**AP Language and Composition**

**2018-2019 Course Outline**

**Mrs. Debbie Peacock--** **peacockdebbie.bchs@gmail.com**

**Description:**  In this college-level course, students read and analyze a broad and challenging range of nonfiction prose selections, deepening their awareness of rhetoric.  Course readings feature expository, analytical, personal, literary, and argumentative texts from a variety of authors and historical contexts.  Students will

prepare for the AP English Language and Composition Exam and may be granted advanced placement, college credit, or both as a result of satisfactory performance.  Students may also choose to take this course for dual enrollment college credit for an additional fee.

As this is a college-level course, performance expectations are high, and the workload is challenging.  The course assumes that students read above grade level; write grammatically correct sentences; are willing to engage in abstract and analytical discussions; can effectively embed in-text citations; and have good attendance and a strong work ethic.

**Organization:**  Students must have physical binder sections/folders to manage their written work and other material. Students will be required to turn in their collected written responses and “notes on writing” each quarter.

**Texts:**

* *The Language of Composition* by Renee H. Shea and Lawrence Aufses **(mandatory purchase--will be billed to account)**

* *My Bondage and My Freedom* by Frederick Douglass
* *To Kill a Mockingbird* by Harper Lee
* *Walden* by Henry David Thoreau
* *Unbroken* by Laura Hillebrand

We will also be reading 2 additional AP approved non-fiction books, focusing on annotation, so students will need to “mark up” the text, either physically or with an annotation app.

**Goals**:   The purpose of the AP English Language and Composition course is to enable students to read complex texts with understanding and to write prose of sufficient richness and complexity to communicate effectively with mature readers. A major goal of this course is to “launch” informed Christian citizens who can clearly articulate their ideas and beliefs to others.

**Evaluation:**

Students are graded on the basis of major papers, projects, homework, class work, tests and quizzes, participation, and timed AP-style writing prompts.  Grading toughens up as the year progresses—essays of similar quality will earn higher grades earlier in the year.  Students are expected to grow in stylistic maturity as readers and writers in AP Lang.

Summer Homework:

Students will read *My Bondage and My Freedom* by Frederick Douglass over the summer and will turn in homework on the first day of class. Details can be found in “Summer Letter” found on my webpage.

**First Quarter**

Introduction to Rhetoric and AP English Language; Rhetorical Terms and Concepts; Writing instruction; Close reading strategies; Timed Writing Instruction.

Students are introduced to rhetorical analysis, becoming aware of how stylistic effects are achieved by writers’ linguistic choices. Key concepts will be taught, such as Aristotle’s Rhetorical Triangle, the Five Canons, and the Rhetorical Analysis Arch

Method.  Stylistic maturity will be emphasized, as they will learn to apply effective strategies and techniques in their own writing.  Students will read *To Kill a Mockingbird* for their first quarter’s independent reading.

Ongoing strands throughout the year will include:

* On-demand writing practice and passage analysis
* Multi-draft writing
* Individual vocabulary program
* Independent reading
* AP multiple-choice practice

**Second Quarter:**

Rhetorical Analysis and Textual Connections; Rhetorical Strategies and Language Devices; Precis Writing, Charting, and Bracketing; “Follow A Columnist” project; *Walden* by Henry David Thoreau.

Students will be introduced to multiple essay types, including narration, description, process analysis, cause and effect, and argumentation.  The “Follow a Columnist” project will encourage students to study and critique a prominent practitioner of stylish written rhetoric – usually a newspaper columnist. Students will be introduced to multiple strategies to improve close reading and rhetorical analysis.

**Third Quarter:**

Multiple Choice Immersion Unit; Argument Unit; Current Event Synthesis and Research Project; Synthesis and Closed Research; Timed Writing Instruction; *Unbroken* by Laura Hillebrand.

Major research project presenting a pre-approved current event, culminating in both a persuasive speech and synthesis report. Key texts for the unit include essays and historical readings, logical fallacies, and current events. While developing a deeper understanding of audience, students will apply effective strategies and techniques in their own writing, while creating and sustaining arguments based on readings, research, and/or personal writing.

**Fourth Quarter:**

AP Test Review; Intensive Rhetorical Analysis Practice; Debate Unit; Documented Argument, Synthesis and Research

During this quarter, we will focus on synthesis and rhetorical analysis, question reading and prompt “attack” strategies.  We will intensify efforts toward stylistic maturity in writing, particularly in the areas of complexity and nuance, quality of evidence, and approaching texts “conversationally”.  We will review strategies for success on the test that have been introduced and practiced throughout the year. Students will hone argumentation through formal and informal discussions and debates. Students will read an AP approved non-fiction book.

**Materials Needed:**

1. Digital and paper folders for notes, vocabulary, handouts, and student writing.

2. A section in the school binder, dedicated to AP Lang.

3. Pens, pencils, paper, highlighters, post-its, and other “writerly” tools

**Class Policies**

1. Bring all materials, including iPads, to class every day.

2. Students are to be in assigned seats, with materials, before the tardy bell.

3. Include the following information on all work: name, date, period, and title of

assignment.

4. Visible cell phones will be confiscated and given to the dean and will likely

result in demerits.  Cell phone use (calling or texting) will automatically

result in demerits.

5. Subject to teacher discretion, late work **may** be accepted for a maximum of 50%, with the exception of work made-up after an absence.  Place late work into the “late work” box and include the date it was due, the date you are turning it in, and whether you were absent on the due date.

6. All other policies are listed in the student handbook, and/or the iPad.

**Acceptable Use Policy and Guidelines:**

Pay special attention to rules regarding the rights of staff members to search iPads; the ban on game playing; using social media, video/audio recording; and checking personal email without teacher approval.

**Plagiarism:**

Multi-draft papers will be submitted through “turnitin.com”. Students who turn in papers written by someone else will receive demerits and a 0 on the assignment.  Lesser infractions will receive fewer demerits as appropriate, but will still receive a 0 on the assignment.

**Please return this page to Mrs. Peacock.**

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

Dear Parents/Guardians,

The best way to communicate with me is through email: peacockdebbie.bchs@gmail.com

Please check the appropriate line and sign below:

\_\_\_\_\_  I have read this outline and I have no questions concerning the policies for AP

English Language and Composition.

\_\_\_\_\_  I have read the course outline, and I would like Mrs. Peacock to contact me.

(Please include the best way to contact you, whether by email or phone.)

Signature of Parent or Guardian:

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