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 ($94). The exam will take place on Wednesday, May 15, 2019 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 Text**

**Required Materials**
Please have the following materials with you each class:

* School-issued device (charged and ready to use)
* Personal headphones
* Reusable or paper book cover
* College ruled composition notebook
* College ruled loose leaf paper
* Black or blue pens, no. 2 pencils, and a highlighter
* Copy of current reading and/or writing

**Policies and Expectations**

**Attendance**
The Nampa School District has an attendance policy which limits the number of days that a student may 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 Learning Management System (LMS), itslearning, for assignments missed.

**Assignments**
You will have two due dates for all assignments: a due date and a last acceptable date.

**Due Date**
This date will allow plenty of time for you to complete the work in an acceptable and proficient manner. 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. Late work will be accepted at teacher discretion.
Last Acceptable Date
The Last Acceptable Date (LAD) is in essence a revision deadline. To take advantage of the LAD, you must earnestly attempt the assignment by the initial due date. Revision is an important part of the learning (and writing) process; therefore, students are encouraged to continue working toward skills mastery by revising/reattempting assignments up until the LAD.

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 work this semester will fall under two categories:

Formative Assessments (20%)
This category is used to assess your understanding of the skills and standards that are the direct focus for each unit. These assignments are used to build proficiency on course outcomes and to provide opportunities for feedback on your learning. All formative assessments may be revised after additional instruction and/or proof of learning.

Summative Assessments (80%)
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; as such, they will determine your semester grade. Revision of summative assessments is up to teacher discretion.

Grade Scale

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<tr>
<th>Level</th>
<th>Letter</th>
<th>Proficiency Descriptor</th>
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<tr>
<td>4</td>
<td>A</td>
<td>Enriched Understanding: thorough understanding of the concept or skill; extends understanding beyond the requirements of the learning target</td>
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<tr>
<td>3</td>
<td>B</td>
<td>Proficient: complete and correct understanding of the concept or skill</td>
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<tr>
<td>2</td>
<td>C</td>
<td>Exploring: foundational understanding of the concept or skill</td>
</tr>
<tr>
<td>1</td>
<td>D</td>
<td>Building Readiness: partial mastery of prerequisite knowledge and a rudimentary or incomplete understanding of the concept or skill</td>
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<tr>
<td>0</td>
<td>I</td>
<td>Incomplete Learning: little to no evidence of student learning</td>
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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, which can be viewed at deanofstudents.boisestate.edu/student-code-of-conduct. Definitions of cheating, plagiarism and other forms of academic dishonesty, as well as, policies and procedures for handling such cases are included.

Electronics
There will be many occasions during class where your school-issued electronic device will be used for academic purposes. For instance, you might use your device to read, research, compose, or submit. I will inform you when the use of your device is expected. The use of personal electronics (cell phones) in the classroom is a possible privilege, not a right. If you are abusing this privilege by participating in non-academic activities such as texting, social networking, or gaming during class, your cell phone will be confiscated according to the school’s electronic devices policy and your privileges revoked.
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 available daily during our Intervention/Enrichment period.

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 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.

Important Dates

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<tr>
<th>Date</th>
<th>Event</th>
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<tbody>
<tr>
<td>September 28</td>
<td>English 101 Registration Deadline</td>
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<tr>
<td>October 10</td>
<td>PSAT/NMSQT</td>
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<td>October 26</td>
<td>English 101 Drop Deadline</td>
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<td>April 9</td>
<td>SAT</td>
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<td>April 16-May 7</td>
<td>English 101 Evaluation Period</td>
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<tr>
<td>May 15</td>
<td>AP English Language &amp; Composition Exam</td>
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<tr>
<td>June 7</td>
<td>English 101 Grades Posted</td>
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Course Planner

Unit One: Examining Literacy
*Why do reading and writing matter?* In this unit, students will consider how writing performance is informed by prior literary experiences. They will read thematically related texts, identifying and responding to the author’s argument. Students will develop a narrative essay, conferencing with peers to inform revision.

Reading:
* Norman Rockwell, *And Every Lad May Be Aladdin* (painting)
* Emily Dickinson, *There is no Frigate like a Book* (poem)
* Sherman Alexie, *The Joy of Reading and Writing: Superman and Me*
* Richard Rodriguez, *The Lonely, Good Company of Books*
* Frederick Douglass, *Learning to Read and Write*
* Malcolm X, *Learning to Read*

Writing and Assessment:
* Narrative. As Malcom X argues, awareness gives power and purpose: the more you know about yourself as a reader and writer, the more control you are likely to have over these processes. Drawing on what you have read this unit, examine your own literacy history, habits, and processes. Then develop a narrative that tells a story (or stories) about your literacy history, talks about where you are now as a writer and reader and how your past has shaped your present, and makes some overall point about your literacy experiences.
Unit Two: The Language of Politics

*What is the relationship between the citizen and the state?* In this unit, students will consider how good writing is completely dependent on the situation, readers, and uses it’s being created for. The will review elements of rhetoric, including the rhetorical situation and rhetorical appeals, and analyze written texts for their rhetorical effectiveness, employing such strategies as SOAPS and OPTIC. Students will develop a rhetorical analysis essay, conferencing with instructor and peers on their diction, syntax, and tone.

Reading:

* Chapter 1. An Introduction to Rhetoric: Using the “Available Means”
* Chapter 2. Close Reading: The Art and Craft of Analysis
* Patrick Henry, Speech to the Second Virginia Convention
* Thomas Jefferson, The Declaration of Independence
* Elizabeth Cady Stanton, Declaration of Sentiments
* Thomas Paine, Common Sense
* Henry David Thoreau, On the Duty of Civil Disobedience
* Abraham Lincoln, Gettysburg Address
* Red Cloud, Speech on Indian Rights
* Emma Lazarus, The New Colossus (poem)
* Martin Luther King, Jr., Letter from Birmingham Jail
* Malcolm Gladwell, Small Change: Why the Revolution Will Not Be Tweeted
* Paul Revere, The Able Doctor, or America Swallowing the Bitter Draught (cartoon)
* Jonathan Swift, A Modest Proposal
* The Onion, Wealthy Teen Nearly Experiences Consequence
* Political cartoons on current events (cartoons)

Writing and Assessment:

* Visual Analysis. Select a recent political cartoon and complete an OPTIC analysis. What strategies does this cartoon use to achieve its purpose? How effective is the cartoon at reaching its intended audience? You will present your analysis of the cartoon in a small group.
* Rhetorical Analysis. Carefully review your work on a unit text of choice. Then in a well-constructed essay, identify the author’s purpose and analyze the effect of his/her rhetorical choices on the intended audience. Support your analysis with specific references to the text.

Unit Three: Taking a Stand

*What is the impact of society on identity?* In this unit, students will consider how writing mediates activity. They will review elements of effective argument, including claims, evidence, and arrangement, and analyze written and visual arguments through annotation, graphic organizers, and written responses. Students will develop an argumentative essay, conferencing with instructor and peers on organization and selection of detail.

Reading:

* Chapter 3. Analyzing Arguments: From Reading to Writing
* Ralph Waldo Emerson, Self-Reliance
* Sojourner Truth, Ain’t I a Woman?
* Virginia Woolf, Professions for Women
* Zora Neale Hurston, How It Feels to Be Colored Me
* James Baldwin, Notes of a Native Son
* Stephen Jay Gould, Women’s Brains
* Gretel Ehrlich, About Men
* Brent Staples, Just Walk On By: A Black Man Ponders His Power to Alter Public Space
* Judith Ortiz Cofer, The Myth of the Latin Woman: I Just Met a Girl Named Maria
* Amy Tan, Mother Tongue
* F. Scott Fitzgerald, The Great Gatsby (fiction)

**Writing and Assessment:**
* Argument. Carefully review your work on a unit text of choice. Then write an essay in which you develop a position on a topic relevant to the text. Use appropriate evidence to illustrate and develop your position.
* Socratic Seminar. Discuss how *The Great Gatsby* is a quintessential American novel. What does it have to offer about the American identity and the American Dream? Prepare questions and notes in advance of our Socratic seminar.
* Semester Final. Full AP English Language & Composition exam from a previous administration.

**Unit Four: Entering the Conversation**
In this unit, students will consider how writing is knowledge-making. They will consider how written and visual texts draw on other sources to develop a position, analyze arguments and counterarguments through annotation, graphic organizers, and written response. Students will develop a synthesis essay, conferencing with the instructor on the selection, integration and citation of source material.

**Reading:**
* Chapter 4. Synthesizing Sources: Entering the Conversation
* Text of choice:
  - Malcolm Gladwell, The Tipping Point
  - Alexandra Robbins, The Overachievers
  - Rebecca Skloot, The Immortal Life of Henrietta Lacks
  - Simon Winchester, The Professor and the Madman

**Writing and Assessment:**
* Presentation. You will study an extended nonfiction text as a small group. At the end of your study, you will collaboratively develop a digital presentation highlighting the rhetorical context and analyzing the writer’s style and use of primary and secondary sources.
* Synthesis. Select a contemporary social issue and conduct research, locating seven sources (at least one must be a visual) from a variety of credible sources. Ensure your research is balanced, representing a range of viewpoints. Then, develop an argument in response to your issue, synthesizing appropriate evidence from your research.

**Unit Five: 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 significantly revised essays (one must draw on cited source material) and a final reflection.

**Writing and Assessment:**
* As your culminating project for this course, you will prepare a portfolio, including two revised essays and a reflective cover letter, demonstrating your mastery of course outcomes. To be successful, you must focus on significant, thoughtful, and purposeful revision, as well as discuss your progress and processes. The portfolio gives you every opportunity to extend yourself as a writer, and it puts a lot of responsibility on you to do all that you can. You should push yourself to enrich, rethink, revise, and ultimately polish the drafts you choose to work on.