

2019-2020 COURSE SYLLABUS

AP ENGLISH LANGUAGE AND COMPOSITION

(EZS328 – EZS329; 10 total credits)

MR. GLEASON

Room C-314

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<https://sites.google.com/site/gleasonteacher/> (includes Calendar and links; access to AP Classroom, Google Classroom)

COURSE DESCRIPTION

In Advanced Placement English Language and Composition, you focus your reading and writing skills on the details of rhetorical analysis, argumentation, and synthesizing sources. As a critical reader, you analyze how an author's work is deliberately arranged – considering diction, syntax, figurative language, etc. – to shape the text's meaning and purpose. (The texts are wide-ranging, mostly non-fiction works that remind you that effective writing across society has real-world stakes; these will include long-form essays, speeches, historical documents, journalism articles and editorials [past and present], visual compositions, advertising copy, and so on). As a writer, you combine insight and course information from readings, lecture and class discussion – including numerous questions from previous AP Exams -- to analyze the rhetoric and arguments of others. The AP Exam for Language and Composition will be held on **Wednesday, May 13, 2020**. Although the results of that exam do not affect the class grade, a passing score indicates that you have capably completed the equivalent of a college-level freshman composition course.

TEXTBOOKS, READINGS

- *The Language of Composition, Third Edition* (Bedford, Freeman & Worth Publishers) c. 2018, Shea, Renee; Scanlon, Lawrence; Aufses, Robin; Pankiewicz, Megan.
- *myPerspectives: American Literature, California* (Pearson Education, Inc.) c. 2017, Morrell, Ernest; Hiebert, Elfrieda; Gallagher, Kelly; Cummins, Jim.
- *Reading the World: Ideas That Matter, 2nd Edition* (W.W. Norton & Company) c. 2010, Austin, Michael.
- Literary non-fiction: various pieces used to demonstrate and illuminate authorial style, expression of purpose, argumentation, persuasion, topical analysis
- *Vocabulary Power Plus for College and Career Readiness, Level Three*. (Prestwick House) c. 2014, Reed, Daniel A.
- *Write Source, Grade 11* (Houghton Mifflin Harcourt) c. 2012, Kemper, Dave; Sebranek, Patrick; Meyer, Verne.
- Imaginative literature: Novels, poetry, and works of short fiction available for check-out to engage individual reading or whole-class instruction.

REQUIRED MATERIALS:

Please ensure you have the following items throughout each of the four quarters of the school year:

- dark blue or black ink pens
- 2+ highlighters (2 colors, min.)
- a 3-ring binder (1” or 1.5” spine)
- an ample supply of binder paper
- 8 dividers with tabs (list of Binder Sections at right)
- access to a reliable printer with enough ink – the Kennedy Library has printing resources available as well

Binder Sections:

Use or make 8 dividers with tabs -- the first divider goes after 'Course Documents'

1. Course Documents
2. Notes & Journals
3. Readings
4. AP: Rhetorical Analysis
5. AP: Argument
6. AP: Synthesis
7. Literature
8. College & Career Radar
9. Blank Paper (recommended)

COURSE OUTLINE

Below is a general map of the main concepts during the year, and the quarter in which they're emphasized. Although these elements are categorized separately, they don't operate in isolation from one another.

Q1	Q2	Q3	Q4
Rhetorical Analysis	Argumentation	Synthesis / Style	AP Exam
<ul style="list-style-type: none"> • A Writer's Choices • The Rhetorical Situation • Effectively Achieving Purpose 	<ul style="list-style-type: none"> • Claims & Evidence • Thesis Matters & Argument Structure • Using Perspectives 	<ul style="list-style-type: none"> • Using Sources • Evidence & Commentary • Developing Arguments • Using diction, syntax, imagery 	Build a Bridge to AP Lit

Please refer to the back of this syllabus for a more detailed matrix of reading and writing skills, via the College Board.

AP Free Response Questions (FRQs) will be scored using the new rubric introduced in 2019 by the College Board. The total points for an FRQ response is 6, which is derived from three sub-scores: *Thesis* (1pt.), *Evidence & Commentary* (4pts.), and *Sophistication* (1pt.).

Literature studies, though secondary in the AP curriculum, focus on American works. This allows us to follow the interwoven historical, social, and philosophical threads that inspire America's literature, the styles of successive literary periods, and the evolution of "America" as interpreted, debated, and celebrated by its many voices over time.

Junior year also features the SAT, ACT and Smarter Balance CAASPP tests, as well as the next stages in college and career preparations and resources.

COURSE OBJECTIVES & GRADING POLICY

Let's do this. The class is an opportunity to gain knowledge together, to hone your process as a student, and to apply your practice to creating a worthy and satisfying series of assignments and projects that demonstrate your learning. Categories used in *Infinite Campus* are listed below.

CATEGORY	SUBCATEGORIES	EXAMPLES OF TASKS
25% Routines (Skills & Labor)	<i>Homework (HW)</i>	<ul style="list-style-type: none"> • Reading/annotation • Short-form analysis writing, etc. • Individual or small-group work that hones both process & product
	<i>Classwork (CW)</i>	<ul style="list-style-type: none"> • Assertion Journal • Short-form analysis writing • Grammar/Writing Notes, activities • Discussions, sharing-out, ad hoc presentations (solo or group)
	<i>Practice Free-Response Question (FRQ-P)</i>	<ul style="list-style-type: none"> • An essay prompt, but focused only on a certain section or element of the writing, using pre-discussion and communal skills for practice.
35% Assessments	<i>Quiz (QUIZ)</i>	<ul style="list-style-type: none"> • A tool to assess reading comprehension, key concepts, vocabulary, language conventions
	<i>Socratic Seminar (SOCR)</i>	<ul style="list-style-type: none"> • Socratic Seminars & other scheduled discussions requiring research/preparation
	<i>Free-Response Question (FRQ)</i>	<ul style="list-style-type: none"> • Essays assigned to be completed during class (approx. 45min.); prompts may be previously seen and discussed, or may be new to students
	<i>Final Exam (FINAL)</i>	<ul style="list-style-type: none"> • End of 1st Semester: Written analysis and multiple-choice • End of 2nd Semester Written analysis and multiple-choice
40% Projects	<i>Essay (ESSAY)</i>	<ul style="list-style-type: none"> • Any multi-stage (“process”) essay devised and completed over 1-2 weeks; usually printed out
	<i>Presentation (PRES)</i>	<ul style="list-style-type: none"> • Presentations (solo or group) requiring research/preparation

HOMEWORK POLICY & LATE ASSIGNMENTS

You are expected to complete your homework on a timely, consistent basis. Access my website's calendar and daily agenda slide(s) to track any missed assignments or assessments. Late assignments are only accepted when a valid reason is proven, and, if you plan to be absent, please email the work ahead or have someone else deliver your work. Track your progress using *Infinite Campus Student Portal* – and thanks in advance for your patience as I score assignments and essays. In the gradebook online, each scored assignment will show points earned, each missing assignment will be marked '0', and each yet-to-be-scored assignment will show a blank space.

CLASSROOM EXPECTATIONS

I'm looking forward to a productive, insightful, and enjoyable school year working with you. As in most working collaborations, some days can be better than others, so we learn to "do the work even on a bad day" and persevere. My role is to engineer opportunities for academic discovery for all students; that process will require habits of mind for critical thinking, habits of heart for respectful interaction, and the patience and stamina needed to fight through setbacks and frustrations.

Behavior

Respectful behavior is expected in the class: Respect for learning; Respect for property; Respect for boundaries; Respect for others; Respect for yourself.

The class involves everyone's needs for enrichment and advancement; therefore, classroom time means shared time with equal stakes for all. You are expected to respect and maximize this shared time without disruption. Don't waste our time. Please also understand that your personal needs – while important to you – cannot overtake the class agenda. Refer to the *John F. Kennedy High School Discipline Policy Handbook* for campus-wide rules for behavior and expectations. Take particular note of Kennedy's policies on plagiarism.

Attendance & Tardies

Take attendance seriously and show up. Missing multiple days of class in a semester, whether excused or unexcused, can endanger earning course credit. As the tardy bell rings, you are expected to be in your seat with necessary materials, ready to start. If you arrive late, be polite and enter quietly without distraction. Absences and tardies erode your participation potential and leave you stranded on the runway while everyone else takes off.

Addenda

- Food and drink are prohibited: they distract and litter a classroom. Bottled water is recommended, but keep control -- leaving to refill at the drinking fountain is not a valid use of class time. A responsible-enough class may eventually eat fruits or vegetables in class.
- Bathroom passes are offered very rarely during class because most students and teachers can capably handle an hour of focused learning. You are expected to use passing periods for bathroom needs. Please plan ahead to avoid class disruption and personal discomfort! If you must go, you are directed to leave any internet-connected devices with me. Unless following a doctor's orders, a student who habitually uses the bathroom during class demonstrates poor planning and class engagement.
- It's not a bad idea to bring your own tissue paper, particularly during cold and flu season.

TECHNOLOGY & DIGITAL TOOLS

Be truly present. Your mobile devices need to be kept out of reach and out of sight in the classroom, unless I specifically allow their use in a lesson. I will provide you with access codes for Google Classroom and AP Classroom, which digitally supplement the main classroom tasks and learning. From time to time, laptop carts will be used in the classroom, but most day-to-day tasks will be analog.

Real talk: tech issues are commonplace. Although they're frustrating, tech problems are not excuses for late work. Printers run dry, servers shut down, files become corrupted, and so on -- these are not considered emergencies. Simply manage your time, prepare your printers, and back up your work to avoid unwelcome surprises. Refer to the *John F. Kennedy High School Discipline Policy Handbook* for campus-wide rules and policies about technology use.

AP LANGUAGE AND COMPOSITION SKILLS

Rhetorical Situation <u>RHS</u>		Claims & Evidence <u>CLE</u>		Reasoning & Organization <u>REO</u>		Style <u>STL</u>	
Enduring Understanding: Individuals write within a particular situation and make strategic writing choices based on that situation.		Enduring Understanding: Writers make claims about subjects, rely on evidence that supports the reasoning that justifies the claim, and often acknowledge or respond to other, possibly opposing, arguments.		Enduring Understanding: Writers guide understanding of a text's lines of reasoning and claims through that text's organization and integration of evidence.		Enduring Understanding: The rhetorical situation informs the strategic stylistic choices that writers make.	
Skill Category 1	Skill Category 2	Skill Category 3	Skill Category 4	Skill Category 5	Skill Category 6	Skill Category 7	Skill Category 8
Rhetorical Situation – Reading	Rhetorical Situation – Writing	Claims and Evidence – Reading	Claims and Evidence – Writing	Reasoning and Organization – Reading	Reasoning and Organization – Writing	Style – Reading	Style – Writing
Explain how writers' choices reflect the components of the rhetorical situation.	Make strategic choices in a text to address a rhetorical situation.	Identify and describe the claims and evidence of an argument.	Analyze and select evidence to develop and refine a claim.	Describe the reasoning, organization, and development of an argument.	Use organization and commentary to illuminate the line of reasoning in an argument.	Explain how writers' stylistic choices contribute to the purpose of an argument.	Select words and use elements of composition to advance an argument.
SKILLS							
1.A Identify and describe components of the rhetorical situation: the exigence, audience, writer, purpose, context, and message.	2.A Write introductions and conclusions appropriate to the purpose and context of the rhetorical situation.	3.A Identify and explain claims and evidence within an argument.	4.A Develop a paragraph that includes a claim and evidence supporting the claim.	5.A Describe the line of reasoning and explain whether it supports an argument's overarching thesis.	6.A Develop a line of reasoning and commentary that explains it throughout an argument.	7.A Explain how word choice, comparisons, and syntax contribute to the specific tone or style of a text.	8.A Strategically use words, comparisons, and syntax to convey a specific tone or style in an argument.
1.B Explain how an argument demonstrates understanding of an audience's beliefs, values, or needs.	2.B Demonstrate an understanding of an audience's beliefs, values, or needs.	3.B Identify and describe the overarching thesis of an argument, and any indication it provides of the argument's structure.	4.B Write a thesis statement that requires proof or defense and that may preview the structure of the argument.	5.B Explain how the organization of a text creates unity and coherence and reflects a line of reasoning.	6.B Use transitional elements to guide the reader through the line of reasoning of an argument.	7.B Explain how writers create, combine, and place independent and dependent clauses to show relationships between and among ideas.	8.B Write sentences that clearly convey ideas and arguments.
		3.C Explain ways claims are qualified through modifiers, counterarguments, and alternative perspectives.	4.C Qualify a claim using modifiers, counterarguments, or alternative perspectives.	5.C Recognize and explain the use of methods of development to	6.C Use appropriate methods of development to advance an argument.	7.C Explain how grammar and mechanics contribute to the	8.C Use established conventions of grammar and mechanics to communicate



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clarity and
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argument.

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