

## AP English Language and Composition Student Syllabus

**Instructor:** Julie Garner

**E-Mail:** [jgarner@jimned.esc14.net](mailto:jgarner@jimned.esc14.net)

**Tutoring:** 7:45-8:05

**Conference:** 7th Period

### Course Overview

The AP English Language and Composition course is comprised of and characterized by the type of rigorous coursework that is designed to teach beginning-college writing through the fundamentals of rhetorical theory, and it follows the curricular requirements described in the *AP English Course Description*. All coursework is designed to help students pass the AP English Composition Exam to be given in the 6<sup>th</sup> Six Weeks of school.

The course will be a fast-paced, in-depth study of various works of cross-cultural American Literature calling on insight and requiring provocative questioning on the students' part enabling them to gain depth in understanding of literature and its composition. There will be a great deal of close readings and likewise a great deal of writing in response to the close readings as that is part of the AP Exam. On average, there will be a (1) two-page composition due every two weeks. In addition to and in support of that close reading and composition, there will be a plethora of vocabulary words and upper-level grammar instruction to support the higher-level writing skills that are required for in-depth, insightful responses to the literature that we will analyze.

The compositions/essays will be evaluated for effective use of words, proper syntax, complex and interesting sentence structure, overall organization, clear emphasis, and, most importantly, effectiveness and excellence of argument. There should be supportive evidence for argument that is clear, persuasive, and precise in its endeavor to showcase the writer's ability to think critically and synthesize the literature to which they are responding and, therefore, show their depth of understanding, which is critical.

Students will keep a notebook for vocabulary, grammar, and class discussions of literature. They will also be expected to read **outside the classroom** on a regular basis and to display their understanding in assigned dialectical journaling and tests as well as various projects. The purpose of this reading and journaling is to gain skills in analyzing and synthesizing literature and in turn responding to it in **meaningful and insightful** way. Simply summarizing a book will not be enough. There must be a thorough analysis of the author's use of literary strategies and devices that contribute to the overall meaning, purpose and subsequent effect of the prose.

### Basic elements of this course

- Composition writing
- Grammar
- Weekly vocabulary from
  - SAT
  - Literary devices
  - Works of literature we are currently reading

- Periodic quizzes on reading
- Dialectical Journals
- Timed writings responding to specific prompts
- Preparation for the AP Literature and Composition Exam

### **Aims**

The aims of this course are designed to:

- develop the necessary skills for concise, detailed textual analysis.
- enable students to perceive the universal traits shared by all humans regardless of their cultures.
- develop a keen and useful awareness of the role of social, religious, political, and economic arguments in the shaping of literature.
- promote a meaningful understanding and enjoyment of literature in such a way that it becomes a source of pleasure and inspiration for life.
- allow students to become proficient at analyzing literature from varied perspectives.
- develop within students the skills needed for coherent, concise, effective discourse, both written and oral, so that they have the ability to address audiences for many different purposes.

### **Objectives**

Having completed the AP course work, students will be expected to demonstrate the ability to:

- analyze and interpret samples of good writing
- identify author's purpose
- identify rhetorical strategies employed by the writer or speaker
- analyze the effect of those rhetorical strategies
- synthesize the inferred relationship between identified strategies and the author's purpose
- apply effective rhetorical strategies and techniques in their own writing
- create and sustain arguments based on reading, research, and/or personal experience
- demonstrate understanding and mastery of standard written English as well as stylistic maturity in their own writing
- write for a variety of purposes
- produce expository, analytical, and argumentative compositions that introduce a complex central idea and develop it with appropriate evidence drawn from primary and/or secondary source material, cogent explanations, and clear transitions
- demonstrate understanding of the conventions of citing primary and secondary source material
- move effectively through the stages of the writing process, with careful attention to inquiry and research, drafting, revising, editing, and review
- revise a work to make it suitable for a different audience
- analyze image as text
- evaluate and synthesize research sources

### **Course Outline**

The English Language and Composition course selections are included primarily because they explore ambitions and flaws that are universal human traits. These works depict the innate drive that each individual possesses to become his or her best self. At the same time, this body of literature explores the ways in which a culture shapes and motivates its members. The protagonists are all tested by life. All of these characters gain self-knowledge, and all must confront the questions and demands their various cultures place upon them.

Students who study literature from different cultures and eras come to recognize that they are products of a specific time and culture and that they are both energized by its ideals and shackled by its limitations.

### **First Semester**

#### Selections\*

- *The Scarlet Letter* Hawthorne
- *The Crucible* Miller
- "Sinners in the Hands of an Angry God" Edwards
- *Ethan Frome* Wharton
- *The Great Gatsby* Fitzgerald
- *The Pearl* Steinbeck
- Essays and speeches Dr. Martin Luther King, Jr. and other political figures

#### Knowledge and Skills

- The Writing Process
- Elements of Literary Analysis
- Figures of Speech and Literary Terminology
- Argumentation of Techniques (argue, defend, qualify)
- Analysis of Style
- Research Project using MLA guidelines
- SAT/AP Vocabulary Development
- Practice AP Multiple Choice Questions
- Journaling (dialectical, free-write, and prompted writing)

### **Second Semester**

#### Selections\*

- *The Red Badge of Courage* Stephen Crane
- *Fahrenheit 451* Ray Bradbury
- *Of Mice and Men* John Steinbeck
- from *Self-Reliance* Ralph Waldo Emerson
- from *Civil Disobedience* Henry David Thoreau
- "A Modest Proposal" Jonathan Swift
- Speeches John F. Kennedy/current political figures

#### Knowledge and Skills in addition to those gained in 1<sup>st</sup> semester

- Analysis of Rhetorical Devices
- Advanced Placement Practice tests (many!)
- SAT Vocabulary Development
- Synthesis skills

### **Supplies needed for this class**

- Pens (blue or black for assignments and red for editing)
- 1.5-2" binder for organizing resources

- Dividers with tabs for binder (nothing fancy)
- 1 spiral notebook (wide-ruled is fine)
- Loose-leaf notebook paper (wide-ruled is fine)
- Highlighters (multiple colors)

### **Rules of Conduct**

- Come to class ready to learn.
- Be respectful of others and their property.
- Bring all necessary supplies to class every day.
- Bring novel to class so that you may read when finished with assignments.
- No use of cell phones, smart watches, earbuds/earphones, or other personal digital devices allowed-no exceptions.
- No food or drink is allowed.

### **Attendance Policies**

- Student will receive one (1) day per excused absence to make up work missed. In the event of an unexcused absence, make-up work will be accepted at teacher’s discretion.
- Upon returning to school students should come during morning tutorials to find out what they missed and can check the “While You Were Out...” basket to get any handouts.
- Students who were absent on due date will turn in assignments upon return to class.
- Students who missed a test or quiz and had prior knowledge of the upcoming test or quiz will need to make that up during tutorials as soon as they return.
- Students absent on a day of review for a test will still be expected to take the test or quiz. I recommend pairing with a reliable student to get notes and other information missed during absence.

### **Academic Integrity/Plagiarism**

Our school expects students to act with integrity; therefore, dishonesty will not be tolerated. Any attempt to copy or use someone else’s work and present it as one’s own will result in a “0” for that assignment and a direct referral to the office. The Jim Ned Honor Society will be notified as well if the student is a member.

### **Mission Statement**

I am committed to providing all students with the tools necessary to build solid foundations for college readiness and successful careers that increasingly rely on effective communication skills.

Good luck and happy studying! ☺

**\*\*\*\*\*IMPORTANT\*\*\*\*\***

Per the *JNHS Student Handbook* “criteria to enter and/or remain in advanced courses: students **must maintain a 75 average** (NOT including the 10%). A student may be moved from an advanced to a regular course if deemed beneficial to the student by the teacher and their grades fall below advanced level expectations. In order to progress to the next associated advanced course, the student must achieve an 80 final annual average (not including the 10%)”.

Please sign to acknowledge that you have read and understand the syllabus. **Bring this entire syllabus back as it will be kept in your AP notebook.** A digital copy is available on my classroom website.

Student Printed Name: \_\_\_\_\_

Student Signature: \_\_\_\_\_

Parent Signature: \_\_\_\_\_

Parent E-Mail Address: \_\_\_\_\_