AP English Language and Composition

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Course Overview

AP English Language and Composition is an introductory college-level course which, according to the Course Description published by The College Board, “guides students in becoming curious, critical, and response readers of diverse texts, and becoming flexible, reflective writers of texts addressed to diverse audiences for diverse purposes.” In addition, students’ reading and writing should “deepen and expand their understanding of how written language functions rhetorically: to communicate writers’ intentions and elicit readers’ responses in particular situations.”

Upon completing the AP English Language and Composition course, students should be able to:

* Analyze and interpret samples of purposeful writing, identify and explaining an author’s use of rhetorical strategies;
* Analyze images and other multimodal texts for rhetorical features;
* Use effective rhetorical strategies and techniques when composing;
* Write for a variety of purposes;
* Respond to different writing tasks according to their unique rhetorical and composition demands, and translate that rhetorical assessment into a plan for writing;
* Create and sustain original arguments based on information synthesized from readings, research, and/or personal observation and experience;
* Evaluate and incorporate sources into researched arguments;
* Demonstrate understanding of the conventions of citing primary and secondary sources;
* Gain control over various reading and writing processes, with careful attention to inquiry (research), rhetorical analysis and synthesis of sources, drafting, revising/rereading, editing, and review;
* Converse and write reflectively about personal processes of composition;
* Demonstrate understanding and control of Standard Written English as well as stylistic maturity in their own writing;
* Revise a work to make it suitable for a different audience. (Course Description 15-16)

Students may be granted advanced placement, college credit, or both as a result of satisfactory performance on the AP English Language and Composition Exam ($91). The exam will take place on Wednesday, May 11, 2016 at 8:00 AM.

Concurrent Enrollment

English 101: Introduction to College Composition is a natural fit to our work in AP English Language. As such, students may elect to complete English 101 as a concurrent credit course through Boise State University (3 credits, $195). In addition to the class work, students who enroll in English 101 will submit a portfolio consisting of two revised essays and a reflective cover letter demonstrating their proficiency on the following outcomes:
* Apply strategies for generating ideas for writing, for planning and organizing material, for identifying purpose and audience, and for revising intentionally;
* Produce writing in non-fiction, inquiry-based genres appropriate to the subject, context, purpose, and audience;
* Integrate evidence gathered from experience, reading, observations, and/or other forms of research into their own writing in a way that begins to complicate their own understanding;
* Use a variety of strategies for reading and engaging with a range of material;
* Use an academic documentation style, even though they may not show mastery;
* Revise to extend their thinking about a topic, not just to rearrange material or “fix” mechanical errors;
* Articulate the rhetorical choices they have made, illustrating their awareness of a writer’s relationship to the subject, context, purpose, and audience;
* Provide appropriate, engaged feedback to peers throughout the writing process;
* Produce prose without surface-level convention errors that distract readers from attending to the meaning and purpose of the writing. ([English 101 Student Outcomes](#))

Course Texts

Required Materials
You must have the following materials with you each class:

* 2” three-ring binder with eight dividers
* Loose-leaf paper (8.5 x 11” college ruled)
* Black or blue pens, pencils, and highlighters
* Post-it notes and 4 x 6” index cards
* Copy of current reading and/or writing
* USB flash drive and daily planner (recommended)

Policies and Expectations

Attendance
The Nampa School District has an attendance policy which limits the number of days that a student is allowed to be absent from school. As with anything in life, classroom instruction, questions and answers, cooperative learning, etc. can never be duplicated; therefore, it is to your advantage to be in class and on time every day. Consequences for students who are absent or tardy are outlined in the student handbook and will be enforced. If you are absent, it is your responsibility to check the class website for assignments missed.

Assignments
Work must be legibly written in pencil or pen (blue or black ink). If I cannot read your work, I cannot give you a grade. Formal writing assignments must be typed and properly formatted following current MLA guidelines. You will have two due dates for all assignments: the first being the actual due date, the second being the last acceptable date.
Due Date
This date will allow plenty of time for you to complete the work in an acceptable and proficient manner. In order to turn assignments in on this date, all work must be complete and ready for grading; work that is incomplete will be marked "incomplete" and returned to you for completion by the last acceptable date.

Last Acceptable Date
If you are not ready to turn in an assignment on the original due date, you will have the opportunity to continue work for up until the end of the assessment period. Assignments turned in after the last acceptable date will not receive credit.

Revision
Revision of your work is highly encouraged as it will help you master essential course skills. Prior to revising, you must meet with me for review and/or demonstrate your learning. Revisions must be submitted by the last acceptable date.

Assessment
The purpose of grading is to communicate your progress toward learning goals, provide information for you to evaluate your own progress, offer incentives for you to learn, and inform me as the teacher about the effectiveness of my instruction. Your semester grade will be calculated using the following categories and weights:

Formative Assessments (30%)
This category is used to assess your understanding of the skills and standards that are the direct focus for each quarter. These assignments are used to build skills that will help you succeed on summative assessments. A vast majority of this work will be completed in the interactive notebook, so it is imperative that you maintain these assignments and make up any missed work on the days you are absent. All formative assessments may be revised.

Summative Assessments (70%)
This category is used to assess your proficiency on the standards that have been focused on throughout each quarter. Longer assignments such as essays, projects, and tests fit in this category and are used to show growth and mastery of standards. Revision of summative assessments is up to teacher discretion.

NOTE: All grades will be posted to PowerSchool within two weeks of submission; you can request your PowerSchool username and password from the front office.

Plagiarism and Academic Integrity
The goal of the Nampa School District is to establish a challenging learning environment and to produce life-long learners. Therefore, all work submitted by a student is expected to be the result of that student’s ideas and efforts; when the work is not, the student has engaged in academic dishonesty. Cheating, including plagiarism, on any assignment will be scored "incomplete" and appropriate consequences will be assigned. A student who willfully supplies materials to another student for copying is considered subject to the same penalties.

Please note that concurrent enrollment students are held to the same student standards found in the Boise State University Student Code of Conduct. Definitions of cheating, plagiarism and other forms of academic dishonesty are available at http://www.boisestate.edu/osrr/.

Tutorial
This course equates in rigor and difficulty to a college freshman course in composition, and I expect that it will challenge you and push you to achieve new levels of understanding. We have a great deal of work ahead of us, and to succeed, you will likely have to take more responsibility for your own learning than in the past. Know that I am here to support you as you stretch and grow as a reader, writer, and thinker; please come to me if you need help. Tutorials will be scheduled throughout the year on
a need-be basis and by appointment. This time is dedicated to addressing questions concerning class materials and/or grades. Should you attend a tutorial, please plan ahead and come prepared with any relevant drafts or materials.

Electronics
The use of electronics in the classroom is a privilege, not a right. There will be occasions during class where personal electronic devices (i.e.: cell phones, tablets, MP3 players) will be permitted for academic use. For instance, you might use a device to read, research, or compose. I will inform you when use of electronics is permitted. If you are abusing this privilege by participating in non-academic activities such as texting, social networking, or gaming during class, your device will be confiscated according to the school’s electronic devices policy and your privileges revoked.

Classroom Library
My classroom library is a resource to be used voluntarily by students; it is not a mandatory part of my class and no credit will be assigned for making use of it. However, I strongly encourage all of my students to browse and explore the reading material available to them. The rules for the use of my library are as follows:

* Only one book may be checked out at any time. You may keep that book for as long as you wish (up until the end of the school year), but you may not check out another book until the previous one is returned.
* Books that are lost or damaged must be replaced with a replacement copy of the same book. Alternately, you may choose to pay a $5 fine towards the cost of a replacement.
* Books must not be taken out of the room unless checked out through Mrs. Pixler.
Course Planner: Semester 1

Summer Homework
The summer homework is designed to help students shift from thinking about what a work means to how this meaning is created. Students will read a range of texts and complete tasks focused on the careful and critical analysis of language in order to deepen their understanding of the ways writers use language to create meaning.

Readings:
* Opinion articles on national issues.
* Capote, Truman. *In Cold Blood*.

Assessments:
* Discussion Journal on National Issues
  - Read and respond to three opinion articles by different columnists over national issues that are under current discussion. The focus of your reading should be on the central argument that the author is making. For each article, you will complete a journal entry including a précis statement, personal response, key passage analysis, and discussion reflection.
* Read and annotate *In Cold Blood* concentrating on characterization.
* Read and annotate *The Scarlet Letter* focusing on diction, syntax, figurative language, and tone.

Weeks 1-2: An Introduction to Rhetoric
In this introductory unit, students will learn about course goals and explore their literacy practices through an expository essay, conferencing with the instructor to inform their revision, focusing on organization and selection of detail. Additionally, they will review elements of rhetoric, including the rhetorical triangle, rhetorical appeals, and patterns of development. Students will analyze written and visual texts for their rhetorical effectiveness, identifying appeals to ethos, logos, and pathos and employing such strategies as SOAPS and OPTIC.

Students will also set up their AP Binders, which will be used throughout the year to organize and archive all class materials. The binder will consist of eight sections:
* Course Information: syllabus, etc.
* Journals: informal responses to prompts, quotes, and media; often intended as discussion starters
* Vocabulary: vocabulary studies, root words
* Rhetorical Devices: rhetorical terms project, handouts
* Grammar as Rhetoric and Style: exercises, handouts
* Readings and Annotations: annotated readings and dialectical journals
* Multiple Choice: practice multiple choice exams
* Essays: all timed writes and draft material for process papers

Readings:
* Chapter 1 of *The Language of Composition*.
* Political cartoons. [Visual text]

Assessments:
* Composition: Exposition (Revised)
  - We have all experienced moments in our life that shaped the way that we read and write today. If asked, many people can pin-point the moment someone introduced them to their favorite genre or harshly
criticized their writing. Describe a key moment from your reading/writing past using as much detail as possible. Then reflect on how the event affected your literacy practices and why.

* Composition: Visual Analysis
  - Analyze the rhetorical purpose of a political cartoon using OPTIC.

Weeks 3-4: Close Reading

In this unit, students will take a diagnostic AP exam; this will be retaken later in the year to measure progress. Additionally, students will learn about tropes and schemes and begin work on their weekly rhetorical terms project. Students will analyze diction, syntax, characterization, and tone through annotation, dialectical journals, and written responses; they will also engage in a Socratic seminar.

Readings:
  * Chapter 2 of The Language of Composition.

Assessment
  * Quizzes on rhetorical terms
  * Extended Project: Rhetorical Terms
    - Rhetorical analysis is based in part on the assumption that writing is a purposeful activity; that authors select their words carefully to achieve intended effects. Good writing is not an accident; the speeches, letters, essays, and works that endure do so because they were crafted with care. You will submit 3 terms weekly, providing for each the definition, an example from a class text, and an explanation of its rhetorical function.
  * Socratic Seminar: In Cold Blood
    - Consider Capote’s characterization of the individuals involved (particularly Smith, Hickock, Rupp, and Dewey). What is Capote’s purpose for presenting the characters in this way?

Weeks 5-6: Rhetorical Analysis (Education)

In this unit, students will consider to what extent our schools serve the goals of a true education. They will read thematically related texts and analyze rhetorical strategies through annotation, dialectical journals, multiple choice, and written responses. Students will develop a rhetorical analysis essay, conferencing with the instructor to guide the revision process, focusing on selection and integration of source material. Additionally, they will examine the appositive in our study of grammar as rhetoric and style.

Readings:
  * Prose, Francine. “I Know Why the Caged Bird Cannot Read.”
  * Baldwin, James. “A Talk to Teachers.”
  * Douglass, Frederick. “Learning to Read and Write.”
  * Malcom X. “Learning to Read.”
  * Alexie, Sherman. "Superman and Me."
  * National Endowment for the Arts. From “Reading at Risk.” [Visual text].

Assessment
  * Composition: Compare and Contrast
    - Write an essay comparing and contrasting the experiences of Frederick Douglass and Malcolm X as they learned to read and write.
  * Composition: Rhetorical Analysis (Revised)
In "Superman and Me," Sherman Alexie, an activist for Native American rights and culture, describes the impact of reading on his life. Read the text carefully. Then, in a well-written essay, analyze the rhetorical strategies Alexie uses to develop his argument about the power of reading.

**Weeks 7-9: Synthesis and Research**

Students will analyze research-based texts, considering how a writer establishes *ethos* and uses footnotes and citation. They will learn the process of writing a synthesis essay, analyze source material, and write an argument drawing on those sources. Students will also conduct research and develop an argument drawing on a range of sources.

**Readings:**

* Chapter 3 of *The Language of Composition*.

**Assessments:**

* Composition: Synthesis Essay
  - Using the documents on community service requirements in high schools in chapter 3, write an essay that explains whether you believe that high schools should make community service mandatory. Incorporate references to or quotations from a minimum of three sources (at least one must be a visual) in your essay.
* Debate: *The Scarlet Letter*
  - You will participate in a mock trial to establish who has committed the greatest sin in *The Scarlet Letter*. Draw on the novel for events and evidence; you may also use the Bible and other sources that are relevant to Puritan Law to support your case in your preparations for the trial.
* Composition: Argument
  - In a well-written essay, develop your position on who has committed the greatest sin in *The Scarlet Letter*. Use appropriate evidence from your reading, experience, or observations to support your argument.

**Weeks 10-13: Community**

In this unit, students will consider the relationship of the individual to the community. They will read thematically related texts analyzing rhetorical strategies and argument/counterargument through annotation, dialectical journals, and written responses. Students will develop a rhetorical analysis essay and an argument. Additionally, they will examine parallel structures in our study of grammar as rhetoric and style.

**Readings:**

* King Jr., Martin Luther. “Letter from Birmingham Jail.”
* Buckley, William F. “Why Don’t We Complain.”
* Teter, Lee. “Reflections” [Visual text]

**Assessments:**

* Composition: Rhetorical Analysis
  - In paragraphs 27-31, Martin Luther King Jr. considers the accusation that his nonviolent protest movement is “extreme.” Write an essay analyzing the rhetorical strategies he employs to respond to this claim.
* Socratic Seminar: Argument
  - Using appropriate evidence, explain your position on lying. Use appropriate evidence from your reading, experience, or observations to support your argument.
Weeks 14-17: Science and Nature
In this unit, students will consider our responsibility to nature and the implications of scientific advancement. They will read thematically related texts analyzing style, tone, and purpose through annotation, dialectical journals, and written responses. Students will develop a argumentative essay, conferencing with the instructor to inform their revision. Additionally, they will examine cumulative, periodic, and inverted sentences in our study of grammar as rhetoric and style.

Readings:
* Carson, Rachel. From “Silent Spring.”
* Emerson, Ralph Waldo. From “Nature.”
* Berry, Wendell. “An Entrance to the Woods.”
* Oates, Joyce Carol. “Against Nature.”
* Durand, Asher B. "Kindred Spirits." [Visual text]
* Skloot, Rebecca. The Immortal Life of Henrietta Lacks.

Assessments:
* Composition: Argument (Revised)
  - Carson concluded with the words of French biologist and philosopher Jean Rostand: "The obligation to endure gives us the right to know." Write an essay that defends or challenges Rostand's claim as it relates to our relationship with the natural world today.
* Composition: Rhetorical Analysis
  - As you read The Immortal Life of Henrietta Lacks, complete a dialectical journal containing a minimum of 5 entries for each part; focus your annotations on analysis of rhetorical devices in significant passages or key arguments Skloot makes. After reading, select an extended passage from the text and complete a SOAPStone analysis, supporting your analysis with specific references to the text.

Week 18: Semester Finals
For the semester final, students will complete a timed practice exam consisting of 50 multiple choice essays and 2 free-response questions.

Course Planner: Semester 2
Weeks 1-4: Language
In this unit, students will explore how the language we use reveals who we are. They will read thematically related texts analyzing rhetorical strategies, argument/counterargument, and fallacious reasoning through annotation, dialectical journals, and written responses. Students will develop a rhetorical analysis essay and begin work on their synthesis project. Additionally, they will examine concise diction in our study of grammar as rhetoric and style.

Readings:
* Orwell, George. “Politics and the English Language.”
* Thiong’o, Ngugi Wa. From “Decolonizing the Mind.”
* Hayakawa, S. I. “Bilingualism in America: English Should Be the Official Language.”
* Twohy, Mike. “Rumors, Lies and Innuendo” [Visual text]
* **Composition: Style Analysis**
  - Find an article related to terrorism or terrorist activities in two different newspapers, preferably two with different styles and even politics. Write an analysis comparing and contrasting their use of language. Consider how the language reveals the different political viewpoints of the authors.

* **Extended Project: Synthesis**
  - Select a controversial topic which you will research this quarter; please avoid issues on which you already have considerable knowledge. Each week, you will locate two articles on your topic from different sources and submit an index card for each including bibliographic information and a brief notes on the topic. Information must represent different sides of the controversy and be taken from sources appropriate to college level research; at least one of the sources must be a visual or graphic. Throughout the quarter, you will orally present your findings to the class. At the end of the quarter, you will write an argumentative essay, drawing on the source material collected.

**Weeks 5-8: Politics**

In this unit, students will consider the nature of the relationship between citizen and state. They will read thematically related texts analyzing diction, tone, argument, and purpose through annotation, dialectical journals, multiple choice, and written responses. Students will develop a synthesis essay, conferencing with the instructor on selection and integration of source material. Additionally, they will examine subordination in the complex sentence and coordination in the compound sentence in our study of grammar as rhetoric and style.

**Readings:**
- Colbert, Stephen. “Speech at the 2006 White House Correspondent’s Dinner.”
- Orwell, George. “Shooting an Elephant.”
- The New Yorker. March 17, 2003 cover. [Visual text]
- Harper’s. April 2003 cover. [Visual text]

**Assessments:**
- **Composition: Satire**
  - Choose a controversial local, national, or global issue with which you are familiar. Then, write your own “modest proposal” that provides a solution to the issue. You will do a reading of your modest proposal in class.
- **Composition: Definition**
  - After reading five “Conversation” pieces in the textbook (979-994), assume you want to teach an audience of middle school students about colonialism. In words and sentences middle-school students can understand, explain what colonialism is and discuss its effects in the modern world. Use your knowledge of history and current events, as well as the assigned reading.
- **Composition: Synthesis (Revised)**
  - Carefully review the source material you have gathered on your controversial issue. Then synthesize information from at least three of the sources and incorporate it into a coherent, well-developed argument for your own position on the issue.
Weeks 9-12: Gender

In this unit, students will consider the impact of the gender roles that society creates and enforces. They will read thematically related texts analyzing rhetorical strategies and argument/counterargument through annotation, dialectical journals, and written responses. Students will compose timed writes, including an argument and a synthesis essay. Additionally, they will examine pronouns in our study of grammar as rhetoric and style.

Readings:
* Woolf, Virginia. “Professions for Women.”
* Adams, John, and Abigail Adams. “Letters.”
* Theroux, Paul. “Being a Man.”
* Fitzgerald, F. Scott. The Great Gatsby. [Fiction]

Assessments:
* Composition: Argument
  - Write an essay in which you argue which of the types of literary criticism we learned in class (Marxist, Archetypal, Biographical, or Feminist) is the best way to approach The Great Gatsby. The essay should reveal both what you have learned about the types of literary criticism and your understanding of the novel.
* Composition: Synthesis
  - Read “Conversation” pieces in the textbook (408-417). In an essay that synthesizes at least three of the documents for support, take a position on what you see as the defining issue facing boys and young men in our society.
* Extended Project: Greek and Latin Roots Vocabulary Study
  - This quarter, we will spend time learning and studying root words in order for you to have a working knowledge of how vocabulary is formed. This will be beneficial as you prepare for your SAT in April and your AP exam in May. You will select a root word from the list provided and submit an index card supplying the definition, three example words, and one original sentence using an example word each class period.

Weeks 13-18: Exam Prep

In this unit, students will review essential skills and knowledge in preparation for the AP English Language exam.

Readings:
* Selections from 5 Steps to a 5: 500 AP English Questions to Know by Test Day (Ambrose, 2011) and released AP English Language exam items from College Board.

Assessments:
* AP English Language and Composition Exam
  - Students who elect to not take the AP English Language and Composition exam will schedule an appointment with the instructor to complete a full timed exam.

Weeks 19-21: Final Portfolio

In this unit, students will develop a final portfolio demonstrating their mastery of course outcomes for AP English Language. The portfolio will consist of two timed writes, two significantly revised essays (one must draw on cited source material), and a final reflection.

Assessments:
* Final Reflection and Portfolio
As a body of work, your portfolio should demonstrate mastery of the outcomes for AP English Language. In your final reflection, discuss your learning using specific details and examples. What have you learned about writing/research and yourself as a writer/researcher this year? What are your strengths/challenges? How will you apply this knowledge to future writing situations?