



# 2020 - 2021 COURSE SYLLABUS

## AP ENGLISH LANGUAGE AND COMPOSITION

(EZS328-EZS329; 10 total credits)

**Mr. Gleason**

Room C-314

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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 – using rhetorical choices like 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 Genres include long-form essays, speeches, historical documents, journalistic articles and editorials, visual compositions, advertising copy, etc.).

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 about a variety of topics.

The AP Exam for English Language and Composition is scheduled for **Thursday, May 6, 2021**. Although your results do not affect your class grade, a passing score indicates that you have capably completed the equivalent of a college-level freshman composition course. The exam consists of a multiple-choice section and 3 AP Free Response Questions (FRQs). Responses will be scored using the rubric introduced in 2019 by the College Board – the total points for each

FRQ is 6, consisting of three sub-scores: *Thesis* (1pt.), *Evidence & Commentary* (4pts.), and *Sophistication* (1pt.). **COVID note: If distance learning persists, there may be modifications to the AP exam, as there were in May 2020.**

## **TEXTBOOKS, READINGS**

**COVID note: Distance learning may affect the accessibility of some textbooks. However, most of the readings will be available digitally.**

- *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
- *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.

## **REQUIRED MATERIALS:**

**COVID note: Distance learning alters the materials necessary, as many materials are digital. Still, note the traditional supplies I recommend to have available, because you will have the option of submitting most handwritten work via scan or picture.**

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

dark blue or black ink pens    2+ highlighters (2 colors, min.)    binder paper    pencil

## COURSE OUTLINE

Below is a general map of the main concepts during the year, and the quarter in which they're emphasized. Although these elements are categorized separately, they don't operate in isolation from one another.

Semester 1		Semester 2	
Q1	Q2	Q3	Q4
<b>Rhetorical Analysis</b>	<b>Argumentation</b>	<b>Synthesis / Style</b>	<b>AP Exam</b>
A Writer's Choices	Claims & Evidence	Using Sources	Build a Bridge to AP Lit
The Rhetorical Situation	Thesis Matters & Argument Structure	Evidence & Commentary	Short Fiction
Effectively Achieving Purpose	Using Perspectives	Developing Arguments	

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

Fiction and poetry studies, though secondary in the AP curriculum, focus largely on 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.

Junior year also features the SAT, ACT and Smarter Balance CAASPP tests, as well as the next stages in college and career preparations and resources. **COVID note: If distance learning persists, there may be modifications to testing procedures.**

## 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.
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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

## **HOMEWORK POLICY & LATE ASSIGNMENTS**

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. In the gradebook online, each scored assignment will show points earned, each missing assignment will be marked ‘0’, and each yet-to-be-scored assignment will show a blank space.

## **CLASSROOM EXPECTATIONS -- VIRTUAL OR OTHERWISE**

I’m looking forward to a productive, insightful, and enjoyable school year working with you. As in most working collaborations, some days can be better than others, so we learn to “do the work even on a bad day” and persevere. My role is to engineer opportunities for academic discovery for all students; that process will require habits of mind for critical thinking, habits of heart for respectful interaction, and the patience and stamina needed to fight through setbacks and frustrations.

### **Behavior**

Respectful behavior is expected in the class: Respect for learning; Respect for property; Respect for boundaries; Respect for others; Respect for yourself.

The class involves everyone’s needs for enrichment and advancement; 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 our time. Please also understand that your personal needs – while important to you – cannot overtake the class agenda. Refer to the *John F. Kennedy High School Discipline Policy Handbook* for campus-wide rules for behavior and expectations. Take particular note of Kennedy’s policies on plagiarism.

### **Attendance & Tardies**

As they say: Get up, dress up, show up. Missing multiple days of class in a semester, whether excused or unexcused, can endanger earning course credit. As the “bell” rings, you are expected to be situated with necessary materials, ready to start. If you arrive late, be polite and enter quietly without distraction. Absences and tardies erode your participation potential and leave you stranded on the runway while everyone else takes off.

### **Addenda**

- Food and drink can be distracting in the Zoom environment – please don’t flex your feasts.
- Plan ahead when possible for bathroom needs so you don’t miss too much.

## **TECHNOLOGY & DIGITAL TOOLS**

Be truly present. Your mobile devices need to be kept out of reach and out of sight, unless I specifically allow their use in a lesson. Internet connections and platforms like Google Classroom can be laggy, glitchy, and temperamental, so let’s all remember our patience and grace through those frustrating moments..

## AP LANGUAGE AND COMPOSITION SKILLS

<b>Rhetorical Situation RHS</b>		<b>Claims &amp; Evidence CLE</b>		<b>Reasoning &amp; Organization REQ</b>		<b>Style STL</b>	
<b>Enduring Understanding:</b> Individuals write within a particular situation and make strategic writing choices based on that situation.		<b>Enduring Understanding:</b> 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.		<b>Enduring Understanding:</b> Writers guide understanding of a text's lines of reasoning and claims through that text's organization and integration of evidence.		<b>Enduring Understanding:</b> The rhetorical situation informs the strategic stylistic choices that writers make.	
Skill Category 1	Skill Category 2	Skill Category 3	Skill Category 4	Skill Category 5	Skill Category 6	Skill Category 7	Skill Category 8
<i>Rhetorical Situation – Reading</i>	<i>Rhetorical Situation – Writing</i>	<i>Claims and Evidence – Reading</i>	<i>Claims and Evidence – Writing</i>	<i>Reasoning and Organization – Reading</i>	<i>Reasoning and Organization – Writing</i>	<i>Style – Reading</i>	<i>Style – Writing</i>
Explain how writers' choices reflect the components of the rhetorical situation.	Make strategic choices in a text to address a rhetorical situation.	Identify and describe the claims and evidence of an argument.	Analyze and select evidence to develop and refine a claim.	Describe the reasoning, organization, and development of an argument.	Use organization and commentary to illuminate the line of reasoning in an argument.	Explain how writers' stylistic choices contribute to the purpose of an argument.	Select words and use elements of composition to advance an argument.
<b>SKILLS</b>							
<b>1.A</b> Identify and describe components of the rhetorical situation: the exigence, audience, writer, purpose, context, and message.	<b>2.A</b> Write introductions and conclusions appropriate to the purpose and context of the rhetorical situation.	<b>3.A</b> Identify and explain claims and evidence within an argument.	<b>4.A</b> Develop a paragraph that includes a claim and evidence supporting the claim.	<b>5.A</b> Describe the line of reasoning and explain whether it supports an argument's overarching thesis.	<b>6.A</b> Develop a line of reasoning and commentary that explains it throughout an argument.	<b>7.A</b> Explain how word choice, comparisons, and syntax contribute to the specific tone or style of a text.	<b>8.A</b> Strategically use words, comparisons, and syntax to convey a specific tone or style in an argument.
<b>1.B</b> Explain how an argument demonstrates understanding of an audience's beliefs, values, or needs.	<b>2.B</b> Demonstrate an understanding of an audience's beliefs,	<b>3.B</b> Identify and describe the overarching thesis of an argument, and any indication it provides of the argument's structure.	<b>4.B</b> Write a thesis statement that requires proof or defense and that may preview the structure of the argument.	<b>5.B</b> Explain how the organization of a text creates unity and coherence and reflects	<b>6.B</b> Use transitional elements to guide the reader through the line of reasoning of an argument.	<b>7.B</b> Explain how writers create, combine, and place independent and dependent clauses to show	<b>8.B</b> Write sentences that clearly convey ideas and arguments.
	beliefs,	<b>3.C</b> Explain ways claims					<b>8.C</b> Use established conventions

values, or needs.

are qualified through modifiers, counterarguments, and alternative perspectives.

**4.C** Qualify a claim using modifiers, counterarguments, or alternative perspectives.

a line of reasoning.

**5.C** Recognize and explain the use of methods of development to accomplish a purpose.

**6.C** Use appropriate methods of development to advance an argument.

relationships between and among ideas.

**7.C** Explain how grammar and mechanics contribute to the clarity and effectiveness of an argument.

of grammar and mechanics to communicate clearly and effectively.