

AP English Language and Composition

2016-2017

Mrs. A Downer

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Office Hours: A Lunch and 2:58-3:20

Course Overview

The AP Language and Composition course is a college-level program which introduces students to a wide range of expository prose in order to broaden their scope of rhetorical ideas and deepen their awareness of the power of language. Students will explore complex topics by analyzing the rhetoric of both fiction and nonfiction texts from a variety of genres and time periods and learn how to apply what they learn to their own writing. As the College Board requires, students will produce “expository, analytical, and argumentative writing assignments based on readings representing a wide variety of prose styles and genres.” Students will have readings which are independent and also in-class. In class, reading and discussion of controversial as well as contemporary issues will occur and maturity as well as respect for others is required. Those that are considered in-class readings may include traditional readings such as essays, speeches, editorials, and poems as well as other mediums of expression such as film clips, political cartoons, and advertising. Students will read major works, some of which may include: *Outliers: The Story of Success*, *The Crucible*, *Freakonomics*, *The Color Purple*, *The Adventures of Huckleberry Finn*, and *The Things They Carried*. Students are encouraged, when possible, to purchase copies of the books for themselves in order to make meaningful annotations within the text. An inventory of possible essays, speeches, and other pieces is attached at the end, but the instructor may substitute others when appropriate.

Through the study of these writings students will have many writing experiences and are encouraged to develop their own style and voice. The instructor will provide direct feedback to students and also provide opportunities for peer review and student self-reflection. In accordance with the College Board, students will also be required to research a relevant topic, synthesize information from a variety of sources, and properly cite sources in a report, adhering to MLA style.

The rigor of the course is designed to match that of an introductory college course and students are expected to conduct themselves in a manner which reflects as such. When homework is assigned, students must be responsible for completing the homework and also responsible and mature enough to use class time appropriately. Students who take on AP classes and other college classes must do so knowing that a higher caliber work is required and the work ethic must be in accordance with this as well.

Course Objectives

- Students will be able to analyze the rhetorical strategies, techniques, and organizational modes of effective texts and be able to relate how the text addresses the author’s audience and achieves the author’s purpose.
- Students will be able to create and sustain arguments based on readings, research, and personal experience and write for a variety of purposes.
- Students will be able to produce expository, analytical and argumentative compositions that introduce a complex central idea and develop it with appropriate evidence drawn from primary

and/or secondary sources, cogent explanations, and clear transitions.

- Students will be able to demonstrate understanding and mastery of standard written English as well as stylistic maturity in their own writings.
- Students will be able to effectively introduce sources within their writing and properly cite primary and secondary sources in MLA format.
- Students will be able to move effectively through the stages of the writing process, with careful attention to inquiry and research, drafting, revising, editing, and review.
- Students will be able to write thoughtfully about their own process of composition.
- Students will be able to revise a work and make it suitable for a different audience.
- Students will be able to analyze images as text.
- Students will be able to utilize a wide-ranging vocabulary appropriately and effectively.
- Students will be able to utilize a variety of sentence structures, including appropriate use of subordination and coordination.
- Students will be able to develop logical organization, enhanced by specific techniques to increase coherence such as repetition, transition, and emphasis.
- Students will be able to write with a balance of generalization and specific illustrative detail.
- Students will be able to effectively utilize rhetoric, including controlling tone, establishing and maintaining voice, and achieving appropriate emphasis through diction and sentence structure.

Required Materials

*Paper

*Blue or Black Pens (no pencil- the AP essay is in pen)

*Highlighters (teacher has them for class use, but students will need them at home)

Class Expectations:

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- Arrive to class punctually
- Have all necessary materials/work
- Turn in assignments on time
- Work to the best of your ability
- Avoid behavior that impairs your own or others' academic achievement
- Keep electronic devices OFF unless and until permission is given otherwise
- Practice kindness, patience, honesty, respect, and good manners

Grading Policies The instructor shall adhere to the Beaumont High School English Department Grading Policy.

Grade Categories

Practice 40%

Product 40%

Assessment 20%

Practice includes in general classwork and homework assignments. Product could be a paper, a project, a poster produced in group activity. Assessments may include tests, quizzes and even in-class timed essays.

All assignments are assigned a grade of 0-100. All essays, both timed and process papers, will be scored using the AP Scoring Rubric. Essays are scored a 1-9 as they are on the AP test. The number will then be given a number 0-100 for the gradebook. Please use this as a reference:

AP Language and Composition Grading Rubric

Score	Percentage
9	95 - 100
8	90 - 94
7	85 - 89
6	80 - 84
5	75 - 79
4	70 - 74
3	65 - 69
2	60 - 64
1	55 and below
No attempt	0

Late Work

Students need to turn in work promptly. When students are taking AP courses, the work can snowball if students fall behind. It is imperative students budget time accordingly and take the class seriously. Should a student turn in something a "classwork" assignment late, he/she may do so during days 1-5 with a 25% penalty. Days 6-10 have a 50% penalty. After day 10, the work will not be accepted unless there are extenuating circumstances and the student has talked to the instructor ahead of time. Assignments which fall into the "product" category receive a penalty of 10% per day late. Again, turning in work on time is extremely important.

Make-up Work

In the event that a student is absent, the student needs to contact Mrs. Downer by email or come to see her during A lunch or after school. Mrs. Downer cannot discuss individual make-up work during class. Students are encouraged to have a buddy to call in the event of an absence and also to monitor the class googleclassroom site. Work due during an absence should be turned in upon return. Students have as many days to make up work as they were absent.

Outline of the Year

The following is an outline of what students can expect to read during each quarter. Other pieces may be substituted or added when appropriate. Each quarter students will practice with release AP multiple choice questions and release essay prompts. Students will write shorter papers and longer, process papers as well. Students will also engage in vocabulary study, both rhetorical terms and vocabulary within the pieces read. A product reflective of research and synthesis thereof will also be required.

First Quarter: An Introduction to Rhetoric

“Theme for English B” by Langston Hughes
“My First Lifeline” by Maya Angelou
“Sinners in the Hands of an Angry God” by Jonathan Edwards
“The Modern Day Scarlet Letter” by Samuel James
“The Clinton’s Scarlet Letters” by Nick Anderson
The Crucible by Arthur Miller
“Still Puritan after all these Years” by Matthew Hutson

Second Quarter: A Study of Rights and Equality

“The Crisis” by Thomas Paine
“What to the Slave is the Fourth of July” by Frederick Douglass
“Second Inaugural Address” by Abraham Lincoln
“Ain’t I a Woman” by Sojourner Truth
“Nobody Loves Me...” from Women’s Suffrage Memorabilia
“Just Like the Men” (artist unknown)
“The Declaration of Sentiments” by Elizabeth Cady Stanton
“Woman’s Rights to the Suffrage” by Susan B Anthony
The Feminine Mystique, Chapter 2 by Betty Friedan
“I Have a Dream” by Dr. Martin Luther King, Jr.
“Letter from Birmingham Jail” by Dr. Martin Luther King, Jr.

Third Quarter: A Study of Finding Success in Life

Outliers: The Story of Success by Baker and Taylor
“Safe Space” by R. McKee
“Black Women and Identify: What’s Hair Got to do with It?” by Cheryl Thompson
The Color Purple by Alice Walker

Fourth Quarter: A Study of Satire

"Mypods and Boomsticks" from The Simpsons

Caricature: [We met at Starbucks](#)

Caricature: [SNL Palin](#)

Caricature: [Flutter](#)

Parody: [Shrek](#)

Parody: [Adele: SNL "Hello" Parody](#)

Making fun of language: [And is better - 2013 Ford Focus commercial](#)

Making fun of language: [Joey's adoption letter - Friends episode](#)

"Girl Moved to Tears by Of Mice and Men" by The Onion

"Normal Folks Know Modern Art Stinks" by Dave Barry

"A Modest Proposal" by Jonathan Swift

Letter by Canassatego, a Native American

Adventures of Huckleberry Finn, by Mark Twain