

Jonathan Reiman

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## AP ENGLISH LANGUAGE AND COMPOSITION

The AP English Language and Composition course focuses on the development and revision of evidence-based analytic and argumentative writing, the rhetorical analysis of nonfiction texts, and the decisions writers make as they compose and revise. Students evaluate, synthesize, and cite research to support their arguments. Additionally, they read and analyze rhetorical elements and their effects in nonfiction texts—including images as forms of text—from a range of disciplines and historical periods.

- *Taken from College Board, 2020 Course Description*

### **Course Goals (From College Board 2020 Course Exam and Description):**

**Developing Critical Literacy:** In most colleges and universities, the course is intended to strengthen the basic academic skills students need to perform confidently and effectively in courses across the curriculum. The course introduces students to the literacy expectations of higher education by cultivating essential academic skills such as critical inquiry, deliberation, argument, reading, writing, listening, and speaking. Few colleges and universities regard completion of this entry-level course as the endpoint of students' English language education; subsequent courses in general and specialized curricula should continue building and reflecting the skills students practice in their rhetoric and composition courses.

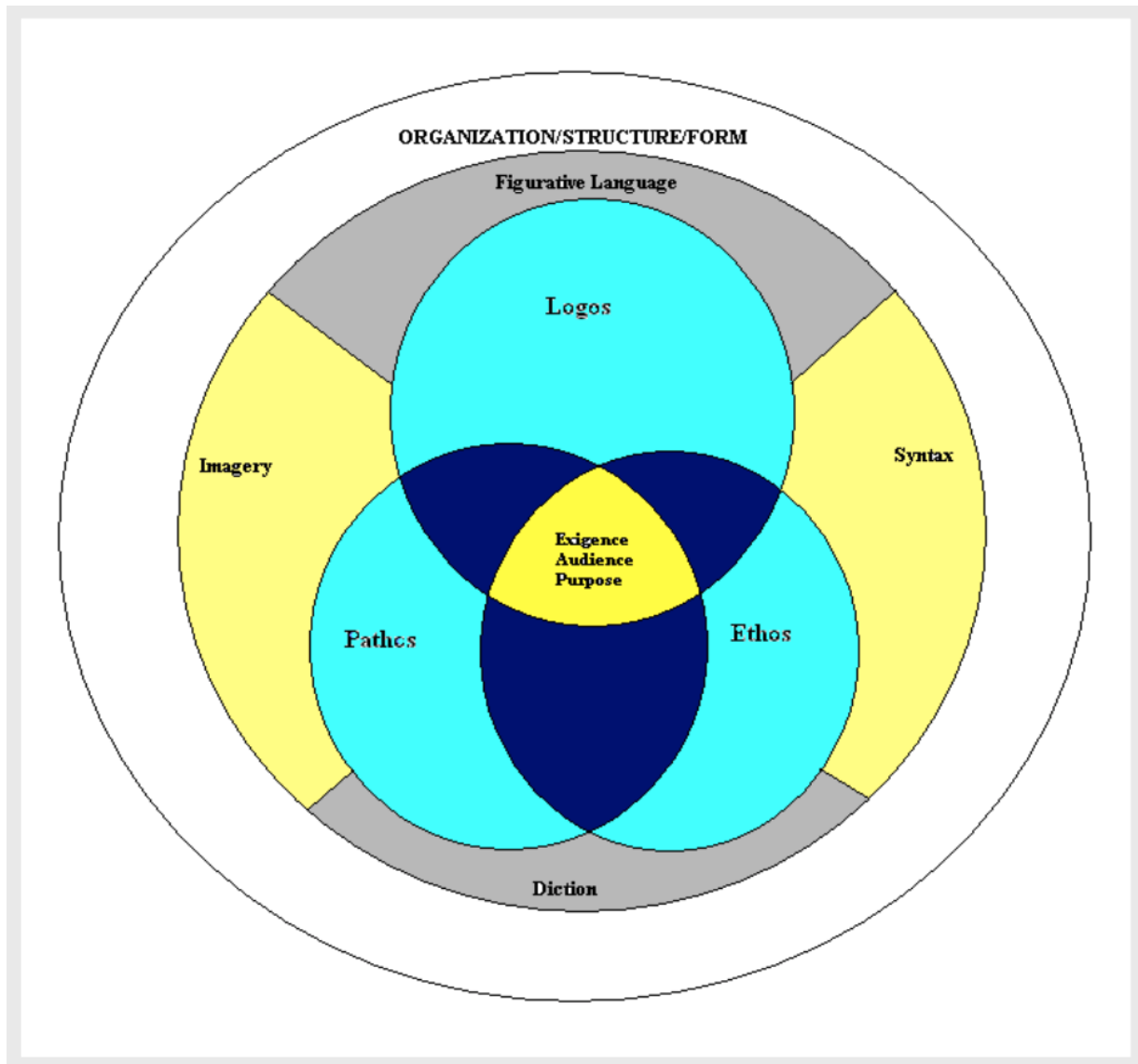
**Facilitating Informed Citizenship:** While most college rhetoric and composition courses perform the academic service of preparing students to meet the literacy challenges of college-level study, they also serve the larger goal of cultivating the critical literacy skills students need for lifelong learning. Beyond their academic lives, students should be able to use the literacy skills practiced in the course for personal satisfaction and responsible engagement in civic life.

### **Resources:**

**AP Classroom:** We will be utilizing AP Classroom this year for a variety of assignments, assessments, and practice. Please make sure you have an active College Board account. I will be giving out the code to join my class in AP Classroom in the first week of class.

**Schoology:** I use Schoology a lot in this class. Whether it's a quiz, homework, extra copies of an assignment, or whatever it may be, Schoology is where it'll be. Please make sure to regularly check the Schoology page for announcements and assignments.

### Course Conceptualization



AP Lang will focus primarily on the relationships between these elements. You'll become very familiar with each term and how they influence each other.

### Scope and Sequence:

What are we going to cover? Great question, everyone! Below is the scope and sequence for our class this year, which goes over the basic concepts that we will be learning about and practicing this year.

*Note:* The scope and sequence is not set in stone and is subject to change depending on possible school closures or unforeseen circumstances. Should something change, we will move forward and be flexible.

Quarter One	9 Weeks
<p><b>Rhetorical Reading and Analysis</b> Focus: Rhetorical Situation</p>	<p>Out of Class Reading: Four speeches (the summer homework)</p> <p>Texts: <i>The Language of Composition</i> <i>The Writer's Practice</i> Various Handouts</p>
<p><b>Formative Assessments:</b></p> <p>Homework and Participation <u><a href="#">AP Classroom:</a></u></p> <ul style="list-style-type: none"> <li>• Personal Progress Checks</li> <li>• Question Bank: Rhetorical Analysis <ul style="list-style-type: none"> <li>○ Timed RA essays</li> <li>○ MC Analysis practice</li> </ul> </li> </ul>	<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• <u><a href="#">Rhetorical Reading Strategies</a></u></li> </ul>
<p><b>Mastery Assessments:</b> Graded A-F using College Board AP benchmark language: 70% of Q1 Grade</p> <ul style="list-style-type: none"> <li>• <b>Process Rhetorical Analysis Essay</b> <ul style="list-style-type: none"> <li>○ Prompt Release: Sept 14/15</li> <li>○ Best draft due: Oct 15</li> <li>○ Revision Deadline: 11/6</li> </ul> </li> <li>• <b>Timed RA Essay</b> <ul style="list-style-type: none"> <li>○ November 6/7</li> </ul> </li> </ul>	<p><b>Additional Resources:</b></p> <ul style="list-style-type: none"> <li>• <u><a href="#">AP Daily Eng Lang YouTube Page</a></u></li> <li>• <u><a href="#">AP Central Eng Lang &amp; Comp Page</a></u></li> </ul>
Quarter Two	9 Weeks
<p><b>Exigence and Invention</b> Focus: Argument</p>	<p>Texts: <i>They Say, I Say</i> <i>The Writer's Practice</i> Various Handouts</p>
<p><b>Formative Assessments</b></p> <p>Homework and Participation <u><a href="#">AP Classroom:</a></u></p> <ul style="list-style-type: none"> <li>• Personal Progress Checks</li> <li>• Question Bank: Rhetorical Analysis</li> </ul>	

<ul style="list-style-type: none"> <li>○ Timed RA essays</li> <li>○ MC Analysis practice</li> </ul>	
<p><b>Mastery Assessments:</b> Graded A-F using College Board AP benchmark language: 70% of Q2 Grade</p> <ul style="list-style-type: none"> <li>● <b>Process Argument Essay</b></li> <li>● <b>Timed Argument Essay</b></li> </ul>	
<b>SECOND SEMESTER</b>	
<b>Quarter Three</b>	9 Weeks (Subject to Change)
<b>College Research</b> Focus: Synthesis	<i>The Language of Composition</i>
<b>Quarter Four</b>	TBD- Based on Exam Day
<b>Value of Rhetoric</b> Practice and Publication	Exam Practice - Exam Date: May 14 <sup>th</sup> , 2024 (Tuesday)  Post Exam Research Project
<b>More information about Q3 and Q4 will be available closer to the second semester. Be patient, y'all</b>	

**Assessments:**

Formative Assessment: Homework, class discussions, and any other daily activities/assignments that promote skill development will receive constructive feedback (from verbal to written)

These will comprise 30% of your grade each quarter.

Mastery Assessment: Essays, projects, and timed writings will be the base of the mastery score in this class. You will be given a clear due date for every mastery assessment in this class. The dates will be posted online and in the classroom. Types of assessments will include:

- **Process Essays:** These in-depth essays will include several drafts, revisions, feedback, and a submission of the best draft. Students will be able to revise their best drafts to earn a better score
- **Timed Writing:** Each quarter will conclude with a timed writing that will focus on the skills that were the target focus.

These will comprise 70% of your grade each quarter.

**Grading Policy:**

All assignments will be given specific due dates and students are expected to be prepared and submit all assignments on the given due date. While this is an introductory college writing course, I have my own policy for accepting late work. No college classroom is the same and

those teachers, like us here in the high school, have agency in deciding how to handle late work. All late work will follow the following grading scale:

One day to One week late: Highest Score Possible: B

Two weeks late: Highest Score Possible: C

Three weeks late: Highest Score Possible: D

Four weeks or more: Score will be an F

**Note:** No late assignments from previous quarters will be accepted.

What if I'm absent?

Great question. It will be your responsibility to ask your peers or myself what you missed when you come back from being absent. There will be a special place in the classroom for you to pick up any handouts that you might have missed.

If you are absent for a timed writing or any in class Mastery task, you will be expected to make it up the next day you are in class.

### Letter Grade Descriptions

Grade Percentage	Scale Grading	Letter Grade	Description
90-100	4	A	The student fully understands the content and the course objectives have been mastered.
80-89	3	B	The student understands the content and course objectives at an above average level.
70-79	2	C	The student understands the course content and course objectives at an average level.
69-69	1	D	The student understands the course content at a below average level and a minimum of course objectives are met.
50-59	0	F	The student has not met a sufficient number of course objectives to pass a minimum level and receives no credit.

### Plagiarism

Since AP Lang is a composition course, you will be doing a lot of writing, both handwritten and typed. As such, it is important to review what plagiarism is. Plagiarism can be simply defined as *taking someone else's work and using it as your own*. Whether it's doing research for an argumentative essay, providing evidence to support a claim, or even doing homework, it is important that you remain academically honest and compose your own work. Students caught plagiarizing will receive a zero on the assignment (yes, even if it's mastery) without the opportunity to revise.

**Classroom Expectations- POWER**Prepared and Punctual

Your attendance matters for your success in this class. In order to be prepared and punctual in AP Lang, you should be in your seat with your materials on your desk when the final bell rings.

Organized

You are responsible for writing in your planner, bringing your *charged* chromebook, and all materials to class

Writers

We will be writing every single day in this class. The writings will come in a variety of forms and styles. This means, you should always have a writing utensil and paper ready to go.

Engaged

AP Lang is heavy on participation and discussion. Part of your grade will be your participation in the class. We will be doing a lot of different activities as a group. Sometimes these will be small groups, other times it will be full class. Be prepared and ready.

Respectful

## Cell Phones

Y'all knew this was coming. There is a time and place for checking your phone and you have plenty of time during passing times and lunch to be able to do that. Every classroom has a sign indicating whether cellphone use is allowed on any given day (Ours is at the front of the class on the whiteboard). Most of the time, cell phone use is not permitted in the classroom.

Same goes for any brand of headphones. Those should be taken off/out and put away.

We will be discussing many topics in this class and some, depending on background and beliefs, could be considered controversial. It is important that we listen and respect one another as we listen to our peers share their thoughts and opinions. Any mocking or bullying will result in disciplinary action.

**Statement on Controversy**

According to the CollegeBoard course description: *students will engage in civil discourse about 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*