

**Subject:** English  
Arts

**Year:** 2016-2017

**Department:** English Language

**Room number:**208

**Course Title:** AP Language and Composition

**Instructor:**

Beth Morgan

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Middle School/High School Teaching Certification, Portland State University

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AP Language and Composition Certification, College Board

**Faculty Website:**     [www.hsd.k12.or.us/glencoe](http://www.hsd.k12.or.us/glencoe)

**Office Hours:** Before school 8:00-8:30 AM or after school 3:30-4:00 PM. Please e-mail or call me to make an appointment. I try to be flexible and will make it a priority to meet.

### **AP English Language and Composition Course Description**

The AP English Language and Composition course is designed to give students continuous opportunities to work with the rhetorical situation, examining the author's purposes as well as the audiences and the subjects in the texts. Students write in a variety of modes for various audiences, developing a sense of personal style and an ability to analyze and articulate how the resources of language function in any given text. Because students live in a highly visual world, we also study the rhetoric of visual media such as photographs, films, advertisements, comic strips, and music videos. In concert with the College Board's *AP English Course Description*, our course teaches "students to read primary and secondary sources carefully, to synthesize material from these texts in their own compositions, and to cite sources using conventions."

AP course description are continuously updated. Please visit AP Central ([apcentral.collegeboard.org](http://apcentral.collegeboard.org)) for a more in-depth course description.

The course is organized around four fundamental themes – one for each quarter of the academic year. The course is structured based on teaching critical reading and texts are selected within the framework of American literature – fiction as well as non-fiction. Because of the nature of this course, current and culturally relevant topics will be read about and discussed in class. If there are questions or concerns, please contact the instructor.

Writing is an organic process. Student papers are graded in an effort to promote risk taking in developing writing skills. The vast majority of papers go through several revisions, incorporating feedback from the instructor and peers. Students will also be responsible for keeping a *Commonplace Book*. This assignment is a yearlong project aimed at critical reading and current events.

This course aligns with Oregon's Common Core State Standards. For a complete list of all the Common Core State Standards, please visit the Oregon Department of Education's website at:

[http://www.ode.state.or.us/teachlearn/real/newspaper/Newspaper\\_Section.aspx?subjectcd=ELA](http://www.ode.state.or.us/teachlearn/real/newspaper/Newspaper_Section.aspx?subjectcd=ELA)

**Required Texts** – *All required texts will be provided for the students.*

*The Language of Composition* (first edition) – Shea, Scanlon, Aufses  
*The Adventures of Huckleberry Finn* by Mark Twain

**Course Timeline:**

### **Quarter One – *What is Critical Reading?* – Rhetoric and Argument**

Chapters 1 and 2 from *The Language of Composition*  
What is Rhetoric?  
What is Argumentation?  
Vocabulary  
Tone [style]  
Diction – Connotation vs. Denotation [register]  
Reading for Meaning – inferential; audience and purpose  
Syntax  
First timed write  
Begin outside reading week 2  
Begin *Commonplace Book* assignment (approx. week 3)  
Continue practice with skills learned weeks 1-4  
Second timed write

### **Quarter Two – Rhetorical Analysis**

Rhetoric refers to the art of finding and analyzing all the choices involving language that a writer, speaker, reader, or listener might make in a situation so that the text becomes meaningful and effective for readers and/or listeners, and the specific features of texts, written or spoken, that cause them to be meaningful, purposeful, and effective for readers or listeners in a situation. We will begin with the three appeals: *ethos*, *pathos*, and *logos*. Students will read a variety of texts to be able to identify the three appeals. Students will write explain the three appeals, as well as implement them into their own writing.

Continued practice with skills acquired during Quarter One  
Multiple timed write  
Practice multiple choice exam  
*Literature: The Adventures of Huckleberry Finn* by Mark Twain  
Final Semester Assessment

### **Quarter Three – *Community and Language* – Synthesis**

Students should be able to read a variety of sources (text, audio, visual, etc.) and combine them to create a whole argument. *Rhetoric* and *Argument* will be combined to accomplish *Synthesis*.

Students will engage in close-reading activities of many sources to determine what is pertinent, relate the ideas to one another, and write a cohesive composition.

Continued practice with skills learned in Qt1 and Qt2

Two timed writes per month

Two practice multiple choice exams per month

### **Quarter Four – *Story or Structure? What Makes Great Literature?***

The final quarter will focus on preparation for the AP exam. All three types of compositions, as well as the multiple choice section, will be reviewed.

Multiple writes per month

Multiple multiple choice exams per month

\*Timed writes and multiple choice practice will conclude with the AP Exam

*Literature: TBD*

### **Reading Expectations:**

When reading, it is imperative to pay attention to the particular rather than the general aspects of a piece of writing. Students will be expected to annotate almost all works read and to interpret meaning from those observations.

For each reading assignment, students will be required to identify some or all aspects of the following:

- Thesis or Claim
- Tone or Attitude
- Purpose
- Audience or Data
- Appeals: logos, ethos, pathos
- Assumptions or Warrants
- Style (how the author communicates his/her message: rhetorical mode, rhetorical devices – which always includes diction and syntax)
- Organizational patterns found in the text (i.e. main idea details, comparison/contrast, cause/effect, extended definition, problem/solution, etc.)
- Use of detail to develop a general idea

### **Composition Expectations**

Students are expected to acquire and use rich vocabulary and to use Standard English grammar.

Students will develop the following skills through reading, discussion, and writing assignments:

- a wide-ranging vocabulary used appropriately and effectively
- a variety of sentence structures
- logical organization, enhanced by specific techniques to increase coherence, such as repetition, transitions, 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

In order to work toward meeting these expectations, students will practice reading and writing daily on an informal basis. Students will then write formal compositions based on class content. Compositions will be completed using all steps of the writing process: brainstorming, outlining, first draft, review (editing), second draft, teacher review (repeat as necessary), and final draft. Students will also write in-class, timed analysis, argumentative, and synthesis compositions similar to those that appear on the AP Language and Composition exam.

Formal compositions do not need to be typed. If a formal composition is not typed, it must be written in standard blue or black ink and must be legible.

Typed compositions must use standard 1 inch margins, space-and-a-half between lines, aligned left, standard black font (Times New Roman, Courier, Calibri, etc.).

For all compositions: name, date, and class period need to be written in the upper right hand corner. A title (when applicable) should appear center, top.

### **Supplies and Materials**

- Spiral or composition notebook (college rule)
- 3 ring binder (not necessarily separate from other classes)
- Minimum two different color highlighters
- Pens (standard blue/black ink)
- Pencils
- Notebook paper

### **Grading Procedures**

The quality of your work is what will separate your grade from just passing to excellence. The majority of your grade will be based on summative assessments (tests, projects, and final drafts of compositions), while a small percentage will be based on formative assessment (in-class practice, rough drafts of compositions, etc.). All assignments will be graded using the 5-point scale (see below) and be weighted as follows:

Summative Assessments = 80%

Formative Assessment = 20%

Summative assessments are incredibly important in measuring and tracking a student's progress in meeting course standards. A student must have at least one unit summative assessment and one writing summative assessment completed each semester in order to receive a grade (passing or not passing) in the class.

Summative assessments include, but are not limited to:

- Certain timed writes
- Formal writing assignments
- Certain critical reading assignments
- Formal projects

**Grading Scale:**

- 4-5 = A
- 3-3.9 = B
- 2-2.9 = C
- 1-1.9 = D
- 0-0.9 = F

A – An “A” student engages fully with every assignment and activity and demonstrates an eagerness to examine and analyze their own thinking and assumptions. All work reflects a level of thinking beyond the obvious and the superficial. The student arrives in class fully prepared to discuss assigned readings and to participate actively in all aspects of the course. Assignments are submitted on time and all make-up work is managed in a timely manner.

B – A “B” student engages with the assignments and activities at a proficient level and consistently attempts to examine their own thinking and assumptions. The majority of the student’s work reflects a level of thinking beyond what is obvious and superficial. The student arrives to class fully prepared to discuss assigned readings and to participate actively in all aspects of the course. Assignments are submitted on time and all make-up work is managed in a timely manner.

C – A “C” student does not yet engage with every assignment and/or activity and inconsistently demonstrates a willingness to examine their own thinking and assumptions. An insignificant portion of student’s work demonstrates a level of thinking beyond what is obvious and superficial. The student is reluctant to challenge themselves beyond what he/she already has accomplished and thus, shows little or no growth. The student often comes to class ill-prepared to discuss assigned readings and/or to participate actively. Most assignments are submitted on time and most make-up work is managed in a timely manner.

D – A “D” student seldom engages in any assignment and consistently demonstrates an unwillingness to examine their own thinking and assumptions. The student’s work reflects a level of thinking that is obvious and superficial. The student arrives to class ill-prepared to discuss assigned readings or participate actively in the course. Several assignments are submitted late; some assignments may be missing. Make-up work may be missing or seriously late.

F – An “F” student does not engage in the class.

**Late Work Policy:**

It is the expectation that all work will be handed in on time. If you feel that an assignment will be late due to extenuating circumstances, please speak with me *beforehand*.

Assignments will be accepted up to one week (7 days) past the due date at a -10% penalty. Work will NOT be accepted after one week (7 days) past the due date. Students will receive a zero (0) for any missing summative assessment.

**Make-Up Work Policy:**

If you are absent, these are the things you need to do when you come into the classroom:

- Ask three students what you missed. If you are still confused, see me.
- When turning in the make-up assignment, at the top of the page write ABSENT and state the date(s) you were gone.

Make-up work is expected to be completed within one week (7 days) of the absence. Please contact your instructor for assignments and due dates. The make-up policy does not apply to previously assigned work/long-term projects. If a student is absent when an assignment or long-term project is due, it is due when the student returns. If a student is absent from class on the day of a summative

assessment, the student will need to set up time outside of class to make up the assessment. No make-up assessments will be given during class time.

**Cheating and Plagiarism Policy:**

Cheating and plagiarism will not be tolerated. Any student caught cheating or plagiarizing will receive a grade of zero on the assignment or assessment. In the event of a second offense, administrative action will be taken.

**Electronic Devices:**

We recognize that cell phones and smart phones play a significant part of a high school student's life. It allows them to communicate with home, connect to the world, and access information needed for school. These phones may be used at school in specific areas and ways.

Students may use their phones in the Commons/Cafeteria during lunches, passing time, and before and after school. Once entering a classroom, we ask that students assume that their phones are to remain "OFF and AWAY." Individual teachers may, at their discretion and at specific times during their lessons, indicate that phones may be used in the classroom for instructional purposes.

Students are **not at any time** permitted to take pictures or capture video of other students, teachers, or staff.

Phones may be confiscated if these rules are not followed. Parents will be contacted in the event a phone is confiscated.