

AP Language and Composition 11 Syllabus Flight 23/24

Ms. Angela Mason
apmason@madisoncity.k12.al.us
(256) 216-5313

I. Course Description

“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.” (AP Course and Exam Description 2019)

Course framework follows AP Language Course and Exam Description (CED) 2019 found here:

<https://apcentral.collegeboard.org/pdf/ap-english-language-and-composition-course-and-exam-description.pdf?course=ap-english-language-and-composition>

II. Course Objectives

Madison City Schools Course Catalog:

https://docs.google.com/viewerng/viewer?url=https://www.madisoncity.k12.al.us/cms/lib/AL50000433/Centricity/Domain/2281/HSCurriculumCatalog2021-2022_FINAL_COMPRESSED.pdf

Students will work within the four following AP standards:

1. RHETORICAL SITUATION (RHS)
2. CLAIMS AND EVIDENCE (CLE)
3. REASONING AND ORGANIZATION (REO)
4. STYLE (STL)

III. Classroom Expectations

Accommodations: Requests for accommodations for this course or any school event are welcomed from students and parents.

Concerning laptop utilization: 1. Student laptops should not be hard wired to the network or have print capabilities. 2. Use of discs, flash drives, jump drives, or other USB devices will not be allowed on Madison City computers. 3. Neither the teacher, nor the school is responsible for broken, stolen, or lost laptops. 4. Laptops and other electronic devices will be used at the individual discretion of the teacher.

Turnitin Notice: The majority of writing assignments in this course will be submitted to Turnitin via the Schoology learning platform. The primary focus of this software is to help students become better writers and scholars. Turnitin generates a report on the originality of student writing by comparing it with a database of periodicals, books, online content, student papers, and other published work. This program

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will help students discern when they are using sources fairly, citing properly, and paraphrasing effectively, all skills essential to academic work.

Students will have the opportunity to review their Turnitin originality report and will have the opportunity to make revisions before submitting their work for grading. Once their work is submitted, teachers have the opportunity to view the student's originality report and grade accordingly.

Responsibilities: Students are required to attend class, turn in daily and weekly assignments, complete activities, write essays, and read material outside of class. Students will submit daily assignments, Personal Progress Checks (PPC), and AP Language 11 Syllabus Performance Tasks through myap.collegeboard.org and other assignments through Schoolology.com, along with any in-class assignments such as timed writes. **Students should refrain from the use of personal devices during class. This includes, but not limited to, cell phones, earbuds/music players, unauthorized laptops/computers, smartwatches, etc.**

In order to help students become proficient and stylistic writers, students will peer edit and have frequent writing conferences with the instructor. To enable them to become conscientious researchers, students are required to follow the conventions of the Modern Language Association (for formatting and parenthetical documentation) on all formal writing assignments. Students will also learn excellence in mechanics and have a chance to expand their vocabulary.

As each assignment is completed, the student will also receive teacher feedback on rhetorical strategies, as the teacher expounds on the students' style, diction, and methods of argumentation. The student will also receive instruction in logical organization, as well as in techniques to increase coherence and clarity. Repetition and revision while brainstorming and writing, and an emphasis on organizational skills are the keys to success during this writing process.

To facilitate growth in students' analysis skills, they are required to do frequent "Brief Responses" to the pieces we read. The student instructions for a Brief Response are as follows:

- Always write in composition notebook neatly and clearly
- Date and title the response
- Write between $\frac{3}{4}$ and one page
- Start by explaining the author's thesis (argument/claim), purpose, and tone. Use the author's full name the first time you refer to him/her; the surname thereafter.
- The bulk of writing should be a personal reaction that can take several forms, but it may not be paraphrased –

The style of this author is unique because. . .

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This made me feel. . .

Something strange about this piece is. . .

Something familiar about this piece is. . .

Questions I have about this piece are. . .

I can connect this to (text-text, text-self, text-world). . .

The most noticeable feature of this piece is. . .

Additionally, students will be required to locate and analyze an article each week. Topics will be dependent upon the theme of study and specific details/requirements will be distributed and made available in our Schoology on or about the third day of school, including a rubric.

Online Access: Students must have personal accounts with Schoology and College Board in order to view content/lessons and to complete/submit work for grading. YOU MUST JOIN MY CLASS IN COLLEGE BOARD IN ORDER TO HAVE AN AP TEST ORDERED FOR YOU IN MAY 2024.

Attendance: Missing a day of class on a block schedule is equivalent to missing two days of class on a period schedule. Please, make every effort to attend class on-time and everyday. **Getting notes and assignments on a day of absence are required (and the student's responsibility), but missing class discussions and lessons put the student behind. Being in class everyday, paying attention, taking notes, and turning in daily work will always benefit the student.**

IV. Grading Policy

Test grades will account for 70% of the semester grade, with the remaining 30% being determined by classwork/homework grades, or daily grades. The grading scale is as follows: A (90-100), B (80-89), C (70-79), D (65-69), and F (below 65). Make sure all absences are excused: test/daily grades can be made up only for excused absences. Personal Progress Checks (PPC) will not be graded for accuracy, only for formative assessment. Performance Tasks (usually full-length essays) will be graded for major grades. The final exam counts for 1/5 of final grade. **As this is an AP level course, please expect homework assignments most evenings, weekends, and possibly over holidays.**

Essay Scoring Rubric Conversion Guide

AP Language will utilize the following conversion chart to properly distribute grades from a 0-6 scoring rubric. Please note: rubrics specific to College Board requirements will be distributed for each type of essay required (Rhetorical Analysis, Synthesis, and Argument). Students should pay careful attention to each rubric, as they may slightly differ from one another.

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6- 100

5- 90

4- 80

3- 70

2- 65

1- 60

0- 0, which means you either didn't complete the assignment or you have to make it up.

V. Make-up policy/Late work policy

No make-up work for unexcused absences for any grade. Late work for daily grades with an excused absence will be accepted up to 3 days after absence—it is up to the student to check with the teacher to get the missing assignments upon returning to school. Late work for test grades with an excused absence will have a two day-late penalty: one day late: -10; two days late: -20. No late work for test grades will be accepted after the two-day late period. If a student misses a daily or test grade and the absence is excused, it is up to the student to contact the teacher and make arrangements for a make-up date/time and the absence must be excused. Failure to do so will result in a 0 for any missed assignment.

VI. Text and Other Required Reading

It is highly recommended that students have their own paper copies of *The Things They Carried* (O'Brien), *In Cold Blood* (Capote), *Into the Wild* (Krakauer), and *The Great Gatsby* (Fitzgerald), as we will annotate each novel.

VII. Materials and Supplies Needed

- *Into the Wild* by Jon Krakauer, *The Things They Carried* by Tim O'Brien, *In Cold Blood* by Truman Capote, and *The Great Gatsby* by F. Scott Fitzgerald.
- A three-ring binder for class notebook
- A composition notebook for response journal
- A three-ring binder for article analysis assignments (additional instructions will be posted to Schoology, along with those found above)
- Pens (black ink ONLY, plus a red pen for correcting), pencils. I HIGHLY encourage erasable pens!
- Blue, green, and yellow highlighters
- Loose-leaf notebook paper (NO spiral edges)
- Earbuds or headphones (for use when given permission only)
- Donations of Kleenex tissues or Germ-X or paper towels

VIII. Tardies and Detention

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All teachers will close their doors once the tardy bell rings. Any student outside of the classroom at this time should immediately go to the **Attendance Office for a class pass. Students will not be allowed into the classroom without a pass from Attendance. If tardy, Attendance records one tardy and they are given a pass to class.** Once a student has accumulated **three tardies (across any of their classes, not just this class)** then they will receive a **lunch detention. Three detentions result in one ISS day. Any one case of skipping class results in one ISS day.**

IX. Office Hours

Students have the following options for making up work missed during absences:

1. Refuel (Mondays/Wednesdays from 11:25-12:05 pm)
2. After school- by advanced appointment only

X. Format of Papers

I expect all papers written outside of class to be typed. Submit the final draft along with all previous drafts stapled to the back. For each formal paper, you will also submit an electronic copy. Please adhere to the following guidelines:

- Use white paper and black ink.
- Use 12-point Times New Roman font.
- Double-space all text.
- Use one-inch margins.
- The paper heading in the top left corner should include the student name, class (AP Lang), instructor name, and due date.
- The page number, preceded by your last name, should be on the top right corner of each page (Mason 1, Mason 2, etc.)
- The title of the paper should be centered above the text of the paper.

Grammar: Good grammar is essential to your success in all classes throughout your high school career. It will also serve you beyond high school, in the real world, where you will have to write letters, memos, and other documents. You will be held especially responsible for correctly applying the grammatical conventions we review in class in all your written work.

All timed-writes (practice for free response essays- 40 minutes) will be completed in class, and students will hand-write. Writing will be completed on loose-leaf paper with a black ink pen. Please no gel or glitter pens. Students should include page numbers in top right and double-space (meaning, skip lines). This allows me space to provide essential feedback.

XI. Personal Statement

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I am excited and proud to be teaching this course. The nature of this course is to challenge and push you to stretch beyond what you already know and can do. I appreciate the efforts you will put forth this year. If there is anything I can do to help support you, please let me know.
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18 – WEEK PLAN*

Unit 1: Rhetoric Intro to rhetorical essay. Appeals, devices, annotation, CDC argumentation. Paragraph writing. Summer reading essay. College board activities for Unit 1. Personal learning check 1. Graphic organizers. Texts come from essays, articles and speeches, including Pre 19th Century. Student essays focus on writer’s choices and rhetorical situations to appeal to audiences. Rhetorical analysis rubric and scoring. Rhetorical prompts will focus on big ideas from anchor texts *The Things They Carried*: fear, war, redemption, self-awareness, ambition, etc. Article of the Week. Understand how language functions and elicits response in audiences.

Unit 2: Rhetoric Continuation of Unit 1. Identify claims, data, and commentary of writer/speaker in his/her text across varied topics and time periods, including Dr. King, Gandhi, Thoreau, Emerson, etc. Writing rhetorically. Paragraphs and essays focusing heavily on major claim-minor claim-data and commentary alignment consistently in essays. Personal learning check 2. Performance Task (essays). Scoring justification of past essays and personal essays to rhetorical rubric on 1-6 scale.

Units 1 & 2: Rhetoric Review of rhetorical unit. Satire and Irony: elements and structure. Essays continue with prompts incorporating big ideas from anchor texts and past AP exam prompts. Intro to multiple choice and strategies (practice). Analysis stems for language analysis.

Unit 3: Argument Intro to argumentative essay. Annotation, planning and organization. Analyzing effective structure of argument. Extending complexity of CDC paragraphs and line of reasoning throughout essays. Counterargument and rebuttal. Building upon writing complex claims, using appropriate evidence, and thorough, insightful commentary. Personal Learning Check 1. Activities and PPEs from myap.collegeboard.org Anchor texts come primarily from speeches, essays, and articles. Pre 19th Century writers, essayists, philosophers, and modern writers/speakers, including topics of civil rights, national, and global topics. Article of the Week.

Unit 4: Argument Continuation of Unit 3. Use intro/conclusion strategies (see handout). Using sentence templates conveying movement of idea and complexity. Transition words and phrases. Examining different types of argumentative prompts. Reviewing strong CDC format in entire essay. Personal Learning Check 2. Using personal evidence and anecdotes as evidence to support major claim. Justify past argument essays to 1-6 rubric. Performance Tasks will be student essays for major grades.

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Units 3 & 4: Argument Review of argumentation and rhetorical analysis. Building essay through solid line of reasoning. Continuation of left-right reading and planning (using self-provided evidence to support abstract concepts and support a major claim).

Unit 5: Synthesis Intro to Synthesis essay. Reasoning and organization of ideas in essay. Review sustained line of reasoning and counterargument/rebuttal. Sentence templates conveying movement of idea using variable-like format. Personal Learning Check 3. Making a claim in synthesis with complexity (Toulmin model). Complexity and tension between sources. Citing evidence using partial quotes, paraphrase, and summary. Embedding research inside own writing. Multiple choice practice. Article of the Week.

Unit 6: Synthesis Continuation of Unit 5. Further developing argument through movement and transition. Analyzing visuals as texts. Incorporating sources that agree and sources that disagree (4 sources minimum). Infographic project. Explore online sources for debating issues (“Middle Ground”). Timely, high-interest topics as well as tackling low-interest topics using same strategies. Begin research paper. Scaffold reading for stamina. Personal Learning Check 4. Justify past synthesis scoring 1-6 according to rubric. (In addition to past synthesis prompts, students will gather sources, discuss, and draft synthesis essays on topics like college, technology, policy etc.

Unit 7 & 8: Synthesis Continuation of previous synthesis units. Research paper--building upon previously written essays. Find more sources (timely, accurate, objective and subjective) on your own to use in a research paper. Create an infographic. Incorporate graph (empirical data). Draft, revise, and submit research papers on high-interest topics (above). Building reference pages and writing in MLA format. Writing for audience appeal, including effective use of rebuttal. Personal Learning Check 5.

Unit 7 & 8: Synthesis Research paper--submit final research paper. Revising writing: ensure solid line of reasoning, evidence, commentary, and audience appeal. Sources should have purpose and relationship, while argument should move logically forward. Paper should be submitted in professional, college format. Personal Learning Check 6.

Unit 7-9: Synthesis Qualify a claim using modifiers and identify how writers qualify claims. Continue to work on complex claims (Toulmin model). Multiple choice practice. Choose claims (in previously written essays) and revise into qualifying claims. Personal Learning Check 7.

Unit 10: Style and personal rhetorical choices in own writing. Use of multiple syntactic strategies for diversity, transition, relationship, and complexity of idea. In addition to reviewing sentence templates and stems, students will consciously choose different sentences (Anchor text: *Crafting Expository Argument*, Michael Degen, Ph.D). Elevating vocabulary that strengthens writing effective arguments (verbs of analysis, explanation, juxtaposition, etc.) Paragraph writing focusing on style. Review elements of

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rhetoric, argument, synthesis, annotation, graphic organizers building essays. Revise essays according to feedback--choose an analysis, an argument, and a synthesis (synthesis revision completed with research paper revision). Personal Learning Check 8

Unit 10: Style and personal rhetorical choices in own writing. Review and exploration of sentence style using subordinate clauses (adv, adj, noun), compound, complex, compound-complex, effective fragments, short syntax, one-sentence paragraphs and transitions. Paragraph writing on style.

Unit 10: Style and personal rhetorical choices in own writing. Practice varied phrases: participial, absolute, gerund, infinitive, appositive. Analysis and Repeat-word modifiers. Punctuation: dashes, semicolons, colons. Paragraph writing on style. Personal Learning Check 9.

Unit: Review. Revise previously written essays for style using syntactic strategies from Unit 10. Analyze effectiveness of Fitzgerald's rhetorical and stylistic choices in *The Great Gatsby*. Performance Task: essay on how Fitzgerald's rhetorical choices conveys his message/purpose. Multiple choice review and practice test.

*** The syllabus serves as a guide for both the teacher and student; however, during the term it may become necessary to make additions, deletions, or substitutions. Adequate notice will be provided to students of any necessary changes.**

XII. Controversial Textual Content

“Issues that might, from particular social, historical, or cultural viewpoints, be considered controversial, including references to ethnicities, nationalities, religions, races, dialects, gender, or class, may be addressed in texts that are appropriate for the AP English Language and Composition course. Fair representation of issues and peoples may occasionally include controversial material. Since AP students have chosen a program that directly involves them in college-level work, participation in this course depends on a level of maturity consistent with the age of high school students who have engaged in thoughtful analyses of a variety of texts. The best response to controversial language or ideas in a text might well be a question about the larger meaning, purpose, or overall effect of the language or idea in context. AP students should have the maturity, skill, and will to seek the larger meaning of a text or issue through thoughtful research.” (AP CED)

Authors read may include the following: Toni Morrison, William Safire, Ralph Ellison, Virginia Woolf, John F. Kennedy, Bill Clinton, Ronald Reagan, Thomas Jefferson, Richard Nixon, Francine Prose, Ralph Waldo Emerson, Sherman Alexie, Martin Luther King Jr., Henry David Thoreau, Lars Eighner, Judy Brady, Joyce Carol Oates, Amy Tan, George Orwell, Walt Whitman, Charles Krauthammer, Abraham Lincoln, Walter E. Williams, President Obama, President Trump, President Biden, Vladimir Putin, Dave Berry and others.

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Dear Parents/Guardians/Students:

I look forward to having a great year! Please let me know if you have any questions or concerns with your child's progress in class. I will be happy to work with you towards any accommodations that I can meet.

Please make sure you all read the syllabus and sign at the bottom. Students should return this signature page printed and signed by both parents and students. This printed sheet will be **due Monday, August 7th for a 20 pt minor grade.**

Please note that any acts of academic dishonesty or plagiarism may result in any or all of the following consequences from Madison City Schools' policy on Cheating:

Cheating. A student who cheats will not receive credit for the work in question. If any other student has cooperated in the cheating, that student is also considered to have cheated and will not receive credit. Cheating students will also be subject to the consequences in the disciplinary consequences in Section XXII of this CSC. 1. Cheating is defined to include, but is not limited to: (a) copying someone else's work in or out of class and identifying and submitting it as your own (b) failing to quote and/or list appropriate citations for material derived from published sources (including the Internet) and identifying and submitting it as your own (c) the use of unauthorized notes, other materials, or assistance during the accomplishment of graded work in or out of class (d) any other situation in which the student attempts to or accepts credit for work not his or her own.
(14)

Artificial Intelligence. Students are prohibited from using AI or any AI-generated content to complete assignments, exams, projects, or any other form of academic work unless expressly permitted by the instructor or institution for specific educational purposes.

Students should never Google Share a document of original work with another student for any reason.

Madison City Schools Student Code of Conduct for 2023-2024 found here:

<https://www.madisoncity.k12.al.us/site/handlers/filedownload.ashx?moduleinstanceid=3761&dataid=2020&FileName=Policy%20CSC-2021-2022.pdf>

Thank you,
Ms. Angela Mason

Parent/guardian signature: _____ Email: _____

Best phone number: _____

Print student name: _____ Student signature: _____

Any comments or concerns or anything else I should know about your student: