



Fairfield Ludlowe High School - Fairfield Warde High School

AP LANGUAGE AND COMPOSITION

Insert Teacher Name

Insert Room Number4

Insert Full Year/Semester

Insert Period

Insert Email Address

COURSE DESCRIPTION

The AP Language and Composition course provides students with a comprehensive experience in studying American literature and prepares them for the Advanced Placement Language and Composition exam. Students read a wide variety of American prose styles from many disciplines and historical periods and consider how selections of American fiction and non-fiction highlight stylistic decisions. Students also identify elements of literary and rhetorical style and apply these techniques to their writing. As the course progresses, students become aware of their writing process through self-assessment against AP standards for writing, and through feedback from their peers and their teacher. Completion of assigned summer reading and writing is a course requirement. Students are encouraged to take the AP Language and Composition exam in May.

COURSE OBJECTIVES

Students should:

- identify and analyze stylistic and rhetorical elements in notable American texts to understand how meaning is shaped and articulated.
- apply stylistic and rhetorical elements in their own expository and inventive writing.
- participate in and lead academically rigorous seminars.
- analyze a variety of texts, both classical and contemporary (fiction, non-fiction, and visual), as products of the American culture.
- analyze and evaluate the relationship of readers, raised with the assumptions of the American culture, interacting with texts produced by that same culture.
- choose voice, tone, and content of writing to suit a variety of audiences and purposes.
- learn conventions and methods of research and MLA citation.
- develop their own “voice” in response to the ideas of major American thinkers.
- prepare for the AP Language and Composition exam.
- write formal papers that go through the full steps of the writing process.

UNITS OF STUDY

- The Portfolio
- Unit 1: American Origins and Rhetoric
- Unit 2: Forging an American Identity and Synthesizing Ideas
- Unit 3: Evolution of American Consciousness and Craft of Argumentation
- Unit 4: American Modernity and Collaborative Voice

COURSE POLICIES AND REQUIREMENTS

GRADING

Cumulative/ In- Progress Grading

- 10% of the grade will be based on formative assessments, homework completion, or behavior
(See FPS BOE [Policy 6154.1AR.](#))
- 90% will be based on assessments

End-of-the-Year Grade:

- 80% of the overall course grade will reflect the student's mastery of course content and skills during the school year through the Cumulative/In-Progress Grade.
- 10% of the End-of-the-Year course grade will be based on the Mid-Year Assessment
- 10% of the End-of-the-Year course grade will be based on the Final Assessment.

In addition, please see [Policy 6146.1AR](#) for additional information on grade reporting and work.

MATERIALS

Insert Course Materials Here (ie. Textbook, Binder, Calculator, Highlighters)

EXPECTATIONS OF STUDENTS

[FPS District Guidelines for use of A.I.](#)

Insert Course Expectations Here (including those for the use of AI in your class. See the AI guidelines for consistent language)

WRITING CONFERENCES

Writing conferences are meetings between an English teacher and student outside of class to discuss the student's work. They are an integral part of the Fairfield Public Schools' high school English program. Each student is required to participate in at least one writing conference per semester and at least three throughout the year.

When should students schedule conferences?

Writing conferences can occur during any stage of the writing process: generating ideas, gathering evidence, drafting, editing, revising, and reflecting. A student might use a writing conference to deepen understanding and hone skills, including conceptual understanding, logical thinking, organization, development of ideas, integration of support and detail, grammar, and/or mechanics. For some assignments, teachers might require students to schedule conferences. **For the first conference of the semester, I am happy to work with you on your ideas or drafts of College Application essays.**

How do students schedule conferences?

Sign up for Writing Conferences using the “Writing Conference” App on Classlink.

Can students schedule conferences to discuss reading assignments?

Yes. Developing and deepening an understanding of course content are inextricably connected to writing assignments.

Are students limited to three writing conferences each school year?

No. Students may schedule more than three writing conferences as long as teachers have room in their schedules and the opportunity to meet with all of their students.

Are writing conferences a part of English elective courses?

Yes. Students in English electives are expected to participate in writing conferences.