

**AP Language & Composition****B-Days** (Tuesdays, Thursdays, Fridays)**Periods:** 6<sup>th</sup>, 7<sup>th</sup>**Location:** Rm. 025**Instructor:** Chandra Alford**Email:** [chandra.alford@slps.org](mailto:chandra.alford@slps.org)**Office Hours:** by appointment; Mentor Periods (Wednesdays and Thursdays)**COURSE TEXTS:***Sundance Reader*, 7th edn. Ed. Mark Connelly. Stamford, CT: Cengage, 2015*50 Essays: A Portable Anthology*, 5<sup>th</sup> Edition. Samuel Cohen. Bedford/St. Martin, 2016William M. Keith & Christina O. Lundberg, *The Essential Guide to Rhetoric. Handbook.***COURSE OVERVIEW:**

This course is structured to strengthen the effectiveness of students' writing through close reading and frequent practice at applying the knowledge and skills universities and colleges typically expect students to demonstrate. The AP English Language and Composition course aligns to an introductory college-level language and writing curriculum. Also, this course is structured to prepare students for the AP English Language exam. Taking this exam is a requirement of this course.

***This course is being offered as a dual-credit through University of Missouri-St Louis. To receive the ACP credit for this course, students must register through the UMSL portal, have parent/guardian consent, and maintain a B average or better for both semesters.***

**COURSE DESCRIPTION:** The AP English Language and Composition course focuses on reading, analyzing, and writing about composition from various periods. Students engage in close reading and critical analysis of imaginative literature to deepen their understanding of the ways writers use language to provide both meaning and pleasure. As they read, students consider a work's structure, style, and themes, as well as its use of figurative language, imagery, and symbolism. Writing assignments include expository analytical, and argumentative essays that require students to analyze and interpret literary works.

**COURSE GOALS:**

- ◆ gain an understanding of rhetorical strategies and processes of analyzing and composing a variety of print, visual, and digital media
- ◆ gain a meta-awareness of your own development as a writer
- ◆ use writing as a way of thinking through topics and ideas
- ◆ understand and use writing strategies and processes to analyze and write about issues that are important to specific audiences and specific purposes
- ◆ analyze conventions of and write effectively in the university discourse community
- ◆ gain opportunities to collaborate effectively

**COURSE WORK:** Every week we will work on tasks that integrate thinking, speaking, and writing: reading analytically and critically, responding individually and as a group. All major assignments will have a detailed assignment sheet that will be made available to you via Teams. The coursework will consist of the following:

1. **Reading Responses:** For each class period with readings due, you are to respond to the assigned questions. These responses must be prepared beforehand in order to discuss during class time.
2. **Microthemes:** These short assignments are designed to help prepare you for the more difficult, larger writing assignments. Also, the microthemes will allow you to receive feedback that can be used to enhance the development of the larger essays.

3. **Essays and Drafts:** These are the more formal writing assignments. There will be four major writing assignments for this course—two per semester. For each assignment, a rough draft must be submitted for a grade and feedback. Per semester within the portfolio review, a final draft of **ONE major writing assignment must be submitted.**

4. **Portfolio:** At the end of each semester, you will be required to submit the following in a portfolio: all of the major writing assignments (rough and final drafts), peer review feedback, and self-reflections (a letter in which you evaluate your own writing for each major writing assignment). Portfolios of your work must be submitted via Teams/Class Notebook by the end of the of each semester. Each final portfolio must include 10 polished pages. Each portfolio should be clearly organized, and the materials should be plainly labeled; keep the three sections separate.

#### 5. AP Exam completion

**ASSIGNMENTS:** There are 500 possible points for each semester. The final grade will be the sum of the points you earn, and the weights given to each assignment. The breakdown of points and assignments' weights are as follows:

Microtheme #1: Explaining a Concept	50	
Microtheme #2: Observation and Description	50	
Microtheme #3: Asking a Question	50	
Essay #1: Exploring and Defining	75	
Essay #2: Media Analysis	75	
Essay #3: Rhetorical Analysis	75	
Essay #4: Analytical Essay	75	
Final Exam: Portfolio Review/Presentation*	100	
Reading Responses	150	
AP College Board Assessments		100
Discussion Board Responses	100	
Peer Review Activities (2 per semester)	<u>100 points</u>	
	1000 total (500 per semester)	
Classwork	15%	
Homework	15%	
Major Writing Assignments	35%	
Assessments	30%	
Participation	5%	

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**Total:** 100%

\*The semester exams will be weighted at **10%** of the overall semester grade. The exams will be in the form of a portfolio review and presentation of final essay.

#### COURSE POLICIES:

##### **Submitting Work**

Assignments must be submitted by the deadline in order to avoid any late penalties.

Written work must adhere to the style of the discipline: MLA.

Written work will be evaluated for composition and grammar.

##### **Late Work Policy:**

All assignments must be completed and meet the expectations to receive a passing grade.

Assignments must be submitted on the designated due dates. **Classwork, homework, and major writing assignments must be submitted on the due date unless an extension has been granted by or arranged with the instructor.** Otherwise, there will be a **20% deduction** on all late assignments.

##### **Academic Honesty:**

Cheating includes, but is not limited to, the passing of answers on quizzes and tests; receiving or transmitting of specific information about questions on a test; the lending or copying of homework.

Plagiarism is the use another's words or ideas as if they were one's own. To avoid plagiarism when using another person's thoughts, the writer must acknowledge the origin of the ideas and use quotations marks to indicate borrowed language. Within the context of a specific class, a writer may ordinarily incorporate into her/his paper ideas discussed in that specific class without crediting the teacher or fellow students. Published material including passages and ideas from handouts and class texts must always be acknowledged and referenced.

**Consequences:**

Refer to the student handbook

**Attendance:**

Attendance will be taken the first 10 minutes of every class period. It is imperative that each student login to the class sessions within this timeframe because attendance will be taken during this time. A student's attendance will be marked as absent if they are not logged into the class session within this timeframe. Students will be required to have their cameras on during this period of the class session. Otherwise, a student will be marked as absent for the class session. Please see the instructor if further clarification is needed.

**Respectful Space:** To create a safe learning environment, we will agree to the following community norms: Be present and engaged (all electronics must be silenced); Be aware of power and voice in the classroom, whether in person or virtual; Adhere to and maintain workshop etiquette and guidelines -Write, read, and talk with integrity.

**Course Structure:** We will divide our time between craft (Tuesday) and workshop (Thursday) and AP exam review (bi-weekly on Fridays)

