

Valley High School

Preparing students for work, college, and life.

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AP Language and Composition Course Syllabus

Contact Information

School Year: 2018-2019
Instructor: Mrs. Marlene Ginger
Email: gingerm@wcsdre1.org
Room Number: (Under construction/ subject to change)
Period: 2
Support Hours: Tuesday-Friday 3:35-4:00 (Please notify me if you plan to come in.)

Primary Texts

- *Short Takes: Model Essays for Composition* by Elizabeth Penfield
- *50 Essays: A Portable Anthology* by Samuel Cohen
- *The Language of Composition: Reading, Writing and Rhetoric* by Renee H. Shea, Lawrence Scanlon, Robin Dissin Aufses
- *Everything's an Argument with Readings* by Andrea A. Lunsford, John J. Ruszkiewicz, Keith Walters

Secondary Texts

Supplemental readings will be drawn from a wide variety of sources, such as

- *New Yorker*
- *National Geographic*
- *Atlantic Monthly*

For vocabulary development, we use:

- SAT Vocabulary Lists
- Customized word lists relevant to the current readings

Course Description and Objectives

Students in this introductory college-level course read and carefully analyze a broad and challenging range of nonfiction prose selections, deepening their awareness of rhetoric and how language works. Through close readings and frequent writing, students develop their ability to work with language and text with a greater awareness of purpose and strategy, while strengthening their own composing abilities. Course readings feature expository, analytical, personal, and argumentative texts from a variety of authors and historical contexts. Students examine and work with essays, letters, speeches, images, and creative nonfiction. As students read, they will also view and evaluate relevant visual media such as films, film and sound clips, photographs, comic strips, advertisements, and major art works. These visual supplements will aid students in understanding the rhetorical impact of visual media, and how it can supplement the written word.

In addition, students will improve their writing through workshop groups, revision exercises, creating multiple drafts of a selected piece for submission, and writing conferences. Students will conduct several research

studies on topics that coordinate a directed argument, where they will evaluate, use and cite primary and secondary sources. At the culmination of the course, students are encouraged to take the AP Exam, which may earn them college credit or fulfill a scholarship requirement.

As this is a college-level course, performance expectations are appropriately high, and the workload is challenging. Students are expected to commit to a minimum of five hours or more per week outside of class. Often, this work involves long-term writing and reading assignments, so effective time management is important. Because of the demanding curriculum, students must bring to the course sufficient command of written mechanical conventions and an ability to read, comprehend, and discuss challenging prose.

Writing

Students will write in a variety of ways for a variety of purposes:

- Dialectical journals/logs
- Expository (all modes)
- Formal analysis, synthesis and argumentative essays
- Research essays
- Practice AP[®] essays (timed writes)

Writer's Workshop

Students will be expected to share and revise their writing through peer writing workshops. In writer's workshop, students will offer focused feedback and suggestions for revision. Concomitant with the writing process, students will engage in dialogue with their peers concerning audience, purpose, strategy, voice, organization, syntax, and word choice. Next, students will select a piece to take through multiple revisions and will conference with the instructor for more revision feedback. Not every writing product will be graded by the instructor, but feedback is always available and provided. Students will use rubrics and models and comparisons to evaluate their own work and mastery of key elements and reflect on their strengths and weaknesses. Interventions will be in place and by the teacher.

Materials Recommended:

- 3-Ring Notebook dedicated to this class alone
- Assorted highlighters
- Pens, pencils, loose leaf paper and other such necessary school supplies
- 3x5 index cards
- Flash drive
- Laptop/ Chromebook and **WIFI at home** (see me if you do not.)

Books Required/ Provided:

- *Grapes of Wrath* by John Steinbeck
(you may want to purchase your own copy, as class sets will remain in class.)

Independent Reading:

All students must at times refer to and share from current individual reading. They are recommended to read at least one independent article or personal non-fiction reading choice per week. These may include current news, social argument, editorial, news features, etc.

Academic Honesty:

Valley High School (VHS) considers cheating or academic honesty to be a serious violation of school rules and has adopted procedures to deal with students who:

- Receive or provide information during a test (through any means)
- Receive or provide information on tests given during an earlier period (through any means)
- Use unauthorized or unethical materials on tests or assignments

- Use ideas or written materials from other sources – students, professional writers, Internet notes/study guides without acknowledging the source in their own writing
- Use or copy another student’s homework when not authorized by the teacher to do so
- Allow other students to use their work during assignments

Consequences (Student Handbook):

The official school consequences are listed are as follows:

- Student is given a zero on the compromised work.
- Student is referred to administration for disciplinary action.
- Parent and student sign a contract that notifies a second offense will lead to a suspension. Suspensions are part of the formal student record. The severity of the offense may also lead to being removed from the course.

Habits of Mind:

The University of California and California State University released a joint report in 2003 listing those “habits of mind” that lead to university success:

- Broad intellectual practices
- Exhibit curiosity
- Experiment with new ideas
- See other points of view
- Challenge one’s own beliefs
- Engage in intellectual discussions
- Ask provocative questions
- Generate hypotheses
- Exhibit respect for other viewpoints
- Read with awareness of self and others

Classroom Behaviors:

- Be an engaged, thoughtful, contributing member of the class
- Be respectful of new ideas, other’s opinions, and the value of the argument
- Complete assignments in a timely manner that shows effort and mastery
- Attend class regularly, on time, and prepared

Attendance and Tardies:

You must be on-time and present to this class. It is a commitment. You will be given the same expectations that students taking a college-level course would have. If you miss class, it will be your responsibility to catch up, obtain the instruction on your own time, and seek support. If this becomes an issue, you will possibly be removed from the course, as it is impossible to be successful in this rigorous class if you are not present. You are expected to plan ahead for restroom needs and only ask to leave the class in a severe emergency.

Concerns -- If you have a concern and need to talk to me, feel free to come in after school, or talk to me during class at an appropriate time. You can also email me or call me.

Additional Expectations

- Respect facts and information in situations where feelings and intuition often prevail
- Be aware that the rhetoric of argumentation and inquiry relate to varied academic disciplines, purposes, and audiences
- Embrace the value of research to explore new ideas through reading and writing
- Develop a capacity to work hard and to expect high standards
- Show initiative and develop ownership of one’s education

Student Evaluation / Grading

A limited number of grades are given during the class, as the course is modeled after a typical college course, rather than a high school one. In certain circumstances, students will participate in formative assessments/ progress checks and evaluation measures of themselves with reflection. Teacher feedback and grading will provide recommendation for improvement, revision, or inadequacies. Students are mostly assessed on major assignments such as projects, essays, research process, timed writings, Socratic seminars, grammar exercises, annotated readings, practice on multiple-choice questions based on reading passages, informal writings, study applications, and class discussions. Periodic unscheduled quizzes and timed writes will be administered and may also be included in the student's grade. Extra credit is not an option, but retaking assignments is allowed at teacher discretion. Students will be graded in the course ideally with their preparation for the exam as the primary focus and their mastery of the concepts and production of the required assignments in the process of learning.

EXAM Scale - 4= Exceeds/ Pass

3= Meets/ Pass

2= Approaching/ Does NOT Pass

1= Limited/ Insufficient / Does NOT Pass

Letter Grade Equivalents (School District Policy)

A – 90-100%

B – 80-89%

C – 70-79%

D – 60-69% Passing

F – 59% Failing grade

Progress Reports

Progress reports may be given periodically throughout the semester. Students may check their grade any time via the Infinite Campus Gradebook system. It is the student's responsibility to keep track of their grade and bring any discrepancies to the attention of the instructor.

Missing/Late Assignments

All students will follow the VHS Attendance Policy. If a student is absent for one day, he or she will have one day to make up the assignments missed. It is the student's responsibility to get any assignments he/she missed. The student should check the class website for any missing work. For planned absences, it is highly recommended students get the work in advance and make arrangements with the teacher prior to their absence. Many assignments and resources are available online on my teacher webpage/ Google Classroom.

Late assignments will be given a 50% deduction

AP Assignment Policy & Electronic Submission

All work is required to be turned in at the beginning of class and must be labeled with the appropriate section. No electronic submissions of work will be accepted unless it has been specifically requested or pre-approved by the teacher. The library is available before school, at lunch, and after school for students who need to type and/or print their assignment(s).

A NOTE ABOUT COMPUTER PROBLEMS:

We all have them. I do not blame you., and most of our work will be done electronically and on Google Classroom. Printing will be limited. However some things will require printing or uploading. There are some things you can do if your computer fails the night before something is due: 1) Try a friend's computer. 2) Hand write your paper neatly in black ink. Therefore it is not an excuse, but rather a challenge that may be some problem-solving on your part. 3) Go to the library and post your work before class.

Please do not hand me your thumb drive to open and print out your paper or upload for you

Please do not email me your paper to print it out for you. However, if you were out of town and wanted to send me your work via email, you must also give me a hard copy immediately when you return.

Please do not ask me the minute before I collect papers to go to the library to print out your paper during class time. Take care of that before coming to class.

Retesting/Rewriting

Retesting and rewriting will be allowed at the discretion of the instructor. This will necessitate additional work and practice on the part of the student before being allowed to do so.

MLA

This course will teach, reinforce, and apply the editorial style and written structures in formal writing from the Modern Language Association (MLA). Formal writings will be typed.

Course Planner: (The planner may be modified to meet the needs of a class at teacher discretion.)

Quarter 1: Narrative Styles and Strategies

Basic Foundational Rhetorical Vocabulary and Analysis Instruction

Thematic Focus: The American Dream—Who Achieves It and How Is It Achieved?

Rhetorical Focus: Appeals, diction, detail, imagery, figurative language, tone, purpose, audience

Introduction of MLA writing format and essay requirements. (First assignment will be a practice Rhetorical Analysis, using the rhetorical terms and applications of argument strategy.)

Introduction to writer's workshop: Students learn peer review and revision strategies through writing, revising and conferencing about drafts done in various modes/ styles including **narrative, definition, classification, compare and contrast, cause and effect, exemplification, and description**. In these written essays, students will complete exercises in sentence structure and varied formats of written expression. Students will also focus on details in their analytical writing that illustrate their argument effectively and appropriately. Students will delineate what aspects are generalized, must be more specific and text supported, and those that must be illustrated in thorough description. The writing process and workshop will guide students toward revisions and guidance through teacher and peer feedback.

Readings: excerpts from various memoirs including Annie Dillard, Mary Sherry, Bill Bryson, David Sedaris, Sherman Alexie, Sandra Cisneros; *The Jungle*, by Upton Sinclair; "The Most Dangerous Job," by Eric Schlosser; excerpt from *Nickel and Dimed*, by Barbara Ehrenreich; *Grapes of Wrath*, by John Steinbeck

Visual Analysis: Depression Photographic Essay

Vocabulary Study: Rhetorical Terms, SOAPSTONE

Quarter 2: Rhetorical Styles and Strategies

Thematic Focus: What does it mean to be a writer? How does a piece of writing affect its audience?

Rhetorical Strategies: syntax applications/ practices and effects, connotation/ denotation, inference, tone, style

Writing: Published Paper: Students research an online or print magazine, publication, or contest for which to submit a piece of their writing. They select a draft to take through multiple revisions and consider audience and purpose in their revisions

In-class Paper: Compare/Contrast two passages of historical merit for rhetorical strategies

Timed writings: Analyze the rhetorical strategies Lord Chesterfield uses to convey his values to his son;

Analyze the rhetorical strategies John Downe uses to convince his wife to join him in the New World;

Analyze Jamaica Kincaid's attitude toward England

Readings: *Waiting for Snow in Havana*; Close Readings of "Neat People Versus Sloppy People," by Susanne Britt; "The Ways We Lie," by Stephanie Ericsson; "On WWII," by Ernie Pyle; "A Faceless Man's Plea," by Mike Royko; "Where Worlds Collide," by Pico Iyer; "The People Next Door," by Jonathon Gould; "What Are Friends For?" by Marion Winik; "What it Feels Like to be Colored Me," by Zora Neal Hurston, *Grapes of Wrath*, by John Steinbeck

Vocabulary Study: Rhetorical Terms

Quarter 3: Argumentation and Persuasion Styles and Strategies

Thematic Focus: How does argument strengthen democracy and our current society? Becoming an Argumentative Writer.

Rhetorical Strategies: ethical, logical, and emotional appeals; inductive and deductive logic; the Toulmin structure; Rogerian argumentation; fallacies of logic; the P.A.P.A. analysis technique, analysis of visual rhetoric, diction and syntax development and practices.

Research Paper: Argumentation and support—students select a social justice issue to research and then answer research questions through five different genres. Students will research both sides of the issue and integrate them into their argument. Students will apply all ethical, logical, and emotional appeals and use both primary and secondary sources. Students will evaluate the effectiveness of their essay and compare with other students by feedback and with teacher conference. Students will spend time integrating teacher feedback into revision process and development of stronger sentence components, integrating a balance of purposeful detail development. Students will justify their organizational strategies and sentence structure variabilities, and adjust illustrative details as needed to help support their argument. Students will revise and refine their writing multiple times in this process.

Visual Analyses: 1) “What Would Jesus (or Jesús) Drive?”--students analyze two magazine ads: one promotes a Christian ethic of driving fuel-efficient cars and one defends Jesús’s right to drive an SUV. Students base their analysis upon subject matter, layout, connotations of visual details, such as Jesus’s expression, picture composition, and headings. 2) Compare and contrast flight emergency card and Turn Off TV Week parody. Students will then create their own visual argument product and interpret those of their peers, as alternate textual form.

Timed writings: Analyze the rhetorical strategies Alfred M. Green uses to persuade his fellow African Americans to enlist in the Union army; define Rachel Carson’s central argument and analyze her strategies in the passage from *Silent Spring*; Identify Jennifer Price’s view of United States culture through her essay on flamingos.

Readings: *The Tipping Point*; sections of *Walden*; “A Reassuring Scorecard for Affirmative Action,” by Michael Weinstein; “Colleges Caught in a Vice,” by Stanley Fish; “from Social Class and the Hidden Curriculum of Work,” by Jean Anyon; Readings from *Everything’s an Argument*, including “Everything’s an Argument,” Chapter 1; “Reading and Writing Arguments,” Chapter 2; and “Structuring Arguments,” Chapter 8

Vocabulary Study: Student-Selected SAT words

Quarter 4: Research and Synthesis

Thematic Focus: What can humor and satire do that other methods cannot?

Satire and Humor Analysis: Students will learn how arguments can be conveyed through humor and satire. They identify and apply strategies of satire such as overstatement, understatement, irony, exaggeration, surprising detail, and parody. These help to create their personality and voice in any argument or analytical writing.

Timed writings: Kennan’s “Training for Statesmanship” prompt, Sontag’s “Photography” prompt; Synthesis prompts, including non-indigenous plants, space exploration, and 2010 synthesis prompt, Coca-Cola Letters prompt

Research writing: Students will write an argumentative research essay using provided materials on media’s influence on society’s acceptance levels of citizenship definition. What’s funny and what’s no longer acceptable? 3-4 current articles will be provided to construct a synthesis experience.

Other Readings: Essays from *Wild Thoughts from Wild Places*; Close Readings of “Civil Disobedience,” by Thoreau; “A Modest Proposal,” by Jonathan Swift; “Student Moved to Tears by Cliff’s Notes for *Of Mice and Men*,” from *The Onion*; “God Will Give You Blood to Drink in a Souvenir Shot Glass,” by Sarah Vowell; “Mom, We’ll Take Care of Him,” by Erma Bombeck; and “Humorous Arguments,” Chapter 13 from *Everything’s An Argument*, *The Adventures of Huckleberry Finn* by Mark Twain

Visual Analysis: Analysis of satirical cartoons and political cartoons

Speaking and Presenting: Students write and present a satirical speech in the spirit of Jonathan Swift’s “A Modest Proposal”

Vocabulary Study: Student-Selected SAT words