

AP English Language and Composition 2024-2025

Course Overview

This is a college-level course with a focus on receiving college credits, passing the AP exam, and understanding the importance of rhetoric within reading texts, non-fiction primarily with some fiction, and writing a rhetorical analysis, argument, and synthesis essays. Homework should be expected every night in the form of reading with annotation or writing with specific goals based on in-class discussions and practices. This course is constructed in accordance with the guidelines described in the AP English Course Description.

Grades for this course are not weighted so that every assignment counts and students will always be able to calculate their grade, which will be posted on Zangle, and calculate what grade they need on future assignments to maintain or raise their grade. Most grades will come from written work, in groups, individually, and all written works will be based on the AP scale, which is equivalent to college freshmen level. This writing will be formal and informal ranging over many different modes. All formal papers (non-in-class essays) must be written in MLA format (size 12, Times New Roman, 1-inch margins, etc.) and all research must have proper citations and a Works Cited page also in MLA format. All informal essays will be written in class (by hand or typed) and must be done under the time constraint given for that particular assignment. These informal assignments will be graded as rough drafts because that is the policy of the AP scorers when grading for the AP test.

“All CVUSD and TOHS attendance policies and procedures will be followed in this class. Students may be dropped from the class and assigned an “F” due to excessive truanancies and/or unexcused absences.”

Grade Scale

A+	100-97
A	96-94
A-	93-90
B+	89-87
B	86-84
B-	83-80
C+	79-77
C	76-74

***Grades below a C will be placed on contract or be asked to drop the class.**

Grading Policies-

- **All grades will be posted on Q** - Canvas is used for assignments and submissions. Students will see assignment grades and receive teacher notes and corrections on Canvas but all grades will be posted on Q.
- **Late Work Policy** - Work on Canvas turned in while open will be counted as full credit but only worth 50% if turned in after the Canvas assignment closes. After Canvas closes assignments must be shared with my learn account- tsmith@learn.conejousd.net
- **Essay Rewrites** - If you received a score on an essay that you wish to change then all students have access to re-writes within one month of the essay being graded (exception is the end of the semester). Full points may be earned but not extra credit. There are steps that must be met before a re-write and these will be on Canvas, where the re-write will be submitted.

Course Work

Much of the course reading will be in the form of excerpts from larger texts. This will force students to push further into the evaluation and analysis of the author's intent based on vocabulary, and phrasing. This will be used for the

rhetoical analysis portion of our course. The information gained will be used in argument stances to demonstrate the purpose and means of an author's intent and motives. The key focus of each source will be to produce written works on; Rhetorical Analysis, Expository Writing, Argument-based papers with evidence used in support and counterpoint, and synthesis of materials to identify common, or use different reading lenses.

Most of the year will be focused on argument and Aristotle's Appeals in order to write and understand arguments from texts and evaluate links in texts through synthesizing points of argument and paths. Constructing and crafting arguments with form and focus is the main writing goal and the AP rubric will be the primary form of evaluation and scaffolding. Students will write many papers, formal and informal, throughout each quarter and our focus will become more refined as the year proceeds.

Students' major course readings include samples of American Literature and nonfiction texts with the goal of enabling students to work with longer texts using rhetorical analysis and synthesizing the purpose and argument designed by the author. The short articles will be used to give students a brief window into a topic so that they must infer information past what is given and learn to make connections to contemporary society for proof and support. The following is a tentative goal for the year. Please note: plans may change to suit the focus and needs of each class.

Course Focal Points

Core Lit Communication-

- **All grade 9-12 English teachers' syllabi will include a uniform letter from the District (AR 6161.12 Exhibit A) that outlines the parents'/guardians' opportunity to review each core literature title and request an alternative assignment, along with the process for submitting an alternative assignment request form. The letter will include a parent/guardian acknowledgment signature and the following statement: Student and parents/guardians have the choice to request an alternative assignment.**
 - **Students and parents/guardians must be informed of all core literature titles selected for use during the school year no later than the high school's Back to School Night.**
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Updated Cell Phone/Headphone Policy

- No cell phones or headphones may be used during class time UNLESS standardized testing protocols require it OR the use is permitted by the student's IEP.
- Cell phones and headphones MAY continue to be used before school, at break, between classes, at lunch or after school
- Cell phones must be turned off and out of site when in any classroom.
- Each teacher may choose to use a cell phone holder OR have students stow them in their school bag.
- Progressive discipline shall be used when students violate the policy:
 - 1st Offense: Warning
 - 2nd Offense: Device is confiscated and sent to office. The device is returned to student at the end of the day.
 - 3rd Offense: Device is confiscated and sent to office. The device is returned only after a parent conference is held.
 - 4th Offense: Device is confiscated and sent to office. Saturday School assigned and device returned.
- **Academic dishonesty (plagiarism) will not be tolerated.** This goes for class work and homework, as well as essays. Even a single sentence copied verbatim is considered plagiarism. **You will receive a zero for any**

dishonesty; this will not be debated. Academic dishonesty remains on your school record; this is not taken lightly by colleges or universities. *When you allow someone to copy your work, YOU are guilty of cheating as well.*

- **PLEASE NOTE: Canvas records everything you do while taking a Quiz. If you stray from the quiz-taking page AT ALL during a Quiz, you will receive NO POINTS for the answers that follow, regardless of whether or not they are correct. Study; don't cheat.**
- **A note on AI in this course:** You are expected to generate your own work in this class. When you submit any kind of work, you are claiming that you have generated and written it, unless you indicate otherwise by the use of quotation marks and proper identification of a source. Submitting content that has been generated by someone other than you, or was created or assisted by a computer application or tool, including artificial intelligence (AI) tools such as ChatGPT is cheating. You may use simple word processing tools to update spelling and grammar in your assignments, but you may not use AI tools to draft, edit, revise, or paraphrase your work. There may be opportunities for you to use AI tools in this class. Where they exist, I will clearly specify when and in what capacity it is permissible for you to use these tools.
- **Reading List-** (Reading focuses and dates are liable to change based on class necessity and pace)
 - *Wild* (Read by 9/11)
 - *Into the Wild* (Read by 9/11)
 - *The Crucible* (October)
 - *The Great Gatsby* (November/December)
 - *Raisin in the Sun* (December)
 - **Choice Novel** with a focus on Individuals and Their Society (January)
 - *The Things They Carried*
 - *Underground Railroad*
 - *The Grapes of Wrath*
 - *Catch-22*
 - *How Much of These Hills is Gold*
 - **Choice Novel** with focus on Perspective based Argument (March)
 - *Catcher in the Rye*
 - *Huckleberry Finn*
 - *The Road*
 - *World of Wonders*
 - *Eaters of the Dead*
 - *Heart of Darkness*
 - **Novels that might be added but are not currently taught**
 - *Wild Truth*
 - *Death of a Salesman*
 - *Glass Menagerie*
 - *The Awakening*
- **Writing Goals**
 - [Argument Essay](#)
 - [Synthesis Essay](#)
 - [Rhetorical Analysis Essay](#)
 - Appropriate vocabulary and diction
 - Variety of sentence structure (syntax)
 - Logical organization

- o Selection/use of appropriate detail
- o Control of tone and voice
- o Achievement of intended emphasis
- AP Exam Preparation
 - o Baseline score indicated at the start of the year
 - o Drills followed by a discussion of texts and answers
 - o Collaborative scoring of writing prompts as well as sample student responses
 - o ALL students will be encouraged to take the exam but it is not mandatory
- Personal Growth
 - o Class Discussions on real issues will be used to develop a personal voice and hone the ability to correctly represent one's self with ideas and stances.
 - o Learning to defend an opponent's stance to strengthen the usage and understanding of counterarguments.
- Writing Format Quiver
 - o Journals provide a place to experiment and evaluate
 - o Writing groups and peer editing afford a secure environment for collaboration and revision
 - o Basic grammar skills developed early on will aid in understanding new concepts (Holt Handbook)
 - o College Writing vs. High School Writing
 - o Rhetorical Modes (daily practice/polished essays collected weekly)
 - o Annotation creation/self-driven conversation about texts that exist within texts.

Additional Course Resources

[AP Classroom at CollegeBoard](#)

[Virtual Salt: A Handbook of Rhetorical Devices](#)