**AP English Language and Composition Syllabus**

Ms. Fitzell-Stevens

AP English Language and Composition

Room 105

Office Hours: Wednesdays 3-3:40pm or by appointment.

Contact: sfitzell@hps.holyoke.ma.us

Website: fitzellenglish.weebly.com

**Course Overview**

The AP English Language and Composition course is designed to help students successfully transition to college-level reading, writing, and analysis and to identify the use of rhetoric by identifying the authors’ purposes, the impact on the audience, and the context at hand. Course readings feature expository, analytical, personal, and argumentative texts from a variety of authors and historical contexts. Students examine and work with essays, letters, speeches, images, and imaginative literature. Visual texts, such as advertisements, photographs, and film, will also be read, analyzed, written about, and created to illustrate the presence of rhetorical strategies. Students will develop a sense of their own writing style through practicing a variety of types of writing (analysis, argument, synthesis) to varied audiences and for various purposes. The course is organized according to the requirements and guidelines of the current AP English Course Description.

**Student Responsibilities**

* Students will be required to keep a binder for the course divided into sections labeled as follows:
	+ Vocabulary & Terms
	+ Multiple choice practice and notes
	+ Rhetorical Analysis
	+ Argument
	+ Synthesis
* Students are required to attend 3 Saturday sessions during the course of the school year to prepare for the AP exam. This is a minor cost to equal a larger payoff. If you do well on your AP exam (a score of 3 or higher), you have the potential to “skip” classes in college. That is a monetary and time savings. These sessions are generously provided by the Massachusetts Math & Science Initiative, or MMSI, and all run from 8 a.m. until 12 p.m. During these sessions, you and your classmates will be working with AP teachers and students from other schools or taking a practice exam that mimics the conditions of the real AP exam. **Attendance is mandatory.** The required Saturday dates are listed below:

**1. October 15th @ Westfield High School
2. January 21st @ Holyoke High School
3. April 8th @ Holyoke High School**

**Student Evaluation**

Students are evaluated on the basis of major papers, homework, quality and character of class participation and involvement, and AP-style writing prompts. Major papers count a great deal toward each quarter’s grade, but other elements are also significant. Students earn both numbered scores and grades on AP prompts they take during the year. The grade associated with particular AP essay scores varies according to the time of year, that is, a very good essay written in November earns a higher grade than a similar essay written in April. That’s because students are at work building the skills needed to succeed as the year proceeds.

Student performance in connection with important course components contributes to each student’s final grade for the course in the following manner:

Exams/Analytical Essays/Projects - 35%
Quizzes/Timed Writing - 20%
Homework - 20%
CW/Discussions/Seminars - 25%

|  |
| --- |
| AP English Language Rough Year Outline |
| Quarter One: | **Quarter Three:** |
| Intro. To APIntro. to Rhetorical AnalysisChapters 1 (Rhetoric) & 2 (Style)Tools* AP Toolbox for tone, verbs, etc.
* Soapstone
* Abstract Nouns/Writing Verbs
* Thesis builders

Intro. to ArgumentChapter 3 (Argument)Tools* Classical Argument
* Rogerian Method
* Toulmin Model
* Fallacies
 | Applying Rhetorical Analysis, Argument, & SynthesisNonfiction Readings * Various authors
* Novel-length nonfiction work of student choice within parameters

Dystopian Novels: How authors use Language to comment on the world around them* *Pleasantville*
* *1984*
* *Brave New World*
 |
| Quarter Two: | **Quarter Four:** |
| Intro. to SynthesisChapter 4 (Synthesis)Tools* Sources to inform/appeal
* Framing quote
* Integrating quotes
* Citing quotes

Outside Literature (*Cry the Beloved Country*, *A Christmas Carol*) | AP Exam ReviewExam practicePreparing for AP Literature, College, & Career |
| Continuous:* Multiple Choice practice (MC)
* Timed writing and timed MC practice
* Examining student sample writing
* Grammar focus
* Dialectical journals
* Vocabulary
 |

**AP English Language and Composition**

**“What makes up the ‘AP Exam’ and what are ‘AP scores’ all about?**

The AP English Language and Composition Examination is 3 hours and 15 minutes long.

**Overall AP Examination scores are as follows:**

5 = Extremely well qualified

4 = Well qualified

3 = Qualified

2 = Possibly qualified

1 = Not qualified

*• Section 1*: 55 (approximately) multiple‐choice questions = 45% of the AP Exam score.The multiple‐choice questions involve analysis of rhetoric, language, and footnotes. Read and answer time: 1 hour.

***Following a short break it’s on to…***

*• Section 2*: 3 free response questions = 55% of the AP Examination scoreReading period (provided, but not limited to, Q1, the synthesis question): 15 minutes. Student respond to three essay prompts: a synthesis question (Q1) , a rhetorical analysis question (Q2 or Q3), and an argument question (Q2 or Q3). Reading and writing time: 2 hours (40 minutes per question).

Student free responses (essays) scores are assigned on a scale of 1-9 as follows:

Highest scores, effective writing: 8 and 9

Higher scores, adequate writing: 6 and 7

‐‐‐‐‐‐‐‐‐‐‐‐‐‐‐‐‐‐‐‐‐‐‐‐‐‐‐‐‐‐‐‐‐‐‐‐‐‐‐‐‐‐‐‐‐‐‐‐‐‐‐‐‐‐‐‐‐‐‐‐‐‐‐‐‐

Middle score, suggests adequacy: 5

Lower scores, suggests inadequacy: 4 and 3

Low scores, little success: 2 and 1

*The above representation oversimplifies the free response scoring process. Refer to actual, released AP free response question scoring guides for precise scoring details.*