

Advanced Placement Language and Composition

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Course Objectives

The purpose of this course is to help students "write effectively and confidently in their college courses, across the curriculum, and in their professional and personal lives." (The College Board, *AP English Course Description*, 2010, p. 7) This course is organized according to the requirements and guidelines of the current AP English Course Description, and therefore, students are expected to read critically, think analytically, and communicate clearly in both their speaking and writing.

The ultimate goal of this course, obviously, is for students to successfully pass the AP Exam (May 15, 2019) and subsequently receive college units for this course which will transfer to many universities, specifically the CSUS and UC system.

WRITING: The writing in this course is designed to teach beginning-level college writing through the fundamentals of rhetorical theory. Students will engage in a variety of writing: weekly journals on a variety of topics (300 - 400 words); rhetorical precis; responses to reading; and timed essays using one of the three types used on the AP exam: synthesis, rhetorical analysis, and argument. Students will also be required to complete in-depth, take-home essays in which they will receive instruction on the process of the papers from pre-writing to publishing. These papers will be revised several times over based on self evaluation, teacher evaluation, and peer feedback prior to the submission of final drafts..

READING: Students will also spend a large amount of time close-reading a variety of non-fiction texts. They will learn techniques for annotation and responding to texts. Many of the texts used will help to enhance student understanding of the curriculum for US History and AP US History. Annotating of texts are not optional. It is an expectation of all students will annotate all readings using a combination of think notes and says/does to note both the rhetorical appeals and strategies of the writer and their impact on the text.

OUTSIDE READING: Because most of the reading in this course is non-fiction based, student outside readings will include selections from important pieces of American fiction: *Catcher in the Rye* (Summer Homework); *Huck Finn* 10/1; *The Narrative of Frederick Douglass* 11/5; *The Scarlet Letter* 12/17; *The Great Gatsby* 2/4; *Their Eyes Were Watching God* 3/11; *Streetcar Named Desire*; *Death of a Salesman*.

SPEAKING and LISTENING: Students will give a formal speaking presentation at least once a semester. In addition to formal speaking, students must participate in all class discussions, group discussions, Socratic Seminars, and informal discussions.

Plagiarism: Bear River High School takes the issue of plagiarism very seriously. Students are plagiarizing if they take any work (even from a fellow student) and call it their own. The first instance of plagiarism will result in a 0 for the assignment with no chance for makeup as well as a report of the issue to administration. The second instance of plagiarism will result in a drop F for the class. As college-bound students who exemplify the Bruin Core Value of Integrity, it is important that students understand this very serious issue of academic honesty.

TURNITIN: Students will be turning all process papers and some other assignments in through the Turnitin system, which monitors papers for plagiarism.

Grading: Grades are kept in Schoology

Students will be graded on the following:

Writing

Reading

Speaking

Listening

Fundamentals of English

Late Policy

Bear River's Late Policy is as follows:

Students receive THREE late passes each semester.

A Late Pass allows students to turn in an assignment one week late without penalty

A Late Pass MUST be turned in with the student's name and assignment title in order to receive credit for the late assignment

Class Supplies

Composition Book (for weekly journals)

1-½-inch Binder with the following divisions:

Essays

Grammar and Sentence/Style

Textbook

Notes

Charged Chromebook

Reading book (we will be reading selected American Literature as a class)

Technology in the Classroom

There are to be NO CELL PHONES or HEADPHONES in sight or open Chromebooks in the room (even before the bell rings) without specific permission from the teacher. Cell phones will be turned in to the office. They are too much of a distraction and keep students from staying focused. If parents need to contact their students, they may call the front office.

Breakdown of Course:

Yearlong

Students will be working throughout the year on REHUGO--A Treasure Chest assignment. There are two field trips tentatively planned for this assignment.

Weekly schedule

There will be one or two essays per week to read and annotate as homework

Daily: Reading of American literature

Monday: Journal turn in, new Journal assignments (written in Composition Book)

Grammar/Sentence structure/writing strategies

Tuesday/Wednesday (depending on block day)

Rhetorical terms study and quizzes (1st semester)

In-class writing practice essays (2nd semester)

Book work with texts: *The Language of Composition & Conversations in American Literature*

Wed/Thur

Specific test information and preparation

Multiple choice questions from readings

Essay prompt analysis

Scoring system

Revise/writing essays and response to prompts

Friday

Essay of the week reading and discussion

Work on REHUGO or journal writing