

## **Course Overview and Guidelines**

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**Room:** 601

**Office Hours/SGI:** and by appointment

Dear Juniors of 2016/2017,

Welcome to AP Language and Composition! I am looking forward to what is sure to be an exciting and challenging year together. This course will help you develop and refine the communication skills that you use everyday inside and outside the classroom. Whether you are posting a story on snapchat, completing an assignment, or composing a text or email, you are participating in rhetorical situation: a set of circumstances in which your language and choices have the potential to influence others. Likewise, the texts you encounter can influence you. This is powerful stuff! I can't wait to get started. If you have any questions after reading this document, please don't hesitate to email me.

--Ms. Candlin

### **Course Description**

#### **AP Language and Composition**

What do people talk about when they talk about America? From the Bill of Rights to the hashtag #Blacklivesmatter, language shapes our national identity and personal attitudes. Most of this language is merely absorbed without examination. In this class, we will take a more active stance by interpreting the rhetorical moves writers and speakers make in order to persuade us to believe their messages and act accordingly. In our work together, we will ask technical and aesthetic questions about language -- what is the difference between a "rock" and a "hard place?" Why do teachers use the pronoun "we" in their course descriptions? Additionally, we will ask broader thematic questions about the role of speech and writing in the construction of American identities and ideologies: Has our country become more democratic? How do reading, writing and rhetorical agency relate to social power and psychological stability? We will go beyond the realm of the writer and think about the importance of context, subject, object, and audience. Although we will read some fiction and poetry, most of the class readings will be nonfiction. Students are expected to read and respond to several works of nonfiction over the summer and may be asked to leave the course if the assignments are not completed. Dedicated students who complete all coursework will be prepared for the Advanced Placement Language and Composition Exam in May, 2017.

### **About the Advanced Placement Program**

The Advanced Placement Program enables willing and academically prepared students to pursue college-level studies – with the opportunity to earn college credit, advanced placement, or both – while still in high school. AP exams are given each year in May. Students who earn a qualifying score on the exam (3-5) are typically eligible to receive college credit and/or placement into advanced college courses. This means that the class is more difficult, in both its content and its evaluation, than classes you've had before. Before we get started, I want to be clear that this class will only be satisfying if you put in the work. It requires concentration, attention to detail and deep thought. Most importantly, you must be willing and able to read carefully inside and outside of class. No skimming or faking it! Your engagement and success is dependent on your reading closely and retaining the information from your reading. Expect to do 4-5 hours of work each week outside of class. With effort, you will be able to do this work, but if you are questioning your commitment. It is better to let me and Mr. Fanning know sooner rather than later.

### **What is the AP Exam?**

The AP Exam is an assessment that students all over the country take to determine whether their reading and writing skills are equivalent to those required to be successful in a college composition class, a requirement at almost all universities and colleges. While many of the skills overlap with your ACT and SAT exams, the AP exam is more difficult. This class will also help you prepare for the ACT, SAT, and New York State Regent's Exam in June.

### **Section One: Multiple Choice**

- 52-55 Questions
- 60 minutes
- 45% of Exam Score
- Includes excerpts from several non-fiction texts, including at least one pre-20<sup>th</sup> century text
- Each excerpt is accompanied by several multiple-choice questions

### **Section Two: Free response questions**

- Three original essays
- 55% of Exam Score
- 15 minutes for reading source materials for the synthesis prompt (in the free-response section)
- 120 minutes to write essay responses to the three free-response prompts

**Essay Types: While these are written essays, they are also assessments of your reading. All three require close attention to the meaning and detail presented in the prompts.**

**Synthesis:** Students read several texts about a topic and create an argument that synthesizes at least three of the sources to support their thesis.

**Rhetorical Analysis:** Students read a nonfiction text and analyze how the writer's language choices contribute to his or her purpose and intended meaning for the text.

**Argument:** Students create an evidence-based argument that responds to a given topic.

### **Squad goals a.k.a. Skills: What will I learn how to do in this class?**

- ❖ Develop and revise logical, evidence-centered analytical writing and argumentative writing
- ❖ Increase your awareness of yourself as a writer/communicator through writing and speaking informally (journal and blog writing, presentations, collaborative writing, discussion)
- ❖ Write expository, analytical, and argumentative compositions based on readings representing a variety of prose styles and genres
- ❖ Read nonfiction (e.g., essays, journalism, science writing, autobiographies, criticism) selected to give you opportunities to identify and explain an author's use of rhetorical strategies and techniques
- ❖ Analyze graphics and visual images both in relation to written texts and as alternative forms of text themselves
- ❖ Evaluate, use, and cite primary and secondary sources
- ❖ Conduct research and write argument papers in which you present an argument of their own that includes the analysis and synthesis of ideas from an array of sources

- ❖ Cite sources using a recognized editorial style (e.g., Modern Language Association, The Chicago Manual of Style)
- ❖ Revise work to develop
  - A wide-ranging vocabulary used appropriately and effectively as a tool
  - A variety of sentence structures, including appropriate use of subordination and coordination
  - Logical organization, enhanced by techniques such as repetition, transitions, and emphasis
  - A balance of generalization and specific, illustrative detail;
  - An effective use of rhetoric, including tone, voice, diction, and sentence structure.
- ❖ Articulate and develop *significance*. What are the practical, economic, ethical, psychological and social implications of a text or idea? (PEEPS)
  - Making more meaningful and specific connections within and across texts
  - Summing up and synthesizing analysis into more thoughtful and significant conclusions
- ❖ Make conscious choices when reading, thinking, and writing

## Content: What will we learn about in this class?

Below you will find an outline of the units this year. Please note that schedule and readings are subject to change. In order to stay up to date, check the blog and attend class daily.

<b>Unit 1: The rhetorical situation (4 weeks)</b>	<b>How does rhetoric work?</b> <b>What is close reading?</b> <b>How do I currently use rhetoric for various purposes and what are my goals as a communicator?</b>
<b>Summative Assessment: Proposal, Meme and Cover Letter</b>	
<b>Formative Assessments: Revised annotations, precis paragraphs, punctuation poster, journal entries, discussion</b>	
<b>Readings</b>	
<i>The Bedford Reader, Introduction and Ch. 1-2</i> <i>They Say, I Say, Ch. 1-3</i> <b>“Trash Talk: How Twitter is Shaping the New Politics” by Gaby Hinsliff</b> <b>“Why ‘This is Fine’ is the Meme of the Summer” by Katie Rogers</b> <b>“Crying Jordan: The Meme That Just Won’t Die” by Amanda Hess</b> <b>“The Meaning of the Selfie” by James Franco</b> <b>“Disability” by Nancy Mairs</b> <b>“Don’t Blame the Eater” by David Zinszenko</b> <b>Various Advertisements and Memes</b> <b><u>College Board Assignments</u></b> <b>Diagnostic: Multiple choice and rhetorical analysis</b> <b>Multiple Choice Overview: <a href="http://goo.gl/KU6XpV">http://goo.gl/KU6XpV</a></b>	

Multiple Choice Strategies: [goo.gl/H1lyBN](http://goo.gl/H1lyBN)

Unit 2 (6 weeks)

**The Art of the Appeal: How political speakers connect with their audiences**

**How do politicians persuade voters?**

**What do political speeches reveal about our national identity?**

**Summative Assessment:** Formal Rhetorical Analysis of a Political Speech (Students may revise this paper for the English Exhibition)

**Formative Assessments:** On-demand rhetorical analysis (paragraphs and essays), presidential debate analysis, graded discussion, small group presentations, journal entries and blog posts, multiple choice work

**Readings**

*They Say, I Say*, Ch. 4-7

*The Bedford Reader*, Ch. 6, Example

The Bill of Rights, U.S. Constitution

“Politics and the English Language” by *George Orwell*

“I Have a Dream” by Martin Luther King

“Checkers” by Richard Nixon

“How Bernie Sanders Connects with His Audience” By **Patrick Healy and Erica Berenstein**

“I Have Sinned” by Bill Clinton

“Women’s Right Are Human Rights” Hillary Clinton

“A More Perfect Union” by Barack Obama

911 Address to the Nation by George Bush

“What’s at Stake” by Patricia Smith

**Michelle Obama: 2012, 2016 Speeches, Democratic National Convention**

**Khizr Kahn, Democratic National Convention**

**Milania Trump, 2016 Republican National Convention**

**Stump Speech and Nomination Acceptance, Donald Trump**

**Stump Speech and Nomination Acceptance Hillary Clinton**

**College Board Prompts and Practice**

Abraham Lincoln, Second Inaugural Address

John F. Kennedy, Steel Prices

Florence Kelley

Unit 3: Narrative Rebellion (8 weeks)

**How do narratives perpetuate and/or challenge social norms?**

**Why do writers use figurative language?**

**How can I use various types of evidence to make my arguments more persuasive?**

**Summative Assessments:** Revised on-demands (Argument and Rhetorical Analysis), partnered leadership of class discussion with blog post prompts

**Formative Assessments:** Student-designed close-reading quizzes with analytical paragraphs, figurative language analysis, blog posts, informal personal narratives, graded discussion

**Readings**

*They Say, I Say, Ch. 8-10*

*The Bedford Reader, Ch. 4-5: Narration and Description*

*The Narrative of the Life of Frederick Douglass, an American Slave* by Frederick Douglass

“The Legacy of Anti Gay Discrimination” by George Chauncey

*Fun Home: A Family Tragicomic* by Alison Bechdel

**College Board Assignments**

**Rhetorical Analysis:** Hammond

**Formal Argument Prompt:** In 1891, Irish Oscar Wilde observed, “Disobedience, in the eyes of anyone who has read history, is man’s original virtue. It is through disobedience that progress has been made, through disobedience and through rebellion.” Wilde claims that disobedience is a valuable human trait and that it promotes social progress. Write an essay that argues your position on the extent to which Wilde’s claims are valid. Use appropriate examples from your reading, experience, or observations to support your argument.

**Unit 4: Synthesis (6 weeks)**

**How do assumptions shape arguments?  
Why should we participate in existing intellectual conversations?**

**Summative Assessment:** Create a text set that captures a conversation on a topic of your choosing and complete a synthesis essay, submission for *New York Times* Editorial Contest  
**Formative Assessment:** Blog posts, discussions,

Room for Debate, *The New York Times*

<http://www.nysedregents.org/hsela/616/hsela62016-exam.pdf>

Text Sets on a Variety of Topics

**Unit 5: What’s up with the American Dream? (March-April)**

**Why is the American Dream such a pervasive concept?  
What are the causes and effects of economic inequality?**

**Summative Assessments:** Make a text set with an area of focus within the context of the American dream and write your own synthesis prompt and essay

**Formative Assessments:** Student-designed close-reading quizzes with analytical paragraphs, figurative language analysis, blog posts, informal personal narratives, graded discussion

**Readings**

*The Great Gatsby* by F. Scott Fitzgerald

*Drown* by Junot Diaz

Bob Herbert, *Hiding from Reality*

Cal Thomas, *Is the American Dream Over?*

Brandon King, *American Dream: Dead, Alive, or on Hold?*

Robert H. Frank, *Income Inequality: Too Big to Ignore*

Paul Krugman, *Confronting Inequality*

Karen Olson, *Up Against Wal-Mart*

Sebastian Mallaby *Progressive Wal-Mart. Really.*

Constance M. Ruzich and A. J. Grant *Predatory Lending and the Devouring of the American Dream*

BARACK OBAMA, *A More Perfect Union*

**College Board Assignments**

<http://goo.gl/qxzQfx>

**Class Policies and Expectations**

**Overall Guideline: Practice personal responsibility and respect**

**Daily Requirements**

- 1. Attend class everyday and arrive on time**
- 2. Bring your materials to class everyday**
  - o **Composition notebook designated solely for this class (no laptops for note-taking unless you have an IEP mandating its use)**
  - o **Pen or pencil**
  - o **Binder with class handouts and looseleaf paper**
  - o **Assigned reading**
  - o **Assignments (Formal assignments must be printed and stapled before class)**
- 3. Keep a record of your learning in your notebook and turn in all assignments**
- 4. Check the class blog regularly (soflitandlife.blogspot.com)**
- 5. Turn in all assignments on time (formal assignments must be printed and stapled before class)**

**Assignment Categories: assignments that are listed in multiple categories will be graded based on the purpose of the task**

<b>Reading Completion and Comprehension</b>	Annotations and processing pages, diagrams, quizzes, précis and analytical paragraphs, information recall, blog posts	<b>35%</b>
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<b>Discussion</b>	Class discussion, informal presentations, blog posts	<b>15%</b>
<b>Work Habits</b>	Participation, assignments graded for completion, SGI, blog posts	<b>15%</b>
<b>Writing and Projects</b>	Projects, in-class essays, formal presentations, formal papers, exams	<b>35%</b>

### Grading Scale

Value	%	Icon	Skill competency
4	100	★+	<u>Evolving Mastery</u> Thorough, accurate, insightful response to the task/text that is persuasively organized and nearly error free. Demonstrates precise grasp of material, including content area vocabulary and is supported by convincing, well-developed evidence.
3.5	95	★	<b>Strong</b> demonstration of skill/content/strategy (See below with some aspects of above)
3	85	✓+	<u>Proficient demonstration of skill/content/strategy</u> Convincing response that is logically organized and clear with appropriate and sufficient evidence. Demonstrates a clear and thorough grasp of the text. May include minor errors that do not detract from meaning
2.5	75	✓	<u>Basic demonstration of skill/content/strategy</u> Response is brief or limited and may contain some inaccuracies. Writing contains only simple sentences and vocabulary or errors that compromise meaning. Evidence presented may be superficial or inadequate.
2	70	✓-	<b>Minimal</b> demonstration of skill/content/strategy
1.5	65	--	<b>Little to no demonstration</b> of skill/content/strategy Response to the task reveals a lack of preparation or a failure to complete the task. Writing/response is unclear and has not been proofread for mistakes OR I do not participate in discussion, but do take notes.
1.0	50	X	<b>Incomplete</b> demonstration of skill/content/strategy
0	25		Missing or no demonstration of skill/content/strategy

**Timed writing assignments** are an essential component of the class and will be graded according to the following scale. An explanation of the 1-9 scoring scale can be found at this link: [goo.gl/BZ2Iq](http://goo.gl/BZ2Iq). We will look at lots of examples of scored essays throughout the year. We will do 1-2 timed writing exercises each week.

Timed Essay Score	Grade Value First Quarter	Grade Value Second Quarter	Grade Value Third Quarter	Grade Value Fourth Quarter

9	4.0	4.0	4.0	4.0
8	4.0	4.0	4.0	3.5
7	4.0	3.5	3.0	3.0
6	3.5	3.0	2.5	2.5
5	3.0	2.5	2.5	2.0
4	2.5	2.0	2.0	1.5
3	2.0	1.5	1.5	1
2	1.5	1.0	1	1
1	1	0	0	0
Off topic/bla nk	0	0	0	0

### **Communication: Emails and Meetings**

When writing emails to your teachers, please keep your purpose and audience in mind. Include the reason you are writing in the subject line of your email, be polite, even formal, and keep it short. You should get to the reason of your email in the first couple of lines. Keep in mind that your teachers are available to help you during designated SGI times.

I will not discuss grades via email or assignments at length, but I am always happy to help you, work with you and discuss assignments in person. Please use email as a way to set up a meeting time with me after school. This will allow us to establish a more productive relationship and get to know each other better. Note also that I will not respond to emails if the answer to your question can be found on the class blog or within this document.

### **Absences and Missed Work**

Papers and projects that are turned in late will result in a 5% penalty each day. Projects and papers turned in a week or more after the due date will receive a maximum grade of 70%.

This course will move quickly and missed classes will be difficult to make up. Please make attendance a priority. In fairness to your classmates, you may be asked to transfer out of the class if attendance is a consistent issue.

If you are absent and miss class work, it is your responsibility to find out what you missed from the class blog and a classmate. In consideration to the class as a whole, I will not answer questions about or discuss your missed work or absences during class time. In general, please respect your classmates' and my time by saving personal questions about absences and late or missing assignments (questions that apply to your specific situation or circumstances) for meetings during office hours.

If you are absent because of a college visit, a sports event, a family obligation or a doctor's appointment, it is your responsibility to let me know ahead of time. Missed work is due the day you return unless a different date is negotiated ahead of time.

### **Feedback**

I have high standards and will focus my feedback on helping you move towards college level reading, writing, and analysis. One of the best pieces of advice I can give you is to hold on to feedback from your teachers and apply it whenever possible and be sure to use your resources, notes, readings and each other to remind yourself of skills and content. If you still need help applying feedback, ask and attend SGI. I am here to help. Note that feedback will be

delivered to the whole class, small groups or to you individually. In all of these cases, please make it a point to retain it by writing it down in a designated place in your notebook and applying it whenever possible.

**Electronics and Cell Phones**

Smart phones, walkie-talkies, pagers, and drones are not allowed in class unless designated for a specific purpose. If it is difficult for you to keep your phone out of mind and out of sight, I can store it for you during class. If I have to ask you to put it away more than once, I will keep it until the end of class. If it is a continuous issue, Mr. Fanning will hold it for you until the end of the day.

**I have read and understood all of the class policies stated in the AP Language and Composition course description and syllabus:**

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**Your name (print)**

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**Your signature and today's date**

**I have read and understood all of the class policies stated in the AP Language and Composition course description and syllabus:**

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**Your guardian's name (print)**

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**Guardian's signature and today's date**

**Please include below any questions, concerns or information you would like me to know:**

Student Response

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Guardian Response

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