**AP English Language and Composition/English III**

**Spring 2013**

**Mrs. Hutchinson**

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# Course:

# AP English Language and Composition is a college course intended to replicate the freshman composition experience. This course 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 should make students aware of the interrelatedness of 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. At the heart of this course is the act of imitation. What students learn from their analyses of published writers, they will apply to their own writing. This class will also meet goals associated with the North Carolina Standard Course of Study for English III (see below), particularly in its concentration on works by American authors from a variety of literary periods and genres.

**Course Objectives:**

Put simply, students enrolled in this course will learn analysis of texts, rhetoric, synthesis, and American literature. More specifically, the state of North Carolina Standard Course of Study requires all students to demonstrate proficiency in six learning objectives for English III during their junior year. Most of these goals overlap sufficiently with the six required AP SCOS objectives, though the language in which they are written and the depth of study differ.

AP1: The learner will react to a variety of texts and media by drawing upon personal experiences, readings, and observations.

AP2: The learner will use inquiry and research to inform an audience about complex subjects.

AP3: The learner will create and sustain arguments based on readings, research, observations, and personal experiences.

AP4: The learner will analyze prose written in a variety of periods, disciplines, and rhetorical strategies.

AP5: The learner will develop a deeper understanding of representative literature with a specific emphasis on non-fiction.

AP 6: The learner will demonstrate understanding and mastery of standard written English and exhibit stylistic maturity.

# Texts:

Dean, Nancy. *Voice Lessons: Classroom Activities to Teach Diction, Detail, Imagery, Syntax, and Tone*. Gainesville: Maupin House Publishing, 2000.

Ehrenhaft, George. *Barron’s AP English Language and Composition.* New York: Barron’s Educational Series, 2012.

Yagelski, Robert P. *The Informed Argument.* 6th ed. Independence: Heinle, 2003.

Hacker, Diana. *A Writer’s Reference.* 6th ed. New York: Bedford/St. Martin’s, 2007.

# Requirements and Evaluation:

The instructor will evaluate students in a range of areas, focusing on the development of reading and writing skills. Evaluation of student performance will be based on a point system. Minor grades, such as vocabulary quizzes and daily activities, will carry low point values (x/10, x/20), while essay tests, major writing assignments, and reading journals carry higher point values (x/50, x/100). Your final grade will be determined by dividing the points earned by the points possible.

93-100=A

85-92=B

77-84=C

70-76=D

<70=F

**Writing:** Throughout the duration of this course, students will be engaged in the process of composing essays with a variety of purposes. Students will write several AP style essays in which they will analyze literature and rhetoric, construct arguments from personal knowledge, and synthesize arguments based on selected readings. Larger writing projects may include but are not limited to a topical autobiography, an editorial, a manifesto or belief essay, and a formal, argumentative research paper. All major writing assignments will include some form of written self-analysis and evaluation, usually a series of questions about your writing process and your efforts to achieve specific goals.

Most essays, and all timed essays, will receive scores according to a nine-level AP-style rubric. Scores will convert to grades as follows:

9 = 50/50

8 = 49-48/50

7 = 47-45/50

6 = 44-43/50

5 = 42-41/50

4 = 40-39/50

3 = 38-35/50

2 = 34-30/50

1 = 29-25/50

0 = 0/50

**Conferences:** Perhaps the most effective part of writing instruction is conferencing, as it provides direction and metacognitive development as you revise. Students will be required to schedule and attend several writing conferences before or after school throughout the semester. As a part of the revision process associated with your writing, you will maintain a “Writing Skills Record” on which we track your personal strengths and goals for improvement. The purpose of this record and of the conferences is to encourage growth through the revision process and in your development from paper to paper throughout the semester.

**Journals:** Students will maintain a journal for informal writing tasks to be completed in and out of class. Such writings will include evidence/commentary entries, where you analyze style, tone, meaning, purpose, or device for a specific passage; personal reactions, where you explore connections between readings and your own life; and Voice Lessons, where you read brief passages, respond to specific questions about syntax, diction, imagery and detail and apply the technique to writing of your own. Each major independent reading will require an evidence/commentary journal, usually tracing a specific theme, motif, or element of the work. Do not pull up Sparknotes or other websites as you write your journals, as this may cause you to inadvertently or purposely plagiarize, which is unacceptable. Students should recognize this format from their summer reading journal instructions. Journals will also be used for other class-starter activities, for which students will respond personally or analytically to visual and prose texts. This is a *separate* notebook from your evidence/commentary journals.

**Seminars:** Students will engage in lively dialogue, frequently informal, but often formal, regarding a variety of prose and visual texts. They will be expected to identify assertions, reasoning, and literary and rhetorical strategies, and elements of style. While much student dialogue will require students to formulate generalization about a text, the most insightful responses will defend generalizations about a text or passage by commenting on specific evidence from the text. Informal discussions will not be graded, but formal seminars will count as quiz grades.

**Tests and Quizzes:** The majority of the tests for AP English III will be timed essay examinations, though students will take weekly vocabulary quizzes, which will require them to master 20, level-appropriate words, and will be quizzed with reasonable frequency on terms and concepts, including rhetorical devices, logical fallacies, literary devices, syntax devices and lines of proof covered in class. To prepare for the AP test, students will also take AP-style, multiple-choice tests. The final examination for this course will be a partial AP test consisting of a multiple-choice section and AP-style essays. This format will closely mimic the College Board AP test for English Language and Composition. There will also be a state-mandated MSL that all English 3 students will take. Students will take both vocabulary quizzes and rhetorical term quizzes each week. Vocabulary lists will be pulled from a list of the most frequently used words from the SAT, and rhetorical terms will be pulled from the large PowerPoint presentation on the class website that you should download and print at the beginning of the semester. Reading check pop quizzes may also occur.

**AP Review:** I recommend that students review their notes, practice writing, review testing strategies, and take practice tests in *Cliff’s AP English Language and Composition* as well as *Barron’s AP Language and Composition* and Study Island. Also, make use of the enormous PowerPoint presentation that contains the bulk of your notes for the year. Students are advised to go ahead and print the PowerPoint at the start of the semester.

**Individual Materials:**

* Composition books (**2**) for evidence commentary journals and daily starters
* 3-ring binder for storing materials. It is recommended that you maintain sections for
  + Vocabulary and terms
  + Writing instruction and activities, including drafts
  + Readings
  + Other assignments
* Pencils, paper—the obvious
* Pens, colored pencils, markers, crayons, or highlighters of at least **three** different colors.

**Class Materials** (to be turned in to Mrs. Hutchinson)

* One ream of white printer paper (You will receive LOTS of handouts that you will need to keep in your binder for this class)
* One of the following: tissues, hand sanitizer, or disinfecting wipes (Clorox, Lysol, anything)

**Rules:**

1. Be respectful of your peers and the Rose faculty.
2. Be responsible for your work and your behavior.
3. Be seated and working when the bell rings.
4. Follow all rules in the school handbook, including rules regarding dress code and electronic devices, which will be confiscated if visible in the classroom.

**Absences:** If you are absent, you may make up any work that you missed, as long as you do so within the prescribed time frame (See Make-up work and Late Work). Also, be mindful of the school policy that you may only miss seven days in a course. More than seven absences will result in a failing grade for the course.

**Make-up Work and Late Work:** Once you return to school, you have three school days per day absent to turn in the missed work. For example, if you are absent on Tuesday, you will need to turn in make-up work by Friday. Check the class website for missed assignments. If there is nothing on the website, check with me. It is your responsibility to get any notes that you may have missed. Additionally, you have FIVE school days to make up missed tests. To avoid any problems, you should, upon your return to school, immediately schedule a day to make up the test after school. All work is expected to be in on time. No late work will be accepted.

**Academic Integrity:** The penalty for plagiarism is a zero for the assignment. Copying part or the whole of anyone’s work is plagiarism. Understand that plagiarism is an offense that will not be tolerated under any circumstances. Please maintain academic integrity at all times, both in and out of class. For assessments such as tests and quizzes, attaining answers via dishonest means, such as your cell phone or another student, you will receive a zero. The work that you turn in should always be your own, and you should not let another student take credit for your work. In regard to reading journals, copying or paraphrasing from Sparknotes or another study aid is plagiarism and will also result in a zero. The purpose of the journals is to see your thought process and how analyze what you read, not to see how well you can copy what themes Sparknotes identifies.

**Pacing:** This course will be broken down into a series of thematic units. During each thematic unit, we will read, discourse, and debate discourse in ways that promote critical thinking about the topics and the rhetoric therein. As we explore themes using appropriate texts, we will continuously work on learning terms related to language and composition and writing the three types of essays required on the AP Test.

**Thematic Units:** To aid in our study of language and composition, we will focus on several thematic units throughout the semester, utilizing several texts in each. Some of these texts will be excerpts from our textbooks and others will be longer works of fiction and non-fiction, which will be read independently and require evidence/commentary journals. Items in some units may overlap, as all of these themes connect to the writer finding a voice in society. Texts are subject to change depending upon availability.

The Role of the Individual/The Literary and Intellectual Self

The purpose of this unit is to introduce you to periods of American literature as we investigate the relationship between the nation’s development, its people, and its literature, and students will begin to evaluate authors’ style. Thematically speaking, the literature will focus on the individual’s effort to discover himself in a changing society. Students will also be discovering their own literary and intellectual voice during this unit, writing a “This I Believe” essay and delving into the writing of rhetorical analysis and argument. We will cover best practices for reading and annotating texts to aid in these types of writing. In addition to a variety of brief, non-fiction pieces, readings may include: *The Overachievers* (summer reading), *The Awakening*, *The Adventures of Huckleberry Finn*, and *The Poisonwood Bible*.

Consequences of Oppression

The works in this unit explore how oppression affects the individual and how the writer struggles to overcome it and reach freedom. In this unit, students will gain a deeper understanding of the language of persuasion, focusing on rhetorical appeals, argument structures, tone, satire, diction, and logic, and they will use this knowledge to compose their own arguments. Texts in this unit will range from shorter works such as The Declaration of Independence and “Sinners in the Hands of an Angry God” to longer texts such as *Their Eyes Were Watching God* (summer reading), *The Scarlet Letter*, *The Autobiography of Malcom X*, *Narrative of the Life of Frederick Douglass*, and *Black Boy.*

Ethics of Consumerism

As we segue out of the previous unit, we will examine the ethics of consumerism in America and what this means to our dynamic national identity, from the glamorous American Dream of Fitzgerald’s 1920s to the “fast food nation” that we live in today. Students will continue exercising research skills during this unit and will be in the final stages of revising and editing research papers. The variety of sources we will read in this unit will aid in helping students evaluate the strength of their own arguments as well as helping them take part in informed discussion and debate regarding issues pertinent to our society. Outside reading may include *The Great Gatsby*, *Nickel and Dimed*, *Scratch Beginnings*, and *Fast Food Nation (*this and many other works may overlap units*)*.

Man’s Relationship with Nature

This unit will allow for exploration of man’s changing relationship with nature and the discourse that continues to build around that relationship. Students will read from a variety of sources, including political cartoons, graphs, magazines, and scientific journal articles and learn to synthesize them into an argument. Students will be able to use those skills, along with others such as paraphrasing, summarizing, quoting, and citing, to begin writing a research-based argument paper. In addition to the shorter texts, students may be expected to read *Walden,* *Pilgrim at Tinker Creek*, *Silent Spring,* and/or *Fast Food Nation*.

**Films and other Non-Print Text:** Along with traditional texts, we will be viewing some non-print texts including paintings, sculptures, pictures, audio clips, and film. The films we watch will be appropriately related to our thematic units, and they will be rated G, PG, or PG-13. Most films will not be viewed in their entirety; rather we will view pertinent clips. Signing the signature form indicates that your child is allowed to view these films, unless otherwise noted. If you would like to place restrictions on this, please note your restrictions in the space for questions, comments, and suggestions.

**Signature Form**

I have read and I understand the expectations and procedures of this AP Language and Composition class and will uphold high standards of academic integrity with the understanding that plagiarism will result in a zero for the assignment.

**Student Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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**Parent Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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**Parent E-Mail Address:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

Dear Parent or Guardian:

Your child’s success in AP Language and Composition is my priority for this class. Please know that I will do everything I can to ensure that each student is learning and maximizing his or her potential. Each student will be treated fairly and equitably, and I hope that you will share with me any suggestions or comments that you may have about this class or your student. I am committed to effective communication with parents and students throughout the course, so please feel free to contact me at any time.

Sincerely,

Ashley Hutchinson

Questions/Comments/Suggestions:

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\*Students, please return this form to Mrs. Hutchinson