



BOISE STATE UNIVERSITY
CONCURRENT ENROLLMENT

AP[®] English Language and Composition

English 101: Writing and Rhetoric I

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Course Overview

An AP English Language and Composition course cultivates the reading and writing skills that students need for college success and for intellectually responsible civic engagement. The course guides students in becoming curious, critical, and responsive readers of diverse texts and becoming flexible, reflective writers of texts addressed to diverse audiences for diverse purposes. The reading and writing students do in the course should deepen and expand their understanding of how written language functions rhetorically: to communicate writers' intentions and elicit readers' responses in particular situations (Course and Exam Description 11).

Advanced Opportunities

Advanced Placement Exam

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 13, 2019 at 8:00 AM. Visit apstudent.org/creditpolicies to determine how a college or university will award credit for this exam.

Concurrent Enrollment

English 101: Writing and Rhetoric I is a natural fit to our work in AP English Language. As such, students may elect to enroll in dual credit through Boise State University (3 credits, \$225). By the end of the year, students will be able to:

- * Read, interpret, and communicate key concepts in writing and rhetoric;
- * Use flexible writing process strategies to generate, develop, revise, edit, and proofread texts;
- * Use reflection and self-evaluation to connect choices they have made in texts to audiences and purposes for which texts are intended;
- * Use appropriate conventions for surface-level language and style;
- * Adopt strategies and genres appropriate to the rhetorical situation;
- * Use inquiry-based strategies to drive informal research and reflection.

Use the Transfer Equivalency System (boisestate.edu/registrar/transfers/tes) to determine how this Boise State credit will transfer to other institutions.

Fast Forward

Through the Fast Forward program, the State of Idaho allocates funds for advanced opportunities including dual credit and exams. Students may request funds to cover 100% of the fees to take both the AP English Language exam and enroll in English 101. Visit sde.idaho.gov/student-engagement/advanced-ops or speak to your counselor for more information.

Course Text

Aufses, Robin Dissin, et al. *Conversations in American Literature: Language, Rhetoric, Culture*. Bedford/St. Martin's, 2014.

Required Materials

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| * no. 2 pencils | * 1" 3-ring binder | * school-issued device |
| * black or blue pens | * college-ruled paper | * headphones (recommended) |
| * highlighters | * reusable or paper book cover | * agenda/planner (recommended) |

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. If you are absent, it is your responsibility to check the Summit Learning platform review materials and stay current on course tasks.

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:

Unit Projects (90%)

The final products of these inquiry-driven tasks build off class activities and formative checkpoints to assess your mastery of essential standards and skills. Unit projects are designed to build proficiency on course outcomes and to provide opportunities for feedback on your learning. Project checkpoints and final products may be revised after reflection and/or additional learning.

Focus Areas (10%)

Aligned to unit projects, focus areas guide students to demonstrate understanding of content knowledge through short quizzes. To study for these assessments, you will review course resources, take focused notes on the learning objectives, and participate in teacher-facilitated workshops. Content assessments may be re-attempted after reflection and/or additional learning.

Grade Scale

<i>Level</i>	<i>Letter</i>	<i>Descriptor</i>
6.5	A 100%	All evidence of learning is at or above grade level expectations.
5.5	B 85%	Most evidence of learning is at grade level expectations.
4.5	C 70%	Most evidence of learning is near grade level expectations.
I	D 60%	Mastery has not yet been achieved; demonstrates consistent learning progress.
I	F 50%	Mastery has not yet been achieved; demonstrates inconsistent or no learning progress.

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 boisestate.edu/policy/student-affairs/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 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 personal electronics will be confiscated according to school policy.

Tutorial

This course equates in rigor and difficulty to an introductory college course in academic writing, 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 during mentoring periods and by appointment.

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

September 27	AP Exam Registration Deadline	April 15	SAT
	Boise State Registration Deadline	April 14-May 5	Boise State Course Evaluation Period
	Advanced Opportunities Deadline	May 13	AP English Language and Composition Exam
October 16	PSAT/NMSQT	June 5	Boise State Grades Available
October 25	Boise State Course Drop Deadline	July ____	AP Scores Released

Course Planner

Weeks 1-3 | Unit 1: An Introduction to Rhetoric

What is rhetoric? How do speakers use the "available means" to effectively persuade others?

Enduring Understandings:

- * RHS-1: Individuals write within a particular situation and make strategic writing choices based on that situation.
- * CLE-1: Writers make claims about subjects, rely on evidence that supports the reasoning that justifies the claim, and often acknowledge or respond to other possibly opposing, arguments.

Essential Standards:

- * 1.A: Identify and describe components of the rhetorical situation: the exigence, audience, writer, purpose, context, and message.
- * 3.A: Identify and explain claims and evidence within an argument.
- * 4.A: Develop a paragraph that includes a claim and evidence supporting the claim.

Reading:

- * Current editorial cartoons
- * George W. Bush, 9/11 Speech
- * Abraham Lincoln, Gettysburg Address
- * Tecumseh, Address to the Osages

Assessment:

- * Rhetorical Analysis: Read Tecumseh's "Address to the Osages" (pp. 60-62) carefully. Write a paragraph that analyzes the choices Tecumseh makes to achieve his purpose of uniting the tribes to fight the white colonists' encroachment on their lands in the Midwest.

Weeks 4-6 | Unit 2: Taking a Stand

What makes an effective argument? How do effective writers persuade their audiences?

Enduring Understandings:

- * RHS-1: Individuals write within a particular situation and make strategic writing choices based on that situation.
- * CLE-1: Writers make claims about subjects, rely on evidence that supports the reasoning that justifies the claim, and often acknowledge or respond to other possibly opposing, arguments.

Essential Standards:

- * 1.B: Explain how an argument demonstrates understanding of an audience's beliefs, values, or needs.
- * 2.B: Demonstrate an understanding of an audience's beliefs, values, or needs.
- * 3.A: Identify and explain claims and evidence within an argument.
- * 4.A: Develop a paragraph that includes a claim and evidence supporting the claim.
- * 3.B: Identify and describe the overarching thesis of an argument, and any indication it provides of the argument's structure.
- * 4.B: Write a thesis statement that requires proof or defense and that may preview the structure of the argument.

Reading:

- * Conversation. The Columbus Day Controversy

Assessment:

- * Argument: Write a letter to your local senator or congressman that argues your position on whether the State of Idaho should continue its celebration of the Columbus Day holiday.

Weeks 7-10 | Unit 3: Independence

What does it mean to be independent? What are the societal barriers to individual rights?

Enduring Understandings:

- * CLE-1: Writers make claims about subjects, rely on evidence that supports the reasoning that justifies the claim, and often acknowledge or respond to other possibly opposing, arguments.
- * REO-1: Writers guide understanding of a text's lines of reasoning and claims through that text's organization and integration of evidence.

Essential Standards:

- * 3.A: Identify and explain claims and evidence within an argument.
- * 4.A: Develop a paragraph that includes a claim and evidence supporting the claim.
- * 5.A: Describe the line of reasoning and explain whether it supports an argument's overarching thesis
- * 6.A: Develop a line of reasoning and commentary that explains it throughout an argument.
- * 5.C: Recognize and explain the use of methods of development to accomplish a purpose.
- * 6.C: Use appropriate methods of development to advance an argument.

Reading:

- * Patrick Henry, Speech to the Second Virginia Convention
- * Thomas Paine, Common Sense
- * Thomas Jefferson, The Declaration of Independence
- * Elizabeth Cady Stanton, Declaration of Sentiments
- * Alexander Hamilton and James Madison, The Federalist Papers

Assessment:

- * Synthesis: In a 1933 speech, American politician Alfred E. Smith said, "All the ills of democracy can be cured by more democracy." What might be some of the "ills" of democracy? How would Paine, Jefferson, Hamilton, and Madison respond

to Smith's remark? Compose an imaginary discussion among the four about this topic in a medium of your choice. Be sure to cite (quote, paraphrase, summarize) evidence from our earlier readings.

Weeks 11-14 | Unit 4: Self-Reliance

What does it mean to be self-reliant? How should a person define their place in society?

Enduring Understandings:

- * RHS-1: Individuals write within a particular situation and make strategic writing choices based on that situation.
- * CLE-1: Writers make claims about subjects, rely on evidence that supports the reasoning that justifies the claim, and often acknowledge or respond to other possibly opposing arguments.
- * REO-1: Writers guide understanding of a text's lines of reasoning and claims through that text's organization and integration of evidence.

Essential Standards:

- * 1.A: Identify and describe components of the rhetorical situation: the exigence, audience, writer, purpose, context, and message.
- * 2.A: Write introductions and conclusions appropriate to the purpose and context of the rhetorical situation.
- * 3.B: Identify and describe the overarching thesis of an argument, and any indication it provides of the argument's structure.
- * 4.B: Write a thesis statement that requires proof or defense and that may preview the structure of the argument.
- * 5.C: Recognize and explain the use of methods of development to accomplish a purpose.
- * 6.C: Use appropriate methods of development to advance an argument.

Reading:

- * Nathaniel Hawthorne, *The Scarlet Letter*
- * Ralph Waldo Emerson, *Self-Reliance*
- * Margaret Fuller, *Women in the Nineteenth Century*
- * Henry David Thoreau, *Walden*

Assessment:

- * Rhetorical Analysis: Read the excerpt from *Walden* carefully (pp. 763-77). Write an essay that analyzes the rhetorical choices Henry David Thoreau makes to convey his argument about living one's life.

Weeks 15-18 | Unit 5: Prosperity

What does it mean to live "the good life"? What conditions lead to prosperity?

Enduring Understandings:

- * REO-1: Writers guide understanding of a text's lines of reasoning and claims through that text's organization and integration of evidence.
- * STL-1: The rhetorical situation informs the strategic stylistic choices that writers make.

Essential Standards:

- * 5.A: Describe the line of reasoning and explain whether it supports an argument's overarching thesis
- * 6.A: Develop a line of reasoning and commentary that explains it throughout an argument.
- * 5.B: Explain how the organization of a text creates unity and coherence and reflects a line of reasoning.
- * 6.B: Use transitional elements to guide the reader through the line of reasoning of an argument.
- * 7.A: Explain how word choice, comparisons, and syntax contribute to the specific tone or style of a text.
- * 8.A: Strategically use words, comparisons, and syntax to convey a specific tone or style in an argument.

Reading:

- * Andrew Carnegie, from *The Gospel of Wealth*
- * Theodore Roosevelt, *The Strenuous Life*

- * Jane Addams, The Subtle Problem of Charity
- * W. E. B. DuBois, The Talented Tenth

Assessment:

- * Argument: Consider this quotation about adversity from the Roman poet Horace: "Adversity has the effect of eliciting talents which in prosperous circumstances would have lain dormant." Write an essay that argues your position on the role that adversity plays in developing a person's character.

Weeks 19-20 | Semester Break

Weeks 21-25 | Unit 6: Consumerism

Does consuming make us happy? How does what we consume reflect our values?

Enduring Understandings:

- * CLE-1: Writers make claims about subjects, rely on evidence that supports the reasoning that justifies the claim, and often acknowledge or respond to other possibly opposing arguments.
- * STL-1: The rhetorical situation informs the strategic stylistic choices that writers make.

Essential Standards:

- * 3.A: Identify and explain claims and evidence within an argument.
- * 4.A: Develop a paragraph that includes a claim and evidence supporting the claim.
- * 3.B: Identify and describe the overarching thesis of an argument, and any indication it provides of the argument's structure.
- * 4.B: Write a thesis statement that requires proof or defense and that may preview the structure of the argument.
- * 7.A: Explain how word choice, comparisons, and syntax contribute to the specific tone or style of a text.
- * 8.A: Strategically use words, comparisons, and syntax to convey a specific tone or style in an argument.

Reading:

- * F. Scott Fitzgerald, *The Great Gatsby*
- * Conversation. What is American Literature?

Assessment:

- * Socratic Seminar: Discuss the issues of consumerism in *The Great Gatsby*. Does the act of consuming lead to happiness for any of the characters in this novel? How does what the characters consume reflect their values - and by extension - the values of the era in which Fitzgerald is writing?
- * Synthesis: Carefully read the following six sources, including the introductory information for each source. Write an essay which synthesizes material from at least three of the sources and develops your position on the extent to which F. Scott Fitzgerald's *The Great Gatsby* reflects American ideals.

Weeks 26-30 | Unit 7: Identity

How do we define our national identity? What does it mean to be American in the 21st Century?

Enduring Understandings:

- * RHS-1: Individuals write within a particular situation and make strategic writing choices based on that situation.
- * CLE-1: Writers make claims about subjects, rely on evidence that supports the reasoning that justifies the claim, and often acknowledge or respond to other possibly opposing arguments.
- * STL-1: The rhetorical situation informs the strategic stylistic choices that writers make.

Essential Standards:

- * 1.A: Identify and describe components of the rhetorical situation: the exigence, audience, writer, purpose, context, and message.
- * 2.A: Write introductions and conclusions appropriate to the purpose and context of the rhetorical situation.

- * 3.C: Explain ways claims are qualified through modifiers, counterarguments, or alternating perspectives.
- * 4.C: Qualify a claim using modifiers, counterarguments, or alternating perspectives.
- * 7.B: Explain how writers create, combine, and place independent and dependent clauses to show relationships between and among ideas.
- * 8.B: Write sentences that clearly convey ideas and arguments.
- * 7.C: Explain how grammar and mechanics contribute to the clarity and effectiveness of an argument.
- * 8.C: Use established conventions of grammar and mechanics to communicate clearly and effectively.

Reading:

- * Hector St. John de Crèvecoeur, Letters from an American Farmer
- * Sherman Alexie, My Heroes Have Never Been Cowboys
- * Amy Tan, Mother Tongue
- * Judith Ortiz Cofer, The Myth of the Latin Woman: I Just Met a Girl Named María
- * Brent Staples, Just Walk on by: A Black Man Ponders His Power to Alter Public Space

Assessment:

- * Rhetorical Analysis: Revisit an earlier reading from this unit (Alexie, Tan, Cofer, or Staples). Write an essay that analyzes the rhetorical choices the speaker makes to convey their message about identity in America today.

Weeks 31-34 | Unit 8: Justice

What is justice? To what extent do our current systems promote "justice for all"?

Enduring Understandings:

- * RHS-1: Individuals write within a particular situation and make strategic writing choices based on that situation.
- * STL-1: The rhetorical situation informs the strategic stylistic choices that writers make.

Essential Standards:

- * 1.B: Explain how an argument demonstrates understanding of an audience's beliefs, values, or needs.
- * 2.B: Demonstrate an understanding of an audience's beliefs, values, or needs.
- * 7.A: Explain how word choice, comparisons, and syntax contribute to the specific tone or style of a text.
- * 8.A: Strategically use words, comparisons, and syntax to convey a specific tone or style in an argument.
- * 7.B: Explain how writers create, combine, and place independent and dependent clauses to show relationships between and among ideas.
- * 8.B: Write sentences that clearly convey ideas and arguments.

Reading:

- * Truman Capote, In Cold Blood

Assessment:

- * Socratic Seminar: Discuss the concept of justice throughout Truman Capote's *In Cold Blood*. Has justice been served?
- * Argument: Perry Smith eventually admitted that it was he alone who actually committed each of the four Clutter murders. At the trial, the prosecuting attorney told the jurors that "Regardless of who pulled the trigger on Richard Eugene Hickock's shotgun, both men are equally guilty." Dick steadfastly maintained that he was less guilty and did not deserve the death penalty because he "never touched a hair on a human head." Write an essay that argues your position on the validity of these perspectives.

Weeks 35-38 | Unit 9: American Issues

What are the top issues facing our nation today?

Enduring Understandings:

- * CLE-1: Writers make claims about subjects, rely on evidence that supports the reasoning that justifies the claim, and often acknowledge or respond to other possibly opposing, arguments.

Essential Standards:

- * 3.C: Explain ways claims are qualified through modifiers, counterarguments, or alternating perspectives.
- * 4.C: Qualify a claim using modifiers, counterarguments, or alternating perspectives.

Assessment:

- * Annotated Bibliography: Generate a research question on an issue facing America today connected to one of our overarching topics: independence, self-reliance, prosperity, consumerism, identity, or justice. Then conduct research to locate 5+ relevant and credible sources, and construct an annotated bibliography.
- * Synthesis: Review the source material on your selected issue. Write an essay which synthesizes material from at least five sources and develops a position on your research question.

Weeks 39-41 | Unit 10: Reflection

How can reflection further our learning?

Enduring Understandings:

- * RHS-1: Individuals write within a particular situation and make strategic writing choices based on that situation.

Essential Standards:

- * 2.A: Write introductions and conclusions appropriate to the purpose and context of the rhetorical situation.
- * 2.B: Demonstrate an understanding of an audience's beliefs, values, or needs.

Assessment:

- * Final Reflection: Compose a letter reflecting on your reading, writing, and research processes, identifying personal strengths and opportunities for growth.