

AP Language and Composition

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Office hours after school daily until 3:30 or later upon appointment.

Course Description

The AP English Language and Composition course focuses on the development and revision of evidence-based analytic and argumentative writing, the rhetorical analysis of nonfiction texts, and the decisions writers make as they compose and revise. Students evaluate, synthesize, and cite research to support their arguments. Additionally, they read and analyze rhetorical elements and their effects in nonfiction texts—including images as forms of text— from a range of disciplines and historical periods.

Instructor's note: In order to earn college credit for this course, students must pass the AP Language and Composition exam in May. Many colleges accept an overall exam score of 3, but there are some colleges who require a 4 or 5. It is important for students and parents to research the types of qualifications each college has. They are not the same!

Textbook Information

Students will be reading essays taken from the list of books below. Most of these texts will be provided to the students free of charge.

Bullock, Richard, Michal Brody, and Francine Weinberg. *The Little Seagull Handbook with Exercises*. 3rd. ed., Norton, 2016.

Cohen, Samuel. *50 Essays: A Portable Anthology*. Bedford/St. Martin's, 2010.

Diyanni, Robert. *One Hundred Great Essays*. 3rd ed., Penguin, 2008.

Kirszner, Laurie G. and Steven R. Mandrell. *Patterns in College Writing*. Bedford/St.Martin's, 2009.

Krakauer, Jon. *Into the Wild*. Anchor Books, 1997.

Instructor's note: *Students will need to purchase this book. I recommend thriftbooks.com. Usually it will only cost three or four dollars.

Shea, Renee H., Lawrence Scanlon, and Robin Dissin Aufses. *The Language of Composition*. Bedford/St. Martin's, 2008.

Course Objectives

In addition to these objectives, students will address all Kentucky Reading and Composition Standards. For more information about these standards, please visit

https://education.ky.gov/curriculum/standards/kyacadstand/Documents/Kentucky_Academic_Standards_Reading_and_Writing.pdf

RHS.1.A Identify and describe components of the rhetorical situation: the exigence, audience, writer, purpose, context, and message.

RHS.1.B Explain how an argument demonstrates understanding of an audience's beliefs, values, or needs.

RHS 2.A Write introductions and conclusions appropriate to the purpose and context of the rhetorical situation.

RHS 2.B Demonstrate an understanding of an audience's beliefs, values, or needs.

CLE 3.A Identify and explain claims and evidence within an argument.

CLE 3.B Identify and describe the overarching thesis of an argument, and any indication it provides of the argument's structure.

CLE 4.A Develop a paragraph that includes a claim and evidence supporting the claim.

CLE 4.B Write a thesis statement that requires proof or defense and that may preview the structure of the argument.

CLE 3.C Explain ways claims are qualified through modifiers, counterarguments, and alternative perspectives.

CLE 4.C Qualify a claim using modifiers, counterarguments, or alternative perspectives.

REO 5.A Describe the line of reasoning and explain whether it supports an argument's overarching thesis.

REO 6.A Develop a line of reasoning and commentary that explains it throughout an argument.

REO 5.B Explain how the organization of a text creates unity and coherence and reflects a line of reasoning.

REO 6.B Use transitional elements to guide the reader through the line of reasoning of an argument.

REO 5.C Recognize and explain the use of methods of development to accomplish a purpose.

REO 6.C Use appropriate methods of development to advance an argument.

STL 7.A Explain how word choice, comparisons, and syntax contribute to the specific tone or style of a text.

STL 8.A Strategically use words, comparisons, and syntax to convey a specific tone or style in an argument.

STL 7.B Explain how writers create, combine, and place independent and dependent clauses to show relationships between and among ideas.

STL 8.B Write sentences that clearly convey ideas and arguments.

STL 7.C Explain how grammar and mechanics contribute to the clarity and effectiveness of an argument.

STL 8.C Use established conventions of grammar and mechanics to communicate clearly and effectively.

Course Outline

Unit One: Success and Opportunity

Duration: eight class periods

Possible texts:

1. From *Grit* by Angela Duckworth (chapter 1)
2. From *Outliers* by Malcolm Gladwell
3. “Indian Education” by Sherman Alexie
4. “Learning to Read” by Malcolm X
5. “College Pressures” by William Zinsser
6. “Those Who Live in Glass Houses” by William Moller
7. “The Company Man” by Ellen Goodman

Assignment: Independent reading, nonfiction book. Nonfiction book review due at the end of unit two. Basic analysis paragraph assignments.

Unit Two: The English Language

Duration: nine class periods

Possible texts:

1. The History of English in 10 Minutes
<https://www.open.edu/openlearn/languages/english-language/the-history-english-ten-minutes>
2. Old English sample text: <https://www.youtube.com/watch?v=EE71znjuba4>
3. Middle English sample text: <https://www.youtube.com/watch?v=FM2THEzuzlI>
4. Early Modern English sample text: <https://www.youtube.com/watch?v=qYiYd9RcK5M&t=56s>
5. Crash Course: How and Why We Read
<https://www.youtube.com/watch?v=MSYw502dJNY&list=PL8dPuuaLjXtOeEc9ME62zTfqcoh6Pe8vb>
6. “Aria: Memoir of a Bilingual Childhood” by Richard Rodriguez
7. “Mother Tongue” by Amy Tan
8. “English is a Crazy Language” by Richard Lederer
9. “Sister Bernadette’s Barking Dog” by Kitty Burns Florey
10. From *On Writing* by Stephen King (pgs 145-150)
11. From *Bird By Bird* by Anne Lamott
12. “Me Talk Pretty One Day” by David Sedaris

Assignment: Nonfiction book review due on day eight, summative assessment on day nine. Thesis statement writing and analysis paragraphs.

Unit Three: Growing Up

Duration: eight class periods

Possible texts:

1. "Stealing a Pie" by Gary Soto
2. "Shooting Dad" by Sarah Vowell
3. "The Inheritance of Tools" by Scott Russell Sanders
4. "Letter to His Son" by Lord Chesterfield
5. "No Name Woman" by Maxine Hong Kingston
6. From *Wild* by Cheryl Strayed
7. "A Plague of Tics" by David Sedaris

Assignment: APA style annotated bibliography project, due on day ten of unit four, essay #1

Unit Four: Justice

Duration: ten class periods

Possible texts:

1. "On Morality" by Joan Didion
2. "Chronicle of an American Execution" by Dan Berry
3. "Letter to His Son" by Nicola Sacco
4. "Lessons from Death Row Inmates" by David R. Dow (TED)
5. "Just Walk on By: Black Men and Public Space" by Brent Staples
6. "High School Training Ground" (TED)
7. "Letter from Birmingham Jail" by Dr. Martin Luther King
8. "Two Churches, Black and White" by Michael Powell
9. From *The Men We Reaped* by Jesmyn Ward

Assignment: APA style annotated bibliography project due on day ten. Essay #2 will be written in class. Summative assessment on day ten.

Unit Five: Facing History

Duration: eight class periods

Possible texts:

1. The Declaration of Independence by Thomas Jefferson
2. "Declaration of Sentiments of Women" by Elizabeth Caddy Stanton
3. "Vindication of the Rights of Women" by Mary Wollstonecraft
4. "Letter to Thomas Jefferson" by Benjamin Bannaker
5. "Speech on the Signing of the Treaty of Port Elliott" by Chief Seattle
6. "I Will Fight No More Forever" by Chief Joseph
7. "America's Native Prisoners of War" by Aaron Huey (TED talk)
8. "More than Just a Shrine--Ellis Island" by Mary Gordon

Assignment: Essays #3 and #4

Unit Six: Nature

Duration: ten class periods

Possible texts:

1. "Why I Went Into the Woods" by Henry David Thoreau
2. "Joyas Voladoras" by Brian Doyle
3. "In Praise of Bats" by Dianne Ackerman
4. "The Obligation to Endure" from *Silent Spring* by Rachel Carson

5. "Heaven and Earth in Jest" by Annie Dillard
6. From *The Last Child in the Woods* by Richard Louv
7. From *Down the River* by Edward Abbey
8. *They Say, I Say* by Graff and Berkenstein

Assignments: Begin research paper (topic search, narrowing a topic, ten credible, academic sources due on day ten of this unit), essay #5, summative assessment on day ten.

Unit Seven: The Search for a Meaningful Life

Duration: ten class periods

Possible texts:

1. *Into the Wild* by Jon Krakauer
2. "The Wreck of Time" by Annie Dillard
3. From "Civil Disobedience" by Henry David Thoreau
4. "The Singer Solution to World Poverty" by Peter Singer
5. "Strange Answers to the Psychopath Test" by Jon Ronson (TED talk)
6. "Your DNA Doesn't Define You" by Carine McCandless (TED talk)

Assignments: Continue research paper (thesis and outline due by day ten of this unit), essay #6, summative assessment on day ten.

Unit Eight: Politics

Duration: eight class periods

Possible texts:

1. Victory Speech (2008) by Barack Obama
2. Inaugural Address by John F. Kennedy
3. 1992 Republican National Convention Address by Mary Fisher
4. Nobel Prize Acceptance Speech by William Faulkner
5. Inaugural Address by Donald Trump
6. Various speeches by current Presidential candidates

Assignments: Rough draft of research paper due by day seven, current events in politics micro presentations.

Unit Nine: Paired Arguments

Duration: eight class periods

Possible texts:

1. "Why and When We Speak Spanish in Public" by Myriam Marquez
2. "Don't Make English Official--Ban It Instead" by Dennis Baron
3. "Bioengineering and Self-Improvement" by Arthur Caplan
4. "Ethics, Politics, and Genetic Knowledge" by Robert P. George
5. Testimony on Behalf of the 9/11 Victim Compensation Fund by John Stewart (video here: <https://www.youtube.com/watch?v=uYpDC3SRpM>)
6. "Forget September 11" by Maja Zehfuss
7. "College May Not Be Worth the Cost" by Ellen Ruppel Shell

8. "College Does Help the Poor" by Tim Bartik and Brad Hershbein

Assignment: TED talks to present research papers, final draft of research paper due on day eight. Final portfolio due on the last day of the term for the fall semester, due four days before the end of term for the spring semester.

Course Requirements

All students enrolled in an AP Language and Composition will meet these minimal requirements:

1. 5,000 typed words (including revisions) for the semester,
2. at least three papers (not including revisions),
3. at least 700 words per paper,
4. one research paper with a minimum of three appropriate secondary sources documented according to MLA and/or APA style and format.

Exit exam: In order to earn college credit for this course (it takes the place of the first freshman English course), students must take the AP Language and Composition exam. Students who sign up for this exam will be exempt from the exit exam for this course. Students who sign up for the AP exam and then do not take it will have their grades lowered by 10%. Students who do not wish to take the AP exam will take the exit exam with the dual credit students.

English Department Exit Requirements:

1. Students will write clear, precise, and properly restricted thesis statements.
2. Students will write cohesive essays which support the thesis statements of the essays.
3. Students will use MLA and/or APA documentation correctly.
4. Students will use MLA and/or APA mechanics correctly.

Evaluation

Participation	175 pts. (10% of the total grade)
Summative assessments	100 pts. each
Essay drafts	50 pts. each
Nonfiction book review	100 pts.
Annotated bibliography	200 pts.
Research paper	250 pts.
Final portfolio	500 pts.
Extra credit opportunity*	75 pts.
Total possible	2,000 pts.

Bibliography

Here is a list of additional resources that may be helpful.

Grammarly.com

Scholar.google.com

kyvl.org

Purdue Online Writing Lab MLA Style Guide:

https://owl.purdue.edu/owl/research_and_citation/mla_style/mla_formatting_and_style_guide/mla_formatting_and_style_guide.html

Purdue Online Writing Lab APA Style Guide:

https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html

Allsides.org

Factcheck.org

The Oxford English Dictionary: <https://www.oed.com/>

Thesaurus.com

Attendance Policy

On the tenth absence, parents and guardians can expect to get a phone call from the instructor. Absence for any reason is absence, so this includes field trips, doctor visits, and college visits.

Classroom Policies and Procedures

The following policies and procedures are specific to Mrs. Williams's classes and must be followed every day, even when a substitute is present.

Participation: Participation means attending each class fully (arriving on time, staying until class is over, and coming to classes and conferences fully prepared); completing class activities; interacting with others in class in a meaningful, productive, and respectful way; and giving one's full attention to the instructor, peers, and the learning activities taking place. The mere presence of one's body in class does not constitute participation; to succeed in this course, students must be engaged, exercise their minds, and contribute to the learning community. Participation points will be assigned for the following: homework, grammar activities, in-class assignments, verbal participation in class discussions, active participation in workshops, peer group activities, individual conferences with the instructor, and other activities/assignments to be determined throughout the semester. Students who do not actively participate in class, complete homework, or come prepared to class will see significant reductions in their final course grades due to low participation grades. Participation points may not be made up.

Late Work: Late work is generally not accepted. Assignments that are not submitted prior to the beginning of class electronically (or at the beginning of class, if a hard copy

is required) will not be accepted. Exceptions are portfolios, which will suffer a point reduction of 25% if they are submitted late.

The 25% Rule for Assignments that Do Not Meet Basic Requirements (adapted from WKU English Department): The grade on any assignment that does not meet the basic requirements as listed in the assignment prompt will be reduced by 25% automatically. Examples of “basic requirements” are length, submission deadline, minimum number of drafts, minimum number of sources, and so on. For example, if an assignment has a 1200-word minimum requirement, that means 1,200 words are the absolute *minimum* accepted and that, for example, a 1,142-word assignment does not meet the minimum requirements. Grades for such assignments will automatically be reduced by 25%, which means the highest grade possible (everything else being perfect) will be 75%. Another example: if the annotated bibliography assignment calls for ten scholarly sources and only eight scholarly sources are submitted, the grade will automatically be reduced by 25%.

NOTE: This rule applies only to *major* assignments, not daily homework, quizzes, and the like, which are **not accepted late**.

Failure of Technology: Technological failure of any kind is no excuse for submitting work late. Work ahead and submit work early. Back up work on a flash drive or save the files on OneDrive or Google Docs. Use common sense. “My internet went out” and “my computer crashed” are not acceptable excuses. If a storm is coming, submit work early.

Cell Phone Policy: Students will turn off their cell phones and place them in their assigned pockets when they enter the classroom. This is part of being prepared for class. More information about the cell phone policy is outlined in the Cell Phone Policy Contract attached to this syllabus. Students and parents must sign and return the contract within the first seven class periods. Failure to do so will result in an office referral. Parents who must contact their children during class time will need to call the school office at 270-622-4119 and be transferred to my classroom landline.

**NOTE: Smart watches will also be placed in the assigned pockets, especially on test or quiz days.

Leaving Class: Students are encouraged to remain in class at all times. However, if a student becomes ill, needs to take medication, or needs to get something from a locker, the student may leave at the teacher’s discretion. Don’t abuse the privilege. All students who leave class must sign out and sign in upon return. Hall passes must be carried on the student’s person. Students who ask to leave class frequently will lose their privilege for the semester.

Academic Integrity: Plagiarism/Academic fraud occurs when a student knowingly or unknowingly submits another person’s published or unpublished (print or web) writing

as his/her own, has another person dictate what should be written, or has another person write an assignment and submits that work as his/her own. Students must complete their own work in this class, and they should not ask for or receive inappropriate assistance on their work. Students who violate this policy should understand that they are making a decision that will result in an automatic and permanent zero on the assignment. There will be no replacement assignments allowed. Students will also be reported to the principal for further disciplinary action.

Recycled Writing: All writing submitted for ENG 111 must be produced this semester. In other words, students MUST produce NEW drafts and write on NEW topics for each assignment in this course.

Respect: Every person in the room, including the instructor, the kid who picks his nose in the back of the room, and the kid who is wearing the same shirt for the third day in a row, deserves respect. I think it should go without saying that as students enrolled in a college course, you will be expected to treat everyone as you wish to be treated. You will have to work with people you don't know, may not like, or who might pull you out of your comfort zone. That's life. If you have extraordinary circumstances between yourself and another person in the room, I expect you to come to me to discuss the matter as an adult would. Social media is not the place to settle classroom disputes.

Academic Support Statement

Mrs. Williams is available for extra help every day after school (with a few exceptions) until 3:30. Other extra help sessions are available by appointment. All you have to do is ask! Additionally, AP support resources will be available to you online at www.myap.collegeboard.org. You will be taking formative assessments at the end of each unit. These assessments are ungraded, though they are scored. The point of doing them is to see how much progress you are making and to see if you are on track to pass the AP exam in the spring. You can access these materials throughout the school year, and they will be helpful to you if you want to study on your own in the spring.