Course Description
The AP English Language course is developed based on AP English language guidelines for students who are willing to do college-level work during high school. Students should expect to devote sufficient time and energy to complete rigorous coursework—reading and discussion assignments, extensive writing, AP test preparation, vocabulary, use of rhetoric, collaborative language arts assignments, and peer/group discussion activities.

Course Objectives
Students are expected to read critically, think analytically, use internet source astutely, and communicate clearly in writing and speaking for academic and everyday life. This course is organized according to the requirements and guidelines set by current AP English Course Description. This course also teaches skills needed to earn a qualifying score on the Advanced Placement test and meet DoDEA language arts standards.

“By the end of the course, students should be able to do the following with competence:

- Read from a variety of historical periods and disciplines
- Identify audience, purpose, and strategies in texts
- Analyze the types of arguments that writers use
- Write formally and informally for a variety of audiences
- Write expository, analytical, and argumentative essays
- Understand their own writing process and the importance of revision
- Recognize techniques in visual as well as verbal arguments
- Synthesize ideas and information from various sources
- Know how to interpret information presented in notes and citations
- Use the conventions of standard written English” (2)

Course Organization
This course is organized thematically over the four quarters of the school calendar. Readings, mostly nonfiction, have been selected to support the themes in each quarter. However, the instructor reserves the right to adjust readings based on students’ needs. While the reading and writing assignments may change, the assessment types will remain consistent.

Primary Course Texts

Course Expectations
Students must be vigilant. Be on time to class, be prepared, and be willing to participate. We must build a community of readers, writers, and thinkers in support of our quest for academic excellence. This year-long endeavor requires trust in our peers, our voices, and our persistence, so bring a good attitude and your best effort to every class.

Attendance
I expect students to attend every class session. Being absent does not necessarily excuse students from meeting deadlines when assignments have been given in advance. Work ahead to avoid falling behind.

If you are absent, please remind your parent(s) to call the attendance desk the morning of your absence. Absent students check Schoology and email instructor for any work that may have been posted and check with classmates for any lecture notes.

Students are allowed the number of excused class absences to make up missed work. While I am not inclined to accept late work in an advanced class, unavoidable circumstances may arise, so I’ll work with students on an individual basis. Generally speaking though, expect late assignments to be penalized at one letter grade for each day late.

Make a habit of submitting assignments before the due date via the “share” feature from your Google drive to protect you from technical mishaps.

My goal this year is to use Schoology to post daily assignments. If any additional materials were distributed during the days missed, you may found them in a folder on line or on the table for student supplies. Warning: The nature of some assignments will preclude make up.

To support success with this course, students need the following supplies:

- 2-inch 3-ring binder notebook with 4 dividers, a supply of loose leaf notebook paper, and a zipper packet to hold writing supplies
- a composition notebook—one 100-page black and white style will suffice for the entire year
- 2 different color highlighters, a set of colored pencils, an assortment of pens and No. 2 pencils for various assessments
- Google Chrome for the drive and email applications (DoDEA provides access information)
- internet access—please develop a contingency plan in case none is available at home

Floor-time and Speaking
Because some of our materials are likely to generate substantial interest, students who want to share relevant information or participate intelligently in discussion must raise their hands and wait to be recognized. Please be respectful about the opinions of others. Also, the instructor reserves the right to govern speaking opportunities and even call on students who do not raise their hands. Silence is not golden.

Classroom Decorum
The FCHS Student Handbook sets policies and guidelines for behavior at school and in the classroom. In short, be respectful, considerate, and prepared.
**Passes**
Students are expected to attend to personal needs between classes and at lunch time to keep class disruption at a minimum. Instructor may grant passes to the restrooms during class only in case of an emergency. **Only one such emergency will be granted without question.** Passes to the nurse will be written as needed.

**Work Quality**
Students are expected to submit quality assignments at all times. Your work is a reflection of yourself as well as your desire to improve. A word about plagiarism: **Don’t.** Students must document any and all quoted material and borrowed ideas. Failure to provide accurate and appropriate documentation according to MLA guidelines will result in the **failure of an assignment, parent contact, and a referral for further disciplinary action.** Please allow me to remain idealistic about the honesty of AP students by not resorting to cheating in any form. Copying someone else’s assignments, copying and pasting “free” internet sources, or recycling papers from other classes is strictly prohibited.

**Reading**
Reading assignments are intended to provide opportunities to experience the voices of diverse writers and allow for the rhetorical analyses that make them powerful, even provocative. I also encourage students to keep abreast of the national and international news by reading the classroom periodicals and watching television news casts regularly. (I watch **BBC World News** and a local TN channel.)

I also expect students to read at every opportunity. Many writing assignments require an informed opinion, so please take advantage of the classroom periodicals. They will give you practice with discerning style, figurative language, and tone.

The **B selections** are outside reading assignment although participation in Socratic seminars is expected during class. Recommended reading schedules may be provided for each selection, and yes, anticipate reading quizzes for content understanding.

I **strongly recommend** purchasing the titles so students may annotate in their books. (Annotation is a skill I teach, practice, and encourage.) Check secondhand stores, library book sales, and/or Amazon.com for inexpensive copies. Students may borrow copies from a library, but these books must be returned promptly and unmarked.

Students will be assessed on major readings primarily to reveal basic understanding of content and use of rhetorical and literary devices. These assessments reflect the AP exam multiple-choice style and format.

**Writing**
Writing is an essential component for this class. Writing assignments help the instructor to assess understanding, hear students’ voice, and monitor how students develop their arguments. Therefore, types of writing will vary. Warm-up writings are short and focus on identifying and analyzing stylistic elements, practicing sentence variety, and incorporating more sophisticated vocabulary.

Informal writings are somewhat longer and take the form of reactions to readings, visuals, recordings, and prompts. Some of these may be developed into more formal essays with an emphasis on revising to include organization, sentence variety, and sophisticated vocabulary.
Formal writings require students to engage fully in the writing process to produce a polished document according to the MLA style. All formal paper drafts and final copies should be typed and saved on the Google drive for editing and sharing purposes. Please use the Purdue Online Writing Lab (OWL) (https://owl.english.purdue.edu/owl/) for more specific instructions about MLA style and format used in this class. General instruction occurs in class as writing assignments are introduced. Note: Only timed writing responses to AP prompts are excluded from the typing requirement. However, students may want to include one of their responses in their portfolio.

Before submitting final drafts of formal papers, students will work in small groups to evaluate each other’s work in progress during peer review workshops. Students are expected to learn and use the process of editing and revising as well as provide commentary and feedback to others during the writing process and in turn, improve their own writing. Excellent attendance is critical for these activities.

Mandatory desk-side conferences with the instructor take place during class and seminar; however, students may be asked to attend the after school writing workshop sessions to focus on individual challenges.

About AP writing preparation—Responses to AP writing prompts will be scored according to the AP essay rubric (1-9 scale handout will be provided) criteria. Students are expected to participate in whole class, peer and self-assessment for some of these writing products. A (1 – 5 scale handout will be provided) works better for those times. All work must be saved in a folder for review and reflection during writer’s workshop activities.

Writing Portfolio
This portfolio requires students to choose 3 writings from this course and refine them as an independent (outside of class) assignment. However, I will be available during the designated after school AP sessions and 4th quarter seminars to conduct one-on-one writing conference activities. Students are expected to have one to two peer readings and no less than one desk-side conference for each paper. This writing résumé demonstrates your best efforts at composing, revising, editing, and producing quality writing products. Note: Inclusions are not limited to quarterly papers.

Composition Journals
Students must bring a composition book daily. Expect to use it for impromptu in-class writing, weekly journal writing, practicing stylistic elements, vocabulary development, and proofreading exercises. These journals will also allow students to explore their thoughts about various topics—having your say—to prepare for discussions. Students should expect to engage in discussions by sharing some of what they have written with their peers.

Oral Presentations
Oral presentations are designed to demonstrate a student’s ability to reports on their analyses and evaluations of various activities. Formal oral presentations will require students to complete an in-depth analysis of a selected text or information, provide research support for the conclusions students develop and present their well-informed findings to the class.

Informal oral presentations will require students to analyze and respond to various activities during class with limited time for preparation.
**Vocabulary**
Students will be assigned 20 new vocabulary words approximately every 1 1/2 to 2 weeks. *Advancing Vocabulary* by Townsend Press is the major vocabulary resource, so students will create accounts for available online practice activities at townsendpress.com. Also, in-class and homework activities will be assigned to help students master, retain and effectively use these new words.

**Grading**
The standard DoDEA grading scale will be used to determine grades.

- **A** 90-100
- **B+** 87-89
- **B** 80-86
- **C+** 77-79
- **C** 70-76
- **D+** 66-69
- **D** 60-66
- **F** 59 and below fails

My goal is to assist you with your growth and development in AP Language class. Therefore, I make myself available for small group after-school sessions. Please enlist my help BEFORE your grade drops below a C. We are both responsible for monitoring the grades you earn. **Check grades at least once a week. Any adjustments or corrections must be made within one week of returned assignments.**

**Assignments Types**
1. Writing portfolio (50 points—this is an *all or none* grade; explanation forthcoming)
2. Major papers (up to 30 points)
3. AP prompt writings (up to 9 points)
4. Journals and informal writing responses (5 points)
5. Reading and AP terms quizzes (up to 10 points)
6. Oral presentations and seminar participation (up to 20 points)
7. Vocabulary and AP multiple choice practices (up to 20 points)
8. Daily activities (up to 15 points)
9. Self and peer assessment (up to 10 points), mostly during writing process in workshops
10. Group and individual projects (up to 50 points)

**Assessments Types**
What gets graded? Reading, terms, and vocabulary quizzes; informal writing responses; timed writing responses to AP prompts; AP multiple choice practices; formal writing process steps (workshop); and post-writing reflections (self); peer reviews and teacher conferences are among ways students may be assessed; however, some assignments are of a formative nature, and therefore, will not translate in a grade.

**First Quarter: The Language of Politics and Persuasion**

The primary goal for this quarter is to learn about characteristics of rhetoric, identify how they work in reading and viewing selections, and evaluate the effectiveness of rhetorical strategies.

Overview of the course and introduction to rhetoric
Summer assignment literature circle, 9/9—please bring a copy of writing responses and handout.
Daily Practices: Allusions, common rhetorical terms and language devices, and vocabulary assignments occur on a regular basis as warm-up or class work activities.
Writing

Introduction to rhetoric: *The Language of Composition*, Chapter 1, p. 1-25

Argumentative and persuasive writing—employ rhetorical strategies to write a speech for school office campaign or to persuade school administration to adopt new policy. While “imitation is the sincerest form of flatter,” students should focus on learning (hearing) the sound of their individual voices rather than mimicking the voice of another. We will work on employing those strategies and techniques that *move* your audience.

2010, Q2, excerpt from Benjamin Banneker’s letter

**Major Reading for the First Quarter**

A) Miller, Arthur. *The Crucible*

B) Douglass, Frederick. *Narrative of the Life of Frederick Douglass*

**Other Readings for the First Quarter**

- Declaration of Independence
- Emancipation Proclamation
- “Ain’t I a Woman?” By Sojourner Truth, “Speech in the Virginia Convention” by Patrick Henry and “Sinners in the Hands of an Angry God” by John Edwards

Additional argument and persuasive selections from course texts—*The Riverside Reader* and *The Language of Composition*

**Viewing:** *Deadly Driving Distractions: Texting, Cell Phones and Other Killers*. This introduction to video arguments will allow students to experience logos, pathos, and ethos evidence in visual arguments. Gallery posting activity occurs after small group debriefing.

**Second Quarter: Individuality and Self-Discovery**

The primary goal for this quarter is understand how writers express their personal individuality and understandings about the world as they experience it.

Daily Practices: Allusions, common rhetorical terms and language devices, and vocabulary assignments occur on a regular basis as warm-up or class work activities.

Writing

Reading and Understanding Texts: *The Language of Composition*, Chapter 2, p. 35-57

Visual arguments—write an informal reaction to a current political cartoon or magazine ad (graphics, please). Focus on evidence of appeals, the message, and intended audience, and be ready to share your reaction with peers.

Reflection/Narrative writing—tell a story about an epiphany or a circumstance that impacted your beliefs. Focus on organizing your essay by using the *funnel*—moving from the general to the specific. Spend no more than 5 minutes on the organizer, and give attention to the appropriate signal words. And while this writing is more personal, please maintain appropriate voice, tone, and formality as identified on the academics standards handout.

2009, Q3—Role of adversity in developing character

**Major Readings for the Second Quarter**

A) Emerson, Ralph Waldo. from “Self-Reliance”

A) Thoreau, Henry David. from *Walden*

B) Krakauer, Jon. *Into the Wild*
Other Readings for the Second Quarter
Orwell, George. “Shooting an Elephant” by George Orwell, “Being a Man” by Paul Theroux, “High-School Confidential: Notes on Teen Movies” by David Denby

Third Quarter: Immigration and Assimilation
For this quarter, students will learn about writing as investigative reporting and synthesizing graphic images, and other non-text materials to construct a position.

AP test preparation—(mock AP testing session scheduled for Saturday, March 11, 2017, 8:00-11:30)! This is one of the few opportunities where you may earn up to 20 points extra credit—5 points for each completed portion of the practice exam.

Writing
Using and writing with sources: The Language of Composition, Chapter 3, p. 61-85
Learning to use text and images, 2009, Q1 (Form B)—Conformity vs. individuality

Major Readings for the Third Quarter
A) Upton, Sinclair. The Jungle
B) Nazario, Sonia. Enrique’s Journey

Additional Readings for the Third Quarter
“Campus Racism 101” by Nikki Giovanni, “Walking the Path between Worlds” by Lori Arviso Alvord, “Mother Tongue” by Amy Tan
Viewing: The Shadow of Hate: A History of Intolerance in America. This short documentary was nominated for an Academy Award for Best Short Documentary. After completing the S.O.A.P.S. tone activity, be prepared to talk about how this documentary delivers such a powerful message.

Fourth Quarter: Living in America and the American Dream
Students will be expected to hone their research writing and reporting skills by investigating a topic that relates to achieving the American dream.

Save the date! On Wednesday, May 13, 8 A.M., students will sit for the AP Language and Composition exam.

Writing
2008, Q1, Save the Penny? (I love this one!)

Investigative/Research writing question: What conditions have a greater impact on a wage earner’s chances of achieving the American dream? This paper must have at least three sources—one of which should include a political cartoon or ad.
Note: your topic choice is limited because of time constraints and lab access towards the end of the year. Writing portfolio due when you present your web quest (Note: Most of the work must be done outside of class)

Major Readings for the Fourth Quarter
B) Hansberry, Lorraine. *A Raisin in the Sun
**Additional Readings for the Fourth Quarter**

**Viewing:** *The Pursuit of Happyness (2006), The Ditchdigger’s Daughters (1997)*. Before the seminar, please complete the critique activity about the film maker’s commentary on achieving the American Dream and the effect of the camera as interpreter and transmitter of cultural differences. Bring your critique to the assigned movie version of the Socratic seminar to share your responses. Please preview the participation and the evaluation handouts before coming to class.

**Final Project**
Web quest—identify a point of interest from outside reading selections to investigate further and present to class in the instructional format of a web quest. See handout for directions and specifications. Web quest presentations begin on the day of the AP final exam.

**Course Supplements**


*Time* Magazine (current events)

*The Week* Magazine (current events)
2016 AP English Language and Composition Summer Reading Activities

Dr. Cameron  Summer email: cameronbb@mail.com

AP English Language and Composition involves developing and honing analytical and interpretive skills. You will be expected to address contextual implications by formulating opinions, making inferences, and drawing conclusions. Writing is the vehicle for making visible your thinking about these tasks.

The summer assignment is due September 6, 2016. Your grades for completed response journals will be based on the AP Scoring Guidelines. Credit earned will be applied at the end of the first semester.

Summer Reading Titles*

Choose any 1 of the following titles. I recommend purchasing your book so you can annotate and create a more personalized reading experience.

Beah, Ishmael, A Long Way Gone: Memoirs of a Boy Soldier
Krakauer, Jon, Into the Wild
Schlosser, Eric, Fast Food Nation
Skloot, Rebecca, The Immortal Life of Henrietta Lacks
Solomon Northup, Ira Berlin, Henry Louis Gates and Steve McQueen, Twelve Years a Slave

*Disclaimer: AP book recommendations for summer reading are designed to foster critical-thinking. Some titles may contain mature subject matter. Please consult reviews before making your selection.

Reader Response Prompts

Consult the scoring guidelines before you begin writing. You may choose any 2 from the following list of prompts. Please type the prompt and response. Use no options more than once.

Type your responses using a standard font. You may use first the person point-of-view in your writing.

Use Modern Language Association documentation style to cite at least 3 examples of textual evidence to prove and/or support your points of discussion.

Use the Purdue O.W.L.--https://owl.english.purdue.edu/owl/resource/747/03/--as your resource for the correct documentation format.

1. How does this book connect to your life or other situations that you may have encountered?
2. Why would you recommend or not recommend reading this book?
3. Discuss whether or not you are satisfied with the ending of the book.
4. Tell why you had a particular emotional reaction to some aspect of the book.
5. What parts of the book seem most believable or unbelievable?
6. What questions or concerns do you still have after reading the book?
7. In what ways does the book challenge your cultural, ethical, religious, or spiritual thinking?
8. What is the author saying about life and living through this book?
9. What new information did you acquire during the process of reading this book?
10. Discuss the author’s style of writing. What did you notice about techniques, sentences, words, etc.
11. What does the writer’s purpose seem to be?
12. Free response—Address an issue not covered in the above questions. Use this option only once.
So You Want to be an AP Language Student?

Consider the following ten criteria. If they match you, you have the potential to be successful in AP Language. Students who desire to work at a more challenging pace and prepare for the AP English Language and Composition examination can be highly successful. In fact, many report a sense of accomplishment because of their hard work and dedication.

1. Student should have a 95% or higher attendance record.

2. Student should be willing to work independently outside of class to learn more about concepts and/or complete more complex assignments.

3. Student should be autonomous—a self-starter who tracks his/her own progress and sets goals for personal improvement.

4. Student should be an avid reader—reads two or more books per month in addition to required reading assignments. He or she also follows major network news nationally and internationally.

5. Student should be comfortable with learning share and critique writing his or her own writing as well as the writing of peers. AP Language is a class where students learn about their voice and learn to analyze how other writers craft their writing.

6. Student must be willing to produce quality work for every assignment.

7. Student should work well with others.

8. Student must desire to engage in intellectual discussions. Silence is not golden.

9. Student must be responsible about submitting assignments in a timely manner and bringing supplies to class.

10. Student should be comfortable with using available technology and programs regularly.