



AP Language & Composition Syllabus

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Course Description

AP Language and Composition is a college level course that focuses on critical thinking, reading, and writing through the study and discussion of narrative, expository, analytical, argumentative, and creative writing. The course emphasizes organization, personal and creative writing, research skills, discourse, vocabulary, reading, and control of language. Students will write effectively and confidently and will become skilled readers of pieces written in a variety of periods, disciplines, and rhetorical contexts. We focus on nonfiction works from primarily American authors, including speeches, essays, and full-length texts. Students will also develop an understanding of how to read non-print materials such as pictures, comics, and graphs. The AP Language and Composition course assumes that students already understand and use Standard English grammar. Our intense concentration on language use in the course will enhance the student's ability to use grammatical conventions both appropriately and with sophistication.

What makes AP English Language & Composition different from other high school English courses is our focus on rhetoric. While promoting writing in many contexts for a variety of purposes, nonfiction texts and contexts take center stage. Here, students think deeply about language as a persuasive tool and about the dynamic relationship of speaker, purpose, audience, context, and exigence.

The AP Exam

The skills students master in AP Language & Composition will assist them in both college and career endeavors, but the main purpose of the course is to prepare students for the AP Language and Composition exam. This exam, which consists of three on-demand essays and a multiple choice section, takes place on **Wednesday, May 13, 2020, at 8:00 a.m.**

Learning Targets

Close Reading

We take the time to notice and enjoy complex texts, practicing close, critical reading of a wide variety of literary and non-fiction texts.

Rhetorical Analysis

We identify and practice the components of effective argument and analysis, paying attention to how words work together to achieve intended effects--both in our own writing and in the writing of others.

Argumentative Writing

We develop effective arguments, synthesizing research and our own understanding of the world to support evidence-based positions.

Academic Conversations

We actively and thoughtfully participate in collaborative conversations about significant themes, topics, and texts. We compare, critique, debate, and build upon others' ideas and arguments to advance our learning. We also prepare and deliver formal and informal presentations.

Course Texts

- *In Cold Blood* by Truman Capote
- Choice nonfiction book
- Supplemental nonfiction articles, essays, and images

Student Expectations

Daily Materials

- Three-ring binder for materials and portfolio
- Three-ring binder tabs for organization
- Loose-leaf paper or a one-subject notebook exclusively for this class
- Black and blue pens
- Highlighters in two different colors

Suggested Material:

- Post-its

Attendance Policy: It is vitally important to attend and actively participate in this class. This is a college-level course; much of the work we do is interactive, collaborative, and difficult to re-create outside of class. While not ideal, if you must be absent, it is your responsibility to make up the work you missed. Teachers post slides and assignments daily on Google Classroom. Check there first, then see your teacher with any follow up questions.

Cell Phone Policy: Attendance is necessary, but being *active* and *present* is crucial to succeeding in this class. In order to ensure every student is getting the most out of their AP Lang experience, cell phone use will be restricted. Students will be required to store their devices in their individual desk pockets unless instructed otherwise. Abuse of this policy will be tracked in Synergy. Students will have 5 chances to practice responsible technology use before their instructor contacts home and the office. Every abuse thereafter will result in a referral.

Formative Work: Formative work is **practice**. Practice work is critical, as it allows teachers to provide feedback to students prior to performance tasks (summative assessments). Due to the importance of this type of work in the learning process, we are looking for (and assessing) the **quality** of your work rather than mere completion. Performance tasks measure your level of mastery as a learner.

Late or Missing Work: The purpose of formative work is to practice essential skills that we are learning in class. Because of this, there should be little or no late work. Essentially, practice work

prepares us for our performances. In order to move your learning forward, keep up with the work in class and meet deadlines. *You will earn an F for missing work; teachers will assess late work based on your mastery of the skill.*

Summative Assessments: All course Learning Targets (measured by drafted essays, FRQs (on demand essays) and presentations) **must be attempted in order to pass the course.** Any summative that has not been attempted will result in a zero in the grade book. Drafted summatives, even if you are gone on the due date, are still due on that day.

Re-learning Opportunities: If you do not reach proficiency on any performance task (FRQs (on demand essays), drafted essays, etc.), you have the opportunity for re-learning. To take advantage of this opportunity, make a plan for revision, participate in a writing conference with your teacher, and schedule your rewrite within two weeks of the original performance task.

Student Re-learning Responsibilities:

- The first attempt is important. The effort you make on your first attempt may impact your opportunity for learning/re-assessing.
- Complete the required and necessary re-learning steps in order to reassess. This may mean additional time with the teacher before or after school, additional practice work, or other interventions.
- Communicate as soon as possible after the assessment that you would like to reassess parts or all of the summative assessment.
- The student is the advocate for the re-learning.

Grading Breakdown:

20%: Formative Assessments (Daily Practice Work)

40%: Writing Summative Assessments (FRQs)

30%: Reading Summative Assessments (Drafted Essays, Presentations)

10%: Common Summative Assessment

Grades will be posted on A-H Connect and updated bi-weekly. Please see your teacher before or after class to discuss missing work/grades.