**AP Language & Composition**

Andover High School

Mrs. Snell

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***“The test of a first-rate intelligence is the ability***

***to hold two opposed ideas in the mind at the***

***same time, and still retain the ability to function.”***

***F. Scott Fitzgerald***





**Course Description**: This is a college level course that focuses on critical thinking, reading, and writing through the study and discussion of narrative, expository, analytical, argumentative, and creative writing. Emphasis will be placed on the student's organization, personal and creative writing, research skills, discourse, vocabulary, reading, and control of language. Students will write effectively and confidently and will become skilled readers of pieces written in a variety of periods, disciplines, and rhetorical contexts. One focus will be on American Literature and another will be on nonfiction works from a variety of sources. Students will also develop an understanding of how to read footnotes and how to read non-print materials such as pictures, comics, and graphs. The AP Language and Composition course assumes that students already understand and use Standard English grammar. This intense concentration on language use in the course will enhance student’s ability to use grammatical conventions both appropriately and with sophistication.

What makes AP English Language & Composition different from other high school English courses is its focus on rhetoric. While promoting writing in many contexts for a variety of purposes, the English Language course is the place where nonfiction texts and contexts take center stage. Here students think deeply about language as a persuasive tool and about the dynamic relationship of writer, context, audience, and argument.

Stylistic development will progress through emphasis on the following:

* Progression beyond the five paragraph essay
* Wide-ranging vocabulary used appropriately and effectively
* Variety of sentence structures
* Logical organization, enhanced by specific techniques to increase coherence, such as repetition, transitions, and emphasis
* Balance of generalization and specific illustrative detail
* Effective use of rhetoric, including controlling and identifying tone, establishing and maintaining voice, and achieving appropriate emphasis through diction and sentence structure.
* Constructive critiques of peers’ writing
* Various methods of invention and drafting
* Critical reading of fiction and non-fiction materials
* Synthesis of materials
* Quote, summarize, and paraphrase multi modal sources (when and how)

**Points Breakdown**

20%: Formative Assessments (revisions, introductory FRQs, daily assignments, quick writes)

70%: Summative Assessments (mastery FRQs, tests, quizzes, essays, projects, presentations)

10%: Common Summative Assessment (trimester final)

**Materials:**

Required**:** one notebook, one folder, black ball point ink pens (erasable if desired), post-it notes, highlighter, index cards.
**Attendance Policy:** A student who is present and actively participates is more likely to be successful; however, if a student is absent, he/she has 2 school days to make up work assigned on days missed and 5 days to make up seminars and tests taken on days missed. After five days, a zero will be given for the missed work. **You are still responsible for meeting due dates for major papers.** You can turn in work by submitting them to turnitin.com or emailing them to Mrs. Snell. **This is a college level course and instruction during class cannot be made up with a simple worksheet, handout, or reading. It is important that you are here.**
 **Make-up Tests and Extra Help:** Eligible students may make up work or obtain extra help before or after school by appointment. Make arrangements one day ahead of time so that I can make arrangements to be available.

**Late Work:** If submitted after the due date and time but before the deadline, the assessment will receive a 10% penalty. If submitted after the deadline but before the end of the trimester, the assessment will receive a 50% reduction.

**Turn in policy:** All papers must be submitted at the **beginning** of the class period or emailed by the start of class if you are absent on that day (both planned, i.e. field trips, and unplanned, i.e. illness). **I do not allow printing during class.**

**Class Rules**

1. If you’re out of class (bathroom, locker, career center, counselor…) I expect you to be responsible for missed information.
2. Listen the first time; procedural directions are not repeated.
3. I expect you to come prepared with materials and out of class work completed. Please don’t try to fake it.
4. We will talk about a variety of issues. I expect you to be open minded and sensitive to the backgrounds, ideas, and values of others. I don’t expect you to agree with others, but I do require tolerance and kindness.
5. Students are expected to be engaged in class during the entire class and contributing class members.
6. I do not debate deadlines or assignments during class time.
7. I do not discuss grades and missing work during class time. Please see me before or after school or check A-H-Connect at home.
8. I expect you to take ownership over your learning. There are many concepts I expect you to know and many skills I expect you to have.
9. I am always open to communicating with your parents; however, I expect you to take the initiative when questions arise, and be responsible for relaying information to your parents.

**LEARNING TARGETS**

**for Trimester 1:**

**Critical Reading Targets**

AP students will:

1. Read actively, interactively, and critically
2. Understand how to read with their eyes, slowing down when needed
3. Use annotation when actively reading

**Rhetorical Analysis Targets**

AP students will:

1. Label exigence, audience, and purpose
2. Understand the application of the rhetorical triangle
3. Identify rhetorical modes, devices, and terms
4. Analyze tone, diction, syntax, and author style as it applies to a text
5. Recognize what the author does (claim), how they do it (warrant), and why they do it (impact).
6. Identify a speaker’s strategy, construction, and meaning.
7. Recognize satire as a form of argument
8. Identify and expose logical fallacies

**Analytical Writing Targets**

 AP students will:

1. Write on demand
2. Write for a specific purpose or effect
3. Understand what it means to know something about the world you live in and how it applies to essays
4. Formulate strong thesis statements and introductions
5. Make a valid claim and use supporting evidence
6. Understand the application of rubrics
7. Understand the use of voice to develop an effective argument
8. Transition seamlessly in writing
9. Use MLA format correctly
10. Write for a specific purpose or effect in persuasive mode

**Test Taking Targets**

 AP students will:

1. Understand the AP Language and Composition test format
2. Develop efficient on-demand writing techniques

**Unit 1: Rhetoric (Tri 1, Week 1- Week 7)**

**RATIONALE:**
The main focus of the first part of trimester one is to familiarize students with the basic skills needed to succeed in AP Language and Composition (including critical, active reading, purposeful, directed, focused writing, rhetorical terminology, and reconfiguring the usual thinking process students have with regard to English). Students will learn to examine and apply the AP analysis model that includes: purpose, audience, and exigence. Weekly timed writings will gently force students into this new thought-process, and readings will be provided for students to understand crucial rhetorical concepts such as voice, audience, and appeals.  Students will begin by exploring themselves as people, developing ideas of who they are as readers and writers, and considering how others are similar or different to them in those areas. Finally, students will develop a furthered understanding of the importance of using formal language and proper grammar; students will learn how to use MLA format.

**READINGS:**

-*In Cold Blood* by Truman Capote

 *-The Great Gatsby* by F. Scott Fitzgerald

 -Excerpts from *Rhetoric* by Aristotle

-Readings from *Patterns for College Writing: A Rhetorical Reader and Guide*

-Supplemental Non-Fiction Articles and Essays

**Unit 2: Argument (Tri 1, Week 8- Week 13)**

**RATIONALE:**
The second part of trimester one will shift the class focus to largely persuasive material.  Students will work with a variety of texts from many time periods to understand the construction and effectiveness of an argument.  Comparisons of articles from varying viewpoints on similar topics will be emphasized.  Students will also carefully examine the meaning of argument and persuasion. Timed writings will focus on analysis of an argument and students will have opportunities to generate arguments, although this activity will reach its apex during the second trimester.  Readings reflect the world around students, both historically and currently.  The idea that students must know something about the world they live in will be stressed. It will be clear to students that argumentation is a means of interacting with the world and its people.  Through reflection on others' opinions, students will be forced to reflect on their own beliefs, while also supporting those opinions with legitimate reasoning. Students will also learn the power of non-print sources and learn how to analyze them.

**READINGS:**

- *Into the Wild* by Jon Krakauer

-Excerpts from *Rhetoric* by Aristotle

-Readings from *Patterns for College Writing: A Rhetorical Reader and Guide*

-Supplemental Non-Fiction Articles and Essay

**LEARNING TARGETS**

**for Trimester 2:**

**Critical Reading Targets**

AP students will:

1. Read actively, interactively, and critically
2. Develop the ability to apply critical reading and rhetorical analysis skills to multiple genres
3. Use annotation when actively reading

**Argument Analysis Targets**

AP students will:

1. Understand the application of basic appeals (ethos, logos, pathos)
2. Develop the ability to compare texts and assess validity or effectiveness
3. Understand the purpose of footnotes
4. Read and analyze non-print materials
5. Recognize the purpose and effect of non-print materials
6. Appreciate language’s function

**Argumentative Writing Targets**

 AP students will:

1. Write for a specific purpose and effect in persuasive mode
2. Make decisions regarding effective supporting material
3. Understand how to research
4. Synthesize supporting materials with their own argument
5. Develop and construct effect arguments that contain adequate support and synthesis of materials.

**Test Taking Targets**

 AP students will:

1. Understand how to answer multiple-choice questions
2. Develop efficient on-demand writing techniques
3. Develop test analysis skills

**Unit 3: Argument with Sources (Tri 2, Week 1-Week 6)**

**RATIONALE**

The second trimester will have students building upon their analytical and persuasive skills while furthering their understanding of synthesis.  Students will begin preparing for the argument with sources prompt on the AP exam. More emphasis will be placed on construction of their own arguments as opposed to analysis of other writers.  The theme of "Influences on the Individual" will allow students to explore a variety of fictional and non-fictional texts to assist in this development of argument, examining how persuasion and propaganda can influence a person's responses and actions.  The students will also practice with visual rhetoric and the impact of images on arguments. The argumentative research paper will be assigned for students to begin. Students will also develop an awareness of footnotes and an understanding of how to read them as well as an understanding of how to read non-print materials.

**READINGS:**

- *Devil in the White City* by Erik Larson

-Excerpts from *Rhetoric* by Aristotle

-Readings from *Patterns for College Writing: A Rhetorical Reader and Guide*

-Supplemental Non-Fiction Articles and Essays

**Unit 4: Wrapping It All Up (Tri 2, Week 7- Week 13)**

RATIONALE:
The second half of trimester two will serve to synthesize all the skills, concepts, and material learned throughout the semester.  It will address rhetoric, argumentation, and analysis as well as evaluation, critical reading, writing, study and test-taking skills, etc.  This synthesis will take the forms of 1) a research paper and speech, 2) weekly out of class and in class synthesis papers 3) the AP practice exam, 4) and a portfolio reflection which will allow students to review their work and progress for the year and set goals for the future.  Since the students have spent the entire trimester working with and understanding language, it will provide the focal point of this unit.  Students will draw conclusions on how language is used to affect us and communicate feelings, experience, beliefs, and opinions in an endless number of possibilities. The mock exam will fall during this time period, so students will work on prompt analysis, test-taking strategies, and perform more multiple-choice work in preparation.  Upon completion of scoring the mock exams, the teacher and class will concentrate on areas of strength and concern, developing ways to improve for the test

**READINGS:**

-*Choice Book(s) from Non-Fiction Library*

-Excerpts from *Rhetoric* by Aristotle

-Readings from *Patterns for College Writing: A Rhetorical Reader and Guide*

-Supplemental Non-Fiction Articles and Essays

Rhetoric: using language effectively to please or persuade

**EXIGENCE – Why are they writing? (Gap/Lack/Need)**

**No one just writes to write; everyone has a reason for writing.**

**AUDIENCE – To whom are they writing?**

**Every writer has someone specific in mind when writing.**

**PURPOSE – What do they want?**

**What did they want to end result to be when they started writing?**

 **LOGOS**

 **ETHOS PATHOS**

 **ORGANIZATION/WHOLE TEXT STRUCTURE**

**AP Language and Composition**

**Commentaries**

All commentaries must be typed, in complete MLA format, and turned in to turnitin.com before the start of the class period on the day that it is due.

## Requirements

1. Label your commentary in MLA Format
2. A commentary that proves your ability to think critically and to analyze and carefully read the assigned piece. Commentary must include textual evidence. Look to the “EAP analysis guide” as a tool to help you. (175 word maximum)
3. An explanation of something specific that you notice about the author’s style. Think: why did the author use this rhetorical device, or syntactical structure, or diction? We must assume that everything a writer does is intentional so why did they do this and how does it help his or her cause? (100 word maximum)
4. A commentary on what this piece made you realize about yourself and about the world you live in. (100 word maximum) Prove that you know something about the world you live in.

Other Comments:

Do not go over the word counts, you need to learn to be succinct. One word over is one word too many.

**Example Notebook Entry**

Ann Dover

Mrs. Snell

AP Language and Composition

9 September 2014

 “Once More to the Lake” by E.B. White

PART I: Critical Analysis Commentary (175 word maximum)

 White evokes a vivid sense of a lake in Maine through an essay that reads like an epic poem extolling the beauty and mystery of nature. While vacillating between past and present, father and son, White expresses that time cannot stand still and inevitably each day we move closer to death. Yet, this morbid realization is one that White does not realize until he sees the many changes of his beloved lake such as horses replaced by automobiles, and until he realizes that he is now more like his father now than his son. It is because of this that White, and his readers, can no longer maintain the illusion that “time stands still”; this cliché is shattered by the harsh sounds of roaring motors “this was the note that jarred, the one things that would sometimes break the illusion and set the years moving” (10). In the end readers feel the power or nature and the enormity of death.

PART II: Author style. (100 word maximum)

The ending of this essay and White’s underlying commentary on protecting the environment should come as no surprise, since throughout the essay White foreshadows his realization and opinion well in advance. “The peacefulness of the lake is shattered by the harsh sound of an outboard motor,” and “this was the note that jarred, the one thing that would sometimes break the illusion and set the years moving” (10). White’s ubiquitous use of imagery and figurative language force us to accept the reality of our role in destroying nature.

PART III: Personal Commentary (75 word maximum)

 The lake that White enjoyed so much as a child changed perceptibly by the time he returned as an adult. This proves that the world is constantly changing and not always for the better. Everyone may realize that at some point they will take the place of their parents but what they must also realize is that we need to address the issues of the environment and not look at all changes as merely progress.

**Socratic Seminar Expectations and Grading**

Grading Expectations (online and face-to-face)

Your discussion as a whole will be graded by both you and me. You will receive **up to five points** for your overall contributions based on this list:

UNSATISFACTORY (1): The student has failed to express any relevant foundational knowledge and has neither stated nor elaborated on any issues.

MINIMAL (2): The student has stated a relevant factual, ethical, or definitional issue as a question or has accurately expressed relevant foundational knowledge pertaining to an issue raised.

ADEQUATE (3): The student has accurately expressed relevant foundational knowledge pertaining to an issue raised during the deliberation and has pursued an issue by making a statement with an explanation, reasons, or evidence.

EFFECTIVE (4): The student has accurately expressed relevant foundational knowledge pertaining to an issue raised during the deliberation, pursued an issue with AT LEAST one elaborated statement, and in a civil manner, has built upon a statement made by someone else or thoughtfully challenged its accuracy, clarity, relevance, or logic.

EXEMPLARY (5): The student has accurately expressed relevant foundational knowledge pertaining to an issue raised during the deliberation, pursued an issue with an elaborate statement, and has used stipulation, valuing, analogy to advance the deliberation. In addition, the student has engaged others in the deliberation by inviting their comments or acknowledging their contributions. Further, the student has built upon a statement made by someone else or thoughtfully challenged its accuracy, clarity, relevance, or logic.

You will also receive a score of up to five points for the specific content you’ve brought to the discussion.

|  |  |
| --- | --- |
| Positive BehaviorsCiting a SourcesLinking to Class Material Recognizing ContradictionsTaking a PositionSummarizing the statements made in the discussion  | Negative BehaviorsIrrelevant or distracting statementsRepeating what someone else has already saidObstructive interruptionMonopolizingPersonal attack  |

*\*From “Classroom Assessment of Civil Discourse,” by D.E.Harris, 2002, In W.C. Parker (Ed.), Education for Democracy: Contexts, Curricula, Assessments, pp. 211-232.*

**Socratic Seminar Guidelines for Participants**

1. Read the material before participating in the seminar.
2. Create answers for the Socratic Seminar questions. Annotate the common text with any additional post-it-notes that are needed for your prepared answers. Your answers should include quotes with page numbers from the book or other notes/references as is needed.
3. Everyone must speak during the seminar; the more comments, questions, and discussion you give to the seminar the better your grade will be.
4. Avoid side conversations. Your grade may be affected if you are off topic or inappropriate at any time.
5. Engage in active listening strategies. Including, but not limited to: eye contact, non-verbal responses, and appropriate respectful behavior.
6. Let a minimum of TWO people speak before you speak again.
7. Avoid being a conversation-hog.
8. Raising hands is not needed unless someone is monopolizing the conversation and you can’t get a word in edgewise. But try hard to avoid hand- raising.
9. The seminar does not need to be or stay focused around the Seminar questions. Other questions and topics related to the text are encouraged.
10. Responses to other’s comments should always be respectful even if you disagree with or question what was said. You are encouraged to say something like “I hear what you are saying, but have you considered this…” or “I can see your point of view on that, but I was taking a different perspective and see it like…” Remember RESPECT is the most important aspect of Socratic Seminar

**Socratic Seminar Methods**

Method A: Students on the inside discuss; students on the outside ask questions.

Method B: Students on the inside discuss while students on the outside take notes on an online blogging site (todaysmeet.com)

Method C: Students on the outside pass notes to their partner; partner uses notes and own ideas in the discussion.

Method D: In true Socratic style, students respond to questions with only questions.

Method E: Paraphrase other student’s ideas and use their name, while maintaining eye contact, before responding.

Method F: Teacher prepares questions that are addressed before we begin.

Method G: Teacher puts up questions that students can address if/when they choose.

Method H: Students begin standing and sit down when they have contributed to the discussion

AP Scoring: Essay

IF YOU ARE ABSENT YOU CAN MAKE UP SEMINAR BY:

1. Gather at least two classmates or people who have read the text and are able to comment on it intelligently (for a total of 3 people) for your 15-20 minute discussion. (It may be a good idea to see who else needs to make up the discussion.) You can email a recording of this discussion to me, provide me a link to a podcast, or provide me with detailed notes and signatures of all discussants and a signature of one adult who can verify the discussion occurred. See me about other acceptable formats.
2. Staple your pre-discussion notes to the back of this. These are notes you will have put together prior to the discussion to make sure your discussion goes smoothly.
3. Complete this within one week of your absence.

\*\*\*If you are present on the day of a Seminar and CHOOSE not to participate, you are not eligible to make up a Seminar.

|  |  |
| --- | --- |
|  | **AP English Language and Composition 9-point Rubric** |
| 9 | Essays earning a score of 9 meet the criteria for 8 papers and, in addition, are especially full or apt in their analysis or demonstrate particularly impressive control of language. |
| 8 | Essays earning a score of 8 effectively respond to the prompt. They refer to the passage explicitly or implicitly and explain the function of specific strategies. Their prose demonstrates an ability to control a wide range of the elements of effective writing but is not flawless. |
| 7 | Essays earning a score of 7 fit the description of 6 essays but provide a more complete analysis or demonstrate a more mature prose style. |
| 6 | Essays earning a score of 6 adequately respond to the prompt. They refer to the passage, explicitly or implicitly, but their discussion is more limited. The writing may contain lapses in diction or syntax, but generally the prose is clear. |
| 5 | Essays earning a score of 5 analyze the strategies, but they may provide uneven or inconsistent analysis. They may treat the prompt in a superficial way or demonstrate a limited understanding of the prompt. While the writing may contain lapses in diction or syntax, it usually conveys ideas adequately. |
| 4 | Essays earning a score of 4 respond to the prompt inadequately. They may misrepresent the author's position, analyze the strategies inaccurately, or offer little discussion of specific strategies. The prose generally conveys the writer's ideas but may suggest immature control of writing. |
| 3 | Essays earning a score of 3 meet the criteria of the score of 4 but are less perceptive about the prompt or less consistent in controlling the elements of writing. |
| 2 | Essays earning a score of 2 demonstrate little success in responding to the prompt. These essays may offer vague generalizations, substitute simpler tasks such as summarizing the passage, or simply list techniques. The prose often demonstrates consistent weaknesses in writing. |
| 1 | Essays earning a score of 1 meet the criteria for the score of 2 but are undeveloped, especially simplistic in discussion, or weak in their control of language. |
| 0 | Indicates an on-topic response that receives no credit such as one that merely repeats the prompt or one that is completely off topic. |

**You will be asked to write the following essays:**

1. Synthesis
	1. Read critically
	2. Understand texts
	3. Analyze texts
	4. Develop a position
	5. Support your position with appropriate evidence from the sources and cite it
2. Analytical
	1. author’s view
	2. style (tone, diction, syntax)
	3. rhetorical devices
	4. purpose, audience, exigence
3. Argumentative
	1. The nature of the position taken in the prompt
	2. Take a stand: defend, challenge, qualify
	3. Clearly and logically support your claim

 AP Scoring: Multiple Choice

Calculate what score you need to receive on each section to reach your goal at **http://appass.com/calculators/englishlanguage**

* 1. Incorporate outside sources

**Multiple-Choice Scoring:**

 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ X 1.234 = \_\_\_\_\_\_\_\_\_\_\_\_\_\_ = section 1 score

 # correct out of 55 multiple choice score

**Essay Scoring:**

Question 1 \_\_\_\_\_\_\_\_\_\_ (out of 9) X 3.0556 =\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Question 2 \_\_\_\_\_\_\_\_\_\_ (out of 9) X 3.0556 =\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Question 3 \_\_\_\_\_\_\_\_\_\_ (out of 9) X 3.0556 =\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 SUM =\_\_\_\_\_\_\_\_\_\_\_\_\_\_ = Section 2 score

Composite Score \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ + \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ = \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 Section 1 score Section 2 score \*composite score (round to nearest whole #)

Multiple choice questions center on form and content. You are being assessed on:

1. Your understanding of the meaning of the selection
2. Your ability to draw inferences
3. Your ability to perceive implications based on the work
4. Your ability to understand HOW an author develops her ideas

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 **The Composite Range to determine final scores varies from year to year.**

**Range** **AP Grade**

110-150 5 Extremely Well Qualified

96-109 4 Well Qualified

77-95 3 Qualified

50-76 2 Possibly Qualified

0-49 1 No Recommendation

60% of students will pass the AP Language exam

2015 Exam Date:

Wednesday, May 13 at 8:00am

**College: Accepts: Award:**

U of M-Twin Cities: 3, 4, 5 3 credits

St Thomas 3, 4, 5 4 credits

Grinnell College 4, 5 4 credits

Columbia none none

Duke 4, 5 4 credits

U of M-Duluth 4, 5 3 credits

St. Scholastica 4, 5 4 credits

Hamline 3, 4, 5 4 credits

St. Cloud 3, 4, 5 4 credits