

AP Language and Composition 2011-2012: Semester 1
COURSE SYLLABUS AND GENERAL INFORMATION

Mrs. Myers F109 410-674-6500(X210) comyers@aacps.org (21054) Wild Cat Hour 2nd half A Days

Course Overview:

Advanced Placement (AP) English Language and Composition is a yearlong, college level course in argument and rhetoric. According to the College Board, “An AP Course in English Language and Composition engages students in becoming skilled readers of prose written in a variety of periods, disciplines, and rhetorical contexts and in becoming skilled writers who compose for a variety of purposes. Both their writing and their reading make students aware of the interactions among a writer’s purposes, audience expectations, and subjects as well as the way generic conventions and the resources of language contribute to effectiveness in writing.” Students in AP English Language and Composition are prepared for and expected to take the national AP English Language and Composition examination in May. Successful scores on this examination may enable students to receive college credits for freshman year composition.

NOTE: As a graduation requirement, students must successfully complete the Service Learning requirement during grade 11.

Instructional Philosophy: Independently and in groups, students work to determine the meaning of works studied in class analyzing them for style and purpose. Through a variety of instructional activities, including reading, writing, oral presentations, and seminar discussion, students will learn the power language has in a democratic society. Through their experiences in the English classroom, students develop voice, become critical thinkers, refine the knowledge and skills necessary for achieving high standards, and participate as active members of our society.

We believe all can achieve success, so there is a pyramid of intervention to help all students reach their potential: (1) revision/re-do after initial assessment; (2) revision/re-do after mini-workshop; (3) revision/re-do after personal conference.

Course Outcomes and Standards: Students will

- read, interpret, analyze, and evaluate a range of thought-provoking texts in order to justify, challenge, or qualify assertions on the nature of the human experience;
- use the English language masterfully in writing and speaking to generate, refine, and extend meaning and to create, maintain, and expand a learning community;
- compose effectively, with an emphasis on argument and comparison and contrast, in order to create, clarify, and communicate their own ideas;
- apply an understanding of structure and rhetoric in order to build upon tradition, enrich their own ideas, and extend their range of participation in society.

UNIT 1: VOICE (September)

Elbow, Peter. “Freewriting”

Adler, Mortimer J. “How to Mark a Book”

Dillard, Annie. “The Writing Life”

Tan, Amy. “Language of Discretion”

King, Jr., Martin Luther. “Letter from a Birmingham Jail”

Douglass, Frederick. “Learning to Read and Write”

Major Assignments and Assessments

Reader-Response Journals: current nonfiction articles and essays

Essay: personal memoir (descriptive, narrative, and expository writing)

Quizzes: stylistic devices, grammatical structure, academic vocabulary

Exam: rhetorical and stylistic analysis, critical reading

UNIT 2: The Power of Language (October)

Schlesinger, Jr., Arthur M. "The Cult of Ethnicity"
De Tocqueville, Alexis. "Some Reflections on American Manners"
Orwell, George. "Politics and the English Language"
King, Jr., Martin Luther. "Letter from a Birmingham Jail"
Gates, Jr., Henry Louis. "2 Live Crew, Decoded"
Lawrence, Barbara. "Four-Letter Words Can Hurt You"
Tannen, Deborah. "Sex, Lies, and Conversation"

Major Assignments and Assessments:

Reader-Response Journals: current nonfiction articles and essays
Essay: compare and contrast
Research Project: persuasive speech
Essay: persuasion
Quizzes: stylistic devices, grammatical structure, academic vocabulary
Exam: rhetorical and stylistic analysis, critical reading

UNIT 3: Language, Wealth, and Justice (November-December)

Fitzgerald, Scott F. The Great Gatsby
Franklin, Benjamin. "The Way to Wealth"
Cox, Harvey. "The Market as God"
Gates, Jr., Henry Louis. "Delusions of Grandeur"
Reich, Robert. "Why the Rich are...and the Poor, Poorer"
Rodriguez, Richard. "Los Pobres"

Major Assignments and Assessments:

Reader-Response Journals: current nonfiction articles and essays
Research Project: persuasive speech
Quizzes: stylistic devices, grammatical structure, academic vocabulary
Exam: rhetorical and stylistic analysis, critical reading

UNIT 4: Volition and Destiny (December-January)

Lincoln Abraham. "The Gettysburg Address"
Plato. "The Allegory of the Cave"
Donne, John. "No Man is an Island"

Major Assignments and Assessments:

Reader-Response Journals: current nonfiction articles and essays
Essay: persuasion
Quizzes: stylistic devices, grammatical structure, academic vocabulary
Exam: persuasive analysis, critical reading

Homework:

Homework is posted in class and on schoolnotes.com (21054). It is the student's responsibility to record assignments in agendas. Parents are encouraged to visit schoolnotes.com regularly.

Grading Policy (*see School Proficiency Policy*)

Absentee Procedures:

County policy will be followed:

- (1) Work due the date of a coded absence will be accepted the next class and placed in the teacher's hands
- (2) Work assigned during a coded absence will be accepted up to 5 classes after the excused absence and placed in the teachers hands.
- (3) It is the student's responsibility to find missed work: call a classmate, see or e-mail the teacher to schedule an after school appointment, or a WCH appointment. **THIS CANNOT BE DONE DURING INSTRUCTION TIME!**

- (4) **AACPS Absentee POLICY** - 3 Illegal absences constitute a failing grade, even with the work made up.
- (5) **AACPS Absentee POLICY** - Chronic absences (more than 6 absences per semester) can result in credit withheld even when parent notes have been provided. *Since this course is a graduation requirement, students would need to re-take this course.*

Support Options

Students should have every opportunity available to seek extra help and support, including

- (1) After-school help with the teacher or peer mentor
- (2) E-mail discussions
- (3) Wildcat Hour
- (4) National Honor Society tutoring
- (5) CATS advisory time during the school day

Materials

Students are to be prepared for EVERY class. The following are needed:

- pens and pencils, be sure to have extra since the sharpener is off limits during instruction time
- Arundel High School agenda book
- binder with pockets, dividers, and paper
- highlighters (at least two colors)
- class texts when requested
- 4 X 6 cards

Basic Class Plan

1. Be seated (pencils sharpened) before the bell.
2. Record homework in agenda.
3. Begin drill assignment.
4. TWO bathroom passes per student per marking period.
5. Class ends with a summarizing activity. Do not pack up before teacher announces that the class is over.

Student name (printed)

Period _____

Directions:

After reading Mrs. Myers' AP Lang and Comp course syllabus, complete the following information and return next class:

Parent name(s) (printed) _____

Parent signatures) _____ Date _____

_____ Date _____

Home phone number _____

Work number _____

Cell number _____

e-mail addresses (print)
