Course: AP Language and Composition
Instructor: Mrs. Katie Cook
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Description: According to the 2019 AP Language and Composition Course Description, this course "focuses on the development and revision of evidence-based analytic and argumentative writing, the rhetorical analysis of nonfiction texts, and the decisions writers make as they compose and revise" (7). The purpose is to "[cultivate] the reading and writing skills that students need for college success and for intellectually responsible civic engagement" and "[guide] students in becoming curious, critical, and responsive readers of diverse texts and becoming flexible, reflective writers of texts addressed to diverse audiences for diverse purposes" (11). Specifically, this course is organized according to requirements and guidelines of the nine units outlined in the AP English Course Description and regulated by The College Board. Each unit includes skill-based AP Daily instructional videos and AP Classroom assessment created by College Board and designed to give your child personalized suggestions for practice to increase skill areas. At the close of the semester, students will be expected to take the AP Exam on May 14, 2024. *Students with satisfactory performance on the AP Exam will earn college credit for courses in English, Composition, or Humanities as directed by the college of his or her choice of a 3 or higher. Colleges vary in accepted passing scores for college credit.*

Reading Content

This course requires that students engage with written and visual texts that "represent a clear rhetorical situation, consist of a variety of genres," and texts that might appear in a college introductory composition class (85). As such, "fair representation of issues and peoples may occasionally include controversial material," and students are expected to maintain "a level of maturity consistent with students who have engaged in thoughtful analyses of a variety of texts" and "have the maturity, skills, and will to seek the larger meaning of a text or issue through thoughtful research" (86). To maintain a respectful classroom environment, I would ask students are conscientious in all interactions, including those in which peers have opinions different from their own. Disruption to the learning environment, including but not limited to negatively addressing a peer during conversation, will result in consequences such as detention or referral.

Required Books: In the AP course, students must purchase their own books for extended works. Students, please make every effort to purchase the same version used in class.

Major Works to be Read (subject to change)

- *The Great Gatsby* by F. Scott Fitzgerald
- *The Things They Carried* by Tim O'Brien

Minor Works to be Read (subject to change)

- Poems by Whitman and Dickinson
- Excerpts from *Narrative in the Life of Frederick Douglass*
- "Emancipation Proclamation" (1863)
- "Lincoln 2nd Inaugural Address" (1865)
- "Gettysburg Address" (1863)
- Excerpts from *Just Mercy*
- Excerpts from *The Four Winds* by Kristin Hannah
- Excerpts from *Nightingale* by Kristin Hannah
- Churchill "We Will Fight"
- Clips from *The Crown*
- Claire Booth Luce "Women in Wartime"
- FDR "Four Freedoms"
- Hirohito Surrender Broadcast
- MLK Speeches
- Malcolm X Speeches
- Excerpt from *Landslide* "Everybody's Scared"
- Kennedy Civil Rights Speech
- Other Civil Rights speeches
- James Meredith "I Can't Fight Alone"
- Sputnik news release
- Eisenhower press release
- Eisenhower "Our Future Security"
- The Creation of NASA article
- JFK "We Choose the Moon"
- "Rocket Man" by Elton John
- "Fly Me to the Moon" by Frank Sinatra
- Beat poetry
- Chicago 7 articles and court documents
- Hubert Humphrey nomination speech at DNC
- JFK Vietnam speech
- LBJ Vietnam speech
- Vietnam varied poetry

Art and music

- Elvis
- Jackson Pollock
- Dean Martin
- Ella Fitzgerald
- Frank Sinatra
- Ray Charles
- Other major artworks and musical works
- Political Cartoons
- Visual Rhetoric/Images

Visual Rhetoric: Throughout the course of study, students will view various forms of media including photographs, commercials, advertisements, films, film-clips, documentaries, or educational programming directly correlated to the study of visual rhetoric. All resources and activities are AP recommended.

Course Objectives and Skill Categories: This course is designed to help students "write effectively and confidently in their college courses across the curriculum and in their professional and personal lives" and "focuses on effective reading and writing practices, emphasizing depth of knowledge over breadth" (85).

- **Big Ideas:**
  - Rhetorical Situation
  - Claims and Evidence
  - Reasoning and Organization
  - Style

- **AP Language and Composition Skills:**
  - **Reading:**
    - RHS-1.A Identify and describe components of the rhetorical situation: the exigence, audience, writer, purpose, context, and message.
    - RHS-1.B Explain how an argument demonstrates understanding of an audience's beliefs, values, or needs.
    - CLE-3.A Identify and explain claims and evidence within argument.
    - CLE-3.B Identify and describe the overarching thesis of an argument, and any indication it provides of the argument's structure.
    - CLE-3.C Explain ways claims are qualified through modifiers, counterarguments, and alternative perspectives
    - RE0-5.A Describe the line of reasoning and explain whether it supports an argument's overarching thesis.
    - REO-5.B Explain how the organization of a text creates unity and coherence and reflects a line or reasoning.
    - REO-5.C Recognize and explain the use of methods of development to accomplish a purpose.
    - STL-7.A Explain how word choice, comparisons, and syntax contribute to the specific tone or style of a text.
    - STL-7.B Explain how writers create, combine, and place independent and dependent clauses to show relationships between and among ideas.
    - STL-7.C Explain how grammar and mechanics contribute to the clarity and effectiveness of an argument

  - **Writing:**
    - RHS-2.A Write introductions and conclusions appropriate to the purpose and context of the rhetorical situation.
    - RHS-2.B Demonstrate an understanding of audience's beliefs, values, or needs.
    - CLE-4.A Develop a paragraph that includes a claim and evidence supporting the claim.
    - CLE-4.B Write a thesis statement that requires proof or defense and that may preview the structure of the argument.
    - CLE-4.C Qualify a claim using modifiers, counter arguments, or alternative perspectives
    - REO- 6.A Develop a line of reasoning and commentary that explains it throughout an argument.
    - REO-6.B Use transitional elements to guide the reader through the line of reasoning in an argument
    - REO-6.C Use appropriate methods of development to advance an argument.
    - STL-8.A Strategically use words, comparisons, and syntax to convey a specific tone or style in an argument
    - STL-8.B Write sentences that clearly convey ideas and arguments
    - STL-8.C Use established conventions of grammar and mechanics to communicate clearly and effectively

AP English Language and Composition curricular requirements:

- The course is structured by unit, theme, genre, or other organizational approach that provides opportunities to engage with the big ideas throughout the course: Rhetorical Situation, Claims and Evidence, Reasoning and Organization, and Style.
- The course requires readings with an emphasis on nonfiction readings (e.g., essays, journalism, political writing, science writing, nature writing, autobiographies/biographies, diaries, history, criticism) that are selected to give students opportunities to identify and explain an author's use of rhetorical strategies and techniques.
- The course provides opportunities for students to develop skills in the following skill categories:
    - Skill Category 1—Rhetorical Situation (Reading): Explain how writers' choices reflect the components of the rhetorical situation
    - Skill Category 2—Rhetorical Situation (Writing): Make strategic choices in a text to address a rhetorical situation
    - Skill Category 3—Claims and Evidence (Reading): Identify and describe the claims and evidence of an argument
    - Skill Category 4—Claims and Evidence (Writing): Analyze evidence in order to develop and refine claims
    - Skill Category 5—Reasoning and Organization (Reading): Describe the reasoning, organization, and development of an argument
    - Skill Category 6—Reasoning and Organization (Writing): Use organization and commentary to illuminate the line of reasoning in an argument
    - Skill Category 7—Style (Reading): Explain how writers' stylistic choices contribute to the purpose of an argument
    - Skill Category 8—Style (Writing): Select words and use elements of composition to advance an argument
- The course provides opportunities for students to write argumentative essays synthesizing material from a variety of sources.
- The course provides opportunities for students to write essays analyzing authors' rhetorical choices.
- The course provides opportunities for students to write essays that proceed through multiple stages or drafts, including opportunities for conferring and collaborating with the teacher and/or peers.

Instructional Strategies

These strategies are designed to improve the student's ability to engage in professional argument and rhetorical analysis, both written and oral. The class dynamics and size will determine the frequency of each strategy (quoted and paraphrased information is from the AP English Language and Composition Course Description).

Strategy
Reading Journals- Journals to track reading over time.
One-Pagers- Condensing texts into one page including rhetoric, figurative language, tone, theme, mood, audience, summary, major quotes, etc.
Quick Debates- Group discussion surrounding topics from texts read in class
Socratic Seminars- Structured discussion surrounding the socratic method.
Discussion- Daily in class
SPACECAT- Acronym for finding purpose, audience, tone, etc. in texts.
CHELPSS- Acronym for providing evidence on argumentative essays
Timed Writings- Practice for AP exam
AP Classroom- Videos for studying, understanding new topics, practice exams
Untimed Essays- Most essays will be timed initially and opportunities for revision will be given after the initial timed essay
Revision- All major grade written works will be available for revision
Cooperative Learning- Daily partner and group work
Silent Discussions- Written discussions online or on paper to help promote critical thinking
Carousel- Students walk around room commenting on topics
Independent Choice Reading- Students will be asked to read a book of their choice in class daily or nearly daily. I have a vast classroom library from which students can choose books, but they are also allowed to bring a book in from outside. Students are not allowed to read on an e-reader, phone, or computer.

From College Board-
What AP Stands For:

Thousands of Advanced Placement teachers have contributed to the principles articulated here. These principles are not new; they are, rather, a reminder of how AP already works in classrooms nationwide. The following principles are designed to ensure that teachers' expertise is respected, required course content is understood, and that students are academically challenged and free to make up their own minds.

1. AP stands for clarity and transparency. Teachers and students deserve clear expectations. The Advanced Placement Program makes public its course frameworks and sample assessments. Confusion about what is permitted in the classroom disrupts teachers and students as they navigate demanding work.
2. AP is an unflinching encounter with evidence. AP courses enable students to develop as independent thinkers and to draw their own conclusions. Evidence and the scientific method are the starting place for conversations in AP courses.
3. AP opposes censorship. AP is animated by a deep respect for the intellectual freedom of teachers and students alike. If a school bans required topics from their AP courses, the AP Program removes the AP designation from that course and its inclusion in the AP Course Ledger provided to colleges and universities. For example, the concepts of evolution are at the heart of college biology, and a course that neglects such concepts does not pass muster as AP Biology.
4. AP opposes indoctrination. AP students are expected to analyze different perspectives from their own, and no points on an AP Exam are awarded for agreement with a viewpoint. AP students are not required to feel certain ways about themselves or the course content. AP courses instead develop students' abilities to assess the credibility of sources, draw conclusions, and make up their own minds. As the AP English Language course description states: "AP students are not expected or asked to subscribe to any one specific set of cultural or political values, but are expected to have the maturity to analyze perspectives different from their own and to question the meaning, purpose, or effect of such content within the literary work as a whole.
5. AP courses foster an open-minded approach to the histories and cultures of different peoples. The study of different nationalities, cultures, religions, races, and ethnicities is essential within a variety of academic disciplines. AP courses ground such studies in primary sources so that students can evaluate experiences and evidence for themselves.
6. Every AP student who engages with evidence is listened to and respected. Students are encouraged to evaluate arguments but not one another. AP classrooms respect diversity in backgrounds, experiences, and viewpoints. The perspectives and contributions of the full range of AP students are sought and considered. Respectful debate of ideas is cultivated and protected; personal attacks have no place in AP.
7. AP is a choice for parents and students. Parents and students freely choose to enroll in AP courses. Course descriptions are available online for parents and students to inform their choice. Parents do not define which college-level topics are suitable within AP courses; AP course and exam materials are crafted by committees of professors and other expert educators in each field. AP courses and exams are then further validated by the American Council on Education and studies that confirm the use of AP scores for college credits by thousands of colleges and universities nationwide.

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The AP Program encourages educators to review these principles with parents and students so they know what to expect in an AP course. Advanced Placement is always a choice, and it should be an informed one. AP

teachers should be given the confidence and clarity that once parents have enrolled their child in an AP course, they have agreed to a classroom experience that embodies these principles.

AP Language and Composition Contract

This contract is to ensure that students and guardians are aware of the expectations associated with the course. Please sign this form acknowledging that you have read and understand the expectations. If you have any questions, you may email me at any time. I will respond promptly to the best of my ability. All emails received after 8pm or on weekends will be responded to the following school day.

1. All policies of Madison County Schools and Madison Central High School are to be followed and enforced at all times. These are found in the Madison County Schools Handbook available online.

2. Madison County Schools and this AP Language and Composition course curriculum follow state laws and regulations in regards to teaching the content and standards of the Mississippi Academic Standards approved by the State Board of Education. Anchor texts for this course are *The Great Gatsby, and The Things They Carried.*

3. All classroom policies listed on the syllabus and user's guide will be followed and enforced at all times. Consequences involve student conference, student and guardian email, detention, or referral. Excessive or escalated behaviors may result in additional progression of consequences.

4. The MCSD Student Handbook states: "The Superintendent, a principal, assistant principal, or any District administrator is authorized to contact law enforcement officials and/or to take appropriate disciplinary action, including recommendation for immediate expulsion, consideration for placement in the Academic Options Center, suspension, detention, in-school detention, and/or corporal punishment, against any student for misconduct including plagiarism, cheating, forgery, or counterfeiting." This includes the use of AI.

5. Students are expected to academically progress and are provided with differentiated resources based on their individual needs. While there will be time in class for instruction and practice, students will be required to complete home reading and home assignments regularly.

6. All assignments are expected to be completed and submitted by the due date. Late work will be accepted with a points penalty unless the student is ill or has a family emergency and an excused absence. Students must follow the handbook with regards to missing assignments due to absences. To help with communication, Mrs. Cook posts reminders in class and an agenda on Canvas daily.

7. Participation in the AP Language and Composition course does not guarantee college credit. Students are assessed by the College Board and scores and college credit and/or endorsements are awarded accordingly by AP College Board.

I understand that **English III: AP Language and Composition is a graduation requirement**. I have read and understand all expectations associated with this course, **including opportunities for extra credit, resubmission, and tutoring**. If I have any questions, I will contact Mrs. Cook directly

Parent(s)/Guardian(s) Names: _____

Parent/Guardian Signature: _____

Student Signature:_____

Do you have any comments, questions, or concerns regarding your child or the course that you would like to share?