




ADVANCED PLACEMENT
**ENGLISH LANGUAGE
AND COMPOSITION**

MRS. ROWLAND



LANGUAGE AND COMPOSITION

- **LANGUAGE:**
STUDENTS STUDY **HOW**
LANGUAGE CREATES A
PURPOSE. THEY ANALYZE
HOW A SPEAKER MAKES
RHETORICAL MOVES FOR
A PURPOSE.

- **COMPOSITION:**
STUDENTS USE
LANGUAGE TO CREATE
THEIR **OWN** PURPOSE.
THEY WRITE TO MAKE
RHETORICAL MOVES FOR
A PURPOSE.
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THE EXAM

The AP English Language and Composition Exam assesses student understanding of the skills and essential knowledge outlined in the course framework. The exam is 3 hours and 15 minutes long and includes 45 multiple-choice questions and 3 free-response questions. The details of the exam, including exam weighting and timing, can be found below:

Section	Question Type	Number of Questions	Exam Weighting	Timing
I	Multiple-choice questions	45	45%	60 minutes
	Reading questions	23–25		
	Writing questions	20–22		
II	Free-response questions	3	55%	2 hours, 15 minutes (includes one 15-minute reading period)
	Question 1: Synthesis (6 points)			40 minutes recommended per essay
	Question 2: Rhetorical Analysis (6 points)			
	Question 3: Argument (6 points)			

The exam assesses the following four big ideas for the course, as detailed below:

Big Ideas
Rhetorical Situation
Claims and Evidence
Reasoning and Organization
Style

Course Focus



Writing
Multiple Choice
Questions
NEW

THROUGHOUT THE YEAR...

- **LEARNING THREE DIFFERENT TYPES OF ESSAYS:**

Q1: RHETORICAL ANALYSIS (LIKE SAT)

Q2: ARGUMENTATIVE (LIKE ACT)

Q3: SYNTHESIS

Q4: BOOT CAMP: REVIEW ALL ESSAY TYPES & MULTIPLE CHOICE READING & WRITING SKILLS; PERSONAL STATEMENTS & CONFESSIONAL POETRY

- **ESSENTIAL QUESTIONS:**

HOW DO WRITERS (INCLUDING OURSELVES) USE LANGUAGE TO CONVEY THEIR PERSPECTIVES ON THE FOLLOWING ISSUES IN AMERICAN SOCIETY:

Q1: REBELLION FOR SOCIAL CHANGE,

Q2: ETHICS/VALUES, AND

Q3: THE ROLE AND RESPONSIBILITY OF EDUCATION AND TECHNOLOGY

THE “EXTRAS”

BREAK ASSIGNMENTS (BUILDING LITERACY):

1. SELECTIONS FROM *50 ESSAYS (INTRODUCTION TO RHETORIC)*
2. *THE GREAT GATSBY (FOR RHETORICAL ANALYSIS WORK AND TO PREPARE FOR ETHICS AND VALUES ARGUMENTATION)*
3. *STUDENT-CHOICE FICTION BOOK (THEMATICALLY LINKED TO ESSENTIAL QUESTIONS)*
4. *STUDENT-CHOICE MEMOIR (TO SERVE AS MENTOR TEXT FOR PERSONAL STATEMENTS)*
 - **MOCK EXAM:** VOLUNTARY
- **“ROWLAND ROCKS”** ARE EXTRA CREDIT PEBBLES THAT ARE TANGIBLE TOKENS OF THE STUDENTS’ INTELLIGENCE.

How to Keep Updated

- **CANVAS HAS DAILY POWERPOINTS, CLASS WORK, INDEPENDENT WORK (AKA: HOMEWORK) IN MODULES.**
- **GRADES:** AVAILABLE IN CANVAS AND AERIES. GRADES USUALLY IMPROVE WITH A FOCUS ON LEARNING RATHER THAN FOCUS ON POINTS
 - TOTAL POINT SYSTEM (ESSAYS ARE MOST HEAVILY WEIGHTED AND INCREASE IN WEIGHT SEM. 2)
 - ROUNDING UP IS AT TEACHER'S DISCRETION
 - 89% IS A B+
 - GRADES OF A-C RECEIVE ADDITIONAL GPA WEIGHT ON TRANSCRIPT

HOW TO CONTACT ME OR GET INFORMATION

- EMAIL: ROWLANDK@LUHSD.NET
- CANVAS PARENT APP!
- WEBSITE: [HTTP://LIBERTYUNION.SCHOOLWIRES.NET](http://LIBERTYUNION.SCHOOLWIRES.NET)

What you can do at home:

- Allow for quiet place (**w/o interruptions**) for your student to read, think, and write for extended time (**45 minutes**).
- Encourage your student to do B day homework on B day.
- Allow your student to struggle, make mistakes, and ask for help, and/or to try again (not to give up or fake it)
- Have and model a mind-set of learning over “grade” or “points.”
- Ask your student, "What did you learn today?" vs. "How was school?"
- Understand that we are a team—student, teacher, parent—and we all work together for learning success!
- Extra credit parent: read what your student reads and discuss!