

AP Language & Composition

Overview of AP Language and Composition

The AP Language and Composition course trains students to become skilled readers and writers in diverse genres and modes of composition. As stated in the Advanced Placement Course Description for the English Exams, the AP Language and Composition course's purpose is "to enable students to read complex texts with understanding and to write prose of sufficient richness and complexity to communicate effectively with mature readers." As the course progresses, students will become aware of their own composition process through self-assessment and evaluations by peers and the instructor. These skills will allow the student to read critically and write effectively in different modes in the college classroom and beyond.

Objectives

Reading

- to increase the student's reading abilities in comprehension, interpretation, and evaluation
- to enable students to read complex texts with understanding
- to provide students with a wide variety of prose styles from historical periods and understand how events effected the literature
- to introduce the student to major American writers
- to improve vocabulary
- to improve critical thinking through analysis of language usage
- analyze alternative texts such as paintings and film as forms of art and communication

Writing

- to emphasize the writing process that includes prewriting, drafting, revising, and publishing
- to emphasize the aims of expressive, expository, persuasive, and literary discourse
- to master the modes narration, description, process, comparison/contrast, cause and effect, classification, definition, and analysis discourse
- to write mature prose of richness and complexity
- to introduce student to informal writing, including imitation exercises, journal keeping, and in-class responses
- to introduce the student to the techniques of research
- Revise written works to make them suitable for different audiences.

Possible Works:

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| • <i>The Crucible</i> | • <i>The Glass Castle</i> |
| • <i>The Scarlet Letter</i> | • <i>On Writing Well</i> |
| • <i>The Great Gatsby</i> | • <i>I Know Why the Caged Bird Sings</i> |
| • "The Death of a Salesman" | • "The Last Lecture" |
| • <i>The Narrative of the Life of Fredrick Douglass</i> | • <i>Letter From the Birmingham Jail</i> |
| • <i>Their Eyes Were Watching God</i> | • <i>American Poets</i> |
| • <i>The Things They Carried</i> | • <i>Into the Wild</i> |
| • "A Modest Proposal" | • "A Room of One's Own" |
| • <i>Of Mice and Men</i> | • "Two Ways to Belong in America" |

- American Speeches & U.S

Documents

Writing Assignments

In class Timed Essays-Responding to AP or AP-like Prompts: During the course of the year, students are regularly given timed essays. During the first semester, students will share and edit responses in their groups prior to submitting the assignment for assessment. If dissatisfied with the score earned on the paper, a student may revise and resubmit within a week of receiving the initial grade and attending an individual writing conference during HOT lunch tutorials or before or after school. During the second semester, students will have fewer opportunities to resubmit assignments. Even with the grade earned students are encouraged to attend writing conferences to build writing skills.

Major Writing Assignments: The following are processed papers composed primarily outside of class:

Analytical Essay	Students will write a rhetorical analysis from a prompt focusing on one of the summer readings or in-class readings.
Synthesis Essay	Students will write an essay synthesizing materials from a number of sources (different types of sources) to develop an argument.
Argumentative/ Persuasive Essay	Students will write an essay with the purpose of persuading a specific audience.

Assessments: The papers written in and out of class are the primary assessments. They reveal students' understanding of the concepts that are taught in class; therefore, many of the assignments are summative assessments. These papers are assessed on the 0-9 AP scale. There are additional assessments including: vocabulary quizzes, multiple-choice tests and exercises, and the major exam for the course, the AP Exam.

Grading Papers:

9 /8/ high 7: A (100-93) Exceptional content, style, organization, **and** mechanics

mid/low 7/ 6: B (92-85) Good content, style, organization, **and** mechanics

5 : C (84-77) Acceptable content, style, organization **and** mechanics

4: D (76-70) Below average in content, style, organization **or** mechanics)

3/2/ 1: F (69 - 50) Serious deficiencies in content, style, organization **or** mechanics

0: F (50 – 0) No response given, or inappropriate response (off-topic)

- The Advanced Placement Examination:** The culmination of English III, AP is the Advanced Placement Examination, given nationally each year in May. By scoring a 3 or higher, a student can gain advanced placement standing in college or possibly earn college credit. Therefore, there will be timed essays and multiple choice drills which should improve skills and facilitate scoring well on the examination. These drills are vital to AP English III and failure to perform accordingly will negatively affect one's grade and possibly one's score. The dates for the AP Exam are May 4th–15th, 2015.

Grading

This syllabus outlines the units being taught, but some changes are likely to occur. Please be flexible. Ask if there are concerns about grades. The grade scale has been issued by Wake County Public Schools:

Grades will be calculated in the following way:

- Major Assignments: 50%
- Minor Assignments: 35

- Homework: 15%