Burke High School
AP English Language and Composition
2019-2020 Course Syllabus

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Plan Periods:       Blocks 3 and 4
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Course LibGuide:    https://libguides.ops.org/BurkeBryantAPLangComp

Burke High School Mission Statement
Burke High School is dedicated to providing an exemplary education through the collaborative efforts of students, parents, staff, and community.

AP Course Overview

An AP course in English Language and Composition engages you in becoming skilled readers of prose written in a variety of periods, disciplines, and rhetorical contexts, and in becoming skilled writers who compose for a variety of purposes. Both your writing and your reading should make you aware of the interactions among a writer’s purposes, audience expectations, and subjects as well as the way generic conventions and the resources of language contribute to effectiveness in writing.

Rather than being a college preparatory course, this is a rigorous college level course that will demand maturity, consistent work habits, and a willingness to read carefully and critically. You will be thoughtfully interacting with each reading assignment, which will require not only critical thinking and careful analysis, but independent note-taking and note-making as well. Writing will be taught as a continuous process requiring several drafts and revisions. Major reading and writing assignments will most often be completed outside of class.

You will be expected to take the AP English Language and Composition Exam in May, and this course will incorporate consistent practice and review experiences to prepare you. You may receive advanced placement, college credit, or both as a result of your performance on the exam.

Optional Dual Enrollment

Students in AP English Language and Composition have the option of enrolling for college credit. They can receive credit for ENG 120, English Composition through Midlands University.

Course Objectives for AP Language
(The College Board, AP English Course Description, 2014)

▷ Analyze and interpret samples of purposeful writing, identifying and explaining an author’s use of rhetorical strategies. This process includes students’ understanding of what an author is saying, how an author is saying it, and why an author is saying it. Additionally, this process looks at how an author’s rhetorical choices develop meaning or achieve a particular purpose or effect with a given audience.
▷ Analyze images and other multimodal texts for rhetorical features. This goal acknowledges the multiple modes of learning that help students acquire literacy, with attention to the power of visual literacy in understanding an author’s purpose.
Use effective rhetorical strategies and techniques when composing. Students apply their analytical skills to their own writing so that they are reading like writers and writing like readers.

Write for a variety of purposes. Students’ writing experiences in the course must exceed the timed writings that are assessed on the AP English Language and Composition Exam. For instance, students might undertake a lengthy and intensive inquiry into a problem or controversy, consulting and evaluating arguments and viewpoints presented in a variety of sources, and using those sources to provoke, complicate, and/or support their own responses to the problem or controversy. Students’ writing in the course should also go through a process that includes feedback from other readers, revision, and proofreading. Finally, forms other than the essays featured in the exam have a place in the course, such as personal narrative, letters, advertisements, reviews, etc.

Respond to different writing tasks according to their unique rhetorical and composition demands, and translate that rhetorical assessment into a plan for writing. Different contexts require different choices in creating and delivering texts. This goal addresses the importance of prewriting and planning in the writing process.

Create and sustain original arguments based on information synthesized from readings, research, and/or personal observation and experience. Students learn to see argument as addressing a wide range of purposes in a variety of formats. They should be able to recognize general features of arguments, such as claims, evidence, qualifiers, warrants, and conclusions. Students’ ability to create informed arguments depends largely upon their reading of primary and secondary sources. The more that students discern argument as entering into a conversation with others, the more credible and cogent their own arguments become.

Evaluate and incorporate sources into researched arguments. When entering into a conversation with others, students must comprehend and evaluate (not just summarize or quote) others’ positions. Such a process involves purposeful reading, a wide range of reading, and the ability to credibly support an evaluation of a writer’s position.

Demonstrate understanding of the conventions of citing primary and secondary sources. Students must learn to use the conventions recommended by professional organizations such as the Modern Language Association (MLA), the University of Chicago Press (The Chicago Manual of Style), or the American Psychological Association (APA). Students need to understand that for academic writing, the selection of documentation style depends upon the discipline the writing is intended for; students therefore need to learn how to find and follow style guides in various disciplines.

Gain control over various reading and writing processes, with careful attention to inquiry (research), rhetorical analysis and synthesis of sources, drafting, revising/rereading, editing, and review. This goal emphasizes the importance of the entire process of writing, including teacher intervention in providing useful feedback, along with peer review and publication.

Converse and write reflectively about personal processes of composition. Metacognition, or reflection, is a key component of this course; the practice of describing their own processes helps students internalize standards — articulated by local, state, or national rubrics — of effective composition.

Demonstrate understanding and control of Standard Written English as well as stylistic maturity in their own writing. This process clearly relates to the goals of reading rhetorically — the better that students understand how other writers create a particular effect or produce meaning, the more fully their own prose accomplishes such goals.

Revise a work to make it suitable for a different audience. In addition to revision, this goal acknowledges the importance of recognizing a variety of audiences for a piece of writing.

Required Materials and Supplies

- notebook/folder designated for class notes, quizzes, and various assignments. Be organized.
- current novel or textbook. Be prepared.

Course Philosophy

- We don't learn to play a sport, use a computer, or tie our shoes without practice. This course will offer you the opportunity to practice skills and strategies that will help you become better readers, speakers, listeners, and writers.
- We don't learn in a vacuum. Each member of this class has unique experiences and perspectives. I wish to provide an arena where we can work together to share ideas and develop the skills and confidence you need to succeed in the classroom and beyond.
As members of a classroom community, it is our responsibility to strive for excellence and to further each other’s thinking. While we must create an environment where all ideas are valued, it is equally important that we explore and examine our inconsistencies, biases, ambiguities, and illogical thinking—we should push ourselves; we should push each other.

This course will require you to spend time evaluating your own work and the work of other students. Be kind to each other and be gentle in your corrections but know that we don’t get anywhere by being coddled. We improve by being challenged. So, with grace, challenge your classmates.

Mrs. Bryant’s Guidelines for Success

- **Participation is required.** You will be expected to: 1) respect both me and your fellow students; 2) listen actively; 3) participate in discussions and activities, in-class writing, presentations, and workshops; 4) keep an open and active mind. If you come to class and sit like a lethargic lump, or if you fail to take the responsibility of participation seriously, you will not be successful.
- **Work to the best of your ability.** Review the characteristics of students A to F.
- **Complete all coursework assigned.** Each assignment builds from previous assignments and leads to future assessments and challenges. Failure to complete work will cause you to fall behind. Trust me on this.
- If you miss a test, you must make it up before or after school and in a timely manner. Please make an appointment with me.
- **Plagiarism is a serious offense and will not be tolerated.** Plagiarism, for this course, is defined as the presentation of another’s work as your own. If you incorporate another’s writing or ideas into your own work, you must credit them for it. Plagiarism on any assignment will result in a referral to the student’s administrator.
  - Please note that you will be submitting all major writing assignments electronically, and we will be utilizing plagiarism checking programs.
- Be aware that the essays you will write for this class are public writing. Do not select a topic that is 1) too personal or private or that 2) others in the class might find offensive.
- Attendance is extremely important. Please make every effort to attend class each day.
- If you are absent, please be aware of the following policies:
  - You must make an appointment with me before or after school to discuss what you missed, text (using Remind), email me, OR get the assignment from another student after class.
  - If you miss an appointment with me, you are responsible for getting the assignments from another student. You will have two days to make up work for each day you are absent.
  - If you are absent, please consider contacting another student to receive the homework assignment.
- **Anticipate computer and printer problems. Plan accordingly.**
- Please be aware of Burke policies regarding tardiness (see student handbook).
- Food, drink, headphones, hats, cell phones, etc. are not allowed in class.
Reading in AP Language and Composition

We will cover a wide variety of texts over the course of the school year. While the AP Language course requires a focus on the analysis of short non-fiction pieces, we will also work with at least two major fictional works (novels / drama) per semester. We will most often be critically examining the author’s distinctive use of language to successfully achieve a particular effect, purpose, or argument. Much of the first quarter will be devoted to developing the vocabulary and tools required to do this type of close reading and analysis. As the school year progresses, you will become increasingly sophisticated in your role as a critical reader.

I Know Why the Caged Bird Sings (Angelou)
The Narrative of the Life of Frederick Douglass (Douglass)
The Crucible /Death of a Salesman (Miller)
The Catcher in the Rye (Salinger)
The Great Gatsby (Fitzgerald)
The Joy Luck Club (Tan)
The Color Purple (Walker)
My Antonia (Cather)
50 Essays: A Portable Anthology
The Language of Composition
Many supplemental short works of non-fiction

Writing in AP Language and Composition

As this is a composition course, you will be writing frequently in both formal and informal contexts. Not only will you learn to critically examine and learn from the effective language of others, you will be expected to employ diverse strategies to increase the effectiveness of your own writing. You will learn to adjust your writing style based on audience, topic, and purpose (the rhetorical situation). The study of writing as a process of drafting, re-drafting, and revision is a key component of this course. You will write about yourself, literature, society and culture, and challenging issues that exist in today’s world. You will even write about your own writing.
OPS Secondary Grading Practices
All coursework and assessments are judged based on the level of student learning from “below basic” to “advanced.” This course will provide multiple opportunities to achieve at the “proficient” to “advanced” levels. Students are evaluated based on a proficiency scale or project rubric. Rubrics will be posted on the course LibGuide.

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<thead>
<tr>
<th>OPS Grading Scale</th>
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<tbody>
<tr>
<td>A    = 3.26 – 4.00</td>
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<tr>
<td>B    = 2.51 – 3.25</td>
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<tr>
<td>C    = 1.76 – 2.50</td>
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<tr>
<td>D    = 1.01 – 1.75</td>
</tr>
<tr>
<td>F    = 0.00 – 1.00</td>
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General Characteristics of Students A to F

A—Advanced. The student consistently demonstrates a level of knowledge and application clearly beyond that required to be successful in the grade level content area.

A students

- **actively participate** in class by **listening and sharing ideas**.
- **show** ability to **apply skills and strategies in new and unfamiliar ways**.
- **explore ideas/concepts by making connections to other subjects or their experiences**.
- **employ reading strategies and read each assignment carefully and critically**.
- **always come to class prepared for discussion and activities**.
- **are always willing to explore new ideas and welcome new perspectives**.
- **produce written assignments that are a pleasure to read and are a result of significant effort**.
- **demonstrate audience awareness, clarity of purpose, and pay considerable attention to style in written work**
- **always turn work in on time**.

B—Proficient. The student consistently demonstrates knowledge and application of content and processes that were explicitly taught. The student is able to perform at the level of difficulty, complexity, or fluency as required by the standards.

B students

- **usually participate** in class by **listening and sharing ideas**.
- **usually have very good ideas, but they are never explored to fruition**.
- **employ reading strategies and read each assignment carefully and critically**.
- **usually come to class prepared for discussion and activities**.
- **are willing to explore new concepts and welcome new perspectives**.
- **produce written assignments that are usually very good**, but fall short of excellence due to problems with development, organization, or purpose.
- **always turn work in on time**.
C—Progressing. The student demonstrates no major errors or omissions regarding simpler details and processes, but major errors or omissions regarding more complex ideas and processes.

C students

- sometimes **participate** in class by **listening and sharing ideas**.
- have **good ideas**, but they do not take time to explore them.
- **read the assignments** but do not take the time to think about them, ask questions, and to look up unknown words.
- usually **put a fair amount of effort into their work**, but it is only enough to get by.
- May be very skilled at **recognizing** and **recalling** information, but lack the ability to analyze, interpret, synthesize information and/or apply it to new contexts.
- **retain and apply skills and strategies** in some situations.
- typically **complete assignments** at the last minute.
- produce **written assignments** that pay no attention to audience or purpose.
- **usually turn work in on time**.

D—Beginning. The student with help demonstrates a partial understanding of some of the simpler details and processes but not the more complex ideas and processes.

D students

- rarely **participate** in discussions and do not listen to other students’ ideas.
- **demonstrate difficulty in retaining and applying skills and strategies**.
- can **recognize or recall basic** information.
- try to get by with what they **already know** and are unwilling to challenge themselves as readers and writers.
- **skim through the reading assignments** and do not employ reading strategies.
- dump information into **written assignments** with no regard to its significance.
- repeat words and phrases in their written assignments and **know all of the tricks** to make a paper seem longer than it is.
- **generally turn work in on time**.

F students

- do not try or care.

**Questions or Concerns?**

Please don’t hesitate to contact me with any questions or concerns. The easiest way to contact me is through email (Kristi.Bryant@ops.org) although I will check my voice mail and respond to messages during my planning periods or after school. I look forward to a great year!