

2022-23 Course Outline - AP English Language & Composition

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This is an introductory college-level course designed to help students “write effectively and confidently in their college courses across the curriculum and in their professional and personal lives” (College Board). Designed according to the College Board’s guidelines, this course expects students to read critically, think analytically, and communicate clearly in both written and verbal form.

A survey of both fiction and non-fiction (predominantly) American texts, this course is the study of rhetoric inherent in language and culture. We will explore a variety of genres, including novels, essays, short stories, speeches, advertisements, memoirs, poetry, and films, but our emphasis will be on non-fiction texts this year. This is a rigorous course with a challenging course load and high expectations in terms of independence, organization, and time management. Please be prepared to write extensively as hand-written responses to on-demand prompts in class will be a frequent occurrence in preparation for the AP Exam on Tuesday, May 9, 2023.

Upon completion of this course, students should be able to:

- Analyze a variety of texts, identifying and evaluating an author’s use of rhetorical strategies and techniques
 - Critically read a text, identifying and evaluating thesis/claim, tone, purpose, audience, occasion, evidence, appeals, and specific ways in which the author communicates his/her/their message
 - Logically organize writing, using rhetorical strategies to enhance their argument, and demonstrate understanding and mastery of the conventions of citing sources
 - Create and sustain arguments based on reading, research, and/or personal experience
 - Vary styles of writing based on audience and purpose
 - Demonstrate understanding and mastery of standard written English, appropriate and effective use of rich and sophisticated vocabulary, as well as stylistic maturity in their writing
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Unit One: Rhetorical Strategies and Personal Bias

Anchor Text: *In Cold Blood* by Truman Capote

In the first quarter and part of the second quarter we will cover the first unit and our study of rhetorical analysis. We will warm up with a welcome letter and mini college/career research project (an important process for juniors!) while layering in an introduction to close reading and rhetoric. We will begin by focusing on how to analyze a range of texts (including novels, essays/speeches, video clips, and images) for subject, occasion, audience, purpose, speaker, and tone. We will then define, identify, and analyze rhetorical appeals and devices, and we will utilize a variety of close reading strategies. Students work as a class, in groups, and independently to write strong rhetorical analysis. By the end of this unit, students should feel comfortable composing rhetorical analysis. Grammar and vocabulary study will be ongoing throughout the quarter. Students will read and analyze *In Cold Blood* and will watch the film *Capote* upon completion of the text.

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Unit One: Typical Assessments: <ul style="list-style-type: none">- Welcome Letter- College/Career Mini Research Project- In-Class Rhetorical Analysis Writing (Multiple)- Out of Class, Formal Rhetorical Analysis- Rhetorical Devices Presentation- Rhetorical Devices Quiz	<ul style="list-style-type: none">- Reading Checks- Bias Reflection- Text Annotations/Organizers- Says/Does Analysis- Journal/Current Events Log- Grammar Corrections
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Unit Two: Persuasion and the Meaning of Success

Anchor Text: *The Great Gatsby* by F. Scott Fitzgerald

We will dedicate the remainder of quarter two to reading and crafting strong, well-supported arguments. We will analyze different types of claims and several ways to structure argumentative essays. Students will examine arguments, noting flawed logic and areas of weakness. Students will learn about different types of evidence and how to use evidence to bolster their position. Students will continue to keep track of current events and use the world of the past and present to enhance their writing. There will be grammar, vocabulary, and AP test prep, too. Students will read *The Great Gatsby* and watch the movie *Gatsby* upon completion of the text.

Unit Two: Typical Assessments: <ul style="list-style-type: none">- In-Class Rhetorical Analysis Writing- In-Class Argumentative Essays (Multiple)- Out of Class, Formal Argumentative Essay- Socratic Discussion- Reading checks	<ul style="list-style-type: none">- Vocabulary/Grammar Assessment- Annotations/Organizers- Journal / Current Events Log- Grammar Corrections
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Unit Three: Synthesizing Information and Multiple Choice Strategies

Anchor Text: *Into the Wild* by Jon Krakauer (this text may change)

This quarter is all about taking a variety of sources and extracting and analyzing pieces of them to establish an argument. While practicing the skills necessary to write a sophisticated synthesis essay, students will conduct research around an issue they deem critical, ultimately crafting a synthesis essay and speech from sources of their choosing. Students will also practice their understanding of reading comprehension and composition through several Multiple Choice quizzes. Naturally, students will continue their study of grammar, vocabulary, current events, rhetoric, persuasion, and AP test prep.

Unit Three: Typical Assessments: <ul style="list-style-type: none">- In-Class Synthesis Essays (Multiple)- In-Class Rhetorical Analysis/Argumentative Essays- Out of Class, Critical Issues Paper/Presentation- Socratic Discussion- Reading Checks	<ul style="list-style-type: none">- Annotations/Organizers- Journal / Current Events Log- Multiple Choice Quizzes- Vocabulary/Grammar Quiz- Grammar Corrections
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Quarter Four: Crunch Time and Personal Narrative

Anchor Text: Independent selection of “great” American novel

At first, this final unit will be stressful while students crunch for the AP exam in early May. AP “bootcamp” will allow students to review and practice what they have learned. After the AP exam, students will spend some time on personal reflection and the year will end in the writing of a personal narrative, a piece students may choose to use for their college applications in the fall.

Unit Four: Typical Assessments: <ul style="list-style-type: none">- In-Class Synthesis Essay- In-Class Rhetorical Analysis- In-Class Argumentative Essay	<ul style="list-style-type: none">- Personal Narrative- Reflective Essay- Reader Response Journal
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AP COURSE EXPECTATIONS

Materials for Class EVERY DAY:

- Your *fully charged laptop* AND charging cord.
- A black/blue pen and highlighters
- A spiral notebook or a journal (Yes, you will be writing, often!)
- A 1-1/2 three-ring binder, lined paper, and dividers with pockets to organize your work
- Your class text and any provided class lesson materials

Classroom Behavior:

- Be present, physically and mentally. We can have some great discussions!
- Advocate for yourself. Communication is critical. If you are confused or stressed, talk to me!
- All work must be your own. No exceptions.
- I use Google Classroom to manage all assignments. Please use it to find assignment information.
- Out of respect for each other and the learning process, your phone should be put away in your bag or in the classroom charging station during our class period.

Attendance:

Attendance is essential to your success in this class. We often accomplish quite a bit in one class period with rich discussions which will be difficult to recreate when you miss a class.

- If you do miss a class, visit Google Classroom to see what you may have missed, ask a peer for a recap and any notes, and check with me. Do not wait until our next class meeting to check in!
- Given the pace and rigor of this class, absenteeism that causes you to regularly miss assessments and due dates will result in a discussion with you, parents/guardians, and guidance counselors.

Assignment Grading:

Monitor your grade on Infinite Campus! I will try to update grades biweekly (at least), but occasionally essays may take a bit longer. Assignments will be graded as follows (four tiers in each category):

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- **Formative Assessments = 30% term grade weighting**

Including: Annotations, Journals, MC and Reading Quizzes, Rhetorical Terms Slides, etc.

- F4: Annotations, Notes, and Journals (0.50 weight in IC)
- F3: Reading/Multiple Choice Quizzes (1.00 weight in IC)
- F2: Summer Assignment and Intro Letter (1.00 weight in IC)
- F1: Slides/Projects/Presentations/Select Writings* (1.00 weight in IC)

- **Summative Assessments = 70% of term grade weighting**

Including: Tests, Essays, Major Projects, Reading Checks, Presentations, Socratic Discussions.

- S4: Grammar Corrections/Revision Assignments at Teacher Discretion (0.2 weight in IC)
- S3: In-Class, On-Demand Essays* (0.40 weight in IC)
- S2: Terms Test and Socratic Discussions (0.50 weight in IC)
- S1: Out-of-Class Essays*/Projects/Formal Presentations (1.00 weight in IC)

- **Midterm/Final/AP Exams**

- Midterm Exam (20% of Semester One grade) - In-Class Essay(s)
- The AP Exam replaces the final exam. Students who opt not to take the AP exam will take a final exam in June (20% of Semester Two grade)

- **Summer Homework**

Summer assignments will be reflected in a 100-point formative assignment for Quarter One in IC:

- 5 = All submitted on time and meets all criteria will receive 100%
- 4 = All submitted on time and meets most criteria will receive 90%
- 3 = Some submitted on time and meet all criteria will receive 85%
- 2 = All submitted on time and meets some criteria will receive 80%
- 1 = Some submitted on time and meet some criteria will receive 75%
- 0 = None submitted by published deadlines will receive a 65%

** Formative and Summative essay writing will be reviewed using the criteria on the AP rubrics. In-class essay writing will be scored using the six-point AP rubrics (which will be reviewed in class). Out-of-class essays will also use the AP rubric with an additional three-point section for formal writing requirements for a total of nine possible points. Essays will be discussed and reviewed in class with time for teacher conferencing and peer editing. Be prepared to share your writing as well as to review the work of others.*

Remediation:

Opportunities for remediation will be limited if offered at all in this course (similar to college courses), but you will receive teacher feedback in order to improve your understanding of content and skills.

- You will have a healthy mix of formative/summative assignments to help balance your term grade throughout the year. Additionally, you will have the opportunity to drop ONE tier 3 summative on-demand essay grade (S3 with 0.40 weight) **and** ONE tier 3 formative quiz grade (F3 with a 1.00 weight) for each quarter.
- Any remediation opportunities for specific assignments will be shared with all students along with qualification criteria and expectations for grade impact/improvement.
- Extenuating circumstances impacting student performance should be directly addressed with me

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Extra Credit:

Extra credit assignments will not be offered to individual students. Occasionally, all students may have the opportunity to earn extra points through an activity, assignment, or bonus questions on an assessment.

Deadlines and Late Work:

Deadlines are real. Meeting deadlines is essential to individual success but also for the operation of the class as a whole. It is your responsibility to plan your time/effort accordingly for your classes. Late work must be submitted prior to any class discussion of the assignment and/or a summative assessment to receive credit (which will typically be the day it is due or within the next 1-2 class meetings).

- Assignment must be received/completed within 1 week (7 days) of the assignment due date in order to receive an adjusted late grade (based on the table below). Assignments not submitted/completed during this timeframe will be labeled as “Missing” in IC (and will not be remediated).
- Grade will be reduced by 5 percent of the 100 percent scale per day until it reaches 65% and the highest grade is capped at 87%. For an assignment that meets all criteria (100), but is not turned in on time, the following adjusted grade would be received for each day that it is late:

Earned Score	Days Late	Adjusted Score
100% (A+)	1	87% (B)
100% (A+)	2	87% (B)
100% (A+)	3	85% (B-)
100% (A+)	4	80% (C)
100% (A+)	5	75% (D)
100% (A+)	6	70% (D-)
100% (A+)	7	65% (F)

- Missed assignments/assessments due to an excused absence, must be turned in/completed within one week of the due date. Contact me ASAP to form a plan for making up missed assessments.
- You will also be scored each quarter according to Windham High School’s Habits of Work rubric.

Academic Integrity (Cheating)

- All work submitted must be your OWN! Cheating includes, but is not limited to: using “cheat sheets” during tests/quizzes, copying information from the Internet, downloading or stealing answer sheets, or copying another student’s work. Plagiarized work will result in a zero for the assignment and cannot be remediated. *See the student handbook for more information.*