

AP Language and Composition

Gustafson's Course Syllabus 2022-2023

Welcome! I'm so excited that you chose this class for your sophomore year. Here is what you need to know about AP Lang and Comp:

This AP English Language and Composition course provides students with the opportunity to read rigorous texts from various eras and different genres, analyzing the big ideas of the rhetorical situation, claims/evidence, reasoning/organization, and style. Students will use these diverse texts to reach the goal of effective writing and analysis. They will read and annotate texts from a critical perspective in order to craft well-reasoned essays and personal reflections in response.

The textbook for this course is Bedford's *Language of Composition* (3rd edition), supplying many of the nonfiction readings for this course. Additional readings come from sources such as Project Gutenberg, current events, national publications, and any other resources that provide rigor, depth, and high interest. The course curriculum is taken from the current College Board's *AP English Course and Exam Description* and includes readings from nonfiction books, novels, essays, letters, speeches, and images from a variety of genres, authors, and historical contexts. Students will read and write frequently, using all modes for a variety of audiences, planning and revising often with frequent feedback from peers as well as the instructor. By the end of the course, students will be prepared to take the AP English Language and Composition Exam, although it is not required.

Controversial Text Policy

Issues that might, from particular social, historical, or cultural viewpoints, be considered controversial, including references to ethnicities, nationalities, religions, races, dialects, gender, or class, may be addressed in texts that are appropriate for the AP English Language and Composition course. Fair representation of issues and peoples may occasionally include controversial material. Since AP students have chosen a program that directly involves them in college-level work, participation in this course depends on a level of maturity consistent with the age of high school students who have engaged in thoughtful analyses of a variety of texts. The best response to controversial language or ideas in a text might well be a question about the larger meaning, purpose, or overall effect of the language or idea in context. AP students should have the maturity, skill, and will to seek the larger meaning of a text or issue through thoughtful research.

–College Board

Texts

Greta Thunberg's Speech to the United Nations

Malala Yousafzai's Speech to the UN Youth Assembly on Education

George W. Bush's 9/11 Speech

Barack Obama's dedication of the Rosa Park's memorial

Abigail Adams's letter to John Quincy Adams

"Ain't I a Woman" by Sojourner Truth

Essays from Ta-Nehisi Coates, Cesar Chavez, and others

Various current events from *NY Times*, *NPR*, *The Guardian*, and *The Atlantic* essays

The Great Gatsby by F. Scott Fitzgerald

Born a Crime by Trevor Noah

This course is based on the following "Big Ideas" and "Enduring Understandings" as identified by the College Board:

Rhetorical Situation: Individuals write within a particular situation and make strategic writing choices based on that situation.

Claims and Evidence: 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.

Reasoning and Organization: Writers guide understanding of a text's lines of reasoning and claims through that text's organization and integration of evidence.

Style: The rhetorical situation informs the strategic stylistic choices that writers make.

Concepts and Skills		
Concept	Reading Skills	Writing Skills
Rhetorical Situation	<p>Identify and describe components of the rhetorical situation: the exigence, audience, writer, purpose, context, and message.</p> <p>Explain how an argument demonstrates understanding of an audience's beliefs, values, or needs.</p>	<p>Write introductions and conclusions appropriate to the purpose and context of the rhetorical situation.</p> <p>Explain how an argument demonstrates understanding of an audience's beliefs, values, or needs.</p>
Claims & Evidence	<p>Identify and explain claims and evidence within an argument.</p> <p>Identify and describe the overarching thesis of an argument, and any indication it provides of the argument's structure.</p> <p>Explain ways claims are qualified through modifiers, counterarguments, and alternative perspectives.</p>	<p>Develop a paragraph that includes a claim and evidence supporting the claim.</p> <p>Write a thesis statement that requires proof or defense and that may preview the structure of the argument.</p> <p>Qualify a claim using modifiers, counterarguments, or alternative perspectives.</p>
Reasoning & Organization	<p>Describe the line of reasoning and explain whether it supports an argument's overarching thesis.</p> <p>Explain how the organization of a text creates unity and coherence and reflects a line of reasoning.</p> <p>Recognize and explain the use of methods of development to accomplish a purpose.</p>	<p>Develop a line of reasoning and commentary that explains it throughout an argument.</p> <p>Use transitional elements to guide the reader through the line of reasoning of an argument.</p> <p>Use appropriate methods of development to advance an argument.</p>
Style	<p>Explain how word choice, comparisons, and syntax contribute to the specific tone or style of a text.</p> <p>Explain how writers create, combine, and place independent and dependent clauses to show relationships between and among ideas.</p> <p>Explain how grammar and mechanics contribute to the clarity and effectiveness of an argument.</p>	<p>Strategically use words, comparisons, and syntax to convey a specific tone or style in an argument.</p> <p>Write sentences that clearly convey ideas and arguments.</p> <p>Use established conventions of grammar and mechanics to communicate clearly and effectively.</p>

Student Evaluation

Assessments are categorized as formative and summative and will be organized that way in the gradebook. The purpose of formative assessments is to practice necessary skills, receive feedback, and redo work that does not meet proficiency. Points will be assigned for formative assessments and feedback will come in a variety of forms: individual written, real time teacher to student, peer to peer, "batch" feedback or teacher created checklists meant for individual evaluation. Students are assessed on summative assignments, such as short and long essay writing, research papers and projects, as well as other assignments such as tests, quizzes, released AP exams, Socratic seminars, class participation, and informal writings. In-class essays will be scored according to the AP rubric. Students will receive a detailed rubric for major writing assignments, as well.

Assignment Policy

AP Language and Composition is a college-level course, so the rigor and expectations are high. AP students are expected to turn in completed work on time. Late work is accepted with a 20 percent deduction up until the school-wide late work deadlines. Late work will not be accepted after the school-wide deadlines. Students who miss school are expected to complete previously announced assignments and tests on the day a student returns to school; all other daily work may be completed within the amount of days equal to those the student missed. Students must check Google Classroom for assignments and material covered each day.

Supplies

Students will need the following to stay organized and be successful in this course:

- notebook (can be composition book, spiral notebook or binder with paper)
- highlighters and/or colored pencils
- Chromebook (and charger)
- a book of choice

Classroom Expectations

Be respectful at all times – of yourself, of your classmates, of me, of our time, space and materials, of our purpose and of your potential.

Cell Phones & Devices

Cell phones need to be off and out of sight. Occasionally, cell phones may be used for educational purposes, as directed by me. Headphones/earbuds need to be out of sight unless otherwise directed.

Disciplinary action includes:

- One warning (one total, not one per day)
- After the first warning, there are two options: park your phone (in a basket, on my desk) or leave the room with discipline consequences

It's my job to prepare you for life beyond high school. Phones can be tools, but they can't get in the way of your job, which is participating in your academic experience. Be here, be present.

Cheating & Plagiarism

No cheating or plagiarism will be tolerated. If this occurs, you will receive a zero for the assignment with no make-up opportunity in addition to disciplinary action and consequences.

These infractions usually occur when students feel ill-prepared and panic. Please talk to me instead.

AP Exam Information

The AP Exam will be on Tues., May 9. It consists of 45 multiple choice questions and three free response essays: rhetorical analysis, argument and synthesis. More details and information will be provided on the exam. The exam is not a requirement of the course.

Contact Information

jgustafson@mcpsmt.org

(406) 728-2400 ext. 6653