**AP Language & Composition**

Andover High School

Ms. Arkelin: hannah.arkelin@ahschools.us

Mr. Lindblad: eric.lindblad@ahschools.us

Ms. Pinkham: michele.fennickpinkham@ahschools.us

 ***“The test of a first-rate intelligence is the ability***

***to hold two opposed ideas in the mind at the***

***same time, and still retain the ability to function.”***

***F. Scott Fitzgerald***





**Course Description**: This 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. Emphasis will be placed on the student's 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. One focus will be on American Literature and another will be on nonfiction works from a variety of sources. Students will also develop an understanding of how to read footnotes and 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. This intense concentration on language use in the course will enhance 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 its focus on rhetoric. While promoting writing in many contexts for a variety of purposes, the English Language course is the place where nonfiction texts and contexts take center stage. Here students think deeply about language as a persuasive tool and about the dynamic relationship of writer, context, audience, and argument.

Stylistic development will progress through emphasis on the following:

* Critical reading and analysis of non-fiction and fiction materials
* Logical organization, enhanced by specific techniques to increase coherence, such as repetition, transitions, and emphasis
* Balance of generalization and specific illustrative detail
* Effective use of rhetoric, including controlling and identifying tone, establishing and maintaining voice, and achieving appropriate emphasis through diction and sentence structure.
* Constructive critiques of peers’ writing
* Various methods of invention and drafting
* Progression beyond the five paragraph essay
* Wide-ranging vocabulary used appropriately and effectively
* Variety of sentence structures
* Synthesis of multiple sources from multiple perspectives
* Effectively using quotes, summaries, and paraphrases

**Points Breakdown**

20%: Formative Assessments (Daily assignments, notebook entries, introductory FRQ’s)

40%: On-Demand Writing Summatives Assessments

30% Drafted Writing Summative Assessments

10%: Common Summative Assessment (trimester final)

**Materials:**

Required**:** One three-subject notebook.

Suggested: post-it notes, multiple highlighters

**Extra Help and Make-up Tests:** Individual writing conferences are the most effective method in AP English class, so if you are confused or feeling stuck it is very important that you set up a conference time with me. Most tests and essays must be made up after school or during an off hour. It really helps if you make an appointment because I do coach and serve on committees.

**Attendance Policy:** It is vitally important to attend and actively participate in this class. This is a college-level course and instruction can rarely be made up with a simple worksheet, handout, or reading. However, if a student is absent he/she has two school days to make up daily work and five days to make up seminars and tests. After this point work is considered late.

Regardless of attendance **you are responsible for meeting due dates on major papers**. They should be submitted to Turnitin.com or emailed to your instructor.

**Late work:** The purpose of daily work is to improve literacy skills and prepare students for unit-end assessments. Students are expected to keep up with daily work and meet deadlines. Occasional late work will be accepted before the end of unit. Instructors will not provide feedback on late assignments.

**Turn in policy:** All papers must be submitted at the **beginning** of the class period or electronically submitted by the start of class if you are absent on that day (both planned, i.e. field trips, and unplanned, i.e. illness). You should not be printing during class.

**Class Guidelines**

1. If you’re out of class (bathroom, locker, career center, counselor…) I expect you to be responsible for missed information.
2. Listen the first time; procedural directions are not repeated.
3. I expect you to come prepared with materials and out of class work completed. Please don’t try to fake it.
4. We will talk about a variety of issues. I expect you to be open minded and sensitive to the backgrounds, ideas, and values of others. I don’t expect you to agree with others, but I do require tolerance and kindness.
5. Students are expected to be engaged in class during the entire class and contributing class members.
6. I do not debate deadlines or assignments during class time.
7. I do not discuss grades and missing work during class time. Please see me before or after school or check A-H-Connect at home.
8. I expect you to take ownership over your learning. There are many concepts I expect you to know and many skills I expect you to have.
9. I am always open to communicating with your parents; however, I expect you to take the initiative when questions arise, and be responsible for relaying information to your parents.

**LEARNING TARGETS**

**for Trimester 1:**

**Critical Reading Targets**

AP students will:

1. Read actively, interactively, and critically
2. Understand how to read with their eyes, slowing down when needed
3. Use annotation when actively reading

**Rhetorical Analysis Targets**

AP students will:

1. Label exigence, audience, and purpose
2. Understand the application of the rhetorical triangle
3. Identify rhetorical modes, devices, and terms
4. Analyze tone, diction, syntax, and author style as it applies to a text
5. Recognize what the author does (claim), how they do it (warrant), and why they do it (impact).
6. Identify a speaker’s strategy, construction, and meaning.
7. Recognize satire as a form of argument
8. Identify and expose logical fallacies

**Analytical Writing Targets**

 AP students will:

1. Write on demand
2. Provide context, evidence, and analysis
3. Understand what it means to know something about the world you live in and how it applies to essays
4. Formulate strong thesis statements and introductions
5. Make a valid claim and use supporting evidence
6. Understand the application of rubrics
7. Understand the use of voice to develop an effective argument
8. Transition seamlessly in writing
9. Use MLA format correctly
10. Write for a specific purpose or effect in persuasive mode

**Test Taking Targets**

 AP students will:

1. Understand the AP Language and Composition test format
2. Develop efficient on-demand writing techniques

**Unit 1: Foundations of Composition and Expository Writing (Tri 1, Week 1- Week 4)**

**RATIONALE:**
The main focus of unit one is to familiarize students with the basic skills needed to succeed in AP Language and Composition. Essential skills include critical reading, focused writing, rhetorical modes, syntactical structures, and expanded definitions of “texts’ and “argument.” Through our study of rhetorical modes, students will learn to examine and apply the AP analysis model that includes purpose, audience, and exigence. Students will also be writing in a variety of rhetorical modes during this unit culminating in a fully-revised college application or scholarship essay.

**Unit 2: Rhetorical Analysis (Tri 1, Week 5- Week 13)**

**RATIONALE:**
This unit builds on the solid foundation created in unit one as students move toward writing independent and timed rhetorical analysis essays. Weekly FRQs will provide students with practice and feedback needed to become fluent with rhetorical devices and analytical writing. The focus later shifts to include more nuanced rhetorical analysis including texts with antiquated language and/or satirical elements. Readings and FRQs will also include a wide variety of historical and contemporary perspectives. Finally, students will develop a furthered understanding of the importance of using formal language and proper grammar, including the use of MLA formatting.

**READINGS:**

-*In Cold Blood* by Truman Capote

-Readings from *Patterns for College Writing: A Rhetorical Reader and Guide*

-Supplemental Non-Fiction Articles and Essays

**LEARNING TARGETS**

**for Trimester 2:**

**Critical Reading Targets**

AP students will:

1. Read actively, interactively, and critically
2. Develop the ability to apply critical reading and rhetorical analysis skills to multiple genres
3. Use annotation when actively reading

**Argument Analysis Targets**

AP students will:

1. Understand the application of basic appeals (ethos, logos, pathos)
2. Develop the ability to compare texts and assess validity or effectiveness
3. Understand the purpose of footnotes
4. Read and analyze non-print materials
5. Recognize the purpose and effect of non-print materials
6. Appreciate language’s function

**Argumentative Writing Targets**

 AP students will:

1. Write for a specific purpose and effect in persuasive mode
2. Make decisions regarding effective supporting material
3. Understand how to research
4. Synthesize supporting materials with their own argument
5. Develop and construct effect arguments that contain adequate support and synthesis of materials.

**Test Taking Targets**

 AP students will:

1. Understand how to answer multiple-choice questions
2. Develop efficient on-demand writing techniques
3. Develop test analysis skills

**Unit 3: Introduction to Argumentation (Tri 2, Week 1- Week 2)**

In the weeks leading up to winter break students will be introduced to concepts of formal argumentation including the Toulmin method and logical fallacies. At this point students should view readings as potential models for their own arguments as they consider argumentation as a means of interaction. Students will be able to reflect on the opinion of others and articulate their own viewpoint with legitimate support and logic.

**READINGS:**

-Readings from *Patterns for College Writing: A Rhetorical Reader and Guide*

-Supplemental Non-Fiction Articles and Essay

**Unit 4: Argumentation (Tri 2, Week 3-Week 7)**

The second trimester focuses on building persuasive writing and speaking skills More emphasis is placed on the construction of original arguments as opposed to the analysis of other writers. For example, texts from published writers and speakers are used as models for our own writing rather than prompting our analysis. Students will work closely with Toulmin concepts such as claim, evidence, warrant, and counterclaim. We will continue to explore how various modes of writing—narration, exemplification, comparison—can be used within the context of argumentation. Additionally, students will consider how their own observations, experiences, and readings related to the course themes can create detailed, compelling and original arguments. Finally, we will hone our understanding or rhetorical and argumentative concepts by practicing with multiple choice passages that mirror those on the College Board test.

**READINGS:**

- *Into the Wild* by Jon Krakauer

-Readings from *Patterns for College Writing: A Rhetorical Reader and Guide*

-Supplemental Non-Fiction Articles and Essays

**Unit 5: Research, Synthesis, and Citation (Tri 2, Week 8- Week 13)**

The second half of trimester two is focused on synthesis skills. Practically speaking, we are building on the argumentation skills, but now we are incorporating multiple sources. This unit includes our most in-depth exploration of visuals and graphs as argumentation. Beyond an introduction to the synthesis prompts, the unit also includes a research paper on an iconic image and research on the background of the choice book being read in a small-group book circle. Later, the focus shifts to improving synthesis skills, so that students are able to effectively craft an original argument that incorporates sources in a timed situation. From a broader perspective we are also synthesizing the work we have done throughout the year. Students will present researched findings from their book circle seminar groups. We will also take a full-mock exam during this unit and seek to address areas where improvement is needed. Some students will continue on to take an enrichment seminar class, and there are enrichment sessions available to all students during the month leading up to the exam.

**READINGS:**

-Choice Book from Non-Fiction Library

-Supplemental Non-Fiction Articles and Essays

**AP: OAP ANALYSIS**

Rhetoric: using language effectively to please or persuade

**OCCASION – Why are they writing? (The context that compelled author to write.)**

**No one just writes to write; everyone has a reason for writing.**

**AUDIENCE – To whom are they writing?**

**Every writer has someone specific in mind when writing.**

**PURPOSE – What do they want?**

**What did they want to end result to be when they started writing?**

 **LOGOS**

 **ETHOS PATHOS**

 **ORGANIZATION/WHOLE TEXT STRUCTURE**

**Figurative**

**Language**

**Diction**

**Rhetorical**

**Devices**

**Tone**

**Syntax**

**Imagery**

**AP Language and Composition**

**Commentaries**

All commentaries must be typed, in complete MLA format, and turned in to turnitin.com before the start of the class period on the day that it is due. Students who have not turned in a commentary will not be able to participate in the class seminar. See page 12 of the syllabus for information about making up missed seminars.

## Requirements

* Use MLA Format including the MLA heading.
* Choose **one passage** to analyze for your entire commentary. The passage should be approximately 1-3 pages in length. Use sticky notes to annotate this passage.
* Do not go over the word counts, you need to learn to be succinct. One word over is one word too many.

## Directions

## Part 1: Identify the author’s main argument in the passage and provide a detailed summary of the passage. Summarize or paraphrase the author’s argument and underline it. If you can’t identify an argument, read more closely. If you still can’t identify an argument, choose another passage. This summary must include quotations and other textual evidence that support the argument you have identified. (175 word maximum)

**Part 2:** Identify one interesting point about the author’s style in the passage such as a rhetorical device, diction, or syntactical structure. I suggest writing about one “device.” We must assume everything a writer does is intentional, so be sure to explain why the author chose to use this style and how it furthers the argument you identified in part one. (100 word maximum).

**Part 3:** Connect yourself to the argument you identified in part one by sharing something you have observed, read about or experienced. Do you agree or disagree with the author’s argument? Prove that you are paying attention to the world around you. (100 word maximum).

**Example Notebook Entry**

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| Ann Dover Mr. LindbladAP Language and Composition9 September 2016**Part 1:** Detailed Summary of a Passage and its Argument (175 word maximum)The opening passage of Capote’s novel argues that Holcomb is a quiet Kansas town, and its citizens would not have suspected it would have been the setting of such a brutal murder. In the opening sentence he calls Holcomb a “village,” “lonesome” and “out-there.” It is a place where grain elevators rise “as gracefully against Greek temples” against “hard blue skies.” As Capote takes his readers through the “aimless congregation of buildings” he points out that sign outside the dance hall has been dark for years and that the state is still “dry” two decades after the end of prohibition. Capote says that “drama” had never stopped there “like the waters of the river, like the motorists on the highway, and like the yellow trains streaking down the Santa Fe tracks.” Normally, one might hear coyotes howling, receding train whistles, or even dry tumbleweeds scraping the road. Finally, Capote points out how the sound of the four shotgun blasts were so out of place among the “normal nightly Holcomb noises.” **Part 2:** Analysis of an element of the Author’s Style (100 word maximum) Capote uses selection of detail to contrast the quiet Holcomb night and the sound of the four shotgun blasts. He chooses sounds that remind readers of his previous statements. The coyotes howling sound lonesome. The train—and its receding whistle—are passing the town by. It is so quiet one can hear tumbleweeds scraping the road. Capote depicts the night in Holcomb as exceeding quiet just before he tells us that “four shotgun blasts…ended six human lives.” The citizens of Holcomb were shocked by the murders in their sleepy town. Likewise, readers are shocked by the sentence in “quiet” passage. **Part 3:** Personal Observation or Experience Related to Argument (100 word maximum)I grew up in a small North Dakota town, and so I could relate to Capote’s description of the small town and wide open spaces. I remember people talking about it being the “kind of place where you don’t need to lock your doors.” There was little crime and the local newspaper was filled with light human interest stories. Over the last decade there has been an oil boom in the area and accompanying increases of crime and drug use. While it didn’t happen as quickly as with the Holcomb murders, there is a lot more mistrust in the area now. |

**Socratic Seminar Expectations and Grading**

Grading Expectations

Your discussion as a whole will be graded by both you and me. You will receive **up to five points** for your overall contributions based on this list:

UNSATISFACTORY (1): The student has failed to express any relevant foundational knowledge and has neither stated nor elaborated on any issues.

ADEQUATE (2): The student has stated a relevant factual, ethical, or definitional issue as a question or has accurately expressed relevant foundational knowledge pertaining to an issue raised.

EFFECTIVE (3): The student has accurately expressed relevant foundational knowledge pertaining to an issue raised during the deliberation, pursued an issue with AT LEAST one elaborated statement, and in a civil manner, has built upon a statement made by someone else or thoughtfully challenged its accuracy, clarity, relevance, or logic.

EXEMPLARY (4): The student has accurately expressed relevant foundational knowledge pertaining to an issue raised during the deliberation, pursued an issue with an elaborate statement, and has used stipulation, valuing, analogy to advance the deliberation. In addition, the student has engaged others in the deliberation by inviting their comments or acknowledging their contributions. Further, the student has built upon a statement made by someone else or thoughtfully challenged its accuracy, clarity, relevance, or logic.

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| Positive BehaviorsCiting a SourcesLinking to Class Material Recognizing ContradictionsTaking a PositionSummarizing the statements made in the discussion  | Negative BehaviorsIrrelevant or distracting statementsRepeating what someone else has already saidObstructive interruptionMonopolizingPersonal attack  |

*\*From “Classroom Assessment of Civil Discourse,” by D.E.Harris, 2002, In W.C. Parker (Ed.), Education for Democracy: Contexts, Curricula, Assessments, pp. 211-232.*

**Socratic Seminar Guidelines for Participants**

1. Read the material before participating in the seminar.
2. Create answers for the Socratic Seminar questions. Annotate the common text with any additional post-it-notes that are needed for your prepared answers. Your answers should include quotes with page numbers from the book or other notes/references as is needed.
3. Everyone must speak during the seminar; the more comments, questions, and discussion you give to the seminar the better your grade will be.
4. Avoid side conversations. Your grade may be affected if you are off topic or inappropriate at any time.
5. Engage in active listening strategies. Including, but not limited to: eye contact, non-verbal responses, and appropriate respectful behavior.
6. Let a minimum of TWO people speak before you speak again.
7. Avoid being a conversation-hog.
8. Raising hands is not needed unless someone is monopolizing the conversation and you can’t get a word in edgewise. But try hard to avoid hand- raising.
9. The seminar does not need to be or stay focused around the Seminar questions. Other questions and topics related to the text are encouraged.
10. Responses to other’s comments should always be respectful even if you disagree with or question what was said. You are encouraged to say something like “I hear what you are saying, but have you considered this…” or “I can see your point of view on that, but I was taking a different perspective and see it like…” Remember RESPECT is the most important aspect of Socratic Seminar

**Socratic Seminar Methods**

Method A: Students on the inside discuss; students on the outside ask questions.

Method B: Students on the inside discuss while students on the outside take notes on an online blogging site (todaysmeet.com)

Method C: Students on the outside pass notes to their partner; partner uses notes and own ideas in the discussion.

Method D: In true Socratic style, students respond to questions with only questions.

Method E: Paraphrase other student’s ideas and use their name, while maintaining eye contact, before responding.

Method F: Teacher prepares questions that are addressed before we begin.

Method G: Teacher puts up questions that students can address if/when they choose.

Method H: Students begin standing and sit down when they have contributed to the discussion

AP Scoring: Essay

IF YOU ARE ABSENT YOU CAN MAKE UP SEMINAR BY:

1. Gather at least two classmates or people who have read the text and are able to comment on it intelligently (for a total of 3 people) for your 15-20 minute discussion. (It may be a good idea to see who else needs to make up the discussion.) You can share a cell-phone recording of the discussion or provide me with detailed notes and signatures of all discussants and a signature of one adult who can verify the discussion occurred. See me about other acceptable formats if needed.
2. Staple the pre-discussion notes of each participant to the back of this cover page. These are questions and notes you will have put together prior to the discussion to make sure your discussion goes smoothly.
3. Complete this within 5 school days (one week) of your absence.

\*\*\*If you are present on the day of a Seminar and CHOOSE not to participate, you are not eligible to make up a Seminar.

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|  | **AP English Language and Composition 9-point Rubric** |
| 9 | Essays earning a score of 9 meet the criteria for 8 papers and, in addition, are especially full or apt in their analysis or demonstrate particularly impressive control of language. |
| 8 | Essays earning a score of 8 effectively respond to the prompt. They refer to the passage explicitly or implicitly and explain the function of specific strategies. Their prose demonstrates an ability to control a wide range of the elements of effective writing but is not flawless. |
| 7 | Essays earning a score of 7 fit the description of 6 essays but provide a more complete analysis or demonstrate a more mature prose style. |
| 6 | Essays earning a score of 6 adequately respond to the prompt. They refer to the passage, explicitly or implicitly, but their discussion is more limited. The writing may contain lapses in diction or syntax, but generally the prose is clear. |
| 5 | Essays earning a score of 5 analyze the strategies, but they may provide uneven or inconsistent analysis. They may treat the prompt in a superficial way or demonstrate a limited understanding of the prompt. While the writing may contain lapses in diction or syntax, it usually conveys ideas adequately. |
| 4 | Essays earning a score of 4 respond to the prompt inadequately. They may misrepresent the author's position, analyze the strategies inaccurately, or offer little discussion of specific strategies. The prose generally conveys the writer's ideas but may suggest immature control of writing. |
| 3 | Essays earning a score of 3 meet the criteria of the score of 4 but are less perceptive about the prompt or less consistent in controlling the elements of writing. |
| 2 | Essays earning a score of 2 demonstrate little success in responding to the prompt. These essays may offer vague generalizations, substitute simpler tasks such as summarizing the passage, or simply list techniques. The prose often demonstrates consistent weaknesses in writing. |
| 1 | Essays earning a score of 1 meet the criteria for the score of 2 but are undeveloped, especially simplistic in discussion, or weak in their control of language. |
| 0 | Indicates an on-topic response that receives no credit such as one that merely repeats the prompt or one that is completely off topic. |

**You will be asked to write the following essays:**

1. Synthesis
	1. Read critically
	2. Understand texts
	3. Analyze texts
	4. Develop a position
	5. Support your position with appropriate evidence from the sources and cite it
2. Analytical
	1. author’s view
	2. style (tone, diction, syntax)
	3. rhetorical devices
	4. purpose, audience, exigence
3. Argumentative
	1. The nature of the position taken in the prompt
	2. Take a stand: defend, challenge, qualify
	3. Clearly and logically support your claim

 AP Scoring: Multiple Choice

Calculate what score you need to receive on each section to reach your goal at **http://appass.com/calculators/englishlanguage**

* 1. Incorporate outside sources

**Multiple-Choice Scoring:**

 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ X 1.234 = \_\_\_\_\_\_\_\_\_\_\_\_\_\_ = section 1 score

 # correct out of 55 multiple choice score

**Essay Scoring:**

Question 1 \_\_\_\_\_\_\_\_\_\_ (out of 9) X 3.0556 =\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Question 2 \_\_\_\_\_\_\_\_\_\_ (out of 9) X 3.0556 =\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Question 3 \_\_\_\_\_\_\_\_\_\_ (out of 9) X 3.0556 =\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 SUM =\_\_\_\_\_\_\_\_\_\_\_\_\_\_ = Section 2 score

Composite Score \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ + \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ = \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 Section 1 score Section 2 score \*composite score (round to nearest whole #)

Multiple choice questions center on form and content. You are being assessed on:

1. Your understanding of the meaning of the selection
2. Your ability to draw inferences
3. Your ability to perceive implications based on the work
4. Your ability to understand HOW an author develops her ideas

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 **The Composite Range to determine final scores varies from year to year.**

**Range** **AP Grade**

110-150 5 Extremely Well Qualified

96-109 4 Well Qualified

77-95 3 Qualified

50-76 2 Possibly Qualified

0-49 1 No Recommendation

Nationally, 60% of students will pass the AP Language exam

2017 Exam Date:

Wednesday, May 9th at 8:00am

**College: Accepts: Award:**

U of M-Twin Cities: 3, 4, 5 3 credits

St Thomas 3, 4, 5 4 credits

Grinnell College 4, 5 4 credits

Columbia none none

Duke 4, 5 4 credits

U of M-Duluth 4, 5 3 credits

St. Scholastica 4, 5 4 credits

Hamline 3, 4, 5 4 credits

St. Cloud 3, 4, 5 4 credits