



# 2022-2023 Course Syllabus

**Course** AP English Language and Composition

**Teacher** Jennifer Reynaga

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**Google Classroom link for all periods**

<https://classroom.google.com/c/NTI2ODI2OTg3Njcx?cjc=wrtqq25>

Welcome to AP English Language and Composition! 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 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, 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. If we alter the schedule for the instructional day/week, these requirements will be adjusted accordingly.

Regardless of the schedule/location/platform we are using, I expect the following:

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

will have prepared necessary technology including downloading/uploading materials, loading assigned extensions and applications, etc.

--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**

Students will earn 5 points a week for the successful completion of whatever process assignments there are in the week. Most product scores will be 100 points (there will be 8-10 product scores) The course grade is a percentage based on the number of points possible. Expect to spend 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. This work will constitute the 5 points students earn each week. Occasionally, other process assignments will be added beyond the weekly 5 points.

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

### **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

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)