

Advanced Placement English Language and Composition Syllabus

2015 - 16

Mrs. Carlisle, Mrs. Willett

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Course Overview

The focus of this college-level class is for students to read and analyze a wide range of non-fiction prose in order to understand rhetoric and how language is used to communicate ideas, tone, and an author's or speaker's purpose. This class focuses on close reading of multiple texts along with frequent writing that is both timed and un-timed. Through our study of written, spoken, and visual texts, your goal is to develop and strengthen your writing and analytical skills. Because this course has been developed in accordance with the Advanced Placement English Language and Composition guidelines, you will take the Advanced Placement English Language and Composition test and may receive college credit if the exam is passed.

The principal textbook used in this class is *50 Essays: A Portable Anthology*. This text is supplemented with *The Little, Brown Compact Handbook* grammar and style guide, as well as further essays, readings, and documentaries from alternate sources.

Course reading and writing activities are designed to help students gain understanding of the tools an author uses and the choices an author makes (with regards to syntax, diction, tone, etc.) in order to be able to communicate effectively with a chosen audience.

The course work for this class is much heavier than the expected high school load because this is a college-level class. Students will often have daily and weekly homework assignments, which include lengthy writing assignments, readings, viewings, frequent quizzes and examinations.

Writing Assignments

Students will write argument, analysis, and synthesis assignments that are based on readings representing a wide variety of prose styles.

For most of the essays that the students read, they are asked to do either a rhetorical analysis of the piece; an argument essay in which they must defend, challenge, or qualify some aspect of the author's purpose; or a synthesis essay in which the students explore and use multiple sources on a given topic. Sometimes the students respond to specific prompts; other times the students must write based on their own interpretations of the piece.

Student Evaluation

Students are evaluated on homework, AP writing prompts, major essays, class discussions, presentations, and quiz grades. Much of the writing can be reworked, while daily homework must be in on time (see late work policy on pg 3).

The writing is graded according to the Advanced Placement scoring rubric of 1-9. Students are also asked to judge themselves and their classmates according to this model in order to become more accustomed to its expectations.

Representative Reading List (This is representative, so selections may be added or deleted.)

Henry David Thoreau, "On the Duty of Civil Disobedience"
Sherman Alexie "The Joy of Reading and Writing: Superman and Me"
Maya Angelou, "Graduation"
David Sedaris, "Me Talk Pretty One Day"
Maxine Hong Kingston, "No Name Woman"
Eric Liu, "Notes of a Native Speaker"
Nancy Mairs, "On Being a Cripple"
Brent Staples, "Just Walk on By: Black Men and Public Space"
Marie Winn, "Television: The Plug-In Drug"
Martin Luther King, Jr., "Letter from Birmingham Jail"
Martin Luther King, Jr., "I Have a Dream"
Abraham Lincoln, "The Gettysburg Address"
Jonathan Swift, "A Modest Proposal"
Joan Didion, "On Morality"
Frederick Douglass, "Learning to Read and Write"
Lars Eighner, "On Dumpster Diving"
Bharati Mukherjee, "Two Ways to Belong in America"
Plato, "The Allegory of the Cave"
Thomas Jefferson, "The Declaration of Independence"
Eric Schlosser, "Kid Kustomers"
Bill McKibben, "Curbing Nature's Paparazzi"
Jared Diamon, "The Ends of the World as We Know Them"
Barbara Ehrenreich, "Serving in Florida"
James Baldwin, "Notes of a Native Son"
Annie Dillard, "Seeing"
Annie Dillard, "Death of a Moth"
Eudora Welty, "Listening"
Dave Barry, "Turkeys in the Kitchen"
E.B. White, "Once More to the Lake"
Virginia Woolf, "The Death of the Moth"
Mike Rose, "I Just Wanna Be Average"
Sarah Vowell "Shooting Dad"
Marie Winn, "Television: The Plug-In Drug"
Stephanie Ericsson, "The Ways We Lie"
George Orwell, "Shooting an Elephant"
Anna Quindlan, "Write for Your Life"

Films (Permission slips will be sent home for films added to this list)

The Matrix

Jean Kilbourne's *Killing Us Softly*

Alice in Wonderland
Crash

SUPPLIES:

You will need lots of paper, pencils with erasers (for textbook annotation), pens, sticky-note flags, note cards, and a binder with four dividers or four spiral notebooks. A box of tissue to donate to the class would also be much appreciated!

PLAGIARISM OR CHEATING WILL NOT BE TOLERATED

Students found in violation of this will receive a zero for that assignment regardless of its value or impact on overall grade and be subject to disciplinary action with the student's assistant principal. Any incident will be reported to the student's assistant principal.

LATE WORK POLICY:

For formal essays/major assignments late work is not accepted without penalty. For every day it is late, it goes down one letter grade per day. If a weekend occurs between days that an assignment is late, the penalty is 20%. Informal assignments will be accepted with a 50% reduction for the first 24 hours. After that time, no credit will be given. Note: in the 2nd semester no late homework/informal assignments will be accepted unless you have an excused absence.

ATTENDANCE AND PARTICIPATION

Because this subject requires a large amount of notes, in-class examples, and discussions, it is necessary for you to be present as much as possible. If you miss too much, it is likely that your success in this class will be greatly impacted.

GRADES

Students' grades will be based on points received out of points possible. Points will be totaled and recorded as a percentage. The grading scale is:

A 93 -- 100%	A- 90 -- 92.9%	
B+ 87 -- 89.9%	B 83 -- 86.9%	B- 80 -- 82.9%
C+ 77 -- 79.9%	C 73 -- 76.9%	C- 70 -- 72.9%
D+ 67 -- 69.9%	D 63 -- 66%	D- 60 -- 62.9 %

PARENT-STUDENT-TEACHER ACTION PLAN

It is important for everyone, including parents or guardians, to be aware of the rules and procedures of the classroom in order for us to work together to ensure that each student is as successful as possible. Please sign below to indicate that each of you have looked over the syllabus. Students, please bring this sheet back to class.

Please know that I am eager to form a partnership with my students and their families. Please call or email me with any questions or concerns. I look forward to working with you!

Student Printed Name

Hour: _____

Student Signature

Parent/Guardian Printed Name

Date

Parent/Guardian Signature

Relationship to Student

Parent/Guardian Email

Parent/Guardian Phone Number