



Advanced Placement English Language and Composition

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Students need to earn an English III credit and pass the PARCC assessment to satisfy graduation requirements.

Course Introduction and Syllabus

Course Description:

“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.”

College Board Course Description

Our focus for this year will be on becoming skilled readers and writers of complex prose. We will examine in detail the ways writers compose, edit, polish and publish their writing. This class will use nonfiction as the focus of study and will prepare students to take the AP English Language and Composition national test on **May 16, 2018.**

You should be prepared to write often in this class and to use that writing as a prompt for discussion. As with many college level classes, your writing should show a slow, but definite increase in the quality and depth of your ability to write and to interpret writing.

Since this is a **college class**, the level of work I expect from you will be greater than in other high school classes. This relates less to volume of work than to quality. In other words, while you will often read and write, what I need from you from day one in this class is a serious, studious attitude toward the work. This is not a class you can take lightly and be successful.

Further, in this class we will approach written language as a source of ideas. In other words, your interpretive skills are only as good as your questions. Reading the text through once and leaving it at that is simply not good enough. Take time to organize the questions you ask of a text. Rigorously engage the text. **Demand that it yield ideas to you.** Bring yourself to the text. The real point here is simple: unless you ask questions of the text, it will yield no answers!

Expectations: Upon completion of the Language and Composition course, then, students should be able to:

- analyze and interpret samples of good writing, identifying and explaining an author’s use of rhetorical strategies and techniques;
- apply effective strategies and techniques in their own writing;
- create and sustain arguments based on readings, research, and/or personal experience;
- demonstrate understanding, and mastery of standard written English as well as stylistic maturity in their own writings;
- write in a variety of genres and contexts, both formal and informal, employing appropriate conventions;
- produce expository and argumentative compositions that introduce a complex central idea and develop it with appropriate, specific evidence, cogent explanations, and clear transitions; and
- move effectively through the stages of the writing process, with careful attention to inquiry and research, drafting, revising, editing, and review. ***College Board**

Attendance and Participation:

Attendance is critical; class time will provide opportunities for (1) participation in hands-on activities, (2) demonstration of knowledge and understanding, (3) reflection on readings, class activities and assignments, and observations from other participants. Students are expected to be consistently well prepared to participate in class as active, thoughtful discussants, who listen attentively to each person speaking. Active listening is essential as is note-taking. As with all college classes, your notes will be important. You are required to take and maintain good quality notes in this class.

Texts: [50 Essays- A Portable Anthology, 3rd edition](#), [Language of Composition: Reading, Writing, Rhetoric, 2nd edition](#), [New York Times](#), [Wall Street Journal](#), [Atlantic Monthly](#), and other publications of merit, a memoir called [The Glass Castle](#) or another book selected by me

Materials Needed:

5 Steps to a 5- English Language and Composition – Murphy and Rankin*, loose-leaf paper, a theme tablet of at least 100 pages, Post-Its, an advanced or college-level dictionary, computer access, blue or black ink pens**, index cards to create study/flash terminology cards

*** Can be purchased thru Barnes and Noble and Amazon.com.**

**** All timed writings, in-class writings, and homework must be in ink, unless otherwise specified.**

Outcomes:

AP English classes differ from some other AP classes because, while there is some basic knowledge you must become familiar with, there is a greater emphasis on the skill of analysis than on a large body of information that you must have at your beck and call. The following indicates the specific skills that you will need to master in order to do well on the AP English Language and Composition exam:

1. Analyze and interpret samples of good writing, identifying and explaining the 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 your 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 understanding 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. Revise a work to make it suitable for a different audience.
10. Analyze image as text.
11. Evaluate and incorporate reference documents into researched (synthesis essays) papers.
12. Produce strong essays under time constraints.

Timed Writings and Scoring

Students complete timed writings almost every Monday morning. Students are given a topic and have 40 minutes to write an essay.

Sample topic from the AP English Language test in 2006: “The passage below is an excerpt from Jennifer Price's recent essay ‘The Plastic Pink Flamingo: A Natural History.’ The essay examines the popularity of the plastic pink flamingo in the 1950s. Read the passage carefully. Then write an essay in which you analyze how Price crafts the text to reveal her view of United States culture.”

Papers are graded according to a 9-point scale which will be used on the AP English test in May. A “9” is the highest score; “1” is the lowest. Students who score 6 or higher on the essay are considered to be writing at a college-freshman level.

Sample topic from 2002 AP English Language and composition test: “In the following excerpt from her memoirs, Virginia Woolf (1882-1941) reflects upon her childhood summers spent in a seaside village in Cornwall, England. Read the passage carefully. Then write an essay in which you analyze how Woolf uses language to convey the lasting significance of these moments from her past.”

Units of Study:

Introduction to the AP English Language and Composition Exam

Close Reading and Rhetoric

Multiple-Choice

Rhetorical Analysis

Argumentation

Synthesizing Sources

We will also work on improving your vocabulary generally, since a strong and broadly-based vocabulary is essential for effective college writing. You are required to keep a vocabulary section in your reader response journal.

Grade Breakdown and Grading Policy:

A mid-term and final exam, writing assignments, quizzes, tests, homework, and class work will contribute to a student's grade. Grades will be averaged using a 70% **summative** (tests, projects, and quizzes) and 30% **formative** (class work, homework, warm ups) system.

Categories	Percent of Total Term Grade	Examples of Types of Assignments
<i>Assessments - Summative</i>	70%	Tests, Quizzes, Writing Assignments, Projects
<i>Other Criteria - Formative</i>	30%	Class work, homework, participatory grades

Components of Course Grade Calculations						
Semester 1			Semester 2			Year
Q1	Q2	Midterm Exam	Q3	Q4	Final Exam	
45%	45%	10%	45%	45%	10%	
50%			50%			100%

Formative /Summative Assessments

Formative: an assessment for learning that occurs during the process and provides information to both teacher and students that enable them to make adjustments to increase learning. Examples may include: homework, class work, group work, exploratory labs, discovery learning activities, draft essays, etc. This category of assessment accounts for 30% of the students’ overall course grade.

Summative: an assessment of learning that occurs after instruction to determine what the students know, understand, and can do at one point in time. Examples may include: unit exams, announced quizzes, major projects, final exams and essays, and lab practicum. This category of assessment accounts for 70% of the students' overall grade.

Any student scoring below 70% on a summative assessment* shall be permitted to take a retest within 5 (five) school days of receiving the graded assessment unless otherwise approved by the teacher. Retesting will be available to all students if initiated by the student.

*This does not apply to County Benchmarks or mid-term and final exams or research project.

Prior to retesting, students are encouraged to arrange additional instructional support and review: attend a review session, complete a review assignment, arrange private tutoring, etc. Retesting shall be conducted at a time designated by the teacher, either in the regular class period, before or after school, or at any other reasonable time prescribed by the teacher.

The retest shall cover the same instructional objectives as the original summative assessment and shall be similar in difficulty level, but the structure of the test and question format may vary at the teacher's discretion. No retests will be given for final/end-of-year examinations.

If the student scores below 70%, then the higher of the two (original and retake) will be the grade recorded for that assessment. If the student scores 70% or above, then a 70% will be recorded for the assessment.

Make-Up Work (*Please take special note of this section)

- ❖ If you are absent from class for any reason, it is your responsibility to see me about missed work. You are responsible for all material covered in class (notes and discussion) and any missed assignments. Please see me in the morning on the day you return to school regarding missed work.
- ❖ If you know that you are going to be absent due to an appointment, a school-sponsored field trip, and/or athletic event, let me know beforehand and retrieve your assignments. You are required to be prepared for class the day of your return (quizzes, tests, homework, etc.).
- ❖ You must make up all missed work (including tests/quizzes) in a timely manner. DCPS policy gives you the same number of days to make-up work as you were absent. If you were absent for only one day and a test was given that day, you must take the test on the day you return. If you are absent or late to school on a day that a major composition is due, the composition is still due. You must submit the composition via e-mail by your assigned class period time just as you would in college. Late compositions will incur point deductions per day(s) late.

Late Work

Turn all work in on time to receive maximum credit. **Note: Long-term assignments are expected by the assigned due date even if you are not in attendance. Please email them or send the by a trustworthy student/sibling/friend.** You must submit them by your assigned class period as you would in college. Late assignments incur point deductions per day late.

As in life, much of our success is affected by our attitudes. Come in with a good attitude and a willingness to work for success.

You are encouraged to record your grades in your agenda or to reserve a part of your notebook to record your grades for self-monitoring.



Expectations and Procedures

1. **Attend class regularly.** Research has shown that regular attendance may be the biggest factor influencing academic success so it should come as no surprise that the foremost reasons that AP English Language students receive “C” or lower in the class include: · Poor attendance · Failure to turn in assignments · Turning in assignments late—all of which are directly tied to attendance.
2. Be on time and enter and leave the classroom in an orderly manner. It is expected that students will be ready to learn at the beginning of each period, which means having all necessary materials with you.
3. Class time is for instruction and students are expected to attend to all personal needs during passing periods, break or lunch. Such needs may include drinking water, use of the restroom, locker use, etc. Be in your seat and ready to work on time. (Please review the school’s tardy policy.) Leaving class to go to either of these places, unless for an emergency, results in a loss of instruction and consequently affects student success.
4. Respect and be polite to all people. This includes substitutes. **IF YOUR NAME IS LEFT BY A SUBSTITUTE, YOU WILL BE ISSUED AN AFTER SCHOOL DETENTION OR AN OFFICE REFERRAL FOR DISCIPLINARY MEASURES.** Constant talking or disrupting class will yield the same result.
5. Sit in your assigned seat *at all times*.
6. Do all grooming in the restroom.
7. Take responsibility for any work or assignments given during an absence from class or school. (Please review the make-up work policy.)

Note: To avoid feeling overwhelmed after an absence, please make arrangements to get the work while you are out of class, from a buddy or from me with one exception: All work missed due to an approved vacation should be requested on the day you return to school.

8. Meet assignment deadlines to protect your grades.

Cell phones are not to be used to assist any student on assignments, quizzes or tests without teacher or administrative approval. * Note: Cell phones should be charged prior to school and run on battery power while at school. The classroom will not provide “charging stations” for students to charge their cell phone. Do not use or check your phone during class. Make sure the ringer is turned off before class begins.