

AP English Language and Composition

Course Syllabus 2019-2020

Course Overview

Since the students taking this course have the opportunity to earn college credit, the class will have a college composition course atmosphere where students are expected to perform at the college level. Assignments are to be submitted on time and typed, using the MLA format. Each student is also required to maintain a writing portfolio throughout the course, and submitted at the end of the course for credit.

Students who enroll in this course are required to complete the Summer Reading Assignment as a prerequisite for AP English. The focus of this course is writing for different audiences and purposes with an emphasis on rhetorical writing addressing each rhetorical strategy: Narration, Description, Division and Classification, Compare and Contrast, Process, Cause and Effect, Definition, and Argument and Persuasion. The students will read several nonfiction selections from the Prentice Hall Reader and respond to them through discussion and writing.

When the students complete the course, they will not only be able to respond to nonfiction in a variety of rhetorical forms, but also identify different writing pieces and determine whether the author's purpose is to entertain, persuade, or inform the reader.

The students will also learn be required to write a research paper, using a variety of sources, which are to be properly cited using the MLA format.

The students will compose their essays in steps using both peer and self-editing, utilizing feedback given to them by other AP students and the AP instructor.

Course Texts

Miller, George. *The Prentice Hall Reader, 7th ed.* Upper Saddle River, NJ: Pearson, Prentice Hall, 2003

White, E.B., *The Elements of Style* (reference)

Capote, Truman. *In Cold Blood* (summer reading)

Ellison, Ralph. *Invisible Man* (summer reading)

King, Stephen. *On Writing* (summer reading)

Larson, Erik. *The Devil in the White City* (summer reading)

Skloot, Rebecca. *The Immortal Life of Henrietta Lacks* (summer reading)

*Summer Reading is **required** and must be completed before the first day of class.

Supplemental Materials provided by AP instructor

Course Planner

Before and after the readings in each section of the text, the students will respond to questions following each reading. The essay question will be developed into an essay where the students will that address the author's subject and purpose, strategy and audience, use of vocabulary and style. To further the students' understandings of each reading, they will also write pieces modeling them after each section's focus.

Writing Procedure

The students will follow the proceeding steps towards writing a final writing piece addressing each rhetorical strategy.

- The students will begin the essay writing process by responding to the essay question following each chapter, which focuses on one of the eight rhetorical writing strategies.
- The students will share their writing pieces with their peers, giving each piece a score of 4 through 1: 4 the highest, and 1 being the lowest. The students will also provide feedback through writing and discussion.
- The instructor will score each essay and provide feedback to improve it.

Step 1 – **Brainstorm** by responding to the essay question following each chapter

Step 2 – **Draft** the response by adding details to support statements and observations addressing the assigned text. The AP students should focus on content and its organization.

Step 3 – **Offer** feedback through discussion: student groups and one on one with AP instructor, Peer and instructor interaction where each writing piece is read and subject to comments, (the focus is to determine whether the writing piece is focused and written adhering to grammar rules and mechanics).

Step 4 – **Revise**: The students will revise their writing pieces based on the feedback.

Step 5 – **Submission**: The students will submit their writing pieces for a final essay grade, using the 4 through 1 scoring rubric.

Scoring Rubric

4 = a superior piece of writing: the student has demonstrated a superior aptitude in organization, sentence structure, usage and mechanics

3 = a highly adequate piece of writing: the student has demonstrated a strong aptitude in organization, sentence structure, usage and mechanics

2 = a partially adequate piece of writing: the student has demonstrated a partial aptitude in organization, sentence structure, usage and mechanics

1 = an inadequate piece of writing: the student has demonstrated a limited aptitude in organization, sentence structure, usage and mechanics

Marking Period One: The First Marking Period will address the first three sections of the text where the students will focus on writing pieces using different techniques for different purposes: “Section One: Gathering and Using Example,”; “Section Two: Narration”; “Section Three: Description,” pages 39-86.

Essay #1 Gathering and Using Example – students will learn or enhance their skills in synthesizing information. Additionally, the students will learn to discern general information from specific information, and determine which is best suited for a particular writing piece.

Essay #2 Narration – the students will compose an essay using personal experiences as details to support a thesis.

Essay #3 Description

Marking Period Two: The students will continue to learn how to write for different audiences and purposes through the next three sections of the text: “Section Four: Division and Classification”; “Section Five: Comparison and Contrast”; “Section Six: Process,” pages 191-366.

Essay #4 Division and Classification

Essay #5 Comparison and Contrast

Essay #6 Process

Marking Period Three: The next three sections of the text further develops the students’ writings in the following areas: “Section Seven: Cause and Effect”; “Section Eight: Definition”; “Section Nine: Argument and Persuasion,” pages 367-532.

Essay #7 Cause and Effect

Essay #8 Definition

Essay #9 Argument and Persuasion

Marking Period Four: The last section of the Prentice Hall text, “Section Ten: Revising,” pages 533-556, is the last step for the students and their writing.

Research Paper

Remaining Four weeks before AP Exam in May: The students will use the *5 Steps to a 5*, AP English, to practice for the AP English Language and Composition exam. The text will work as a step by step guide; at the end of the sections, students will write an Analysis Essay and an Argumentative Essay in a simulated test atmosphere requiring them to utilize the reading and writing skills learned throughout the course. will have to respond to given readings

The last marking period is geared towards self criticism where each student has learned techniques and strategies to write and self edit their writing pieces for assessed submission, whether it be in a classroom setting or a standardized testing situation.

Student Evaluation and Year End Assessment

The marking period grades will be broken down using percentages: Summative Assessments 55%, Formative Assessments 45% The students will be required to submit an end of year portfolio containing the following:

- 9 of their essays; each one will be the final copy of the rhetorical strategies.
- A speech analysis.
- A research paper where students will be given topics to choose from and synthesize a variety of sources, which must include graphs and visual images. The research paper must be properly cited using the MLA format for citing research materials.

Each writing piece will be graded using the AP rubric; the score will be translated using the district’s grading system.

*Please be aware that the fee for taking the AP Test is due approximately in February or March before the exam date. **Exam date: Refer to AP Central for test dates. (Students who do not take the English AP Test will be given a final exam.)**