



2023-2024 Course Syllabus

Course AP English Language and Composition

Teacher Jennifer Reynaga

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Google Classroom link <https://classroom.google.com/c/NjE5ODUyNzk3MTk5?cjc=ralbsah>

AP Classroom Code

Period 3 4PW46L

Period 5 RJZ6RN

Welcome to AP English Language and Composition! In this course we will be reading American literature spanning many genres and centuries. We will be learning how writers use rhetorical modes and literary techniques/devices/elements to convey significant messages to a wide audience. We will also practice writing works that describe, define, narrate, explain, argue, and synthesize other texts. For the most part, we will be using AP rubrics aligned with College Board standards for AP English Language and Composition

The purpose of this course is to meet graduation requirements and prepare you for the rigorous reading, analysis, and writing that will be required of you as scholars and citizens. This course will also prepare you to take the Advanced Placement Exam in English Language and Composition. Bear in mind that most universities will deny your application if you earn less than a C in this course. The extra grade point you earn for this class is only available if you earn a C or better. The following is a list of my rules and policies, and a description of my grading system. If you understand and follow these guidelines, you should have no trouble succeeding in this class.

Academic Expectations

During a normal school year this course requires 8 hours a week. 5 of those hours are normal class hours that include a mixture of direct instruction, small group work, whole class discussion, and in-class readings/writings. On top of 5 instructional hours, students should expect to spend 3 more hours a week (give or take 30 minutes) on completing out-of-class assignments. 80% of these assignments will be reading and annotating texts in preparation for in-class instruction. Do not submit work that is not of your own creation. Plagiarism and inappropriate use of artificial intelligence programs will result in no credit for the assignment and a behavioral referral.



--Students will come to class on time and well-prepared: This includes bringing all necessary materials: lined paper, blue/black pens, highlighter, current text).

--Students will use appropriate and respectful language during all class activities.

--Students will actively participate in all class activities. This includes asking questions!

--Students will use technology appropriately. We will use digital devices from time to time in class. However, students must ask permission before using digital devices (on campus). Under no circumstances should a student record another student, class materials, or the teacher without prior explicit permission. We will amend this as our conditions change.

Grading Policy

The course grade is a percentage based on the number of points possible. Expect to spend 3-3.5 hours a week preparing for class. Students who show evidence that they do will earn a minimum of a B. Students who do not show evidence of this will not earn an A.

--Process assignments—these assignments are preparation for class activities. They include preparing short drafts and reading quizzes. These assignments are graded immediately. Students may not make them up but may ask for an alternate assignment to replace the original. These assignments usually represent 30 minutes of homework and are usually worth 5 points.

--Product—these assignments demonstrate student mastery of course content and skill. These include literary analysis essays, argument essays, AP released multiple choice exams, and oral presentations. Some of these assignments may be resubmitted/reattempted in order to raise scores. These assignments are worth 100 points and will be clearly indicated on Infinite Campus.

All assignments will be posted in the weekly topics in Google Classroom. I do not sync with Infinite Campus and not all assignments will show up in your Google Classroom to-do list. Make sure you check the schedule for each week. I will post this as the first folder under the weekly topic. Once posted, I may delay items, but I will not add items.

Textbook

The Language of Composition. Bedford, Freeman, and Worth High School Publishers, 2018.

The textbook, individual titles, and supplementary materials are accessible in the Books Folder on Google Classroom

Required Materials

Laptop/tablet, current text, lined paper, blue/black pen, highlighter



Course Objectives and Content

Students will learn to analyze and discuss a wide variety of culturally significant creative and non-fiction texts. We will focus on how writers use elements of language and rhetorical modes to achieve a purpose both in and beyond their own time and culture. Students will also learn to compose effective texts using a variety of rhetorical modes. Students will frequently contribute to in-class discussions using appropriate and clear spoken language.

Reading--Students will learn and apply close reading techniques (this includes identifying standard literary techniques such as imagery, diction, syntax, figurative language, plot, characterization, irony, point of view, setting, meter, rhyme, form, sound effects, rhetorical appeal etc.) and learn to draw conclusions based on their analysis. We will also look at how each work fits the American literary tradition.

Writing--Students will be assigned several compositions spanning the following writing modes: description, narration, definition, comparison and contrast, cause and effect, argument, and persuasion. Students will be expected to use newly learned stylistic devices in their writings. We will study professional and student examples of these essay modes, and students will have an opportunity to revise some of these essays. Over the course of writing these essays students will be trained in the Advanced Placement Language and Composition 6 point rubric.

Speaking/Listening-- Students will frequently contribute to in-class discussions using clear, appropriate, and respectful language. Students will also learn to listen to a wide variety of views with accuracy and engagement. This includes the ability to clearly restate someone else's view and add one's own thoughts, whether as a means of support, elaboration, or rebuttal.

Grammar--Students will identify, use, and understand the literary impact of various grammatical units and features: These include parts of speech, parts of sentence, sentence complexity, phrases and clauses of all kinds, and verbals. They will also learn how grammatical units are used to make up different sentence types (e.g. parallel, periodic, cumulative, and ironic).

The list below includes readings we have used in the past and are likely to use this year.

Nonfiction (sometimes as excerpts)

Between the World and Me, Ta-nehisi Coates

"Model of Christian Charity," John Winthrop

“Sinners in the Hands of an Angry God,” Jonathan Edwards
“Declaration of Independence” Thomas Jefferson
Narrative of Frederick of the Life Douglass
R.W. Emerson fr. “Nature” and “Self-Reliance”
Thoreau fr. *Walden* and “Civil Disobedience”
The Fire Next Time, “The Creative Process” James Baldwin

Various professional and student models from anthologies



Fiction (4-5 of the titles below)

The Scarlet Letter, Nathaniel Hawthorne
“Snows of Kilimanjaro” Ernest Hemingway
The Adventures of Huckleberry Finn, Mark Twain
The Great Gatsby, F. Scott Fitzgerald
Maggie, *Girl of the Streets*, Stephen Crane
Ethan Frome, Edith Wharton

Drama (1 or both of the titles below)

Raisin in the Sun Lorraine Hansberry
Death of a Salesman Arthur Miller

Poems (selections from the titles below)

Richard Wright “Between the World and Me”
Anne Bradstreet--three poems
Emily Dickinson --two poems
Langston Hughes-- “Theme for English B,” “Cross,” “Dream Deferred”
Gwendolyn Brooks-- “Kitchenette Building,” “We Real Cool”

Additionally, we will analyze the texts included in previous AP English Language and Composition released exams, and in our mandated textbook)