

Lee County High School CLASS SYLLABUS**2018-2019****AP Language and Composition (with the American Literature requirement)**

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Note: answering machine at each phone.

COURSE DESCRIPTION:

“An AP course in English Language and Composition engages students in becoming skilled readers of prose written in a variety of rhetorical contexts, and in becoming skilled writers who compose for a variety of purposes. Both their writing and their reading should make students aware of the interactions among a writer’s purposes, audience expectations, and subjects, as well as the way genre conventions and the resources of language contribute to effectiveness in writing.

Goals

The goals of an AP English Language and Composition course are diverse because the college composition course is one of the most varied in the curriculum. Although the college course provides students with opportunities to write about a variety of subjects from a variety of disciplines and to demonstrate an awareness of audience and purpose, the overarching objective in most first-year writing courses is to enable students to write effectively and confidently in their college courses across the curriculum and in their professional and personal lives. Most composition courses emphasize the expository, analytical and argumentative writing that forms the basis of academic and professional communication, as well as the personal and reflective writing that fosters the development of writing facility in any context. In addition, most composition courses teach students that the expository, analytical and argumentative writing they must do in college is based on reading as well as on personal experience and observation. Composition courses, therefore, teach students to read primary and secondary sources carefully, to synthesize material from these texts in their own compositions, and to cite sources using conventions recommended by professional organizations such as the Modern Language Association (MLA)

As in the college composition course, the purpose of the AP English Language and Composition course is to enable students to read complex texts with understanding and to write prose of sufficient richness and complexity to communicate effectively with mature readers.

Upon completing the AP English Language and Composition course, then, students should be able to:

- analyze and interpret samples of good writing, identifying and explaining an author’s use of rhetorical strategies and techniques;
- 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;
- produce expository, analytical and argumentative compositions that introduce a complex central idea and 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;
- demonstrate understanding of the conventions of citing primary and secondary sources;
- 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 processes of composition;
- revise a work to make it suitable for a different audience;
- analyze image as text; and
- evaluate and incorporate reference documents into researched papers.

The Exam

The AP English Language and Composition Exam employs multiple-choice questions to test the students’ skills in analyzing the rhetoric of prose passages. Students are also asked to write several essays that demonstrate the skills they have learned in the course. Although the skills tested in the exam remain essentially the same, there

may be some variation in format of the free-response (essay) questions from year to year. The free-response section is scored by college and AP English teachers using standardized procedures.

Ordinarily, the exam consists of 60 minutes for multiple-choice questions, a 15-minute reading period to read the sources for the synthesis essay and plan a response, and 120 minutes for essay questions. Performance on the free-response section of the exam counts for 55 percent of the total score; performance on the multiple-choice section, 45 percent.

Multiple-choice scores are based on the number of questions answered correctly. Points are not deducted for incorrect answers, and no points are awarded for unanswered questions. Because points are not deducted for incorrect answers, students are encouraged to answer all multiple-choice questions. On any questions students do not know the answer to, students should eliminate as many choices as they can, and then select the best answer among the remaining choices.” **The College Board**

The state of Georgia requires all high school students to complete a semester unit of American literature studies during their junior year. For this reason, the eleventh-grade AP English class must include an emphasis on American writers. The literature studies, however, reflect the concentration on the writer’s craft that is central to the AP Language and Composition curriculum, and they are extended to include the advanced literary analysis skills required in the senior AP English course—AP Literature and Composition.

AP Exam Requirement: All students enrolled in this course are required to take the AP English Language and Composition Exam in May. The exam fee is to be paid by the student to the main school office. Exam payments may be made from August through March 2017. A late fee will be assessed for overdue payment.

EOC Exam Requirement: There is a state-mandated End-of-Course Exam for American Literature and Composition given in May. The student must take the EOC Exam to receive credit for the course. The EOC Exam constitutes 20% of the student’s 2nd Semester grade.

INSTRUCTIONAL PHILOSOPHY:

“Reading maketh a full man, conference a ready man, and writing an exact man.”

Sir Francis Bacon

It is the TEACHER’S DUTY to earn the respect of the students and the parents by being prepared for class each day; providing stimulating lessons; teaching the skills needed for success in future education, the world of work, and daily life; prohibiting students’ conduct from interfering with the learning of others; and demonstrating concern, fairness, courtesy, professionalism, and competency.

It is the STUDENT’S DUTY to earn the respect of the teacher and his/her classmates by remaining attentive and courteous, studying diligently, being responsible, following the school and classroom guidelines, and freely offering his/her creativity and insight to make the classroom studies a success for all.

It is the PARENTS’ DUTY to provide the student with a home environment conducive to study and to provide the support of their interest, concern, and encouragement, not criticism. Furthermore, it is their duty to offer the teacher professional courtesy, positive support for his assignments and disciplinary actions, and an interest in the student’s progress.

About WRITING:

Writing is good when it expresses clearly and exactly what the writer means and feels so that the reader understands and empathizes. One doesn’t simply sit down and create a finished writing product. The product is the result of a process consisting of many important steps. One learns to write well by writing often and by studying the processes and methods of other writers.

About LANGUAGE STUDIES:

Everyone has his/her own personal form of English. No one’s English is superior to another’s. Each English has its appropriate place and time. In the English class, we all strive to use Standard American English—the language of the college campus; the language of the workplace; the language of power, influence, and success.

About LITERATURE STUDIES:

Literature in every form is the expression of the writer's thoughts and emotions at a particular time or about a particular subject. The writer is influenced by his/her past and the socio-political climate of his day. Our study of literature is the study of the history of thought, emotion, and the human experience. Through our studies, we grow in our understanding of others, ourselves, and our culture, while developing our own ability to communicate more effectively.

MAJOR COURSE COMPONENTS AND GOALS:

- Rhetoric and Composition Studies
 - AP Language students come to recognize the connections between the rhetorical elements of speaker, audience, subject, purpose, method, and tone in creating effective writing.
- Language Studies
 - By expanding their understanding of English's history, character, and design, AP Language students come to wield the language with greater effectiveness.
- Literature Studies
 - Through a study of major literary works that represent prevailing thoughts and styles in our country's literary history, the AP Language student comes to appreciate the personal, communal, and global importance of the nation's literature and authors. The focus of literature studies under the AP English Language and Composition umbrella is *the argument* of literature in question. A selection of American novels will be the crux of our American literature studies.*
- Vocabulary Studies
 - Using a vocabulary program designed to move beyond mere definition and into the realms of etymology and linguistics, the AP Language student develops the ability to increase his vocabulary by recognizing the connections between words and their components.

AP Language students read and write non-fiction prose throughout the school year, and they come to recognize the inextricable link between the effective reading and effective writing. While the class conspicuously emphasizes preparation for the AP English Language exam in May, the primary focus of the class is preparation for college level work across the academic curriculum.

LCHS provides gifted services through the advanced content in AP and Honors courses. Possible goals include but are not limited to the following: advanced research skills and methods of self-selected topics within the course parameters, creative thinking and problem-solving skills, advanced communication skills, and understanding of self that can enhance strong leadership development.

GRADING PROCEDURE:

- A point system of grading will be used. Grades are determined by the amount of points accumulated during a grading period.
- 9-week grades are computed by the following formula: $\text{points earned} / \text{points possible} = \text{grade}$
Example: 365 points earned / 410 points possible = .89 Grade is 89
- Semester grades are computed school-wide by the following design:
 2 Nine-Weeks' Grades = 80% Semester Exam = 20%

** The Lee County Board of Education requires me to note that, according to the American Library Association, these works have been likely challenged in the past because of their language and content. These works are part of the course curriculum because they are universally recognized classics—without which any educated American's reading career would be incomplete and lacking, they are widely read by high school and middle students throughout the United States, they appear regularly on the suggested reading lists of numerous prestigious universities, they serve as traditional representatives of their respective literary periods, they are listed often as choices for analysis on Georgia's High School Graduation Test and End-of-Course Tests, and they appear regularly as choices for analysis on the AP English Literature and Composition Exam.*