AP Language and Composition
Hannah M. Real
Fall 2018

Course Overview

AP Language and Composition satisfies the third in a series of four required English courses. The purpose of this course is to sharpen students' writing, language, and rhetorical skills. The literature studied in this course is primarily non-fiction. Because the state course of study requires that 11th graders study American literature from 1900 to present, pieces chosen for study will be primarily by American authors, and emphasis is placed on major themes posed by works of literature from respective time periods. Students will also study SAT vocabulary, and grammar is taught prescriptively, focusing on students' weaknesses and for the purpose of improving writing skills.

Through the course of the class, students will participate in critical reading, analytical thinking, and clear communication. They will learn to synthesize rhetorical skills in order to create essays, speeches, and researched arguments. These skills will also be utilized in numerous class discussions. Students will write for diverse audiences using numerous modes of development. Students will also read varied texts in order to analyze them and to develop and support arguments. Students will also study how rhetoric is used in non-print sources, such as photographs and political cartoons, charts, and graphs, and film. Homework is consistent and complementary to in-class work and projects.

Materials Needed

- One 2" three-ring binder
- Dividers for the binder (quick-start, vocabulary, rhetoric, argument, synthesis, and test-prep divisions)
- Loose-leaf paper
- Black or blue ink pens (and a fun editing color pen if you wish!)
- Post-it notes
- Highlighters

Notebook Divisions

Students must maintain an organized binder for the course. The binder should include the following sections:

1. **Quick-Starts**
2. **Vocabulary**
3. **Classwork**
4. **AP Test Prep**

Grading

Assignments will be graded on a **point** system. Every point is worth the SAME. This means that I do not have weighted grades, but rather, I will determine the impact of an assignment by how many points I assign to it. Most tests and projects will hold a point value of at least fifty points.

Make-up Assignments & Tests

Time out of class must be kept to a minimum. You are responsible for all work assigned while you are out of class. Missed work will be placed in an accessible folder at the back of the classroom. You have three days to make arrangements to make up graded assignments, including daily work, tests, quizzes, presentations, etc. Excuses are ***required*** in order receive the grade you earn on make-up assignments. If you do not make

arrangements within three days of your absences, ***you*** forfeit the right to receive credit for those assignments missed. This will result in a grade of 0. Please refer to Jasper High School's make-up and attendance policy or see me if you have questions or concerns.

A Note about Plagiarism

Plagiarism is a serious offense. Using the words, thoughts, even exact sentence structures of someone else (either a professional OR another student OR a parent) and claiming them as your own is plagiarism. For this class, many assignments are graded with a rubric, and each rubric contains a plagiarism portion. The plagiarism element in each rubric will weigh heavily on student grades. When necessary, students will be required to re-do an assignment (possibly on a new topic or with new instructions) and each instance of plagiarism will be referred to school administration. This offense will prevent a student from maintaining membership in the National Honor Society and the Beta Club. DO NOT PLAGIARIZE!

Course Planner

The onset of the course is designed to be a "primer" on rhetoric. Once students have become familiar with rhetoric, then students engage in a series of projects that expand their analysis of rhetoric and build their experience in exercising rhetoric. Woven into the study and application of rhetoric are numerous practice AP timed-write sessions, along with multiple-choice practice. Students will have at least two practice sessions on each type of essay question. For one question, students will be provided a sample packet of model essays demonstrating each level of writing, one through nine. Some class time will be devoted to analyzing these model essays so that students are more familiar with expectations for the AP exam.

Besides timed writing experiences, students will also apply rhetorical skills in multi-draft assignments. Students' researched arguments will be in the form of persuasive speeches, and the culminating project has students write multi-draft essays utilizing each of the seven modes of development. These major writing and speaking assignments will proceed through prewriting, research (where warranted), drafting, peer and teacher reviews, revision, editing, and final drafts.

General Notes

- Understand that in this class (and any other, for that matter) procrastination is your worst enemy! This class is project-based, so your attentiveness to details and deadlines is critical! Do not let due dates sneak up on you. Stay on top of your reading because that is probably the single most important thing that you can do on your own to increase your chances of a qualifying score on the AP exam.
- Please understand that I am not a mind reader. We move at a pretty fast pace in class, and if you don't tell me that you're having trouble, I don't know until I grade assignments. If you feel that you need extra help, see me, and we can schedule a time outside of class to work on your needs.
- This class depends on student participation and thoughtful discussion. It is not a place for wallflowers! Get in there and make your voice heard!
- This year's AP Language and Composition exam is scheduled for Wednesday, May 15, 2019 at 8:00am.

Acknowledgement Statement

I have read this syllabus in its entirety, and I understand all of the requirements of the course, along with the grading procedures. In addition, I have shared this syllabus with my parents, and they, too, have read it. We have discussed it together, and we are in agreement that I am suited for the challenge ahead of me. I am willing to try my best to grow as a reader and writer in this class, and my parents are willing to support me in this endeavor. We all understand that because this class is essentially a college class, attaining an "A" average will be more difficult than in past classes. We agree that my growth is the primary focus.

Student's signature:_____

Parent's signature:_____