

## AP English Language and Composition 2018-2019

Mr. Callicutt

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**“If you take care of the learning, the grade takes care of itself.”**

How do authors use language? How do specific words contain precise nuances of meaning? How do I evaluate ways the media uses language to persuade me, particularly in the context of political documents and advertising? These questions are at the heart of the AP Language and Composition course, a challenging, college-level course designed to help students develop rhetorical analysis and composition skills. In honing these skills, students will critically read and interpret a variety of fiction and non-fiction selections from American literature. During this year we will learn how to analyze, synthesize, and evaluate texts and to evaluate and construct arguments drawn from articles found within newspapers, magazines, and online. The course explores visual media, including advertising and the Web. Students construct arguments drawn from their own observations, experiences, and readings; they learn to synthesize as a result of their own research opportunities; and they learn to analyze arguments both for their appeals – ethos, logos, pathos – and for the contexts in which these arguments appear.

**Course Overview:** Most of the work we do in class is to not only prepare students to score well on the AP English Language & Composition exam but to also become astute rhetorical scholars. This course focuses on expository, analytical and argumentative writing assignments that are heavily based on readings representing a wide variety of prose styles and genres, emphasizing nonfiction. As this is a college-level course, performance expectations are appropriately high, and the workload is challenging. Students are expected to commit to a **minimum of three to five hours of course work** (includes reading) per week outside of class.

**Academic Honesty:** Students will do their own work. Period. Any student caught or suspected of cheating will receive a zero for that assignment. *Plagiarism is the use of words, ideas, and/or information that is not your own.* Copying includes using another person’s work as your own. Copying is not limited to “word for word” action but can apply to reading another person’s idea and paraphrasing his or her idea as your own. Copying applies not only to formal assessments but also to homework and in-class work. All assignments should reflect your individual work unless otherwise assigned as group work. While *Sparknotes* and other study aids can be used in conjunction with books read in class, they are not permitted in the classroom and should never be used as a substitute for a reading assignment. *Challenge yourself, and do it on your own!*

**To this end, I expect all students to understand and follow this statement:**

*I will abide by the Weaver Honor Code. I will not give or receive unpermitted assistance in the preparation of any work or assessment that is to be used by the instructor as the basis of grading.*

### **Attendance/Missing Assignments:**

As with any class, attendance is a key to success.

- ❖ If you have an *excused* absence, you have **3 days** to make up missed assignments (this includes homework, class work, tests, and quizzes). After the third day, penalty points will be deducted. It is up to you to get notes, work, and assignments missed. Check your Schoology calendar to stay organized.
- ❖ If a student is absent from class but is still considered present (i.e. school functions) homework **is still due**, and it is up to the student to schedule a time to make up any missed tests or quizzes. In order to ensure you get full credit, this must be done in the 3 day timeframe.
- ❖ Unless otherwise noted, assignments are due during your class. Assignments submitted one day late will receive an automatic 10 point deduction. Assignments submitted two days late will receive an automatic 15 point deduction. Assignments submitted three days late will receive an automatic 20 point deduction. The fourth day and there after you will receive a grade of a 50, without feedback.

- ***After the first semester, late work will NOT be accepted.***

**Computer/Printer access:** Test and quiz dates and assignments will be posted on the class website (Schoology.com) and in the room. It is imperative that you have access to a computer, the internet, and a working printer **at all times**. Please always have extra ink on hand. If you need to use the media center to print assignments, make sure that you plan ahead of time. Printing issues **are not** valid excuses for late assignments. While you are welcome to print material in our media center and/or labs, if they are closed for whatever reason, your assignment is still due so plan wisely. The website often offers helpful information for students, as well as a place for students to converse with one another. Students should remember that all postings left on the website are the equivalent of talking to a teacher, and therefore should be written with that audience in mind.

### **Grades:**

I update grades on a regular basis; students and parents should check students' grades online to keep up with the student's progress. Please set up a time to meet with me, or contact me via email if you have any specific questions about grades / assignments.

**Organization:** Organization is another key to success in this class. All students are required to keep a notebook with at least 5 tabs as we have many handouts and assignments that need to be referenced throughout the year.

#### Sections:

1. Readings- Notes, quizzes, tests, or handouts dealing with major and minor works read during the course.
2. Rhetorical Devices- Any notes, quizzes, or handouts dealing with rhetorical strategies or devices.
3. Essays- The AP Exam has 3 types of essays for you to compose in two hours. Use this section to house your essays as well as handouts on the three types of essay.
  - I. Argumentation
  - II. Rhetorical Analysis
  - III. Synthesis
4. Multiple Choice- practice tests, handouts, notes concerning MC questions
5. X- Files- handouts and miscellaneous notes that do not fit in other categories.

**Materials:** Students will need a 3 ring binder, dividers, paper, black or blue pens, pencils, highlighters, access to a dictionary, and a thumb drive (or method of saving their work). Students should always bring their text(s) to class.

### **Types of Assignments**

- ◆ **Class Participation:** These grades will come from a variety of assignments, including participation in class discussion, timed multiple choice passages, or group assignments. Class Participation grades may also include drafting or planning activities for larger assignments or projects.
- ◆ **On Going Assignments**
  - **Reader's Journals-** RJs are a chance for you to develop your critical reading skills and practice writing about literature. Essays and assignments are posted on Schoology. Students will have 4-6 RJs a quarter; they can complete them early but will lose points if RJs are late.
  - **Book Talks-** Each quarter students will read a book outside of class and present it to the class. Book Talks are in essence five-minute commercials used to introduce the book and its concepts to the class. In addition to the oral presentation, students must have a visual to go along with their presentation. Students will sign up for their book talks on the class website.
  - **Research-** Each quarter you will collect articles and information on a topic of your choosing.
- ◆ **Papers, Projects, and Tests:**

Students are given a multitude of opportunities to write in and out of class in a number of different ways. Students will join our online writing community their first day of class. Students post different

types of writing on this website.

- In class essays are composed in class under timed conditions and will be graded using the AP 1-9 scale. In class essays *must be written in blue or black ink*. Papers are typed copies that have undergone self-editing and peer revision using our writing workshops. These drafts may be revised from drafts written in class or at home in response to a variety of prompts and writing style guidelines.
  - Projects may take the form of presentations, creative writing, or the creation of a product to demonstrate understanding of a text or a linguistic concept.
  - Tests are made up of passage-based multiple choice questions, either from previously studied or new passages, analysis of quotes and other thematic concepts similar to what could be on the AP exam.
- ◆ **Major Work Data Sheets**- MWD sheets are to be turned in for *every major work* read in class. MWD sheets are to be typed, should not surpass four pages, and will be turned in to turnitin.com. MWD sheets should show that you have read and understand the book. Direct quotes from the book, about the book, or about the author should be cited in order to receive full credit. **DO NOT** copy information off the Internet. Outside information on the biography of the author will be cited on a bibliography page at the end using the MLA format.
  - ◆ **Quizzes**: Periodically, announced and unannounced quizzes will be given in order to check for basic understanding of readings and vocabulary acquisition. Students will complete one vocabulary quiz every two weeks.
  - ◆ **Vocabulary**: Vocabulary study for this course will be selected based on terms employed in literary works and those frequently found on standardized tests. Word lists and quiz dates are posted on our website. The best way to do well on these quizzes is to fully understand the meaning of the word and to incorporate it into your personal lexicon. Vocabulary words should be used in writing assignments.

## **Course Objectives:**

AP Language is dedicated primarily to developing the reading and writing skills necessary for the depth of writing and analysis required to not only pass the AP exam in May but to also become a more competent reader and writer. During the first semester, students will build a “tool box” of skills they will utilize throughout the year. For each of our assigned readings, we will focus on how the author’s rhetorical or stylistic choices convey the purpose of his/her piece. During the second semester, students will learn how to apply these practices to their own writing.

## **Readings**

AP Language does not use a text per se, so it is required that students buy their own copies of the supplemental texts we read throughout the year so that they can annotate each text. Students are given ample notice to give them time to get the book. I suggest purchasing all books at the beginning of the year to make sure the student is ready for all reading assignments. Check used bookstores like Ed McKay, Amazon.com and Abebooks.com for the best deals. If students have problems getting copies of books, please tell me ahead of the unit.

### **Unit One: Introduction to AP English & Argumentation**

*The Crucible*, Arthur Miller

*Narrative of the Life of Frederick Douglass*, Frederick Douglass

*The Things They Carried*, Tim O’Brien

### **Unit Two: Rhetorical Analysis**

*The Scarlet Letter*, Nathaniel Hawthorne

*The Awakening*, Kate Chopin

*The Adventures of Huckleberry Finn*, Mark Twain

### **Unit Three: American Dream or Nightmare?**

(Introduction to the Synthesis Essay)

*The Great Gatsby*, F. Scott Fitzgerald

*Their Eyes Were Watching God*, Zora Neale Hurston  
*As I Lay Dying*, William Faulkner

#### Unit Four: The Research Project and Annotated Bibliography

Students will complete the year with a research paper. This paper will count as their final exam. Time will be given in class discussing research strategies, but the bulk of the research and writing will be done out of the classroom.

AP English Language and Composition exam date: Wednesday, May 15, 2019

Students,

It is my goal to help you be successful in this class, but I cannot do it alone. I need your full commitment to keeping an open mind and a willingness to work. You will enjoy and benefit from class discussions if you come prepared each and every day. If there is something you don't understand, please do not hesitate to contact me via email or set up a time to meet with me personally. Please share this syllabus with your parents; then, *please sign the form and have your parents sign it.*

Regards,

*D. Callicutt*

I have read and shared the syllabus and expectations and procedures with my parent(s). I will comply with all of these expectations and procedures established for this class.

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Student Name (print)

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Student Signature

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Parent Name (print)

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Parent Signature

Parent Contact Info:

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

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Email Address

