

## **AP English Language and Composition Course Syllabus 2022-2023**

### **Course Description**

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AP English Language and Composition is defined as a course that matches the first year rhetoric and writing courses at most universities. The mantra for the course is to read critically, think rationally, and communicate effectively. The goal not only facilitates mature development as a thinker and scholar, but the skills necessary for the development of college and career readiness.

*Reading critically* involves the students in a variety of texts and a variety of communication formats giving students the opportunity to identify and explain an author's use of rhetorical strategies and techniques. We will take our time reading a large number of methods of discourse such as news and opinion writing, essay writing, literature, Internet literature (blogs, newspapers, etc.), and advertisements.

*Thinking rationally* is the deliberate development of reasoned and artful communication through both writing and speaking. Students are required to write in several forms about a variety of subjects. While the class focuses on writing—practicing writing essays through the drafting stage with revision aided by teachers and peers—there is an emphasis on listening, both to the spoken word and to the text.

*Communicating effectively* involves students in both timed and untimed writing; moreover, it provides an excellent opportunity for evaluated discussions and oral presentations or projects, as well as occasional debates. Students are also exposed to many graphics and visual images to analyze both in writing and speaking.

### **Required Supplies**

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2 spiral notebooks (70-100 pgs. minimum, 9 x 11 is the size you should get )

4-pack highlighters (yellow, green, blue, pink)

Blue or black pens- REQUIRED/ other colors optional

Post it notes (any brand and color)

### **Required Books**

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*Springboard English Language Arts for Grade 11*

*The Crucible*

*Into the Wild*

Non-fiction book for independent reading project (student's choice from a selected list of titles)

**Other titles to be announced during the year**

Students can check their academic progress by visiting Synergy on the student/parent portal. Please be aware that grades are updated weekly and can change right before grades are due. Grades displayed on Synergy reflect the most current grade as of that date, but it may not include work that the teacher has yet to assess and input into the grading system.

## Grading Policies

You and your parent(s) are responsible for checking Synergy to keep track of your completed assignments and academic progress. Waiting until progress reports or report cards are due will often be too late to make a significant change in your grade. By being proactive, you can increase your opportunities to succeed in this course.

### Graded Categories:

- Tests / quizzes (Summative assessments) - 20%
- Short- and long-term written assignments - 30%
- Projects / presentations - 20%
- English / Vocab. Notebooks, Current Events - 20%
- AP Classroom practice / assessments - 10%

### Grade Scale:

A = 100%- 90%  
B = 89%-80%  
C = 79%-70%  
D = 69%-60%  
F = 59% and below

**PLEASE NOTE: GRADES WILL NOT BE ROUNDED UP AT THE END OF THE SEMESTER. Students need to take advantage of every opportunity to complete all assigned work and to improve academic performance whenever possible during the grading period.**

### ***Cheating / Plagiarism Policy***

Cheating, suspected cheating, or attempted cheating (this includes talking during a test) will result in a **ZERO** on the assignment and appropriate disciplinary action. Any written material or ideas that are borrowed, quoted, or otherwise included from an outside source must be cited properly. Plagiarism and other academic integrity violations will be dealt with in accordance with school policy as delineated in the school's student handbook.

## Semester 1 (August - December 2022)

### Unit 1 - AP Rhetorical Analysis (RA)

#### Reading Focus - Analyzing Arguments

- Identify and describe components of the rhetorical situation: the exigence, audience, writer, purpose, context, and message
- SOAPStone + E framework of rhetorical analysis
- Develop close reading and annotation skills
- Utilize summer readings as mentor texts
- Read and analyze short nonfiction pieces / essays
- Acquire and apply rhetorical analysis vocabulary in context
- Become familiar with AP exam (question types) and rubric
- Multiple choice diagnostic (in portions)

#### Writing Focus- Rhetorical Analysis

- Writing a defensible assertion/claim/thesis
- Identify and explain claims and evidence within an argument and established context
- Develop paragraphs that include a claim and evidence supporting the claim
- Explain how an argument demonstrates understanding of an audience's beliefs, values, or needs
- Examine how arguments are formed and the relationship between arguments, thesis statements, and Line of Reasoning within an analytical essay

- Building commentary that addresses, builds upon, and extends beyond elements of the Rhetorical Situation
- Identifying levels of sophistication in writing and understanding how its use enhances one's ability as a writer and critical reader/thinker to achieve an intended purpose

## Unit 2 – The Mentor Texts

### Reading Focus

- Analyze excerpts from *Night* and other nonfiction texts selected by the teacher
- Identify claims and evidence within speeches illustrating the power of persuasion
- Examine and analyze visual texts as a form of argument
- Identify and describe overarching thesis of an argument

### Writing Focus

- Utilize precis writing and the Rhetorical Triangle to strengthen rhetorical analysis of texts
- Explain how an argument demonstrates understanding of an audience's beliefs, values, or needs.
- Develop paragraphs comprised of a claim and evidence that supports the claim
- Write thesis statements that require proof and indicate structure of an argument
- Use appropriate methods of development to advance an argument

## Unit 3 – The Crucible

### Reading Focus

- Reading and analysis of *The Crucible*
- Analyzing primary sources to establish the historical context for text
- Synthesizing multiple perspectives pertaining to major themes in the text
- Continue practice/acquisition of rhetorical analysis vocabulary
- Multiple choice practice, reading analysis

### Writing Focus

- Practice timed writings for rhetorical analysis
- Draft and recite a persuasive speech utilizing rhetorical choices studied in mentor texts
- Develop a line of reasoning and commentary for varied modes of writing
- Use transitional elements to guide readers through the line of reasoning of an argument
- Develop op-ed style writings

## Semester 2 (January - June 2023)

## Unit 4 – *Into the Wild* / AP Argument

### Reading Focus

- Analyzing a novel rhetorically
- Connecting a novel with its historical context
- Analyzing primary source documents
- Comparing a novel with cinematic interpretations

**Writing Focus**

- Pre-writing for argument essay via organizers (CHORES)
- Developing an argument by choosing relevant examples
- Acknowledging counterargument

**Grammar Focus**

- Connecting grammatical structure to meaning

<b>Unit 5 – AP Synthesis</b>
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**Reading Focus**

- Identifying author's slant / Point of view and bias
- Analyzing how related texts "speak to each other" in terms of POV, bias, and main arguments
- Reading multiple texts in a timed setting

**Writing Focus**

- Synthesizing sources in terms of claim, evidence, and commentary
- Supporting a writer's claim / thesis with appropriate evidence from various sources
- Development of commentary in order to build upon one's argument / claim
- Development of the writer's voice

**Grammar Focus**

- Connecting grammatical structure to meaning

<b>Unit 6 - AP Review</b>
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**Reading Focus**

- Recognizing and understanding satire
- Analyze visual rhetoric
- Review rhetorical terms/strategies
- Multiple choice practice

**Writing Focus**

- Review synthesis essay
- Review argument essay
- Review rhetorical analysis essay

**Grammar Focus**

- Continue sentence variation, review typical grammar MC questions

*\*\*Date for AP English Language and Composition test is Tuesday, May 9, 2023*

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**Vocabulary**

Vocabulary is best learned from one's own acquisition of new terms in addition to teacher generated lists. With that in mind, AP Lang. students will be expected to generate Vocabulary Notebooks that consist of their own collection of newly acquired words from class assigned and independent reading selections. Notebooks will be checked during each quarter for completion and accuracy. Assessments will be open-ended and authentic opportunities to illustrate the words that students have learned and acquired during the AP Language and Composition course.

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**Current Events**

Students will be encouraged to familiarize themselves with significant events of the day from all areas of society (politics, education, environment, economics, sports, the arts, etc..) in order to better understand the world around them. This is extremely important in AP English Language/Composition classes since

students are expected to have their own bank of evidence to draw upon in their writing assignments, particularly in the argumentative essay of the exam. We will utilize various resources for this part of the course such as the following: leading national newspapers (the Los Angeles and New York Times), CNN 10, current podcasts as well as articles and videos on news topics of the day. Students will have the opportunity to work individually or in teams using assignments such as Current Events News Groups.

### **College Board Resources**

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Students will utilize resources that are provided through the College Board in an effort to assist AP students in their preparation for the exam. They will have assignments in AP Classroom as well as AP Daily. AP Classroom is an online source for the ongoing practice of skills that are clearly outlined in the Course and Exam Description (CED) for AP English Language and Composition. It contains structured practice activities, online assessments, and opportunities for receiving student/teacher feedback. AP Daily is also aligned with the continuum of skills outlined in the CED, but its primary platform is pre-recorded instructional videos designed by trained and experienced AP teachers.

- Link to AP Classroom <https://myap.collegeboard.org/login>
- Link to AP Daily <https://www.youtube.com/user/advancedplacement/about>

### **AP Class Drop Policy per Sierra Vista High School**

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If you have any questions and/or concerns, please contact your AP English teacher in class or via email.