**COURSE OUTCOME:**

* **Course Description:** "An AP English Language and Composition course requires students to become skilled readers of prose written in a variety of rhetorical contexts and skilled writers who compose for a variety of purposes. Both their reading and their writing should make students aware of interactions among a writer’s purposes, reader expectations, and an author’s propositional content, as well as the genre conventions and the resources of language that contribute to effectiveness in writing.

At the heart of an AP English Language and Composition course is the reading of various texts. Reading facilitates informed citizenship and thus increases students’ capacity to enter into consequential conversations with others about meaningful issues. Also contributing to students’ informed citizenship is their ability to gather source materials representing particular conversations and then make their own reasonable and informed contributions to those conversations. Students’ ability to engage with outside sources in their reading, writing, and research is an important measure of their intellectual growth" (The College Board. *AP English Course Description*. Fall 2014: 9).

* <http://apcentral.collegeboard.com/apc/public/courses/descriptions/index.html>

**INSTRUCTION:**

* **Skills Covered:** According to The College Board, upon completion of the AP English and Composition course, students will be able to:
* analyze and interpret samples of good writing, identifying and explaining an author's use of rhetorical strategies and techniques particularly in nonfiction readings;
* apply effective strategies and techniques in their own writing;
* create and sustain arguments based on readings, research, and/or personal experience;
* write for a variety of purposes, in a variety of forms -both formal and informal- about a variety of subjects (e.g. public policies, popular culture, and personal experiences)
* produce expository, analytical, narrative, and argumentative compositions that introduce a complex central idea and that develop it with appropriate evidence drawn from primary and/or secondary sources, cogent explanations, and clear transitions;
* demonstrate understanding and mastery of standard written English as well as stylistic maturity in their own writings;
* evaluate, analyze, and synthesize reference documents into researched papers demonstrating an understanding of the conventions of citing primary and secondary sources using MLA documentation style;
* move effectively through the stages of the writing process with careful attention to inquiry and research, drafting, revising, editing, and review;
* write thoughtfully about their own process of composition;
* revise a work to make it suitable for a different audience; and
* analyze graphics and visual images as texts

**Furthermore, student writing - both before and after revision- should demonstrate:**

* a wide-ranging vocabulary used appropriately and effectively;
* a variety of sentence structures, including appropriate use of subordination and coordination;
* logical organization enhanced by specific techniques to increase coherence, such as repetition, transitions, and emphasis;
* a balance of generalization and specific illustrative detail;
* an effective use of rhetoric including controlling tone, establishing and maintaining voice, and achieving appropriate emphasis through diction and sentence structure.
* **General Pacing**
  + Summer Reading Discussions & Assessments
  + The Basics
  + Argument
  + Rhetorical Analysis
  + Synthesis
  + Identity Unit
  + Perception vs. Reality Unit
* **Materials Needed:** pencil/pen and paper required daily, folder with pockets and brads for Reader’s Response, and a Gmail email account.
* **Fees:** $20.00
* **Resources:**
* **School-based Texts:**

Aaron, Jane E., Dorothy Kennedy, and X.J. Kennedy*. The Bedford Reader*. 9th ed. New York: Bedford/St. Martin’s, 2006.

Peterson, Linda H., and John C. Brereton, eds. *The Norton Reader*. New York: W. W. Norton & Co., 2004.

Roskelly, Hephzibah, and David Jollifee. *Everyday Use: Rhetoric at work in Reading and Writing*. New York: Longman, 2005.

Various new articles from respected and reviewed journals and resources.

* **Film clips (and ratings):**

*The Crucible, PG*

*Monty Python and the Holy Grail, PG*

*Shrek 3, PG*

Various clips from YouTube and Teacher Tube for the purpose of argumentation (suitable for all audiences)

* **Novels:**

*The Crucible* by Arthur Miller   
*Slaughterhouse-Five* by Kurt Vonnegut  
*Their Eyes Were Watching God* by Zora Neal Hurston  
*The Awakening* by Kate Chopin

*Atonement* by Ian McEwan

*Sophie’s Choice* by William Styron

*One Hundred Years of Solitude* by Gabriel Garcia Marquez(Excerpt pp. 293-313)

* **Alternative Materials:** Because this is considered a college-level class, some of the material may be quite controversial. Please be advised that alternative assignments will be available for any course material deemed objectionable by parents or guardians. A written request from the parent or guardian will be required. (Novels will be *The Screwtape Letters* by C.S. Lewis and *Wuthering Heights* by Emily Bronte).

**Grading Policy:**

* Daily Work
* Essays
* End-of-Course Exam will count 25% of each student’s final grade.
* AP Exam date will be given shortly.

Grades are determined by the point system. Evaluation is based on the following:

* Essays: Students will complete several formal essays, including a documented research paper. Students will also complete several in-class essays, including free-response and synthesis essays. Students can correct any formal essay for 5 extra points. These corrections must be completed within 1 week in order to get extra points.
* Tests : Most tests are modeled after the AP language exam with multiple choice questions based on an assigned reading, with an added section covering the rhetorical devices/strategies we have covered in that particular unit.
* Quizzes and Daily Work: Quizzes are used to check for student reading and comprehension, vocabulary skills, grammar, and other concepts covered both in and out of class.
* Journals: Students will keep a weekly Reader’s Response journal, writing a brief summary about a current event and a personal response to that article evaluating the author’s use of rhetorical strategies. Students will use these journals as a springboard for future essays.

**Knox County Grading Scale:**

A = 93-100

B = 85-92

C = 75-84

D = 70-74

F = 0-69

**AP Writing Rubric:**

A = 8-9

B = 6-7

C = 5

D = 3-4

F = 1-2

**Note:** All AP students will receive five extra points at the end of the semester. Because of this grade boost, I will not offer extra credit assignments.

**Homework/Make-up Policy**

1. Homework is due at the **beginning** of class. LATE WORK WILL NOT BE ACCEPTED.
2. The student is responsible for obtaining missed assignments and should check the folders located at the front of the classroom for the assignments. The student should request all make-up work the day he/she returns from the absence.
3. Make-up work must be turned in within (3) three days of returning to school after the absence. **If the work was assigned prior to the absence, the work must be turned in on time.**
4. If a student misses a test or quiz, he/she must make up the work before or after school, or during enrichment. No tests will be made up during class time.

* **Honor Code/Plagiarism**

Hodges Harbrace Handbook, 15th edition:

“Plagiarism is defined as presenting someone else’s ideas, research, or opinion as your own without proper documentation, even if it has been rephrased. It includes, but is not limited to the following:

1. copying verbatim all or part of another’s written work;

2. using phrases, figures, or illustrations without citing the source;

3. paraphrasing ideas, conclusions, or research without citing the source;

4. using all or part of a literary plot, poem, or film without attributing the work to its creator.”

The Board affirms that it is essential that the teaching about religion—and not of a religion be conducted in a factual, objective and respectful manner in accordance with the following: 1. Music, art, literature, or drama with a religious theme or basis are permitted as part of the curriculum for school-sponsored activities and programs provided it is essential to the learning experience in the various fields of study and is presented objectively; 2. The emphasis on religious themes in the arts, literature and history shall be only as extensive as necessary for a balanced and comprehensive study of these areas. Such studies shall never foster any particular religious tenets or demean any religious beliefs; and 3. Student-initiated expressions to questions or assignments which reflect their beliefs or non-beliefs about a religious theme shall be accommodated. For example, students are free to express religious belief or non-belief in compositions, art forms, music, speech and debate.

**Consequences of Plagiarism**

Plagiarism is a serious offense that should be avoided at all times. If a student is guilty of plagiarism, the following consequences will occur:

1. If a student copies any paper completely from a source (or sources), the student will receive a zero on the final draft.
2. Students guilty of partial instances of plagiarism will lose all possible points for the content portion of their final draft.
3. There will be a parent/teacher/ principal conference conducted.

* **Re-Do Policy (school-wide)**
  + The re-do policy is for attempted work, NOT to be confused with missing work. If a student feels the need to re-do an assignment, he/she will have that opportunity with the following stipulations: Re-done work will have a maximum value of 90%. Before allowed to re-do work, the student must first have tutoring and/or remediation of some type, at the teacher’s discretion. The assignment may not be exactly like the original and must be done outside of regular class time (such as during enrichment). There are some exclusions to this re-do policy, such as End of Course Exams, labs, performances, or any other assignment specified by the teacher ahead of time.
  + See Essay corrections above.
* **Pacing Guide:** This is a pacing guide only and is not “set in stone.”
* Opener-Lessons begin with a short (3-5 minute) grammar or vocabulary lesson.
* Reader’s Response Journal - Every Friday, students are to turn a Reader’s Response Journal. They are to select an article from a current newspaper or periodical, read it critically, and write a brief summary and response to the article. This exercise often leads to class discussion and to topics for future writing assignments.
* Selected Readings— Students will be tested for reading comprehension and be able to identify the following terms in each selection assigned:
  + Purpose
  + Audience
  + Appeals: Logos, Ethos, Pathos
  + Tone or Attitude
  + Claim

The following schedule is a pacing guide only and is subject to change at the teacher’s discretion.

**Weeks one through six -**

1. Summer Reading
2. The Basics
3. Argumentation
4. Visual Arguments
5. Feminism Argument

**Weeks seven through ten -**

1. Rhetorical Analysis

**Weeks eleven through sixteen -**

1. Synthesis
2. Identity Unit
3. Perception vs. Reality

**Weeks seventeen and eighteen -**

1. Multiple choice and free response practice
2. Review
3. AP Exam, May 11, 2016 @ 8:30 am

* **Portal Post Policy:**

One way in which I am able to communicate with the student and parent is through Parent Portal. In order to give timely feedback, I will update grades at least once per week; **it can take up to 48 hours for posted grades to show up.**

**GENERAL EXPECTATIONS:**

Students:

* Follow all CHS Handbook policies.
* Attendance Policy – The class will follow the Knox County Schools attendance policy.
* Classroom Policy/Procedures –
  + Respect.
  + Bring all materials to class.
  + Students will not be allowed out of class during the first and last 15 minutes of class time. Students should only leave class for emergencies only. Go the restroom before class begins.
  + Only bottled water during class.
  + Cell Phone Policy for Miss Dowling’s class - Cell phones/ devices must be put away and turned off or silenced during instructional/class time. The student will also have a discipline report written as to the class disturbance and be disciplined according to the handbook guidelines if they are caught with a phone/device out during class time without permission. If your phone is out, you will serve a lunch detention. Insubordination will result in a write-up.
* Tardy Policy – Students must be in the classroom, in their seats, and ready to work when the bell rings. This includes working on any bell ringers, etc. that may be on the board. If students are tardy, they will have to sign the tardy log, and serve lunch detention.

Teacher:

Room: 405 Office Hours: 4th period 2:07-3:30 Phone: 865-933-3434

Email: natalie.dowling@knoxschools.org

Intervention Tutoring: 8:00am – 8:30am or during your class enrichment time each week.

Communication Tools: I may be contacted daily through my email or by calling the above number.

I have read and agree to all of the information and rules stated in Miss Dowling’s syllabus.

Student signature:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Student email:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Parent signature:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Parents, please fill-out the following information for my records:**

Name of parent/guardian:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Phone number:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Email address:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_