AP Language & Composition
Instructor: Thomas Reid 2019-2020

Course Overview:

AP English Language and Composition 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.

Units and Activities:

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.

Unit 1: 1.A Identify and describe components of the rhetorical situation: the exigence, audience, writer, purpose, context, and message. CLE 3.A Identify and explain claims and evidence within an argument. CLE 4.A Develop a paragraph that includes a claim and evidence supporting the claim.

Unit 2: 1.B Explain how an argument demonstrates understanding of an audience’s beliefs, values, or needs. RHS 2.B Demonstrate an understanding of an audience’s beliefs, values, or needs. CLE 3.A Identify and explain claims and evidence within an argument. CLE 4.A Develop a paragraph that includes a claim and evidence supporting the claim. CLE 3.B Identify and describe the overarching thesis of an argument, and any indication it provides of the argument’s structure. CLE 4.B Write a thesis statement that requires proof or defense and that may preview the structure of the argument.

Unit 3: 3.A Identify and explain claims and evidence within an argument. CLE 4.A Develop a paragraph that includes a claim and evidence supporting the claim. REO 5.A Describe the line of reasoning and explain whether it supports an argument’s overarching thesis. REO 6.A Develop a line of reasoning and commentary that explains it throughout an argument. REO 5.C Recognize and explain the use of methods of development to accomplish a purpose. REO 6.C Use appropriate methods of development to advance an argument.

Unit 4: 1.A Identify and describe components of the rhetorical situation: the exigence, audience, writer, purpose, context, and message. RHS 2.A Write introductions and conclusions appropriate to the purpose and
context of the rhetorical situation. CLE 3.B Identify and describe the overarching thesis of an argument, and any indication it provides of the argument’s structure. CLE 4.B Write a thesis statement that requires proof or defense and that may preview the structure of the argument. REO 5.C Recognize and explain the use of methods of development to accomplish a purpose. REO 6.C Use appropriate methods of development to advance an argument.

**Unit 5:** 5.A Describe the line of reasoning and explain whether it supports an argument’s overarching thesis. REO 6.A Develop a line of reasoning and commentary that explains it throughout an argument. REO 5.B Explain how the organization of a text creates unity and coherence and reflects a line of reasoning. REO 6.B Use transitional elements to guide the reader through the line of reasoning of an argument. STL 7.A Explain how word choice, comparisons, and syntax contribute to the specific tone or style of a text. STL 8.A Strategically use words, comparisons, and syntax to convey a specific tone or style in an argument.

**Unit 6:** 3.A Identify and explain claims and evidence within an argument. CLE 4.A Develop a paragraph that includes a claim and evidence supporting the claim. CLE 3.B Identify and describe the overarching thesis of an argument, and any indication it provides of the argument’s structure. CLE 4.B Write a thesis statement that requires proof or defense and that may preview the structure of the argument. STL 7.A Explain how word choice, comparisons, and syntax contribute to the specific tone or style of a text. STL 8.A Strategically use words, comparisons, and syntax to convey a specific tone or style in an argument.

**Unit 7:** 1.A Identify and describe components of the rhetorical situation: the exigence, audience, writer, purpose, context, and message. RHS 2.A Write introductions and conclusions appropriate to the purpose and context of the rhetorical situation. CLE 3.C Explain ways claims are qualified through modifiers, counterarguments, and alternative perspectives. CLE 4.C Qualify a claim using modifiers, counterarguments, or alternative perspectives. STL 7.B Explain how writers create, combine, and place independent and dependent clauses to show relationships between and among ideas. STL 8.B Write sentences that clearly convey ideas and arguments. STL 7.C Explain how grammar and mechanics contribute to the clarity and effectiveness of an argument. STL 8.C Use established conventions of grammar and mechanics to communicate clearly and effectively.

**Unit 8:** 1.B Explain how an argument demonstrates understanding of an audience’s beliefs, values, or needs. RHS 2.B Demonstrate an understanding of an audience’s beliefs, values, or needs. STL 7.A Explain how word choice, comparisons, and syntax contribute to the specific tone or style of a text. STL 8.A Strategically use words, comparisons, and syntax to convey a specific tone or style in an argument. STL 7.B Explain how writers create, combine, and place independent and dependent clauses to show relationships between and among ideas. STL 8.B Write sentences that clearly convey ideas and arguments.

**Unit 9:** 3.C Explain ways claims are qualified through modifiers, counterarguments, and alternative perspectives. CLE 4.C Qualify a claim using modifiers, counterarguments, or alternative perspectives.

**Anchor Standards:** What knowledge and skills will I gain by the end of this course?
Woodstock Union High School English courses adhere to the ELA Common Core State Standards for grades 11 and 12:

- **Writing**: Students will produce clear and coherent writing for a range of tasks, purposes and audiences.

- **Reading**: Students will determine themes and central messages, cite strong and thorough evidence to support their claims on a text’s meaning, and determine a number of different strategies and devices an author engages to create that meaning in the literature.

- **Language**: Demonstrate command of Standard English Grammar, punctuation, capitalization, usage and conventions. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, to vary syntax for effect, and to comprehend more fully when reading or listening. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on 11/12 grade level reading and content, choosing flexibly from a range of strategies.

- **Speaking and Listening**: Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone the speaker/writer uses.

The AP Language curriculum focuses on the following **Enduring Understandings**:

RHETORICAL SITUATION (RHS) Enduring Understanding RHS-1: Individuals write within a particular situation and make strategic writing choices based on that situation.

CLAIMS AND EVIDENCE (CLE) Enduring Understanding CLE-1: 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) Enduring Understanding REO-1: Writers guide understanding of a text’s lines of reasoning and claims through that text’s organization and integration of evidence.

STYLE (STL) Enduring Understanding STL-1: The rhetorical situation informs the strategic stylistic choices that writers make.
Assessment of Learning

Assessment Types:
Three types of assessments will be used to determine if you have gained the necessary knowledge and skills of this course: Formative assessments, Summative assessments, and Habits of Work for Learning. Each is briefly described below:

Formative Assessments: Formative = Forming my knowledge and skills. Formative Assessments receive a weight of .1 in the overall grade. Formative assessments are information for teachers, students, and parents on the progress students are making as they practice gaining knowledge and skills found in Anchor Standards. Teachers use the results of these assessments as data to understand individual student learning needs, adjust instructional pathways, and modify lessons to help students better meet course standards. Students use the results of these assessments to determine how they are progressing and to plan steps to ensure their success.

Summative Assessments: Summative = Summation of my knowledge and skills. Summative Assessments can receive three different weights: 1, 1.5, or 2 depending on the size of the assessment, and therefore have the greatest impact on the Overall Course Mastery Grade. Summative assessments are used as a measure of independent student achievement in Anchor Standards. Throughout this course, summative assessments provide benchmark student achievement data. A summative assessment will always have clear scoring criteria for students to understand how they are performing.

Habits of Work for Learning: Habits of Work for Learning (HOWLs) are skills and dispositions that are essential to the learning process but do not provide evidence of what a student knows or can do in relation to content. WUHSMS teachers work to foster Habits of Work for Learning in three categories: preparation, participation, and perseverance.

Assessment Scoring:
Teachers will provide framing for summative assessment scores using proficiency level scoring criteria for grading similar to the example below:

<table>
<thead>
<tr>
<th>Anchor Standard: Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td>AP Test Component: Synthesis Essay</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Beginning</th>
<th>Approaching</th>
<th>Proficient</th>
<th>Distinguished</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.0, 1.3, 1.7</td>
<td>2.0, 2.3, 2.7</td>
<td>3.0, 3.3</td>
<td>3.7, 4.0</td>
</tr>
</tbody>
</table>

Provides evidence from or references at least two of the provided sources.

AND

Evidence provided must be relevant to the subject of the prompt.

AND

Provides commentary; however, it repeats, oversimplifies, or misinterprets the cited information or evidence.

Provides evidence from or references at least three of the provided sources.

AND

Evidence provided must be relevant to the subject of the prompt.

AND

Provides commentary; however, it repeats, oversimplifies, or misinterprets the cited information or evidence.

Provides evidence from or references at least three of the provided sources.

AND

Evidence must be relevant to the thesis.

AND

Provides commentary that explains the relationship between evidence and the thesis; however, commentary is uneven, limited, or incomplete.

Provides evidence from or references at least three of the provided sources.

AND

Evidence provided must be relevant to the thesis.

AND

Provides commentary that consistently and explicitly explains the relationship between the evidence and the thesis.
How is my Overall Course Grade Determined?
Overall course grades will be reported as letter grades and will be comprised of:
- Formative & Summative Scores: 95%
- HOWLs: 5%
For more information, please see the WUHSMS student handbook.

HOWL Scoring:
HOWLs will be scored at least once per checkpoint, and will be based on the frequency with which students demonstrate each of the habits: preparation, participation, and perseverance.

Communication:

How Do I Know My Grades?
- On Summative Assessments, a teacher will provide both a 4-point grade and a letter grade.
- You can monitor your progress in the following ways:
  - By reading feedback and scoring returned to students on summative assessments
  - By monitoring the scores and Overall Course Mastery Grade in the Parent/Student portal on JumpRope
  - By monitoring the grades sent home quarterly through report cards

Where Can I Find This Syllabus during the School Year?
- This syllabus will be available on the school website in each subject’s department tab once the school year is up and running.

How Do I See What’s Due?
- Summative assessment due dates and handouts are posted to the blue “Upcoming Assessment” section of the JumpRope Parent/Student Portal on or before the day they are assigned to students.

How Do I See What’s Past Due?
- If a student is missing an assessment, it will be listed in the red “Missing Assessment” section of the JumpRope Parent/Student Portal along with any attachments.

Best Way to Contact Me:
Please email me at treid@wcsu.net

Materials:

Text:
The Language of Composition
50 Essays
ee cummings selected poems
Hillbilly Elegy by JD Vance
The Glass Castle by Jeannette Walls
Educated by Tara Westover
Born a Crime by Trevor Noah

Schoolwide Procedures:

Please see the Student Handbook for Procedures and Policies related to: Due dates and deadlines, extra credit, retaking assessments, and turnaround time for grade entry.

Personal Mobile Devices: This class will follow the procedures outlined in the student handbook

Classroom Expectations:

R-E-S-P-E-C-T:
R- Ready to participate on time
E- Energy and enthusiasm
S- Silently listening to others
P- Positively participate with an open-mind
E- Empathy
C- Consideration to others’ points of views
T- Teamwork mentality that together we can do more

Teacher Contact Information:
treid@wcsu.net  802-457-1317 Ext. 1005

I have read this syllabus, and I have contacted the teacher with any questions I have.

Student name (printed): ________________________________

Student Signed: ________________________________  Date: ________________
August, 2019

Dear AP Students and Families:

We are happy you have enrolled in one of the many AP courses offered at Woodstock Union High School. We are sending this letter home to families with new expectations related to AP course enrollment and test registration for the 2019-20 school year.

- Students are highly encouraged to sign up for the AP test. However, signing up for the AP test is optional. Regardless of whether a student signs up for the AP test, instructors will be teaching the AP curriculum.
- Teachers will be showing students how to sign up for the AP test during class during the first two weeks of school. There are new procedures for this process this school year. Also, look for an email from Peg DiBella with registration information.
- Students must register for the AP test online by October 1st.
- Students must submit their payment in full to Peg DiBella by October 4th. Payment is preferred by check.
- If payment is a limitation for a student, the student must speak with Peg DiBella prior to October 1st to potentially access financial support available.
- All AP students, regardless of whether they take the AP test, will complete a mock AP Exam and the results will be provided back to students. AP teachers will have discretion about the timing of this mock exam. For example, it could be administered in the weeks leading up to the AP exam as a practice.
- Regardless of whether a student takes the College Board AP test or not, the course will read “AP” on the transcript.
- Students will receive a .3 point GPA boost upon completion of the course (4-point GPA).
- AP Classes cannot be taken as Pass/Fail.

Sincerely,
Garon Smail
Principal, Woodstock Union High School and Middle School