Course Description
Welcome scholars! Advanced Placement English Language and Composition is a class that is designed to develop young scholars into citizen rhetors: people who are engaged in their world and can read, write, and speak about important issues. After all, the purpose of education is to create an informed populace who can fully participate in our democratic society.

In this college-level, introductory, composition course, students will hone their rhetorical skills, specifically focusing on audience, purpose, and context through the analysis and creation of narrative, analytical, expository, literary, visual, and argumentative texts. While this course will include a variety of subjects from a variety of disciplines, the focus will be on non-fiction, specifically exposition, analysis, and argument. The writing assignments for this course will range from informal to formal, revised to spontaneous, and individual to cooperative. Students will be able to analyze the language choices that an author or speaker uses in order to make the text meaningful, purposeful, and effective. Likewise, students will use language effectively in order to make their texts meaningful, purposeful, and effective for their intended audience.

The ultimate goal of this course is to establish a foundation for students to write and read effectively during their postsecondary academic pursuits and their consequent professional lives.

Course Objectives (meets requirements for College Board and Grand Canyon University’s Dual Enrollment program)

Techniques for Close Reading
Writing Expectations (general)
- Apply effective strategies and techniques
- Demonstrate understanding and mastery of standard written English as well as stylistic maturity
- Write for a variety of purposes
- Write thoughtfully and reflect on composition process
- Revise a work to make it suitable for a different audience
- Conduct a peer review
- Move effectively through the stages of the writing process, with careful attention to inquiry and research, drafting, revising, editing and review
- Cite properly using in-text and bibliographic citations

Rhetorical Analysis
- Analyze a writer’s purpose, audience, genre, and style
- Analyze and interpret samples of good writing, identifying and explaining an author’s use of rhetorical strategies and techniques
- Analyze visual rhetoric
- Analyze a text through the lens of personal experience

Research
- Conduct appropriate research
- Use evaluation as an invention strategy
- Write a rough draft
- Introduce a complex central idea and develop it with appropriate evidence drawn from primary and/or secondary sources, cogent explanations and clear transitions
• Evaluate and incorporate reference documents into researched papers

**Review, Argument, and Evaluation**
• Review a subject according to set criteria
• Develop an evaluation argument that critically assesses the subject
• Create and sustain arguments based on readings, research and/or personal experience
• Introduce a complex central idea and develop it with appropriate evidence drawn from primary and/or secondary sources, cogent explanations and clear transitions
• Choose appropriate supporting sources, based on the purpose and audience for the argument

**Commentary and Synthesis**
• Evaluate unique qualities and patterns in a trend, event, or policy
• Create meaning from an analysis of a trend, even, or policy
• Write a rough draft
• Introduce a complex central idea and develop it with appropriate evidence drawn from primary and/or secondary sources, cogent explanations and clear transitions
• Synthesize your perspective with the patterns and qualities of a trend, event, or policy
• Use audience awareness in explaining the patterns and qualities in a topic, trend, event, or policy
• Evaluate and incorporate reference documents into researched papers

**Materials**
**A willingness to learn**
Loose-leaf, lined white paper
Pens (black or dark blue)
Pencils
Highlighters (green, yellow, pink)
Folder and/or binder to keep class work
*Everything’s an Argument* (check out from TGB’s bookstore)
Trevor G. Browne’s student planner
Any other materials, as required by instructor

**Course textbooks**

**Grading system**
The semester grade will count as 90% of your overall grade. The final exam will count for 10% of your overall grade.

Weights for term grades:
70% Summative Assessment (tests, essays, projects, presentations)
30% Formative Assessment (class work, homework, drafts, participation in activities)

Students and parents are encouraged to check student grades using StudentVue or ParentVue links available via Phoenix Union High School District’s homepage: [http://www.education/district/district.php?sectionid=1](http://www.education/district/district.php?sectionid=1)
In addition, parents will receive progress reports via parent portal (ParentVue) as well as progress reports via US mail every three weeks.
Decimal point scores will be rounded to the nearest tenth. 89.5% is an A. 89.4% is a B.
A = 90% and above
B = 80-89%
C = 70-79%
D = 60-69%
F = 59% and below
*Accommodations and modifications will be included per IEP or 504 plan

Academic interventions
As a college-level course, students will be expected to maintain at least a C in the course. Students with a grade of 69.4% or lower will be required to attend my Advisory for make-up work, rewrites, and/or tutoring until their grade is at least 70%.

Title 1 Program
Academic tutoring and test preparation is available to all students. Additional support for passing classes and graduating on time is the intent of these services. Support through Title I funding is available in the areas of: Math, Reading and English. If interested, please contact the Principal Mr. Tony Camp, or Assistant Principal for Instruction Ms. Stephanie Streeter for additional information at (602)764-8517.

Attendance
Students may fail the class for the semester in any course, when reaching a total of 12 excused/unexcused absences and after school-documented interventions have been exhausted. (Student Procedures Handbook page 22)
“Absent” is defined as nonattendance in an assigned class or activity for more than one-half of the period. (PUHSD Governing Board Policy J-1561 JHR)

Tardies
Because entering the class after the bell is disrespectful to the instructor and disruptive to the learning environment, I expect that students will arrive to every class on time, and be in her/his designated classroom when the final tone of the last bell rings. Work missed due to an unexcused tardy cannot be made up. A student with chronic tardies will face consequences such as, but not limited to, after-school detention and/or contacting parents.
“Tardy” is defined as not being in the assigned class or activity when the tardy bell has finished ringing. (PUHSD Governing Board Policy J-1561 JHR)

Make-up work
In the case of an excused absence students have the opportunity to make up work for full credit. For full credit, make-up work must be turned in within the same number of days absent. If the absence is planned, it is advised that you ask for make-up work prior to the absence. In an emergency or unexpected situation, you may email me or ask me for make-up work the day that you return to class. Make-up work may involve coming to my Advisory class.

Teacher availability
For personalized attention, please see me during Advisory time, or send me an email.

Academic Honesty
You must respect the rights of copyright owners. Copyright infringement happens when you inappropriately copy someone else’s work that is protected by copyright.

Plagiarism is when you take someone else’s work and present it as if it were your own. Plagiarism is not acceptable and is not tolerated. All sources must be cited. If in doubt, ask me.
Papers will be submitted to the plagiarism software, Turnitin.com. Papers that must be resubmitted due to plagiarism after the due date may not earn full credit.

Violations of this copyright/plagiarism notification are subject to the discipline measures outlined in the PUHSD Student Handbook.

AP English Language and Composition is designed to provide students with writing, rhetoric, and research skills necessary for success in future academic endeavors. Therefore, students who plagiarize, above all, cheat themselves out of intellectual and academic growth. Remember, when you take the AP exam, YOU are your only resource.

Signing the last page of this syllabus indicates that you agree to abide by all patent, trademark, trade name, and copyright laws.

Electronics
All electronics must be turned off and out of sight during class, with the exception of using technology in order to enhance learning, for example, using an online dictionary and/or thesaurus. Please respect the learning environment and ask for permission before utilizing electronic devices. Repeated offenses will result in the discipline measures outlined in the PUHSD Student Handbook.

Classroom Etiquette
The class is an academic environment. As such, I expect that you will be fully engaged in the education process.

- One person speaks at a time. The teacher has priority.
- Be attentive and engaged in the AP English Language and Composition curriculum.
- Be prepared for class by critically analyzing the assigned reading and completing your writing assignments.
- Bring all required materials.
- Use respectful language and gestures.

You will be participating in peer reviewing and editing, and sometimes I will place exceptional papers on the wall for display. Consequently, keep in mind that all writing will be considered “public.” Choose topics that you will feel comfortable sharing with others.

When responding to a peer’s paper, constructive criticism is appreciated. Vague or insulting responses are neither acceptable nor useful.

Course Content
Summer reading: On Writing: A Memoir of the Craft by Stephen King
Term 1
Memoir/Narration
- Purpose and audience
- Common App essay
  - Description, narration, organization, voice
- Revision-use King’s example as guide
Rhetoric of social intervention: American Dream
- Historical documents: close reading, analysis protocol, SOAPS
  - City upon a Hill, Winthrop
  - Declaration of Independence, Jefferson
Excerpt from *Autobiography of Ben Franklin*, Franklin

- *The Great Gatsby* (novel)
- *Everything’s an Argument*: appeals to pathos, ethos, logos
- Rhetorical situation
  - JFK’s Inaugural Address: rhetorical analysis essay
  - Timed writing: rhetorical analysis, Banneker
- Symbolism: visual rhetoric
  - *Statue of Liberty*
  - Comics
  - Iwo Jima Memorial
  - MLK Memorial
  - Posters of Shepard Fairey
  - Synthesis timed writing: Monuments

Is the American Dream dead or alive?

- PBS *Point Taken* website
- Debate
- Synthesis essay: Anticipated success
- APA formatting
- Revision

Multiple choice passages
- Types of questions
- Distractors
- Test-taking strategies

Grammar: Khan Academy
Vocabulary: Power Plus for College and Career Readiness

**Term 2**

Rhetoric of social intervention: naming, ideology, and power

- *Brave New World*

Naming: word connotation

- What is an “American”?
  - Classification: “E Pluribus Unum,” Krugman
    - “For Writing” #2
    - How did your classification reflect your ideology?
  - Compare/contrast: “Where are you from?” Park
    - “For Writing” #2
    - How did your description of “home” reflect your ideology? Your family’s ideology?
  - Definition: “I am a Cripple” Mairs
    - Personal essay

- Commentary *GCU Assignment*: word connotation
  - Annotated bibliography

Power: roles, hierarchy, relationship rules

- “Civil Disobedience” Thoreau
- *The Thirteenth* documentary
- Timed writing: Chavez
- Timed writing: Disobedience

Types of sentences
Practice AP multiple choice passages
Vocabulary: Power Plus for College and Career Readiness

**Term 3**
Problem-Based Learning: social intervention
- “How to Get Power,” Liu
- Rhetorical analysis *GCU assignment: Obama’s 2004 DNC speech
- Timed writing: Kennedy

Identify problem (examples of current grassroots movements)
- Classification essay
  - Categories
  - Who/what are harmed?
  - Narrow focus and select problem
- Cause-effect presentation
  - Name the problem
  - What are some of the causes of the problem?
- Cause-effect essay: how does your selection of this problem reflect your ideology?
- Review *GCU Assignment: documentary or physical experience related to selected problem

Schemes
- “Yes We Can,” Obama
- “I Have a Dream,” King
- Argument speech
  - Convince an opposing or unaware audience
- Timed writing: Artifice

Punctuation as a tool
Practice AP multiple choice passages
Vocabulary: Power Plus for College and Career Readiness

**Term 4**
Problem-Based Learning: finding a solution
- Process analysis
- Writing a proposal
  - Presentation
- Using rhetoric for varied, real-life audiences

Literature circles: student-selected books related to problem/solution
Varied timed writing
Styling sentences
Practice multiple choice passages

**AP English Language and Composition exam**
**May 15, 2019**
Please read, sign, and detach this page.

Student
By signing below, you accept and agree to the guidelines outlined in this syllabus. I understand that the instructor reserves the right to make changes to this syllabus at any time and that verbal notification of changes will be given during class.

Name (print clearly): ____________________________ ID# _____________________

Student Signature: ____________________________ Date: __________________

Parent/guardian
By signing below, you acknowledge your understanding of the above guidelines and grant your permission for your student to participate the described coursework in the English classroom.

Name (print clearly): ____________________________ Date: __________________

Parent Signature: ____________________________

Any notes or comments from parents are appreciated. Thank you.

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