

AP Language and Composition

Welcome to Advanced Placement English Language and Composition! The purpose of this course is to develop your ability to read, write, speak, and think effectively at a mature college level and beyond. It will adhere to the guidelines set by the College Board's Advanced Placement Course Description and prepare you to score highly on the AP Exam, receive Advanced Placement, and earn college credit where applicable. A majority of challenging non-fiction reading material will be used but fiction and poetry will receive significant attention as well. Among the possible selections will be the *Nickel and Dimed*, *The Handmaid's Tale*, *Into the Wild*, and *The Omnivore's Dilemma*. Shorter selections and excerpts pertaining to the course's thematic organization will also be included. For all material, the emphasis will be on understanding author's rhetorical and linguistic strategies, effects, and choices instead of merely gaining an overarching comprehension of their place in the literary canon (Malmed).

The course will be separated into three major units that reflect the components of the AP Language and Composition Exam: Rhetorical Analysis, Synthesis/Exposition, and Argument as well as a final Narrative unit at the end of the year. Though each unit will have a primary focus, elements of the others will blend in during each unit. Units will cover a variety of subjects but will all focus on an element of American life including but not limited to religion, politics, the media, art, literature, popular culture, and history. Each unit will inform the subsequent unit. By the end of the year this work will evolve into a complex study of narrative techniques where you analyze and evaluate rhetorical and linguistic strategies and apply them in practice to prepare you to take the AP Language and Composition Exam in the spring (Malmed).

Throughout the entire year, you will develop close-reading strategies that will enhance your ability to analyze and evaluate authorial style. You will practice short, informal journal writing to develop awareness of your own cognitive processes and apply them to long, formal essay writing that moves beyond the limiting format of the 5-paragraph essay. You will develop research skills that enable you to evaluate primary and secondary sources as a means to synthesize information, and, during the Argument Unit, present an argument of your own. You will study visual images and graphics via visual art, theatre, dance, photography, film, video, television, and political cartoons to supplement your study of analysis, exposition, argument, and narrative. You will receive, throughout the entire year, intensive practice in grammar, sentence structure, vocabulary, and rhetorical strategies to improve your written and verbal skills (Malmed).

COURSE EXPECTATIONS

- 3-4 hours of homework per week
- Reading assignments (packet, passage, chapter) per night
- Graded discussions in which you prepare in advance
- Group and individual projects
- Annotated texts (when applicable)
- Timed writings (AP-style in-class essays)
- Daily writing assignments
- Reinforcement of AP terminology

In addition, students will also participate in multiple AP-style prompts, writing assignments, projects, and vocabulary acquisition.

COURSE OBJECTIVES (as determined by Colorado State Standards for Grade 11)

Standard	Grade Level Expectation
Eleventh Grade	
1. Oral Expression and Listening	1. Verbal and nonverbal cues impact the intent of communication 2. Validity of a message is determined by its accuracy and relevance
2. Reading for All Purposes	1. Complex literary texts require critical reading approaches to effectively interpret and evaluate meaning 2. Ideas synthesized from informational texts serve a specific purpose 3. Knowledge of language, including syntax and grammar, influence the understanding of literary, persuasive, and informational texts
3. Writing and Composition	1. Stylistic and thematic elements of literary or narrative texts can be refined to engage or entertain an audience 2. Elements of informational and persuasive texts can be refined to inform or influence an audience 3. Writing demands ongoing revisions and refinements for grammar, usage, mechanics, and clarity
4. Research and Reasoning	1. Self-designed research provides insightful information, conclusions, and possible solutions 2. Complex situations require critical thinking across multiple disciplines 3. Evaluating quality reasoning includes the value of intellectual character such as humility, empathy, and confidence

REQUIRED MATERIALS

- Laptop
- Laptop charger
- Writing utensils (pens/pencils)
- Lined paper (notebook or loose-leaf)
- Assigned reading materials (book, handout, packet)
- Google account (for Google Documents, Google Calendar, etc.)
- Independent reading novel (IRP)
- Headphones (for academic purposes)

TEXTS

- Nickel and Dimed: On (Not) Getting By In America* --- Barbara Ehrenreich
- Into the Wild* --- Jon Krakauer
- The Omnivore's Dilemma* --- Michael Pollan
- The Handmaid's Tale* --- Margaret Atwood
- Freakonomics* --- Stephen J. Dubner and Steven Levitt
- The Tipping Point* --- Malcolm Gladwell

Quintessential poetry, fiction, speeches, essays, primary documents, letters, and short stories in the American canon

COURSE INSTRUCTION

The content of this course will be taught using lecture, group work, guided reading, independent reading, student inquiry, and evaluations of student understanding.

Essays (50 points):

These are the most valuable assignments. You will receive ample practice and preparation both inside and outside of class to score well. There will be at least four major essays assigned per unit. For each, there will be at least three drafts composed that will be edited by both your peers and me at separate stages. You will receive specific instruction on the writing and editing process, particularly how to develop a solid organizational structure, controlling perspective, clear assertions followed by development and/or textual support, precise MLA citations where applicable, an understanding of your audience, a variety of sentence types, a wide-ranging vocabulary, and an overall fluency using techniques like parallelism, repetition, and emphasis with graceful transitions between ideas. The goal is to move beyond the 5-paragraph format into a more sophisticated style. The topics will vary in accordance with the unit we're studying. There will be expository and analytical essays, persuasive essays that will incorporate elaborate research from both primary and secondary sources synthesized into a clear position, and autobiographical narrative essays that will address a topic or question related to the subject we are covering (Malmed).

Oral and Visual Presentations (25-50points):

Using the same rhetorical and linguistic strategies you will have been developing for your essays, you will present at least two oral presentations that effectively use visual aids (e.g. Powerpoint, video, overhead transparencies, or posters) to support your assertions. The study of visual and graphic images will act as a guide for you in the construction of your own project (Malmed).

Paragraphs: (10-25 points):

These are formal responses to the reading material. They will be of an analytical, argumentative, or expository nature depending on the unit we're currently covering. In all units, the paragraphs will require you to present the context, reveal the author's assertion, explain the writer/speaker's mode of support, and articulate the relationship between author and audience by identifying the author's tone (Malmed).

Journal Writing (25 points cumulatively collected once a week):

On a daily basis, you will be required to keep a journal of application of SAT vocabulary. The idea is to allow for free-flowing cognition and to get you used to writing regularly. Grading will not be based on "right" or "wrong" answers but on the thoughtful commitment to the writing activity. Journal entries can be used as launching points for the larger research projects and essays (Malmed).

Research (10-25 points):

Before composing research papers that use primary and secondary sources and cite according to MLA guidelines, you will be required to present your research either in journal/note form or else computer printouts with important information highlighted. The lower end of the point scale will be for the

presentation of research and on the higher, the research will be organized into outline form for an essay (Malmed).

STUDENT EXPECTATIONS

Students will adhere to all of VHS policies and Weld County School District RE-1's "Code of Conduct" at all times.

WE Achieve MASCOT
Respect
Engage

1. Achieve:

- Be on time.
- Bring the required materials with you to every class.
- Do what you are asked to do, when you are asked to do it.
- Refer to any and all assignment sheets and rubrics for expectations.

2. Respect:

- Your space and your belongings.
- The space and belongings of others.
- Your ideas and opinions.
- The ideas and opinions of others.

3. Engage:

- Participate (speaking, listening, take notes, etc.) during every class.
- Complete assignments in-full and on-time.
- Help your classmates when they need a hand.
- Speak to the teacher as soon as a problem arises.
- Be present in all class periods.

GRADES

Grades are based on a total points system (not weighted categories) and earned by the student based upon the following percentages:

100-90.0% = A

89.4-80.0% = B

79.4-70.0% = C

69.4-60.0% = D

<59.9% = F

*NOTE: AP courses function on a weighted 5.0 GPA scale. Ask your counselor to discuss how it will affect your overall grade point average (GPA).

To calculate your grade, divide the number of points earned by the number of total points in the gradebook. Your grade will be divided into the following categories: In-Class/Homework, Quizzes/Checkpoints, Projects/Tests/Essays, and Final Exam.

PLAGIARISM

Cheating on any assignment in my class will not be tolerated. This includes anything from copying and pasting from the Internet to borrowing a classmate's work and turning it in as your own. An automatic zero will be given to plagiarized or otherwise suspicious work.

TARDY POLICY

- 1st offense: verbal warning
- 2nd offense: conference with student
- 3rd offense: parent contacted and detention assigned with teacher
- 4th offense: office referral

LATE/MISSED WORK- Late work is defined as work that is not turned in at the beginning of the class they day it is due.

- Assignments submitted no more than 2 days after the due date may receive up to 60% of full credit. Assignments more than 2 days late will receive no credit.
- Any missed tests or quizzes will need to be scheduled with me as soon as possible. If the absence is planned, the test should be taken ahead of time.
- In the event that the absence is unexpected, students have ONE day to plan a make-up time that is within ONE WEEK of the original test day.
- **ALWAYS** look at the Weebly page/Google Classroom for an updated list of assignments.

CLASSROOM POLICIES

- Single-serving portions of food will be allowed. Please don't bring entire meals to class or a large container of food to share.
- Single-serving containers of liquid in SEALED containers will be allowed. Water is preferred.
- No phones in the classroom.
- Headphones will be used for academic purposes only.
- Use your laptop for academic purposes only in the classroom.

WHAT YOU CAN EXPECT FROM ME:

- I will deliver quality, standards-based lessons according to Weld County RE-1 curriculum, Colorado state standards, and standards defined by Common Core, and align with College Board's criteria for Advanced Placement courses.
- I will do my best to prepare you for work-readiness and post-secondary education.
- I will update grades once a week.
- I will grade and provide verbal and written feedback in a timely manner.
- I will keep my Weebly page updated once a week.
- I will make time for extra help if a student expresses a need.
- Available times: before school, after school, 2nd hour (plan), 6th hour (plan). If none of these times work for you, please feel free to email me (no later than 9 PM!)

I reserve the right to modify any part of these classroom expectations at any time. You are also a member of this class, so if there is anything that needs to be added or addressed, please come talk to me. I would love to hear your input.

TENTATIVE SCHEDULE

***NOTE: These dates and texts are subject to change**

Unit 1: Rhetorical Analysis Unit Overview

Rhetorical strategies are identified in selected essays, analyzed as to how they are used, and evaluated according to their effectiveness. For each reading assignment, students maintain a journal that records author's purpose, style, and audience. They identify rhetorical strategies such as logos, pathos, ethos, stylistic schemes, tropes and grammatical rules then incorporate these tools in their own essays and paragraphs. Different techniques are introduced as they are encountered in multiple essays and excerpts from larger works. Visual images such as photographs, print advertisements, paintings, and film are all evaluated for their meanings.

Quarter 1: Acts of Rebellion and Resistance (August - October)

- **Required Texts:**
 - *Into the Wild* by Jon Krakauer
- **Independent Reading Projects:**
 - *The Last American Man* --- Elizabeth Gilbert
 - *Wild: From Lost to Found on the Pacific Crest Trail* --- Cheryl Strayed
 - *Contents May Have Shifted* --- Pam Houston
 - *Eat, Pray, Love: One Woman's Search for Everything Across Italy, India and Indonesia* ---Elizabeth Gilbert
 - *Never Cry Wolf* --- Farley Mowat
- **Speeches:**
 - Excerpts from Nelson Mandela on apartheid in South Africa and civil rights
- **Essays:**
 - "Self-Reliance" --- Ralph Waldo Emerson
 - "Where I Lived and What I Lived For" --- Henry David Thoreau
 - "Civil Disobedience" --- Henry David Thoreau
 - On "Civil Disobedience" --- Mohandas Gandhi
 - "Shooting an Elephant" --- George Orwell
 - "Letter from a Birmingham Jail" --- Martin Luther King, Jr.
- **Photography:**
 - "Tank Man"
 - "Tank Man" (uncropped)
 - "Flower Power"
 - "Standing Rock"

- **In the News:**
 - “Why your Facebook friends are checking in at Standing Rock” --- CNN
- **Analysis Tasks:**
 - Journals (implementing SAT vocabulary)
 - Short composition in response to readings
 - Large and small group discussions
 - Timed writings
- **Major Essay 1:** Rhetorical analysis essay
- **Major Essay 2:** Visual analysis essay

**Quarter 2: Dystopian Fiction as Societal Critique
(October - December)**

- **Required Texts:**
 - *The Handmaid’s Tale* ---Margaret Atwood
- **Independent Reading Projects:**
 - *Ready Player One* --- Ernest Cline
 - *Feed* ---M.T. Anderson
 - *1984* --- George Orwell
- **Analysis Tasks:**
 - Journals (implementing SAT vocabulary)
 - Short composition in response to readings
 - Large and small group discussions
 - Timed writings
- **Major Essay 1:** Rhetorical analysis essay
- **Major Essay 2:** Visual analysis essay

Thanksgiving/Winter Break Texts:

- **Independent Reading Projects:**
 - *Feckonomics* ---Stephen J. Dubner and Steven Levitt
 - OR
 - *The Tipping Point* --- Malcolm Gladwell

Unit 2: Synthesis/Exposition Unit Overview

Expository techniques are analyzed as students study *Nickel and Dimed*. Similar research methods will be practiced as students research a chosen, teacher-approved issue in contemporary American life.

**Quarter 3: Issues of Poverty
(January - March)**

- **Required Texts:**
 - *Nickel and Dimed: On (Not) Getting By In America* --- Barbara Ehrenreich
- **Independent Reading Projects:**

- *The Jungle* --- Upton Sinclair
- *The American Way of Eating* --- Tracie McMillan
- *Savage Inequalities* --- Jonathan Kozol
- **Essays**
 - “On Compassion” --- Barbara Lazaar Ascher
 - “Dumpster Diving” --- Lars Eighner
 - “Serving in Florida” --- Barbara Ehrenreich
- **In the News**
 - “If There’s One Thing Millennials Regret, It’s Going to College” --- Forbes Magazine
 - “More Young Workers Than Ever Are College Grads” --- PEW Research Center
- **Film**
 - *30 Days: Minimum Wage* --- Morgan Spurlock
- **Assessment Tasks:**
 - SAT journals
 - Short composition in response to readings
 - Timed writings
 - Large and small group discussions
- **Major Essay 1:** Expository/research essay

Research: Five primary and secondary sources are required for the culminating research project including a minimum of two books and three web sites, magazine articles, or newspaper columns using citations in standard MLA format. Before a rough draft is presented, students must present their sources for teacher approval.

Essays: (two drafts minimum, edited by peers and teacher)

- **Exposition**

Prompt: Research an issue in discussed in the current news media. Give the background, history, and inherent problems with the issue. Weigh the pros and cons and synthesize a conclusion about the selected issue. Use at least five primary and secondary sources including two books and three web sites, magazine articles, or newspaper columns citing sources with footnotes and a bibliography using standard MLA format. Include three images embedded in your paper that adeptly communicate the ideas in your thesis.

Unit 3: Argumentative/Debate Overview:

Argumentative techniques are implemented regarding the growing, harvesting, processing and distributing food in America. Students will apply argumentative techniques, deconstruct logical fallacies, and engage in formal debate. This unit will also include intensive test preparation.

**Quarter 4: Issues on Food
(March-May)**

- **Required Texts**
 - *The Omnivore’s Dilemma* --- Michael Pollan

- **Essays**
 - “What’s Eating America” --- Michael Pollan
 - “Kid Kustomer” --- Eric Schlosser
- **Film**
 - *In Defense of Food* --- Michael Pollan
 - *Fast Food Nation* --- Eric Schlosser
 - *Food Inc.* ---
- **In the News**
 - “Trump Administration Rolls Back Michelle Obama's Healthy School Lunch Push” ---NPR
 - Various Ted Talks
- **Assessment Tasks**
 - SAT journals
 - Short composition in response to readings
 - Timed writings
 - Large and small group discussions
 - Argumentative presentation/debate
- **Major Presentation: Debate**