

Course Syllabus

This course focuses on building students' understanding and appreciation of how writers use their words to convey meaning and impact readers. The course engages students in becoming skilled readers of prose written in a variety of rhetorical contexts and at a varying degree of difficulty, and in becoming skilled writers who compose for a variety of purposes. This course is skills-based and will prepare students to be successful on the AP Language exam and for college-level writing.

Course Goals:

1. To develop an ability to read and critically analyze complex texts at a college level.
2. To expand our vocabulary through an analysis of how prominent authors carefully select certain language to accomplish certain tasks.
3. To develop research skills and the ability to evaluate, use, and cite primary and secondary sources.
4. To develop an ability to use graphics and images to make an argument, both in how they compare to written works and as stand-alone pieces.
5. To understand how the framework of time and space impact the choices that prominent authors make in constructing great works.
6. To learn to write expository, argumentative, analytical and narrative essays that display the writer's ability to appreciate and analyze various forms of writing from a variety of critical lenses.
7. To develop an understanding of how writers use several stages of drafts, and be able to work through revisions with peers and teachers alike, to refine their writing skills.

Course Essential Standards and Grading Expectations--You will be graded on these standards throughout each term. Some standards will be covered multiple times throughout a term, such as writing arguments, while others will only be covered once per term. When appropriate, you will be notified as to which standards will be assessed again. Several standards will be a term-long assessment, such as your ability to handle classroom discussions or read and comprehend a variety of texts. In addition, all class essays will be assessed utilizing the AP-created rubrics in order to better prepare you for the AP exam. There is a rubric designed for each of the three main essays that will appear on the test. All essays will be given the option of a reassessment, provided you conference with your teacher about how to improve upon your work.

Language

- Demonstrate command of the conventions of standard English grammar and usage when writing, speaking, or listening.
- Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening

Speaking/Listening.

- Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

Reading

- Determine a theme or central idea of a text and analyze in detail its development over the course of the text; summarize the key supporting details and ideas.
- Interpret words and phrases as they are used in text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

- Read closely to determine what the text says and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text .
- Read and comprehend complex literary and informational texts independently and proficiently.

Writing

- Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
- Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

Course Texts: You must have a copy of the assigned/chosen text on time. It is your responsibility to either purchase or borrow this text, and you must be able to annotate and take notes on that text. Therefore, if you are choosing an electronic version, make sure it is one that you can check out for the duration of the time you need it and via a format that allows you to mark it up.

Term 1---[List of nonfiction choices that are popular for AP Language](#)

Term 2--Literature Circle with four choices to select from (Will pick or be assigned only one!!)

- Educated* by Tara Westover
- Hillbilly Elegy* by JD Vance
- *Glass Castle* by Jeannette Walls
- *The Freedom Writer's Diary* by Erin Gruwell

Term 3--Will read various selections gleaned from several text

Term 4--*The 57 Bus* by Dashka Slater

Course Scope and Sequence

Timeframe	Unit	Instructional Topics	Essential Question	Readings	Major Assessments
9 weeks (September & October)	Unit 1. Laying the Foundation	-Rhetoric (Situation, Triangle, Appeals, Risks, & Strategies) -Notes & Annotations - Close Reading -Thesis Statements -Argumentation (claims, analysis, evidence, classical oration, induction v. deduction, Rogerian, Toulmin etc.) -Logical Fallacies -Sources (approach, use to inform/appeal) - Synthesis -Sentence Structure & Grammar	How can several authors contribute to a singular argument?	Novel: Free Choice (see list) Language of Composition Chapters 1-4 Various Nonfiction Texts Including: - With Latest Nativist Rhetoric, Trump Takes America Back To Where It Came From. - John Downe's Letter to His Wife - Richard Nixon's Checkers Speech	-Rhetorical Analysis Essay -Argumentative Essay -Synthesis Essay

<p>4 weeks (November)</p>	<p>Unit 2. Popular Culture</p>	<ul style="list-style-type: none"> -Awareness of Audience -Context & Exigence -Tone -Rhetorical Strategies -Visual Rhetoric -Credibility -Counterargument -Compare/Contrast -Structure 	<p>To what extent does popular culture reflect our society's values?</p>	<p>Language of Composition Chapter 6</p> <p>Various Nonfiction Texts Including:</p> <ul style="list-style-type: none"> -"Body Rituals of the Nacirema" by Horace Miner 	<p>-Synthesis/Compare-Contrast Essay</p>
<p>4 weeks (December)</p>	<p>Unit 3. Education</p>	<ul style="list-style-type: none"> -Argumentative Essay - Rhetorical Strategies - Persuasive Techniques 	<p>To what extent do our schools serve the goals of true education? What is a true education? What makes a person educated?</p>	<p>Novel: Lit Circle (choose one)</p> <ul style="list-style-type: none"> -<i>Educated</i> by Tara Westover -<i>Hillbilly Elegy</i> by JD Vance -<i>Glass Castle</i> by Jeannette Walls -<i>Freedom Write's Diary</i> -<i>Nickel and Dimed</i> by Barbara Ehrenreich <p>Language of Composition Chapter 5</p> <p>Various Nonfiction Texts Including:</p> <ul style="list-style-type: none"> -This is Water by David Foster Wallace -Kurt Vonnegut's "I Am Very Real" Letter 	<p>-Synthesis Essay</p>
<p>4 weeks (January)</p>	<p>Unit 4. Community</p>	<ul style="list-style-type: none"> -Classic models of rhetoric -Toulmin's argumentation model -Logical Fallacies 	<p>What is the relationship of the individual to the community?</p>	<p>Language of Composition Chapter 8</p> <p>Various Nonfiction Texts Including:</p> <ul style="list-style-type: none"> -Letter from Birmingham Jail by Martin Luther King Jr -Excerpts from <i>Between the World and Me</i> by Ta-Nehisi Coates 	<p>-Rhetorical Analysis</p> <p>-Practice AP Exam as a midterm</p>
<p>4 weeks (February)</p>	<p>Unit 5. The Environment</p>	<ul style="list-style-type: none"> -Rhetorical Strategies -Argumentative Essays -Close Reading 	<p>What is our responsibility to the natural environment? How does our relationship with nature inform who we are?</p>	<p>Novel: <i>The Last Child in the Woods</i> by Richard Louv</p> <p>Documentary: Al Gore's <i>An Inconvenient Truth</i></p> <p>Language of Composition Chapter 7</p>	<p>-Argumentative Essay</p>

				Various Nonfiction Texts	
4 Weeks (March)	Unit 6. Sports	-Rhetorical Strategies -Methods of Research - Essay tournament	How do the values of sports affect the way we see ourselves?	Language of Composition Chapter 9 Various Nonfiction Texts Including: Sis! Boom! Bah! Humbug! By Rick Reilly (Satire)	-Synthesis Essay -Practice AP Exam
4 Weeks (April)	Unit 7. Gender	-Balance of Narrative and Commentary -Figurative Language -Rhetorical Strategies -Polishing up Impromptu Essays	What is the impact of the gender roles that society creates and enforces?	Novel: <i>The 57 Bus</i> by Dashka Slater Language of Composition Chapter 11 Various Nonfiction Texts Including: TED Talk Yassmin Abdel-Magid "What does my headscarf mean to you?"	--Practice AP Exam -Definition (and/or Synthesis) Essay
2 Weeks (May)	Unit 8. Test Prep & Review	-Test Strategy -Practice Tests -Review of Terms, Techniques, & Content	N/A	<i>Cracking the AP English Language & Composition Exam</i> <i>The Language of Composition</i> <i>English Language and Composition Analysis, Argument, and Synthesis</i>	-Practice AP Exam -Group Critique -Rough Drafts of Synthesis Essay
3 Weeks (May/June)	Unit 9. Justice	-Transferring Content -Synthesis -Personal Financial Statement/Plan	To what extent do our laws and politics reflect the values of a just society?	Language of Composition Chapter 12 Various Nonfiction Texts Including: - Views Are Mixed on Hate Crime Law Named for Matthew Shepard	-Synthesis Essay -Final Exam TBD

Classroom Expectations

A. This is a college level, three credit course, provided you do well on the AP exam. However, we have a lot more time on our hands than your typical college course. That gives us a significant amount of lab time that I expect you to be using. If you would like extra help on your papers or with other essays, make frequent use of office hours, FLEX time, and my lunch hour.

B. Speaking of coursework, did I mention this is a college level course? With that in mind, late work is not helping you prepare at all. While we will take into consideration the LC policy, I will hold you to some expectations. For one, rough drafts will not be evaluated by me after the final draft due date. By being late, you lose out on the feedback from me. Final drafts may not be submitted by the time the next rough draft is due. I will not grade old essays when we are focusing on the new essay. If you are struggling you will come in and discuss with me your options during office hours.

C. All work must be your own. The purpose of this course is to have some thoughts about the subject and write about it. If you are using someone else's words, then you aren't thinking and shouldn't be in here. If you use source material, properly cite the source. All incidents of plagiarism will be marked as an automatic zero in the gradebook and reported to the high school office. No exceptions. At this point in your high school career, you should recognize what it means to steal another's information.

D. Grading scale will follow the high school's current scale. See your student handbook for the scale. As I allow redos on your papers, I will not adjust scores if you are close to a higher grade.

E. Cell phones are not to be out unless otherwise instructed. If you make it an issue or continue to make it a problem, you will be assigned a pocket where your phone can reside for the class period.

F. Food...I do not mind you having a snack with you, provided you keep your space cleaned up and do not have food near your Chromebook/laptop.

G. Controversial subject matter may come up in AP Language. You will hear opinions (not from me...it is my job to stay quiet and let you learn how to better form your own opinion) that you may disagree with. They may even make you feel uncomfortable. As long as all students are being respectful and having an informed discussion, I won't step in much, if at all. That discomfort may force you to grow a bit as a person. To me, that is the true purpose of education. If at times you feel disrespected or truly unsafe in your discomfort, please come to me! I want you to feel safe so you can learn!

H. The Library...I view it as an extension of our classroom in some ways, but we have to follow LMC rules for showing up in there. We will sign up during writing class periods, as appropriate.