

AP English Language and Composition Syllabus

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.

Objectives

An AP English Language and Composition course cultivates the reading and writing skills that students need for college success and for intellectually responsible civic engagement. The course guides students in becoming curious, critical, and responsive readers of diverse texts and becoming flexible, reflective writers of texts addressed to diverse audiences for diverse purposes. The reading and writing students do in the course should deepen and expand their understanding of how written language functions rhetorically: to communicate writers' intentions and elicit readers' responses in particular situations.

Big Ideas and Enduring Understandings

- RHETORICAL SITUATION (RHS): Individuals write within a particular situation and make strategic writing choices based on that situation.
- CLAIMS AND EVIDENCE (CLE): Writers make claims about subjects, rely on evidence that supports the reasoning that justifies the claim, and often acknowledge or respond to other, possibly opposing, arguments.
- REASONING AND ORGANIZATION (REO): Writers guide understanding of a text's lines of reasoning and claims through that text's organization and integration of evidence.
- STYLE (STL): The rhetorical situation informs the strategic stylistic choices that writers make.

Skills

- RHS – Reading – Explain how writers' choices reflect the components of the rhetorical situation
- RHS – Writing – Make strategic choices in a text to address a rhetorical situation
- CLE – Reading – Identify and describe the claims and evidence of an argument
- CLE – Writing – Analyze and select evidence to develop and refine a claim
- REO – Reading – Describe the reasoning, organization, and development of an argument
- REO – Writing – Use organization and commentary to illuminate the line of reasoning in an argument
- STL – Reading – Explain how writers' stylistic choices contribute to the purpose of an argument
- STL – Writing – Select words and use elements of composition to advance an argument

Classroom Rules/Expectations

Students are expected to

- come prepared for class with all necessary materials
- be seated in their desks when the tardy bell rings
- show respect and courteousness to others in the classroom
- follow directions
- actively participate in all class activities

Absences/Make-up Work

It is the student's responsibility to check with the teacher for missed work. Consult the SHS Handbook under "Make-up Work."

Grading Policy

Classwork	30%
Journal	20%
Vocabulary	20%
Writing	30%

Course Materials

Students are required to have a notebook in class each day, along with a writing implement. The College Board requires all writing to be done with either a blue or black ink pen; therefore, all students should bring a pen to class. Highlighters and small post-it notes are highly recommended for annotating texts.

Published Materials

To meet the course objectives, much of the class readings will originate from current media, magazines, journals, newspapers, and other secondary and primary sources. Information used to address a problem may come from various print and non-print secondary sources (e.g., articles, studies, analyses, reports) and/or primary sources (e.g., original texts and works or personally collected data such as experiments, surveys, questionnaires, and interviews).

Primary Text:

Goldthwaite, Melissa A., et al. *The Norton Reader*. 15th ed., W.W. Norton & Co., 2020.

Selected Readings:

Animal Farm by George Orwell
Metamorphosis by Franz Kafka
'Master Harold' . . . and the boys by Athol Fugard
Persepolis by Marjane Satrapi
A History of the World in Six Glasses (excerpts) by Tom Standage
"Graduation" by Maya Angelou
from *Educated* by Tara Westover
"How to Be a Writer" by Rebecca Solnit
"Be a Gamer, Save the World" by Jane McGonigal
"Look Up from Your Screen" by Nicholas Tampio
"Under the Influence" by Scott Russell Sanders
"Sports Should Be Child's Play" by David Epstein

Course Procedures

Students will regularly read, write, and engage in discussions as part of daily lessons. They will be given detailed descriptions, grading rubrics, and deadlines for all assignments.

Academic Integrity

Academic Integrity demonstrates respect for the original work of others. Students are responsible to cite sources in their work that are not their original words or ideas. Maintaining Academic Integrity includes: Citing all sources used for information within an assignment and respecting the work of peers by not engaging in Level 1 or Level 2 Offenses as defined in the SHS Student Handbook. Acts of Cheating and Plagiarism are considered very serious. Consequences are listed in the Springfield High School Student Handbook. Students are responsible to abide by the Academic Integrity Policy.