AP Language & Composition
Course Syllabus

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Plan Periods: A5 and B6
Office/Classroom Room 303

Course Description
According to the College Board, an advanced placement course in English Language and Composition engages students in becoming skilled readers of prose written in a variety of rhetorical contexts, and in becoming skilled writers who compose for a variety of purposes. Both their writing and their reading should make students aware of the interactions among a writer’s purposes, audience expectations, and subjects, as well as the way genre conventions and the resources of language contribute to effectiveness in writing.

STEM Academy Overview
This course includes an innovative curriculum across English and STEM disciplines to prepare students for the fundamentals of public speaking, written expression, and critical thinking in correlation with STEM fields. Students will engage in technical writing activities, informational reading relevant to STEM topics, and formal/informal presentations in anticipation for your post-secondary and career studies.

Instructional Philosophy
If you asked the four-year-old version of me what I wanted to be when I grew up, I would matter-of-factly say I knew exactly what I was going to be if I ever grew up. I was going to be a teacher. As a student, English was always my favorite subject so it was easy for me to choose a content area. I enjoy my content area because the curriculum allows me to get to know my students extremely well. My favorite part of teaching is building relationships with students and watching them have those elusive “Aha!” moments.

Content Standards
Reading: Students will learn and apply reading skills and strategies to comprehend text.
Writing: Students will learn and apply writing skills and strategies to communicate.
Speaking/Listening: Students will develop and apply appropriate speaking and listening skills and strategies to communicate for a variety of purposes.
Multiple Literacies: Students will apply information fluency and practice digital citizenship.

Major Units of Study
Unit One: An Introduction to Rhetoric and Argument Development
• By reading “Chapter One: An Introduction to Rhetoric: Using the ‘Available’ Means” in The Language of Composition: Reading, Writing and Rhetoric, students will be introduced to the key elements of rhetoric, such as the rhetorical triangle, logical appeals, visual rhetoric, the classical model of argument, patterns of development, etc. Students will complete guided Cornell notes over the chapter and complete a leveled assessment at the end of the unit.

Unit Two: Close Reading and Analysis
• By reading “Chapter Two: Close Reading: The Art and Craft of Analysis” in The Language of Composition: Reading, Writing and Rhetoric, students will develop close reading and rhetorical analysis skills. Students will learn different reading and analysis strategies, such as SOAPSTone, annotations, graphic organizers, dialectical journals, rhetorical précis, etc. They will expand their vocabulary to include rhetorical modes, strategies, and devices used to develop arguments. Students will complete guided Cornell notes over the chapter and complete a leveled assessment at the end of the unit.
• Students will also be introduced to different forms of analysis writing to deepen their critical reading skills and to prepare for the AP exam. Students will be given the opportunity to read a sample text, complete graphic organizers for analysis, write a rough draft, edit/revise their work with guidance, and submit a final draft. After completing a prepared analysis essay, students will experience the process of a timed writing using an analysis essay prompt from a previous AP exam.

Unit Three: Argument
• By reading “Chapter Three: Analyzing Argument: From Reading to Writing” in The Language of Composition: Reading, Writing and Rhetoric, students will study the art of argumentation based on the work of famous rhetoricians. Students will build skills related to argumentation in various modes of discourse, which can be applied to the ACT Writing Test and the argument essay on the AP exam. Students will complete an argument essay packet that scaffolds the writing process by deciphering the prompt, brainstorming ideas, developing a thesis statement, completing an outline, writing a draft, and producing a final draft. After completing a prepared argument essay, students will experience the process of a timed writing using an argument essay prompt from a previous AP exam.

Unit Four: Synthesizing Sources
• By reading “Chapter Four: Synthesizing Sources: Entering the Conversation” in The Language of Composition: Reading, Writing and Rhetoric, students will develop the ability to critically read and understand texts, analyze information, develop a position on a given topic, and support that position with appropriate evidence from outside sources. In addition to using outside sources, students will learn to incorporate their own observations, background knowledge, and experiences to support their argument. Students will complete guided Cornell notes over the chapter.
• Students will also be introduced to synthesis prompts and a variety of sources to better develop research-based arguments to prepare for the AP exam and the research project later in the semester. Students will be given the opportunity to read a sample text, complete graphic organizers to analyze sources, write a rough draft, edit/revise their work with guidance, and submit a final draft. After completing a prepared synthesis essay, students will experience the process of a timed writing using a synthesis essay prompt from a previous AP exam. At the end of the unit, students will complete the multiple choice section of a previous AP exam to demonstrate their understanding of close reading and analysis skills.

*After units one through four of study, students will move into thematic units to focus their attention to one topic and further develop the foundational skills of AP Language and Composition.

Textbooks
• Select novels and/or monographs

Course Expectations
Upon completing the AP English Language and Composition course, students should be able to:
• analyze and interpret samples of good writing, identifying and explaining an author’s use of rhetorical strategies and techniques
• apply effective strategies and techniques in their own writing
• create and sustain arguments based on readings, research and/or personal experience
• write for a variety of purposes
• 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 transition
• demonstrate understanding and mastery of standard written English as well as stylistic maturity in their own writings
• demonstrate understanding of the conventions of citing primary and secondary sources
• move effectively through the stages of the writing process, with careful attention to inquiry and research, drafting, revising, editing and review
• write thoughtfully about their own process of composition
• revise a work to make it suitable for a different audience
• analyze image as text
• evaluate and incorporate reference documents into research papers
Major Assignments
While we will have daily reading assignments and coursework, these are the major assignments that can be expected each semester.

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<thead>
<tr>
<th>First Semester</th>
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<tr>
<td>☑ Daily journal entries</td>
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<td>☑ Discussions</td>
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<td>☑ 8-10 timed writings</td>
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<td>☑ 1 personal narrative</td>
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<td>☑ 3-4 prepared essays</td>
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Daily Journal Entries: Students will respond to a journal topic at the beginning of every class. The journal topics may be writing prompts, visual images, quotes, etc. that elicit critical thinking and written response from the students. The journal will directly relate to the current course topic or content and will serve as the anticipatory set to the lesson. Students will accumulate journal entries and submit them for grading at the end of each quarter.

Timed Writings: Students are regularly required to complete timed writing assessments by responding to a prompt under time constraints to simulate the AP exam environment. All of the prompts are generated from previous AP exams and include argument, analysis, and synthesis topics. The timed writings are integrated into the natural progression of the course, but only after students have learned the various essay formats, composed rough drafts, received feedback in the form of writer’s workshops and one-on-one conferences with the teacher, and completed final drafts. Students will have the opportunity to reattempt a timed writing of their choice each semester. The type of essay for the timed writing will be the same, but the prompt will change. The timed writings will prepare the students to produce on demand, well crafted essays in response to a prompt.

Personal Narrative: Students will compose a personal narrative during Unit Four: Education. The students will study the narrative form, read example essays, and present their own argument on education in narrative form. Each student will pick an event from his/her past, either positive or negative, dramatize it in one or more scenes, and then reflect upon it to come to some kind of insight about education. The students’ goal is to tell a good story, with plenty of vivid, specific, concrete detail. But he/she will also hang the details on some larger argument on education that emerges as he/she brainstorms and drafts the narrative. The story should convey some of the student's truth about writing, reading, or language, not some Hallmark card cliché about the joys of literacy. It should honestly depict some of his/her experience, developing voice and critical interpretations of the event.

Prepared Essays: Students will compose a formal argument, analysis, and synthesis essay as they learn the format and style of writing for each essay type on the AP exam. Additionally, students will study various modes of discourse throughout the semester. After reading each of the three assigned monographs, students will select a mode of discourse to write a rhetorical analysis over the text.

Research Project: Students will complete a multi-faceted research project on a topic of their choice. The purpose of a persuasive or argumentative research paper is to get the reader to side with the student on a particular topic for the reasons that he/she presents. The information presented in class will serve as a guide to understanding the elements of a persuasive/argument paper and to formatting the paper, as well as offer prewriting strategies and a checklist to verify that the requirements have been met.

Discussions: Students will work collaboratively to share opinions, thoughts, and ideas on the assigned readings. Whether the discussions take place in small or large groups, all students will be expected to participate and to contribute to the learning environment. The majority of discussions with follow the Socratic Seminar method to encourage critical thinking and full participation.

Exams: Students will complete leveled assessments are the first three units of study to assess their developing knowledge of rhetoric, analysis, and synthesis. During the remaining units, students will complete past AP exams for practice with the skills
necessary for both the multiple choice and free response sections. Additionally, students will complete district assessments, state assessments, and the AP exam.

*Coursework will require a minimum of **three to five hours** of your personal time per week, which does not include scheduled class time.

**AP College Board Exam:** The AP Examinations are administered each year in May and represent the culmination of college-level work in a given discipline in a secondary school setting. The multiple-choice questions are scored by computer, while the free-response portions are evaluated by a team of skilled college professors and high school teachers who meet annually to score exams in their subject area. The involvement of college faculty at all levels of exam development and scoring ensures that the AP Exams truly reflect college-level achievement. Students who perform well can receive course credit and/or advanced standing at thousands of universities worldwide. Students are expected to complete the AP Exam for Language and Composition. Further details will follow closer to the exam date.

**Policies and Procedures**

Rules and guidelines set forth in the student handbook will be followed in this class. Any student who distracts other students or the instructor interferes with the learning environment and should expect consequences.

- **Tardy Policy:** The student is expected to be in their seat when the bell rings. A daily warm-up activity will be provided and must be completed within the first 5 minutes of class. The school-wide tardy policy is enforced.
- **Hall Passes:** Hall passes are not permitted during the first and last 15 minutes of class. The student is allowed passes from class at the teacher’s discretion during independent work time. Pass allowance will be decided on a case-by-case basis. The expectation is for the student to go to his/her locker, get a drink, and use the restroom during passing period.
- **Electronic Devices:** The student is expected to put away all electronic devices, including cellular phones and music players. The school-wide electronic policy is enforced.
- **Activity Absence:** If the student is going to be absent for a school approved activity, it is their responsibility to obtain class work and homework prior to the date of absence. All work is due upon their return to class.
- **Academic Integrity:** Academic integrity is a fundamental value of higher education at North High School. Therefore, acts or attempts of cheating, plagiarism, and falsification will not be tolerated. If an academic integrity violation takes place, the policy outlined in the Code of Conduct handbook.

**Dual Enrollment Opportunity**

Students are provided with the opportunity to dual enroll in AP Language and Composition through Midland University. Details on the cost and application process will be provided during first quarter.

**OPS Secondary Grading Practices**

All coursework and assessments are judged based on the level of student learning from “below basic” to “advanced.” This course will provide multiple opportunities to achieve at the “proficient” to “advanced” levels. Students are evaluated based on a proficiency scale or project rubric. Proficiency scales for this course are available upon request (teacher will identify location such as portal, teacher website, attached, etc.)

There are three types of coursework:

- **Practice** – assignments are brief and done at the beginning of learning to gain initial content (e.g., student responses on white boards, a valid sampling of math problems, keyboarding exercises, and diagramming sentences, checking and recording resting heart rate). Practice assignments are not generally graded for accuracy (descriptive feedback will be provided in class) and are not a part of the grade. Teachers may keep track of practice work to check for completion and students could also track their practice work. Practice work is at the student’s instructional level and may only include Basic (2) level questions.

- **Formative (35% of the final grade)** – assessments/assignments occur during learning to inform and improve instruction. They are minor assignments (e.g., a three paragraph essay, written responses to guiding questions over an assigned reading, completion of a comparison contrast matrix). Formative assignments are graded for accuracy and descriptive feedback is provided. Formative work may be at the student’s instructional level or at the level of the content standard. Formative assessments/assignments will have all levels of learning – Basic (2), Proficient (3), and Advanced (4), which means that for every formative assessment/assignment, students will be able to earn an Advanced (4). Teachers will require students to redo work that is not of high quality to ensure rigor and high expectations. The students score on a formative assessment that was redone will be their final score.
• **Summative (65% of the final grade)** – assessments/assignments are major end of learning unit tests or projects used to determine mastery of content or skill (e.g., a research paper, an oral report with a power point, major unit test, and science fair project). Summative assignments are graded for accuracy. Summative assignments assess the student’s progress on grade level standards and may not be written at the student’s instructional level. Summative assessments/assignments will have all levels of learning – Basic (2), Proficient (3), and Advanced (4), which means that for every formative assessment/assignment students, will be able to earn an advanced (4).

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**Missing Coursework**
Work not turned in at all will be recorded in Infinite Campus (district grade book) as an M for missing, which calculates to a score of zero.

**Redoing/Revising Coursework**
Students may be allowed redos and revisions of coursework for full credit during that unit of study based upon the teacher’s professional judgment and evidence collected throughout the unit. Scores for student work after retaking, revision or redoing work will not be averaged with the first attempt at coursework or assessment, but will replace the original student score.

**Late Coursework**
Students are expected to complete coursework on time. Late coursework may be accepted for full credit until the end of the unit based on the teacher’s professional judgment and evidence collected throughout the unit. Accepted late work will not result in a reduction, and the M (missing) will be replaced with the score earned by the student. The teacher or school may make exceptions depending up on student circumstances (such as prolonged absences due to illness).

**Weighting Assignments (Using a Multiplier) *Secondary only**
When entering grades in the grade book, teachers may assign greater weight to some assignments. For example, the final exam may impact a student’s summative grade more than a unit test. Teachers will have the option use the multiplier to weight both formative and summative assessments to a maximum of 4. If a weight of 2 or more is applied to an assessment, this information will be communicated to students at the time the assessment is announced.