Course Description: Students entering AP English Language and Composition are already skilled in basic composition and are proficient in their use of English grammar and mechanics. This AP class is a college level course designed to engage students in becoming skilled, analytic readers of text written in a variety of rhetorical contexts, and in becoming skilled writers who compose for a variety of purposes. Through writing and reading students will become aware of how the interaction between a writer's purposes, audience expectations, subject, genre conventions, and the resources of language, contribute to effectiveness in writing.

Course Objectives: After participating in AP English Language and Composition students will be able to:

a) Write about a variety of subjects and to demonstrate an awareness of audience and purpose b) Write effectively and confidently in courses across the curriculum and in their professional and personal lives c) Write based on reading texts from various disciplines and periods as well as personal experience and observation. d) Read primary and secondary sources carefully and analytically e) Synthesize materials from various texts in their own compositions f) Read and interpret an unfamiliar text g) Analyze, evaluate, interpret, and apply various devices of rhetoric h) Cite sources using conventions recommended by professional organizations i) Read complex texts with understanding j) Write prose of sufficient richness and complexity to communicate effectively with mature readers k) Demonstrate study and test-taking skills l) Gain understanding of the connections between writing and interpretive skill in reading

Behavioral Expectations: 1. Be on time: in your seat and ready to proceed when the bell rings. 2. Be prepared (all materials and assignments must be with you). 3. Be respectful: keep all body parts, objects, and negative comments to yourself (swearing/cursing will not be tolerated). 4. Be involved: participation is very important in this class. 5. Be honorable: any form of plagiarism and/or collusion will not be tolerated. 6. Cell phones must be kept on silent and inside the cellphone holder in the front of the room unless teacher directs otherwise. Cell phones inappropriately used in class will be collected.

*All district and school policies regarding dress, attendance, classwork, behavior, and home learning will be observed in our class.

Consequences of inappropriate actions: *I reserve the right to alter these steps as necessary

1st- warning
2nd- one-on-one discussion and/or parent contact
3rd- parent contact, detention and/or lower conduct grade
4th- exclusion and/or administrative referral
Please feel free to come to me with any problems, comments, or concerns that you have. I am available in the morning before class and after-school. You may also reach me via email at leegreta@dadeschools.net.

Course Requirements:

a) Attendance: Good Attendance is essential to student success! Accumulation of 3 tardies in one grading period will result in a lower conduct grade and may be subject to additional consequences, including but not limited to: detention, parent contact, and/or referral. Make-up work will only be provided for excused absences at the student’s request (MDCPS policy, with regards to make-up work, will be adhered to). Excessive absences may result in a failure grade for the class.

b) Required Readings: All assigned readings and timelines must be adhered to; titles may be provided throughout the year. Often students will print passages to annotate. *Keeping up with reading timelines and assignments is critical to success in this class!

c) Writer’s Journal: Students are required to keep a daily class journal. The entries must be dated, questions/prompts must be included, and journal assignments must be complete and indicate depth of thought to receive full credit.

d) Essays/Writing Assignments/HL/Projects: Written work must have your full name, number, date, period, and the appropriate assignment label. Unless otherwise specified, all assignments must be turned in on-time, neat, and error free; typed assignments must be double-spaced, 12 pt. font, 1” margins. - Assignments turned in late will not be accepted. - Students, who require additional time to complete projects or major assignments (as per IEP’s accommodations), must notify me via email of request for time extension a minimum of 1 week prior to due date. Students, who require additional time to complete in class or daily HL assignments (as per IEP’s accommodations), need to notify me personally on date assignment is given. (Plagiarism or collusion of any kind will be given an automatic zero and administrative referral.)

e) If you have a planned absence on a major due date, you must turn the assignment in early. If your absence was due to an emergency, the assignment must be brought to class and turned in the day you return to school, not your next class day (an admit will be required to receive credit).

**Students should begin assignments on date assigned so that any questions or concerns can be addressed early and to prevent late/incomplete work due to last minute emergencies. Printer issues are not a valid excuse for failing to turn in an assignment. Do not ask me to print your work.

f) Home learning Assignments can be found daily on the board and should be copied down in the student agenda before the end of class. Absent students can find home learning assignments on Edmodo.
Miscellaneous: 1. Use the restroom between classes or at lunch. Passes will only be given in cases of extreme emergencies and only three per nine-week grading period. 2. Home learning must be turned in within the first five minutes of the commencement of class. 3. Extra credit passes are offered at the teacher's discretion. Students with any unexcused absences or more than three excused absences per nine weeks are not eligible for extra credit.

Required Materials: 1. Use of a computer with internet access and a printer with a meticulously monitored ink supply at home (library etc.)- some assignments involve research as well as some assignments must be typed and/or printed. 2. 3-ring binder (1/2 to 1 inch) 3. lined paper 4. black/blue pens, red/green pens (for peer reviewing), pencils 5. highlighters (4-5 colors) 6. colored post-it flags 7. assigned text(s) - to be determined 8. one ream of printer paper for printing handouts and assignments (keep at home)

Grading Scale:

A = Excellent   90 - 100   3.5 - 4.0+
B = Good   80 - 89   2.5 - 3.49
C = Average   70 - 79   1.5 - 2.49
D = Minimal   60 - 69   1.0 - 1.49
F = Failing   <60   < 1.0

Quarter grades will be based on:
• Daily/on-going assignments • Essays • Quizzes • Tests • Projects
• Writer's journal • Home Learning

• Active, thoughtful participation in class discussions - Should you sleep, fail to produce homework, use your cell phone without permission, disrupt, or be disrespectful to students in my presence, your weekly participation grade will decrease at my discretion depending on the severity of the infraction.

We are practicing all year for students to have a chance to pass the Advanced Placement test. If a proctor reports to me that a student puts his head down and does not make a legitimate attempt on any section of this exam, it will affect the student's ACADEMIC class grade. This is the most important assignment of the year, and not applying diligent effort to this exam is grounds for a GRADE OVERRIDE regardless of where that student currently stands academically.

Edmodo code: __________________
All students must have an Edmodo account. Students should check Edmodo often for updates and assignment clarification. Parents are encouraged create a parent account as well.
Getting Acquainted

Name: ______________________________________      Period _________

I like to be called ______________________________________________

One thing you should know about me is ______________________________________

___________________________________________________________________

Medical or personal concerns: _____________________________________________

___________________________________________________________________

Parent or Guardian 1 _________________________________________________

Email ________________________________ Cell Phone ____________________

Parent or Guardian 2 _________________________________________________

Email _________________________________ Cell Phone ____________________

Student Edmodo username___________________   Password ____________________

I have read and understand the requirements of the course as stated in the Course Syllabus.

Student Signature _____________________________________

Parent or Guardian Signature _____________________________
Course Description:

AP English Language & Composition is a rigorous course, more challenging than honors courses. Students will be working diligently to become better analytical readers of non-fiction, to further develop writing in a variety of contexts, and to further their analytical skills. Students will identify, acknowledge, and master how rhetoric is used in the world today to aid in their development of becoming intelligent, productive citizens.

Students will also become more attentive to author’s ideas, audience expectations, as well as the way language plays a role in writing. The structure of this course is designed to develop critical thinkers, who can establish arguments of texts that are read with sophistication and depth.

Besides helping students become better readers and writers, this course has another tremendous benefit: the possibility of college credit. In the spring, AP students will take the AP English Language and Composition exam. If students perform well on this exam, they will earn college credit. Therefore, preparation for the AP exam is a priority. If students focus and use the time inside and outside of class, they should be well prepared for this test.

According to the Advanced Placement Course Description, upon completing the AP English Language and Composition course, you 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 your own writing;
- create and sustain arguments based on readings, research, and/or personal experiences;
- 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 transitions;
- demonstrate understanding and mastery of standard written English as well as stylistic maturity in your own writing;
- 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 your own process of composition;
- revise a work to make it suitable for a different audience;
- analyze image as text; and
- evaluate and incorporate reference documents into research papers.

Note: Teacher reserves the rights to change, edit, or augment the information in this document to best serve the educational directives of the students and the course.
Textbooks Utilized- students will be informed to purchase or download:

The Language of Composition, Shea, Scanlon, Aufses (in class)
50 Essays, Cohen
Thank You for Arguing, 3rd Edition, Heinrichs (Summer Reading book)

Other texts TBA instructor- see class Website for more info

Note: Most of the reading will be done at home.

Classroom Rules

- Be on time, on-task, & prepared to learn EVERYDAY.
- Personal electronics are for EDUCATIONAL PURPOSES. (Parents, please refrain from calling or texting your child during class time.)
- Be responsible for your own learning.
- RESPECT the teacher, the classroom, other students.
- Trash goes in the trash can. (No candy, food, and drinks other than water acceptable in class.)

Expectations for students

This is a college-level course; therefore, you are expected to be prepared for a rigorous and quick-paced environment. All your work must be your best effort and must be of the highest quality. No less will be accepted.

- You are expected to be in class, seated, and quiet when the bell rings.
- Class begins as soon as the bell rings.
- You should come to class prepared to learn, complete with:
  - Textbook/text we are working on
  - Binder, paper, pen, and pencil
- No hall passes are given in the first 15 minutes of class or the last 15 minutes.
- No IPODs, headphones, or cellphones are to be out on your desk or in use. They will be taken away either by me or security.
- I dismiss the class, not the bell.
- Appropriate behavior and respect for others is key to student success and learning.
- Excessive tardiness will affect your conduct grade. After the third unexcused tardy, conduct grade will go down by one grade.
- There will be three bathroom passes available every term, if student needs more than that because of medical reasons, please contact me. If the student does not use their bathroom passes throughout the nine weeks, then they will receive extra credit at the end of the grading period.
- Students who are tardy, disruptive, disrespectful to others, or in any way impeding the learning process in my classroom will be dealt with according to the following procedures:

Disciplinary Procedures:

- 1st offense: Student-Teacher meeting
- 2nd offense: Lunch or after school Detention and Parent Contact
• 3rd offense: Meeting with Counselor/Lead Teacher
• 4th offense: Referral to Assistant Principal

Required Materials:

• Composition notebook (1) - Daily Journal
• 1 ½-inch 3 ring binder (solely for this class)
• College ruled paper
• Dividers with pockets (5) - Writing Notes, Analysis Notes, Grammar Notes, Essays, Rhetorical terms/Vocabulary
• Post-it/flags
• Highlighters (minimum 3 colors)
• Blue or black ink
• Pencils
• A small personal stapler
• Internet Access at home - we will be working online

Homework

• It is imperative that if I assign a reading, that you read, annotate, analyze, and come to class ready to discuss the ideas and rhetorical structure of the work. These types of homework assignments are graded based on your participation and the quality of your discussion.
• Participation is essential to succeed in this class.
• Any written homework assignment is ONLY collected at the beginning of class. If you are tardy homework will not be accepted.

Daily Class Procedure

• Once the bell rings turn in your homework and complete work in your Daily Journals.
• This is a time for quiet, individual reflection. No talking or sharing ideas or thoughts.
• You will receive an F for that day’s assignment if you are conversing with a classmate during this time.

Email:

• Please check Remind AND our class website daily as assignments and extra credit will be sent out periodically via Remind.
• You can email me questions or concerns at cmarroquin@coralreefhigh.org
• DO NOT email me questions about your grades! I do not respond to those!
• DO NOT email me assignments! I delete them.
• When you email me, make sure that you write your first and last name and the class period in the subject section.

Late assignments:

• No late assignments accepted. No exceptions.

Plagiarism:

• It is not an excuse to claim ignorance of plagiarism. It is the students’ responsibility to be aware of what plagiarism is and not to commit it in the course of their studies.
Makeup Work:
- It is your responsibility to let me know that you need make-up work (during lunch or after class—NOT before or during class).
- You are given only one class period to make-up the work for each absent day only if it is an excused absence. No exceptions.

Daily Journal:
- The purpose of the journal is to strengthen analytical skills and critical thinking skills.
- Students will receive specific instructions on completing these entries.
- Students will complete these entries in a composition notebook.
- Each entry must be dated

Legibility of School Work:
- Make sure all work is legible. If I can’t read it, I can’t grade it. Hence, it is a zero. Write clearly and concisely.
- Also, please make sure your full name is on any assignment you turn in to me with your seat number.

Projects/Major Assignments:
- If a major project or assignment is due students should ensure that the project is delivered to the teacher either through a peer/parent or through an email attachment ON THE DUE DATE.
- No major projects will be accepted late—even if the absence is excused.

Citizenship Grades:
- Since attitude is a significant factor in a student’s success, a citizenship mark will be assigned based on a student’s capacity for growth. This mark includes an evaluation of the following characteristics that are essential to personal and social development: attitude, spirit of cooperation within the classroom, dependability, effort, attentiveness, completing what is required, and taking advantage of the educational opportunities present.
- The grade will range from A-F. If no effort is observed students can and will receive an F.

Extra Credit:
Extra Credit will be given each nine-week period. If students go to a school event, they can write 2 paragraphs about the event giving a summary of the event and how they feel it impacted them. Proof of attendance required for credit (playbook, ticket stub, etc.).

Grading:
- Your grade is based on everything we do in class. There is a variety of assignments that are awarded a different grade value but essentially everything is worth something:
  - Daily Journals
  - Bi-weekly Rhetorical Terms Assessments
Guidelines for Assessment:

Essays will be graded according to the AP Language and Composition Rubric
9/8=A  7=A-  6=B  5=C  4=D
3= D-  2/1=F

Tests/Quizzes will be graded on a 4 point scale (or 100 point) and converted to a letter grade:
100-95/ 4.0-3.75= A  79-77 / 2.4-2.25= C+  62-60
/.9-.75 = D-
94-90 / 3.6-3.5 = A-  76-73 / 2.0 = C  <60
/ 0 = F
89-87 / 3.4-3.25= B+  72-70 / 1.9-1.5 = C-
86-83 / 3.0= B  69-67 / 1.4-1.25 = D+
82-80 / 2.9-2.5 B-  66-63 / 1.0 = D

Grades will be distributed using the following categories:
Participation (reading, discussing in class, being on task, following directions) 10%
Classwork (rough drafts, practice of skills, grammar, vocabulary activities) 20%
Tests and Take Home Essays 30%
Projects (Group or individual) 30%
Homework (rough drafts, noredink.com, and any other at home assignments) 10%

100%
AP English Language and Composition Contract

Dear AP English Language and Composition Parent or Guardian:

The AP English Language and Composition course is designed as a college-level composition course. Students will learn effective methods of interpreting nonfiction texts while also exploring and identifying the rhetorical strategies and techniques writers use to influence their audiences. Students will apply these same rhetorical strategies and techniques in their own compositions. Numerous academic writing opportunities allow students to apply what they have learned through a variety of writing modes, including argumentative, exposition, analysis, and narrative. Because AP English Language and Composition is a college-level course, there is a need to incorporate college-level curriculum into this program. Please be aware that some of the course materials will occasionally include topics of an adult nature.

AP English Language and Composition Students are required to:

- complete all class assignments as they are planned to increase student understanding;
- take class notes and review them daily;
- complete all required reading;
- manage their time to ensure successful completion of all course requirements;
- seek help when needed by meeting with or emailing Mrs. Marroquin;
- attend class, as missing class affects both grades and preparation for the AP exam;
- understand the rules and the consequences that are part of this syllabus;
agree to adhere to the rules and understand that there are consequences to all actions;
- agree to cell phone policy.

One Final Note: The AP English Language and composition exam is the culminating assessment of this course. If students sit for the exam and sleep or do not take the exam seriously they will be subject to obtaining an override grade of a ZERO for that quarter, regardless of their current grade. Additionally, parents will be responsible for obtaining a make-up date if their child is not able to take the exam the date of the exam.

Signatures included below indicate that you have read the above responsibilities and agree to abide by them.

Student Name (Printed) ____________________________________________

Student Signature ______________________________________________Date_____________________

Parent Signature ______________________________________________Date_____________________

Contact Number _________________________________________________

Contact Email Address ____________________________________________

Class Period ____________________________

At any time, please email me directly with any questions or concerns at: cmarroquin@dadeschools.net PLEASE RETURN THIS PAGE SIGNED BY YOUR PARENT OR GUARDIAN. This will be your first grade and you will be graded based on the condition of this form upon its return.
Course Description:

AP English Language & Composition is a rigorous course, more challenging than honors courses. Students will be working diligently to become better analytical readers of non-fiction, to further develop writing in a variety of contexts, and to further their analytical skills. Students will identify, acknowledge, and master how rhetoric is used in the world today to aid in their development of becoming intelligent, productive citizens.

Students will also become more attentive to author’s ideas, audience expectations, as well as the way language plays a role in writing. The structure of this course is designed to develop critical thinkers, who can establish arguments of texts that are read with sophistication and depth.

Besides helping students become better readers and writers, this course has another tremendous benefit: the possibility of college credit. In the spring, AP students will take the AP English Language and Composition exam. If students perform well on this exam, they will earn college credit. Therefore, preparation for the AP exam is a priority. If students focus and use the time inside and outside of class, they should be well prepared for this test.

Upon Completing the AP English Language and Composition course, students should be able to:

- Develop critical thinking skills from in-class discussions of the material covered.
- Develop communication skills from informal and formal speaking opportunities.
- Develop cooperation/collaboration skills by working with all students in the class.
- Develop information processing skills by going through and completing the reading process, writing process, and from developing organizational and note-taking skills.
- Develop creative thinking skills by looking at the issues of our world today by fully understanding the problems and developing realistic solutions.
- Develop strong writing skills by using the writing process of prewriting, drafting, and final drafting.
- Develop a strong vocabulary by learning and effectively using terms from the curriculum texts, the AP test, literary terms, and other vocabulary taken from a variety of texts.
Expectations for students

This is a college-level course; therefore you are expected to be prepared for a rigorous and quick-paced environment. All your work must be your best effort and must be of the highest quality. No less will be accepted.

- You are expected to be in class, seated, and quiet when the bell rings.
- Class begins as soon as the bell rings.
- You should come to class prepared to learn, complete with:
  - Textbook/text we are working on
  - Binder, paper, pen, and pencil
- No hall passes are given in the first 30 minutes of class or the last 30 minutes.
- I dismiss the class, not the bell.
- Appropriate behavior and respect for others is key to student success and learning.
- Students who are tardy, disruptive, disrespectful to others, or in any way impeding the learning process in my classroom will be dealt with according to the following procedures:

**Disciplinary Procedures:**

- 1st offense: Student-Teacher meeting
- 2nd offense: Lunch or after school Detention and Parent Contact
- 3rd offense: Meeting with Counselor/Lead Teacher
- 4th offense: Referral to Assistant Principal

**Required Materials:**

- Composition notebook
- 1 ½-inch 3 ring binder (solely for this class)
- College ruled paper
- Dividers with pockets (5)
  - Analysis
  - Argument
  - Synthesis
- Small Post-it notes
- Highlighters (minimum 3 colors)
- Blue or black ink
- Pencils
- Flash drive
- MC/FSA Practice
- Grammar/Rhetorical Devices

**Homework**

I intend to run this course more like a seminar than a traditional class, therefore, it is imperative that if I assign a reading, I expect you to read, annotate, analyze, and come to class ready to discuss the ideas and rhetorical structure of the work. These types of homework assignments are graded based on your participation and the quality of your discussion.

- Participation is essential to succeed in this class.
- Any written homework assignment is ONLY collected at the beginning of class. If you are tardy homework will not be accepted.
- ALL assignments must be typed. No exceptions. If not typed, I will not grade it.

**Daily Class Procedure**
Once the bell rings turn in your homework and complete work in your Journals.
This is a time for quiet, individual reflection. No talking or sharing ideas or thoughts.
You will receive an F for the daily journal grade if you are conversing with a classmate during this time.

**Class Website/Email:**

- Handouts required for class assignments and instructions will be periodically uploaded to the class website.
- DO NOT email me questions about your grades! I do not respond to those!
- DO NOT email me assignments! I delete them. **You are required to print your own work.**
- When you email me, make sure that you write your first and last name and the class period.

**Remind 101:**

- Remind 101 will be used to communicate with students throughout the school year.
- I will also use Remind as a way to update homework, remind students of quizzes, tests, and other vital information to succeed in my class.
- All students are required to join.

**Late assignments:**

- No late assignments accepted. No exceptions.

**Plagiarism:**

- It is not an excuse to claim ignorance of plagiarism. It is the students’ responsibility to be aware of what plagiarism is and not to commit it in the course of their studies.

**Makeup Work:**

- It is your responsibility to let me know that you need make-up work (30 minutes before the end of class—NOT before or during class).
- You are given only one class period to make-up the work for each absent day only if it is an **excused absence.** No exceptions.

**Cellphone Procedure:**

- Cellphones are not to be seen or heard in my class.
- They are not to be on your desk, lap, or in any other place.
- If your phone is out (whether you are using it or not) it will be placed in the cellphone holder located by my desk for the entire class period and the student will receive an F in the gradebook on that day (negative participation grade).
- **At the teacher’s discretion the phone might be sent to the main office or returned to you at the end of the period.**

**Legibility of School Work:**
• Make sure all work is legible. If I can’t read it, I can’t grade it. Hence, it is a zero. Write clearly and concisely.
• Also, please make sure your full name is on any assignment you turn in to me.

Projects/Major Assignments:
• If a major project or assignment is due students should ensure that the project is delivered to the teacher either through a peer/parent or through an email attachment ON THE DUE DATE.
• No major projects will be accepted late—even if the absence is excused.

Citizenship Grades:
• Since attitude is a significant factor in a student’s success, a citizenship grade will be assigned based on a student’s capacity for growth. This grade includes an evaluation of the following characteristics that are essential to personal and social development: attitude, spirit of cooperation within the classroom, dependability, effort, attentiveness, completing what is required, and taking advantage of the educational opportunities present.
• This is not an extra credit grade. The grade will range from A-F. If no effort is observed students can and will receive an F.

Grading:
• Your grade is based on everything we do in class. There is a variety of assignments that are awarded a different grade value but essentially everything is worth something:

  o Daily Journals
  o Biweekly Rhetorical Terms Assessments
  o Writing Assignments
  o Essays
  o Quizzes and tests on various reading passages and texts
  o Class Assignments
  o Class Participation
  o Research Papers
  o Homework
  o Class participation
  o Citizenship grade
  o Weekly Grammar Practice

AP English Language and Composition Contract
Dear AP English Language and Composition Parent or Guardian:

The AP English Language and Composition course is designed as a college-level composition course. Students will learn effective methods of interpreting nonfiction texts while also exploring and identifying the rhetorical strategies and techniques writers use to influence their audiences. Students will apply these same rhetorical strategies and techniques in their own compositions. Numerous academic writing opportunities allow students to apply what they have learned through a variety of writing modes, including argumentative, exposition, analysis, and narrative. Because AP English Language and Composition is a college-level course, there is a need to incorporate college-level curriculum into this program. Please be aware that some of the course materials will occasionally include topics of an adult nature.

AP English Language and Composition Students are required to:

- complete all class assignments as they are planned to increase student understanding;
- take class notes and review them daily;
- complete all required reading;
- manage their time to ensure successful completion of all course requirements;
- seek help when needed by meeting with or emailing Ms. Plasencia;
- attend class, as missing class affects both grades and preparation for the AP exam;

**Signatures included below indicate that you have read the above responsibilities and my class rules and expectations and agree to abide by them.**

Student Name (Printed) __________________________________________________________

Student Signature ___________________________ Date __________________________

Parent Signature ______________________________ Date __________________________

Contact Name & Number ________________________________________________________

Contact Email Address ________________________________________________________
COURSE OVERVIEW:

This AP junior level English course will
- provide the rigors of the Advanced Placement course in English Language and Composition
- satisfy the criteria for Florida state standards.

“An AP course in English Language and Composition engages students in becoming skilled readers of prose written in a variety of periods, disciplines, and 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 generic conventions and the resources of language contribute to effectiveness in writing. The AP Language and Composition course … enables students to read complex texts with understanding and to write prose of sufficient richness and complexity to communicate effectively with mature readers.” (The College Board, 2006)

Students entering AP English are already skilled in basic composition, and are proficient in their use of standard English grammar and mechanics. Expected here is refinement of these skills to develop sophistication and stylistic maturity in writing. The students will demonstrate their writing skills through journals, timed essays, multi-draft essays and a persuasive research paper of some length.

The course will also emphasize critical reading of various prose styles and require numerous essays demonstrating students’ skill in analyzing the standard rhetorical modes. Thoughtful reading will be reflected in AP test practices—both objective and open-ended questions, journals, daily assignments, class discussions and an individual oral presentation based on independent reading. Additionally, in accordance with Florida standards, the course will follow a skeletal chronological core of the canon of American literature.

LEARNING OBJECTIVES

Upon completing the AP 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;
- demonstrate understanding and mastery of standard written English as well as stylistic maturity in their own writings;
- write in a variety of genres and contexts, both formal and informal, employing appropriate conventions;
- produce expository, analytical, and argumentative compositions that introduce a complex central idea and develop it with appropriate evidence drawn from source material, cogent explanations, and clear transitions;
- demonstrate an understanding of the conventions of citing primary and secondary source material;
- move effectively through the stages of the writing process with careful attention to inquiry and research, drafting, revising, editing, and review;
- analyze images as text; and
- evaluate and incorporate reference documents into research papers
ORGANIZATION of CONTENT: Reading, Writing, & Vocabulary

A. Reading
   Purpose: To enable students to read complex texts with understanding.
   1. Intensive and close reading
      a. Paraphrasing of difficult prose or poetic passages
      b. Rhetorical analyses of selected prose passages (Reference AP Exam questions)
      c. Recognizing patterns
   2. Out-of-class reading
      a. Background material on literary periods, authors, historical settings, philosophical trends as necessary to understand the content of particular works
      b. In-depth research of a topic/issue of national or global interest
   3. Reading practice in understanding rhetoric, in and out of class
      a. Importance of title
      b. Recognition of syntax as it relates to tone and flow of ideas
      c. Recognition of diction, tone, and loaded words (connotation/denotation)
      d. Imagery, including metaphor, simile, oxymoron, analogy, symbol
      e. Author’s purpose
   4. In-and-out-of-class reading assignments
      a. In-class: nonfiction, fiction, poetry, speeches, essays, and plays
      b. Out-of-class: novels, short stories, essays—followed by either formal or informal comprehension checks (see In-class writing below), discussions of difficult and/or key passages
      c. Both in-class and out-of-class: While course work is being discussed in class, students will be responsible for participating in thoughtful discussions of both in-class and out-of-class reading assignments.

B. Writing
   Purpose: to enable students to write effectively and confidently across curriculum and in their professional and personal lives.
   Note: The AP Language and Composition course assumes that students already understand and use standard English grammar. The intense concentration on language use in this course should enhance their ability to use grammatical conventions both appropriately and with sophistication as well as to develop stylistic maturity in their prose. Stylistic development is nurtured by emphasizing:
   - a wide-ranging vocabulary used appropriately and effectively
   - a variety of sentence structures, including appropriate use of subordination and coordination;
   - a logical organization, enhanced by specific techniques to increase coherence, such as repetition, transition, and emphasis;
   - a balance of generalization and specific illustrative detail;
   - an effective use of rhetoric, including controlling tone, establishing and maintaining voice, and achieving appropriate emphasis through diction and sentence structure. (AP English Language and Composition: 2005-2006 Workshop Materials, 51-52).

   1. Out-of-class writing
      a. Initially, students write journals, short analyses, précis, and annotations
      b. Students develop comprehensive expository, analytical, and argumentative essays
      c. Students model modes of discourse: narration, description, compare/contrast, example, definition, cause and effect, argument and persuasion, analysis or division, classification, and process analysis
      d. Students conference with teacher and peers during drafting and revision stages
2. In-class writing
   a. Students practice responding to timed analytical prompts
   b. Students participate in drafting, peer-editing, and deep revision workshops

Note: For essays and process papers, we will use the most practical method of scoring both in-class and out-of-class essays involving the 1 through 9 AP grading rubric scale.* Since AP Examination essays are scored on this scale, sample scoring guides (recommended) and samples essays are available for study and reference.

*Courses will be converted from a 1-9 point scale to a traditional 100 point scale.

C. Vocabulary & Rhetorical Terminology
   • Students develop and improve vocabulary by utilizing the Sadlier-Oxford series.
   • Students are expected to incorporate vocabulary into their compositions, in-class essays, and conversation.
   • Students develop an understanding of rhetorical terms and strategies for discussing an author’s purpose and style.

COURSE STRUCTURE: This course has four major components:
   1. Rhetorical Analysis and Close Reading
   2. Argumentation and Persuasion
   3. Synthesis and Documentation
   4. Evaluation

INSTRUCTION: This course has five procedures for study:
   1. Students will read, interpret, analyze, argue, and synthesize.
   2. Students will collaborate in small groups for discussion and editing and revising.
   3. Students will choose an area of inquiry and research for information and validation of material using correct MLA documentation with multiple sources.
   4. Students will write, revise, and edit position papers on course readings.
   5. Students will respond to both AP prompts and practice released AP Language and Composition exam questions.

GRADING PRACTICE:

Major grades (essays, tests, projects, and presentations): 50%
Minor grades (quizzes, homework, and class work): 40%
Participation grades (seminars, discussions): 10%

COURSE SYLLABUS
A. Submitting Work
   Written work: All work must have your full name, date, period, and the appropriate assignment label. The assignment label is something we give for recording purposes, not the title you will create for your own writing. These four items—name, date, period, and label—are important in protecting you against recording errors. They are more important than ever on late or make-up work. Additionally, keep all drafts, essays, returned written projects in a separate portfolio.

* Papers completed outside of class must be typed, double-spaced, set for one-inch margins, 12-point Times New Roman font, numbered pages, and an original title. Save all work in two places!

Assignments completed outside of class are due and should be prepared to turn in when the student enters the classroom.
Technical Difficulties: If the student experiences computer/printer problems, s/he should print in the school’s computer lab/media center before class (the classroom computer is not available for this purpose) or submit a final draft written in ink by the deadline in order to avoid the “late penalty” (explained below). This copy will be held for one day until the student replaces it with the typed version. Work written in class should be done in dark ink (blue or black ink; no pencil please).

B. Late and Make-up Work

Students should make every effort to submit all work on time, even if they are ill or not on campus the day an assignment is due. **Without an excused absence, late work is not accepted.** Students must make up missed work within a week. Please follow the PPMH Late-work policy—25% reduction of points for assignments turned in one day late; assignments turned in second day late will receive no credit. No matter what, it is impossible to get an “A” on a late assignment. Always speak to me about turning in late work before you try to do it. All late work (even if excused) will be recorded as “late” for grading purposes in order to help the teacher, student, and parent monitor the quantity and pattern of late work.

D. Citizenship

- Citizenship in this class calls for the highest possible standards of civility and respect: for self, our learning community, property, and the learning process. All school and district rules and policies will be consistently upheld.
- Academic Honesty Policy: Trust is essential in a learning community and needs to be protected. Students are expected to know and adhere to the academic honesty policy as stated in the PPMH student handbook.
- Plagiarism: In the event a student is guilty of plagiarism, a zero will be recorded.

TEACHER AVAILABILITY

Although this is a college-level course, I understand that you are a high school student. As such, I will be available after school to offer assistance to anyone who arranges a student-teacher meeting.

Please feel free to contact me by e-mail:

E-mail: [bradross@dadeschools.net](mailto:bradross@dadeschools.net) I check email accounts often, and it is generally a better way to reach me.
SYLLABUS: English AP Language and Composition
Fall Semester

Introduction: AP English Language Course Description, Class Expectations, Grading Practice, Rhetorical Terms, Rhetorical Devices, and Summer Reading Assignments

Selected novels, plays, essays, and speeches from a variety of scholarly sources.

Note: In keeping with the college-level approach to the course, students are strongly encouraged to purchase their own copies of all supplemental plays and novels so that they may write in and keep their books.

First Quarter
Readings:
- Hawthorne, Nathaniel. The Scarlet Letter and “The Minister’s Black Veil”
- Thomas, Cathy Booth. “A New Scarlet Letter”
- Historical readings of the Colonial Period
- Bradford, William. Excerpts from Of Plymouth Plantation
- Bradstreet, Anne. “To My Dear and Loving Husband” and “Upon the Burning of Our House”
- De Las Casa, Bartolome. from The Very Brief Relation of the Devastation of the Indies
- Smith, John. from The General History of Virginia
- Edwards, Jonathan. from “The Sinners in the Hands of an Angry God”
- Sadgrove, Michael. “Sermon: A Fierce and Fiery Happiness”
- Taylor, Edward. “Houswifery”
- from The Iroquois Constitution
- Historical readings from the American Revolution
- Franklin, Benjamin. from The Autobiography of Benjamin Franklin and Poor Richard’s Almanac
- Henry, Patrick. “Speech in the Virginia Convention”
- Jefferson, Thomas. Declaration of Independence
- de Crevecoeur, J. Hector St. Jean. from Letters from an American Farmer
- Paine, Thomas. from Crisis, No. 1
- King, Jr., Martin Luther. from Why We Can’t Wait and “I Have a Dream”
- Wiesel, Elie. “The Perils of Indifference”
- Bush, George W. “9/11 Address to the Nation”
- Clinton, Hillary. “Women’s Rights Are Human Rights”
- O’Brien, Tim. The Things They Carried
- Johnson, Lyndon B. “Peace without Conquest”
- Nixon, Richard. “Vietnamization—War In Vietnam”
- Laurence, Charles. U.S. Soldiers Flee to Canada to Avoid Service in Iraq”
- The Informed Argument

Viewings:
- Film Easy A
- dvd PBS Lecture Series: “Tim O’Brien”
- Film The Majestic
- “Danger: Registered Sex Offender Lives Here”
- film We Were Soldiers Once and Young
Assessments:
Quizzes: Units #1-6 Sadlier-Oxford Series F Vocabulary—weekly quizzes
Quizzes: Literary Terms—5 weekly quizzes
Quiz: Précis of The Crucible critical readings

Test: Essay Responses to Summer Reading
Test: Close Reading assignments of The Scarlet Letter (Independent and group)
Tests: Units #1-3 and #4-6 Cumulative Vocabulary Tests
Test: Thematic Essay of The Scarlet Letter and The Crucible (Students will analyze how the authors use language to convey a central theme.)
Test: Thematic Essay of The Scarlet Letter and The Crucible (Students will analyze the effectiveness of O’Brien’s rhetorical appeal versus the visual impact of Moore’s account.)
Test: First Response Analyses of Colonial Literature (Dialectical responses)
Test: Reader’s Response Notebook Analyses of Revolutionary Speeches/Writings (Analyses of purpose, rhetorical strategies, audience, speaker, occasion, and tone)
Test: Imitation of Declaration of Independence (Students model Jefferson’s style while declaring their independence from an outside force.)

Test: Argument Essay (Students research a controversial social issue, develop and write a position paper that documents secondary sources, compose and turn in the essay on the chosen social issue.)
Test: Writing a Vignette (Students model O’Brien’s style by capturing a moment in time and visually illustrating the essence of their vignette.)

In-Class: Scarlet Letter—
The Scarlet Letter’s opening scene, in which Hester stands on the scaffold and defiantly refuses to name her lover, signals a complex swerve of high or elite literature from the popular pressure toward a literature that could be understood by the masses. This pressure, to make all things visible or accessible, has manifested itself across a continuum of social, political, and cultural practices. As such, the Puritans were justified in their quest to know who had fathered Pearl. Write an essay in which you defend or refute that the Puritans were justified in their actions toward Hester Prynne. Use appropriate evidence as you support view.

In-Class: from Testaments Betrayed—
Write an essay in which you support, qualify, or dispute Kundera’s claim. Support your argument with appropriate evidence. (2002 AP English Language and Composition Free-Response Question 3)

In-Class: “The Author to Her Book” by Anne Bradstreet—
Write a well-organized essay in which you discuss how the poem’s controlling metaphor expresses the complex attitude of the speaker. (former AP writing prompt)

In-Class: excerpt from a lecture in Boston in 1832 by Maria W. Stewart—
Write an essay in which you analyze the rhetorical strategies Stewart uses to convey her position. (2005 AP Language and Composition Free-Response Question 1)

In-Class: speech in Philadelphia in April 1861 by Alfred M. Green—
Write an essay in which you analyze the methods that Green uses to persuade his fellow African Americans to join the Union forces. (2003 AP Language and Composition Free-Response Question 2)

Homework: Vocabulary Checks and Discussion and Close Reading Preparation and Participation
Homework: Rhetorical Journal: students find specific rhetorical strategies from the novels, class readings, and essays discussing what the strategies are and what purpose they serve.
Second Quarter
Readings:
- Gladwell, The Outliers, extensive analysis of argumentation
- Chopin, Kate. The Awakening and Critical Readings
- Stanton, Elizabeth Cady. “Address: First Women’s Right Convention”
- Clinton, Hillary Rodham. “Women’s Rights are Human Rights”
- Emerson, Ralph. from “Nature” and “Self-Reliance”
- Thoreau, Henry David. from Walden and “Civil Disobedience”
- Melville, Herman. Billy Budd
- Twain, Mark. The Adventures of Huckleberry Finn and Extensive Critical Readings

Viewings:
- cartoon of Emerson
- film Grande Isle
- film Billy Budd, the Sailor
- film Mark Twain and Realism
- Women’s Suffrage Pictures

Assessment:
Quizzes: Units #7-12 Sadlier-Oxford Series F Vocabulary—weekly quizzes
Quiz: Webquest on Billy Budd
Quizzes: Document Huckleberry Finn as primary source and literary criticism as secondary sources. Synthesize research on note cards for Huckleberry Finn Position Research Paper.
Quizzes: Huckleberry Finn Reading Quizzes

Tests: Units #7-9 and #10-12 Cumulative Vocabulary Tests
Test: Objective and Short Answer on The Awakening
Test: Outline, Annotation, and Presentation of Critical Reading of The Awakening
Test: Textual Analysis of Billy Budd
Test: Reflection – How does the use of pathos influence viewers’ reaction to Billy Budd
Test: How do Chopin, Melville, and Twain use rhetoric to highlight social issues? (Students will synthesize how the authors use language to convey an understanding of the status of women, moral absolutes, civilized society, religion, family, government and slavery.)
Test: Students research and develop a documented position paper as to whether Huckleberry Finn (used as the primary source) should be required reading for all 11th grade students.

In-Class: The Awakening by Kate Chopin--
“An indescribable oppression, which seemed to generate in some unfamiliar part of her consciousness, filled her whole being with a vague anguish. It was like a shadow, like a mist passing across her soul’s summer day. It was strange and unfamiliar; it was a mood. She did not sit there inwardly upbraiding her husband, lamenting at Fate, which had directed her footsteps to the path which they had taken” (8). In the previous quote, Chopin clearly alludes to Edna’s dissatisfied state of being. However, it is in chapter VI that Edna has the first stage of her awakening. Discuss how Chopin uses diction, imagery, and tone to convey the internal conflict Edna faces.

In-Class: Lincoln’s “Second Inaugural Address”—
Write an essay in which you analyze the rhetorical strategies President Lincoln used to achieve his purpose. Support your analysis with specific references to the text. (2002 AP English Language and Composition Free-Response Question 1)
In-Class: Captain Vere’s Speech from *Billy Budd*—
The following speech comes from Herman Melville’s short novel *Billy Budd* (published in 1924). Set on a British warship during England’s war with revolutionary France, the story concerns the plight of a young sailor, Billy Budd, who in a moment of frustration at being falsely accused of mutiny by one of the ship’s officers, strikes and kills that officer. Billy is consequently brought before a court of three officers who must decide his fate. It falls to the ship’s commander, Captain Vere, to argue the prosecution’s case against the popular, angelic Billy. Read the following excerpt of Captain Vere’s words thoughtfully. Then write a carefully-constructed analysis of the rhetorical strategies Vere uses to compel the court to do as he wants them to do.

In-Class: from *Antigone* by Sophocles—
The wise Teiresias observes “Think: all men make mistakes,/ But a good man yields when he/ knows his course is wrong,/ and repairs the evil: the only/ Crime is pride.”
Write a carefully reasoned essay that explores the validity of the assertion, using examples from your reading, observation, or experience to develop your position.

Homework: Vocabulary Checks and Discussion and Close Reading Preparation and Participation

Semester Exam: Using at least three selections as primary sources from first semester readings, write an essay that discusses the position of the outsider in society.

Spring Semester

Third Quarter
Readings:
- Fitzgerald, F. Scott. *The Great Gatsby*
- Capote, Truman. *In Cold Blood*
- Hansberry, Lorraine. *A Raisin in the Sun*
- King, Martin Luther. “I Have a Dream”
- Jefferson, Thomas. *Declaration of Independence*
- de Crevecoeur, J. Hector St. Jean. from *Letters from an American Farmer*
- Green, Alfred M. “Speech in Philadelphia in 1861”
- Robinson, Edward Arlington. “Richard Cory” and “Miniver Cheevy”
- Hughes, Langston. “I, too Sing America”
- Whitman, Walt. “I Hear America Singing”
- Miller, Zell. from *A National Party No More*
- Kennedy, John F. from *Profiles in Courage*
- Trunk, Penelope. “Crafting the New American Dream”
- Clinton, Hillary, Tom Carper and Tom Vilsak. “Saving the American Dream”
- Terry, Mick. “Ain’t It the American Dream” and Other Student Incorporated Lyrics Defining the American Dream

Viewings:
- 2000 cartoon by Barry Blitt from *Mother Jones Magazine*
- photograph *Doug and Mizan’s House East River, 1993*
- photograph *Rural Rehabilitation Client, photograph*
- photograph *American Gothic*
- cartoon by Mike Thompson “Garbage In”
- portrait *The Expulsion from The Garden of Eden* by Masaccio
Assessment:
Quizzes: Units #13-15 Sadlier-Oxford Series F Vocabulary—weekly quizzes
Quizzes: Units #1-5 Sadlier-Oxford Series G Vocabulary—weekly quizzes
Quiz: Discussion and Presentation of Modes Essay Analysis
Quizzes: AP Multiple Choice Practice Tests
Quizzes: Reading check quizzes on The Gatsby and A Raisin in the Sun

Tests: Units #13-15 F and #1-3 G Cumulative Vocabulary Tests
Test: Mixing the Methods—Modes of Discourse Bedford Readings
Test: Précis (Students develop 20 précis on essays from The Bedford Reader)
Test: Modeling the Modes (Students compose five well-developed essays utilizing five different modes of discourse)
Test: Final Mode Essay (Upon completion of Modeling the Modes, students select from portfolio their best work, participate in peer-editing workshop, revise, and publish best essay.)

In-Class: from Pilgrim at Tinker Creek by Annie Dillard and from Ornithological Biographies by John James Audubon—
Write an essay in which you compare and contrast how each writer describes the birds and conveys their effect on writer as observer. (2003 AP English Language and Composition Free-Response Question 3)

In-Class: from Moments of Being by Virginia Woolf—
Write an essay in which you analyze how Woolf uses language to convey the lasting significance of these moments from her past. (2002 AP English Language and Composition Free-Response Question 2)

In-Class: “Owls” by Mary Oliver—
Write an essay in which you analyze how Oliver’s style conveys the complexity of her response to nature. (2001 AP English Language and Composition Free-Response Question 2)

In-Class: E.B. White’s “Once More to the Lake” and Robert Frost’s “Nothing Gold Can Stay”—
Write an essay in which you compare the tone of the two works. Be sure to support with references to both the essay and poem.

Homework: Vocabulary Checks and Discussion and Close Reading Preparation and Participation

Fourth Quarter
Readings:
- Steinbeck, John. The Grapes of Wrath
- Hurston, Zora Neale. Their Eyes Were Watching God
- Gaines, Ernest. A Lesson Before Dying
- Williams, Tennessee. The Glass Menagerie
- Steinbeck, John. Of Mice and Men
- Douglass, Frederick. The Narrative of the Life of Frederick Douglass

Viewings:
- Student representations of “The American Dream”
- Visuals to accompany The Informed Argument
- film The Grapes of Wrath
- film Crash
Assessments:
Quizzes: Units #6-9 Sadlier-Oxford Series G Vocabulary—weekly quizzes
Quizzes: Reading Checks on *The Grapes of Wrath*

Tests: Units #4-6 and #7-9 G Cumulative Vocabulary Tests
Test: Synthesis Essay, “What Is the American Dream?” (Students will craft an essay analyzing how rhetoric from America’s defining moments reflects the evolution of the American Dream.)
Test: Visual Illustrations & Captions Product of the “Evolution of the American Dream” (Students research and locate both visual and textual examples that synthesize the evolution of the American Dream and creatively showcase their vision through multi-media.)
Test: Dialectical Notebook for *The Grapes of Wrath*
Test: Textual Analysis of Characterization, Theme, and Symbolism in *The Grapes of Wrath*
Test: Book Talks (Students will choose an independent read, collaborate with peers who also read the same novel, and prepare a class discussion and presentation that highlight the novel’s literary merit, i.e. characterization, theme, style, and structure.)

In-Class: Synthesis #1—Prompt: Television has been influential in United States presidential elections since the 1960s. But just what is this influence, and how has it affected who is elected? Has it made elections fairer and more accessible, or has it moved candidates from pursuing issues to pursuing image? In an essay that synthesizes at least three of the sources for support, take a position that defends, challenges, or qualifies the claim that television has had a positive impact on presidential elections.

In-Class: Synthesis #2—Prompt: The right to privacy has been debated in both private and political sectors. What is the right to privacy? Does the civilian of the information age have the entitlement to privacy or does the government have a duty to supercede the rights of the citizen to insure domestic safety? In an essay that synthesizes at least three of the sources for support, take a position that defends, challenges, or qualifies the individual’s right to privacy.

In-Class: Synthesis #3—Prompt: Censorship is debated in both private and political sectors. What is censorship? Does the government or individual private sectors have the right to censor the arts and information from society for the protection of the common good? In an essay that synthesizes at least three of the sources for support, take a position that defends, challenges, or qualifies the claim that censorship needs to be exercised for the protection of the common good.

In-Class: Synthesis #4—Prompt: How does an individual judge right from wrong? What is the role of the individual in confronting injustice? In an essay that synthesizes and uses for support at least three intercalary chapters from *The Grapes of Wrath* (primary source) as well as three other selections from *The Bedford* readings (secondary sources), discuss the role of the individual in confronting injustice. (Sample AP Audit Syllabi #4 p. 8).