



2023 - 2024 COURSE SYLLABUS

AP ENGLISH LANGUAGE AND COMPOSITION

(EZS328-EZS329; 10 total credits)

Mr. Gleason

Room C-314

brian-gleason@scusd.edu

916-395-5090 x506314

Main Platforms: Google Classroom / AP Classroom

COURSE DESCRIPTION

In Advanced Placement English Language and Composition, you are a reader and writer, honing your skills on 3 fronts: rhetorical analysis, argumentation, and synthesizing sources. These 3 approaches help you think deeply about how ideas are crafted into writing, and also about the people and purposes behind those ideas.

As a critical reader, you analyze how an author deliberately plans and arranges their work – how they make rhetorical choices using diction, syntax, figurative language, etc. – to shape the text's meaning and purpose. You read from a wide-range of mostly non-fiction works because non-fiction has high stakes in real society: persuasion, legislation, justice, culture, and so on. Genres include long-form essays, speeches, historical documents, journalistic articles and editorials, visual compositions, and advertising copy.

As a writer, you combine insight and course information from readings, lecture and class discussion – including numerous questions from previous AP Exams – to frame essay responses that analyze the rhetoric and arguments of others. You also practice crafting your own arguments to develop a clear, defensible position on a variety of topics.

ADVANCED PLACEMENT EXAM: TUESDAY, MAY 14, 2024

You will be automatically enrolled in the [AP Exam for English Language and Composition](#) given in May. Your test results do not affect your class grade, but a passing score indicates that you have capably completed the equivalent of a freshman-level college composition course. In the exam, you are given 135 min. to complete 45 multiple-choice questions and 3 Free Response Questions (FRQ essays). Essays will be scored using the 6-point rubric, which consists of three sub-scores: *Thesis* (1pt.), *Evidence & Commentary* (4pts.), and *Sophistication* (1pt.).

TEXTBOOKS, READINGS

- *The Language of Composition, Third Edition* (Bedford, Freeman & Worth Publishers) c. 2018, Shea, Renee; Scanlon, Lawrence; Aufses, Robin; Pankiewicz, Megan.
- *Reading the World: Ideas That Matter, 2nd Edition* (W.W. Norton & Company) c. 2010, Austin, Michael.
- Literary non-fiction: various pieces used to demonstrate and illuminate authorial style, expression of purpose, argumentation, persuasion, topical analysis. Many of these are drawn from previous AP exam FRQs.
- *Vocabulary Power Plus for College and Career Readiness, Level Three*. (Prestwick House) c. 2014, Reed, Daniel A.
- *Write Source, Grade 11* (Houghton Mifflin Harcourt) c. 2012, Kemper, Dave; Sebranek, Patrick; Meyer, Verne.
- Imaginative literature: Novels, poetry, and works of short fiction available for check-out to engage individual reading or whole-class instruction. Emphasis on American works.

REQUIRED MATERIALS:

Please ensure you have the following items throughout each of the four quarters of the school year:

- charged laptop
- pens: dark blue or black ink pens
- 2+ highlighters (different colors)
- binder paper
- pencil

GENERAL COURSE OUTLINE

Listed below are the main concepts of the class. Although these strands are categorized separately, they don't operate in isolation from one another.

Strand 1	Rhetorical Analysis	A Writer's Choices The Rhetorical Situation Effectively Achieving Purpose
Strand 2	Argumentation	Claims & Evidence Thesis Matters & Argument Structure Using Perspectives
Strand 3	Synthesis / Style	Using Sources Evidence & Commentary Developing Arguments
Strand 4	Grammar & Vocabulary	4 Levels of Grammar Vocab Analysis Words in our World
Strand 5	American Literature & Poetry	

Fiction and poetry studies are secondary in the AP curriculum, but we emphasize American literary works. This allows us to follow the interwoven historical, social, and philosophical threads that inspire America's literature, the styles of successive literary periods, and the evolution of "America" as interpreted, debated, and celebrated by its many voices over time.

Strand 6	College & Career Prep	Cal-SOAP Workplace soft skills
----------	----------------------------------	-----------------------------------

Junior year is a time to plan seriously for life and learning after graduation. You should plan to connect with your counselor to consider your plans. We will also be visited by Cal-SOAP to discuss college and career preparations.

[Please refer to this supplement for a more detailed matrix of reading and writing skills.](#)

HOMEWORK POLICY & LATE ASSIGNMENTS

Plan on devoting 3 - 3.5 hours/week to our class outside of school hours – roughly 30-40 minutes each school night (I'm not counting weekends) – mostly reading. You are expected to complete your homework on a timely, consistent basis. Access Google Classroom to track any missed assignments or assessments. Late assignments are only accepted when a valid reason is proven. If you plan to be absent, please email the work ahead or have someone else deliver your work. Track your progress using *Infinite Campus Student Portal* – and thanks in advance for your patience as I score assignments and essays.

COURSE OBJECTIVES & GRADING POLICY

The class is an opportunity to gain knowledge together, to hone your process as a student, and to apply your practice to demonstrate your learning – and to feel as though your skills have grown. Categories used in *Infinite Campus* are listed below.

	INFINITE CAMPUS CATEGORY	INFINITE CAMPUS SUBCATEGORY	EXAMPLES OF TASKS
25%	Routines (Skills & Labor)	<i>Homework (HW)</i>	Reading/annotation Short-form analysis writing, etc. Individual or small-group work that hones both process & product
		<i>Classwork (CW)</i>	Assertion Journal Short-form analysis writing Grammar/Writing Notes, activities Discussions, sharing-out, ad hoc presentations (solo or group)
		<i>Practice Free-Response Question (FRQ-P)</i>	An essay prompt, but focused only on a certain section or element of the writing, using pre-discussion and communal skills for practice.
35%	Assessments	<i>Quiz (QUIZ)</i>	A tool to assess reading comprehension, key concepts, vocabulary, language conventions
		<i>Socratic Seminar (SOCR)</i>	Socratic Seminars & other scheduled discussions requiring research, preparation
		<i>Free-Response Question (FRQ)</i>	Essays assigned to be completed during class (approx. 45min.); prompts may be previously seen and discussed, or may be new to students
		<i>Final Exam (FINAL)</i>	End of 1st, 2nd Semester: Written analysis and multiple-choice
40%	Projects	<i>Essay (ESSAY)</i>	Any multi-stage (“process”) essay devised and completed over 1-2 weeks
		<i>Presentation (PRES)</i>	Presentations (solo or group) requiring research, preparation

CLASSROOM EXPECTATIONS

I'm looking forward to a productive, insightful, and enjoyable school year working with you. As with most working collaborations, some days can be better than others, so we learn to "do the work even on a bad day" and persevere. I am here to create opportunities for academic discovery for all students, and this requires you to build habits of mind for critical thinking, habits of heart for respectful interaction, and the patience and stamina needed to work through setbacks and frustrations toward growth.

Behavior	Everyone needs class to run smoothly for your advancement and success; therefore, classroom time means shared time with equal stakes for all. You are expected to respect and maximize this shared time without disruption. Don't waste class time. Please also understand that your personal needs – while important to you – cannot overtake the class agenda. Refer to the <i>John F. Kennedy High Student Handbook</i> for campus-wide rules for behavior and expectations.
Attendance & Tardies	<i>Get up, dress up, show up.</i> If you miss multiple days of class in a semester – excused or unexcused – you may not earn course credit. As our bell rings, I expect you to be seated and ready to start. If you arrive late, be polite and enter quietly without distraction. Absences and tardies hurt your participation, and we don't want to leave you behind.
Food, Drink	I allow fruits, vegetables, or water if they aren't distracting.
Personal Needs	<ul style="list-style-type: none">● Use the bathroom ahead of time so you don't miss class. Leave your phone/earphones in class.● Blow your nose if necessary during class, but tissues don't permit you to roam around and visit.
Tech	In our digital age, our brains are stimulated, and yet stupefied. We often have too many tabs open in our browsers and brains. Reading on our devices is a wide-ranging thrill; however, it tends to be shallow scanning rather than deep reading. By contrast, longer-form reading immerses us and focuses our concentration. That's one of the roles of an English class: to condition our brains to switch from 'browsing' mode to 'deep reading' mode successfully. It still matters. Be truly present, and stay human. <ul style="list-style-type: none">● Keep your ears clear – no earbuds, Air Pods, etc., during class● Place mobile devices out of reach and out of sight, unless I specifically allow their use in a lesson.● Show patience and grace when internet connections are laggy and online platforms are glitchy.● Submit your own work using real (not artificial) intelligence to avoid plagiarism.

☆ Let's have a great year together on the learning path!