

## 2019-20 AP Language and Composition Syllabus

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Room 157 Office Hours Wednesdays 2:45-4:00 pm

### Overview:

According to the College Board's Description for 2019, "*The AP English Language and Composition course focuses on the development and revision of evidence-based analytical and argumentative writing, the rhetorical analysis of non-fiction texts, and the decisions writers make as they compose and revise. [You will] evaluate, synthesize, and cite research to support their arguments. Additionally, you will read and analyze rhetorical elements and their effects in nonfiction texts-including images as form of text- from a range of disciplines and historical periods. This course aligns to an introductory college-level rhetoric and writing curriculum*". (Course Description)

### A note about Revision:

Revision and peer evaluation are a major focus in this class. Although the writing will be geared toward helping the students pass the AP Language test, we recognize that writing is a lifetime skill. The nature of the assignments will be more complex than students may have encountered in previous English classes. Students must be prepared to think, revise, and control their writing. Expectations are intentionally high.

### Overarching Theme for 2019-20 is (Voice)

Our work will involve analyzing texts that are divided into four quarters:

#### Quarter 1- The Rhetorical Situation; Claims and Evidence (*Language and Conflict*)

Skills Covered: 1A 1B; 3A; 4A

#### Quarter 2- Claims and Evidence; Reading and Organization; Style (*Politics and Social Justice*)

Skills Covered: 2A; 2B; 3A; 3B; 4A; 4B; 5A; 5B; 6A;

#### Quarter 3- Reasoning and Organization; Style (*The Meaning of Education and Success*)

Skills Covered: 3B; 3C; 4B; 4C; 5B; 5C; 6B; 6C; 7A; 8A

#### Quarter 4- Reasoning and Organization; Style (*Gender*)

Skills Covered: 7B; 7C; 8B; 8C

### The first-semester literature plan includes the following titles:

*The Fire Next Time*- James Baldwin

*The Fire This Time*- Jesmyn Ward, Editor

*Autobiography of Malcolm X* (Malcolm X and Alex Haley)

*The Outliers* (Malcolm Gladwell)

*Notes of a Native Son* (James Baldwin)

Numerous essays, columns, memoirs, articles, visuals, TEDTalks and films

*Why We Can't Wait* (Martin Luther King, Jr.)

Podcasts- *CodeSwitch*, *Revisionist History*, and *Invisibilia*

### The second-semester reading plan includes the following titles:

*The Overachievers* (Alexandra Robbins)

*Woman Hollering Creek* (Sandra Cisneros)

*Thank You for Arguing* (Jay Heinrichs)

Numerous essays, columns, memoirs, articles, visuals, TEDTalks and films

## Personal Progress Checks:

New to the course this year will be Personal Progress checks. Personal Progress Checks measure knowledge and skills through multiple-choice questions with rationales to explain correct and incorrect answers, and free-response questions with scoring information. We will have regular progress checks to ensure you are growing in your thinking, reading and writing skills.

## Grades:

We will use the total points approach to grading. Assignments will be weighted accordingly with regards to their significance and scope. Students should treat all assignments as important and do their best, as well as complete their work on time.

**AP Grading:** AP graders assign scores of 1-9 to essays on the official AP test. The equivalencies in this class are as follows:

9=A	6=B	3=C-/D+
8=A	5=B-/C+	2=D
7= A-/B+	4=C	1=E

## Assignments will fall in the following categories:

Formative 40%

Summative 50%

Homework 10%

## Absence Policy:

Students who miss class because of an excused absence must arrange to make it up within three school days. A student returning to school on a test day must take any previously announced test with the class. Please bring any special circumstances to my attention promptly.

Class assignments and grades will be posted on Google Classroom frequently. Please visit our classroom daily to ensure you know what assignments and assessments may be upcoming.

## Revision/Reassessment:

Due dates will be established for all assignments. Writing assignments received by the next class (deadline) will be accepted for a 10% reduction in grade. Students who wish to revise written assignments for reassessment must confer with the teacher before attempting any revisions. After such a conference, students will apply the lessons of the conference and submit the revised essay for a new grade.

## Quarter 1- Language and Conflict

### Introduction to Rhetoric and Basis for Argumentation

#### Essay #1 Summer Reading Essay- Pre-Assessment of Writing Skills

#### Essay #2 Personal Narrative

#### Project #1- Autobiography of Malcolm X / Notes of a Native Son Soundtrack

Skills Covered: 1A 1B; 3A; 4A

Students will:

- Explain how writers' choices reflect the components of the rhetorical situation
- Identify and describe the claims and evidence of an argument
- Analyze and select evidence to develop and refine a claim

## Quarter 2- Politics and Social Justice

Skills Covered: 2A; 2B; 3A; 3B; 4A; 4B; 5A; 5B; 6A;

Students will:

- Make strategic choices in a text to address a rhetorical 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

After reviewing the elements of argument, students will read a series of speeches and essays that examine American Politics- historical and current times and how issues of social justice have been addressed by citizens and those in power in the political arena.

### Project #2- The Columnist Project (Claims and Evidence and 2 papers)

## Quarter 3- Education and Success

Skills Covered: 3B; 3C; 4B; 4C; 5B; 5C; 6B; 6C; 7A; 8A

Students will:

- 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

### Essay #3 Researched Argument Paper

Students will submit a 3-5-page research argument paper on an educational issue using the MLA style format. The students must develop a thesis, gather research materials, evaluate research materials and submit process work. Students must use at least six varied sources.

## Quarter 4- Theme: Gender

Skills Covered: 7B; 7C; 8B; 8C

Students will:

- Continue to practice and hone skills from previous quarters as well as
- Explain how writers' stylistic choices contribute to the purpose of an argument
- Select words and use elements of composition to advance an argument

Students will read a series of short stories and articles about women and men. While reading the selected text, *Woman Hollering Creek*, by Sandra Cisneros, students will record facts, feelings and questions in their journals. They will continue to examine the stylistic techniques Cisneros employs and close read and analyze several passages in the book.

### Essay #3 Style Essay

After reading and analyzing Cisneros' text, students will write a one-page piece emulating Cisneros' style depicting a gender stereotype.

### **Essay #4 Synthesis Essay**

As students read and gather information from the short stories and articles and several pictures that depict women and men, students will write an essay that synthesizes at least three sources in order to defend, challenge or qualify the claim that it would be better for men and women to live separately.

**Ultimately, I am excited to work with you this year. Best wishes for success in the class and on the AP Language and Composition exam.**