visuals using the SOAPStone strategy, described below.

Reading / Annotation Strategies:

Students receive instruction in how to closely read a visual text, using SOAPStone, which is an acronym for the critical questions students ask before they begin to respond in writing to a visual or written text: Who is the Speaker? What is the Occasion? Who is the Audience? What is the Purpose? What is the Subject? and finally, What is the Tone? Annotation strategies will be a crucial component in developing evidence-based conclusions.

Writing:

Throughout the year, students read and write essays that follow common patterns of development: Narrative and Description, Process Analysis, Comparison-and-Contrast, Division and Classification, Definition, Cause and Effect, and finally, Persuasion and Argumentation. Students examine the characteristics and rhetorical devices of each essay, and eventually synthesize their knowledge by producing an essay of their own. Each essay is subject to several edits and revisions, including self-, peer-, and teacher-edits. Students study a variety of other nonfiction including, but not limited to, journals, diaries, memoirs, letters, and are asked to write in each of these genres. Throughout the course, students also write several timed essays, mostly consisting of actual prompts from former AP Exams. Other types of writing will include: Dialectical and Response Journals; Rhetorical Device Logs (RDL); and Rhetorical Précis, among others.

Practice AP English Language & Composition Tests (Timed Essays and Multiple Choice Exams): Throughout the year, students complete a number of multiple choice practices and timed-essay questions. The essay questions are taken from former AP Released Exam questions and are incorporated into the natural progression of the course. These timed essays are graded on the AP 9-Point Rubric (provided), and are an invaluable learning tool for students to plot their critical reading and writing skill progression in the class. These timed essays are another chance for students to improve their thinking, writing and reading skills which are critical to success in college. All students are urged to meet with the instructor not only to discuss areas of weakness, but to discuss strategies for success. Students are offered the opportunity to rewrite their essays for improvement.

Two (2) 3-hour practice exams will be required (1 per semester). Dates and times will be provided well in advance so students can plan accordingly.

Style: Because recognizing, analyzing, and then applying language as a rhetorical device is the foundation for the study of language and composition, students are expected to study, analyze and finally synthesize those devices into their own compositions. Students should be familiar with basic terms such as **imagery, diction, syntax, figures of speech, structure and tone**. They will study figures of rhetoric, devices in logic, sound devices, methods of development and persuasive appeals, among many others too numerous to list here. Students will practice various exercises in language and rhetorical devices throughout the course including various class activities, rhetorical device logs, dialectic journals, tests and quizzes.

Grading System: All assignments for AP English Language and Composition are graded using rubrics in accordance with the College Board, and weighted within the CGUHSD standard grading scale.

- **Class work:** Daily assignments are comprised of all activities in class which culminate in a larger class assignment. These assignments may include, but are not limited to the following: discussions, edits, planning, drafting, editing, group interaction, specific reading assignments, and other tasks involving grammar and vocabulary. Work-completed “checks” will be conducted regularly, to ensure students are prepared for related discussions and tasks. LATE WORK (excluding work missed during an excused absence) IS ACCEPTED *ONLY* with parent/guardian contact (note, email, or phone call). **Timed writings and work checks will NOT receive credit if submitted late.**
- **Reading:** Annotation is a crucial part of the close reading process and comprehension of dense / complex text. Therefore, most reading assignments will be required to include annotations.
- **Journals/Logs:** The dialectic journal (DJ) and the rhetorical device logs (RDL) are year-long assignments. Each of these journals is informal evidence of a student’s ability to identify specific rhetorical devices and to reflect on the effects of those devices. These are **critical** resources for discussions and writing.
- **Writing:** Because the *process* of language is so important in this class, essays receive different point values for each draft and revision. All essays must include a working (rough) draft, a self-edit, peer-edit, and teacher edit, **prior** to receiving a final grade. Students must submit evidence of *revision* (drafts) with the final copy of each assigned essay. In-class (timed) essays are graded as working drafts.
- **Tests & Quizzes:** Students will be pre- and post-tested using Galileo, and will be responsible for writing to the anchor task every quarter. Tests consist of multiple-choice questions based on unit content, rhetorical devices and their function in given passages. Some passages are from texts read and studied, while others are from new material that students analyze for the first time. The quizzes are used primarily as a reading check or basic understanding of a text. Each unit has at least one quiz on vocabulary, as well as mechanical and grammatical concepts from the readings. Each assignment is assigned a point value based on the importance of the assignment, to be determined by the instructor.

GRADING SCALE									
A	100-90%	B	89-80%	C	79-70%	D	69-60%	F	59-0%

Classroom Expectations

AP English Language and Composition is a rigorous course that will involve regular problem solving and critical thinking at a deep level. Therefore, class participation is required for every student, and it is **expected** that students will be **prepared** for each class meeting.

General classroom rules are:

- **Be here and on time.** “On time” means in the classroom when the tardy bell rings.
- **Be respectful.** Respect yourself and others. Listen actively and respond politely. Use appropriate body language and tone. Respect the room we are using, and clean up after yourself. The teacher dismisses the class, not the bell; students may only pack up when the teacher gives permission.
- **Be responsible and control your outcome.** Use your student planner. Regularly check the assignment boards and agendas. Turn in your work on time and take responsibility for fixing mistakes. Late work will only be accepted **with parent contact**, submitted within one week of the original deadline, and it will be issued *half the credit* of the **originally** earned grade. Turn in work that *you* are proud to turn in. Only neat and complete work will be accepted. Credit for completed work checks cannot be made up, so plan accordingly.
- **Be prepared for class!** Bring your writing utensils, binder, required work/materials and agenda every day. The day’s agenda will be posted on the front whiteboard, so the student will always be aware of what is happening that day. The assignments and due dates for the week will be listed on another whiteboard. If you are absent, it is YOUR responsibility to get the work that has been listed on the agenda and/or website.
- **Be safe.** This is self-explanatory – do no harm and stay out of harm’s way!

Additionally:

- Food / drink – only clear water in a clear plastic bottle is allowed, except in special circumstances with teacher permission

Academic Success

Students in an AP course are expected to be organized and keep their grade above “C” level. If a student falls below that level due to missing work or low scores, he/she will be placed on an Academic Contract, including Mandatory Tutoring, until the grade is raised to a 70% or better. The following procedure will be followed:

- 1) **Student/teacher conference to set up success plan;**
- 2) **Academic Contract and parent contact; Mandatory Tutoring until grade raises;**
- 3) **If Academic Contract is not followed, further administrative action may be taken;**

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Required Materials:

- ❖ **Laptop, charged upon entry to the classroom;**
- ❖ **(1) 1” Binder with at least**
 - **(1) ream of college ruled loose-leaf paper, and**
 - **(2) 3-hole punched folders (to tab-separate sections of binder);**
- ❖ **Writing utensils (pencil, blue/black ink pen, 4 different-colored highlighters);**
- ❖ ***Regular access to a computer and/or device connected to the internet;**

*NOTE: Students will have some computer access in class, but access to a working computer will be required outside of school hours. If you have any concerns, please contact the instructor at least 24 hours in advance of required deadlines, as extensions are generally not permitted in AP courses.

Strongly Recommended:

- ❖ **Independent novels, as listed on the AP “Recommended Reading” list, to be furnished in class.**
- ❖ **Other resources (most listed in Blackboard)**

AP LANGUAGE & COMPOSITION - Fall Semester Overview

**Please note that readings and unit themes may change, depending on time and availability of materials.*

Unit 1: Course Orientation, Introduction to Close Reading, Rhetorical Awareness and Language

Essential Question: Why is written and spoken language important to one's identity?

The first few days of class are comprised of introductions to the syllabus and the AP English Language and Composition course requirements, and an introduction to the concepts of being a good reader, as introduced in *Everything's an Argument* and *50 Essays*. Students are also exposed to a sample multiple-choice exam to better understand the necessity of learning rhetorical terms and devices.

As we progress in the semester, students will begin to identify phrases and stylistic devices, not only in the essays they read, but within their own writing as well. Students are assigned a Rhetorical Device Log (RDL) or Dialectical Journal (DJ). They are given a list of schemes and tropes to recognize and incorporate into their writing. Each week, they will choose two devices of rhetoric, find examples of these devices in context, and then explain how the rhetorical devices function in their examples. (The rationale for this assignment is that students will get into the habit of looking for those devices when they read, and to make sure that they are analyzing the devices' effects on the writing.)

***Readings:**

Readings will consist of non-fiction pieces and theme-related current events articles reflective of the central ideas of the authors studied in this unit; submissions from students with prior approval from the instructor.

Assessments:

- **Quizzes:** reading comprehension, rhetorical strategies, academic vocabulary
- **Test:** Rhetorical modes and devices
- **Timed essays**
- **Dialectical Journals (DJ)**
- **Rhetorical Device Log (RDL)**
- ***Independent novel from mandated reading list (literary analysis)***

***Unit 2: Cultural Heritage: How does our heritage shape who we are, and why should we preserve it?**

***Unit 3: Personal Responsibility: To what extent is a human responsible for her or his actions?**

***Unit 4: The Natural World: What is the relationship between humans and nature?**

Semester Final Exam

******All students enrolled in AP English Language and Composition will be expected to take a three-hour AP practice exam at least once in Semester 1, and once in Semester 2, in addition to normal final exam requirements. ******

AP LANGUAGE & COMPOSITION - Spring Semester Overview

***Unit 5: Personal Ethics: Why must Human Beings Fight Against Injustice?**

***Unit 6: Importance of Dreams/Goals: Why Should Human Beings Try to Achieve Their Dreams?**

***Unit 7: A Final Look at Argumentation**

***Unit 8: After the Test – How can I prepare for next year?**

Semester Final Exam

******All students enrolled in AP English Language and Composition will be expected to take a three-hour AP practice exam at least once in Semester 1, and once in Semester 2, in addition to normal final exam requirements. ******

Class Contract: Academic Integrity

Plagiarism Policy

Definition

Plagiarism is defined as claiming or using another's work as your own without proper attribution (credit). This act includes the **copying of information word-for-word from any source**, changing a few or some of the words by inserting synonyms, and/or representing an idea as your own without citing the source. Acts of plagiarism do not always have to be complete essays, reports, or projects, but a sentence, phrase, or two that are taken from another's work and not properly cited. Plagiarism is also presenting someone else's writing, ideas, music, or photography as one's own without crediting sources.

Two Types of Plagiarism

1. **Intentional:** This form of plagiarism on an assignment will receive an automatic zero, a note in their academic record, and disciplinary action to be determined by the administrative team. Teacher will attempt to contact the parent or guardian of the student. *Examples include, but are not limited to:*

- ✓ Copying a friend's work
- ✓ Buying or borrowing papers
- ✓ Cutting and pasting blocks of text from sources without documenting (copy and pasting etc)
- ✓ Media "borrowing" without documentation
- ✓ Using direct quotes, but not placing them in quotations
- ✓ Using information from a source, but not crediting the original source

2. **Unintentional:** This form of plagiarism on an assignment will receive an automatic zero, a possible note in their academic file and possible disciplinary action if deemed a serious offense by the teacher of record. Teacher will attempt to contact the parent or guardian of the student. *Examples include, but are not limited to:*

- ✓ Careless paraphrasing (most of the words are those of the student)
- ✓ Poor documentation
- ✓ Quoting excessively
- ✓ Failure to use your own "voice"

I, _____ (STUDENT FIRST & LAST NAME) understand the plagiarism policy and general expectations for this class. While in Ms. Douglas's class, and completing assignments for her class, I will pursue my academic studies with integrity, knowing that if I violate the above policy on plagiarism, disciplinary action will be taken. I have read and understand this syllabus, and agree to comply with its expectations.

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Student's Signature

Printed name

ⓈAs a parent I have read and understand the syllabus and plagiarism policy, and will do my best to support an academic environment that is based upon honesty, integrity, and excellence. I have read and understand the syllabus, and agree to contact Ms. Douglas with any concerns.

Parent/Guardian's Name (Print)

Parent/Guardian's Signature

Parent/Guardian Contact Information:

When is the best time to call? Between the hours of _____ AM / PM and _____ AM / PM

Will a translator be necessary to communicate? YES NO

If yes, is someone available at the home to translate? _____ If no, which language? _____

Parent / Guardian #1 name (PRINT)	DAY PHONE	EVENING PHONE / EMAIL

NOTES / COMMENTS:

Parent / Guardian #2 name (PRINT)	DAY PHONE	EVENING PHONE / EMAIL

NOTES / COMMENTS:

PERMISSION TO VIEW VIDEO CLIPS AND / OR MOVIES RELATED TO CLASS STUDY:

Occasionally, we will view movies and video clips to support our curriculum. Parent signature is required for students to view PG-13 movie features and all video clips longer than 10 minutes. Please be assured that the teacher will use professional discretion in the choice of these video materials, and if you have any questions, please feel free to inquire via phone or email. Lack of signature indicates lack of permission, and alternate arrangements will be made. (PLEASE NOTE: No video rated higher than PG-13 will be shown in the classroom without individual notification and request for permission.) **I have read this paragraph and consent to my student viewing PG-13 level video clips and/or movies in the classroom. [ELECTRONIC SIGNATURE WILL BE SUBMITTED VIA BLACKBOARD ASSIGNMENT.]**

Parent / Guardian Signature

Date

Parent/Guardian: Please complete the back of this page and give to your student to submit in class.

PARENT / GUARDIAN: Please introduce your student below and include any information about special needs (medical, behavioral, academic, etc.) your student may have. **This information will be held completely confidential.** If you need more room, please attach additional pages and/or any further documents.

If you need additional space, please attach any extra pages. Thank you!