

# AP<sup>®</sup> Language and Composition

## Course Description and Syllabus 2023-2024

Mrs. Bagley, Room 504  
ebagley@ggusd.us or ebagley@ggusd.net  
<http://bagleysclasses.weebly.com/>

### Course Overview/Objectives:

The purpose of this course is to “cultivate understanding of writing and rhetorical arguments through reading, analyzing, and writing texts as you explore topics like rhetorical situation, claims and evidence, reasoning and organization, and style” (The College Board, *AP English Course Description*, 2022). The readings will reflect a nonfiction emphasis as suggested by the College Board. The course is organized according to the requirements and guidelines of the current *AP English Course Description*, and, therefore, students are expected to read critically, think analytically, and communicate clearly both in writing and speech. As a college-level course, expectations are appropriately high and the workload is challenging.

### Writing Expectations:

In order to meet the rigor of Advanced Placement expectations, students will compose both formal and informal assignments including timed essays. All essays will be scored according to the 6-point Language and Composition rubric. Students will have the option of revising papers throughout the year in order to increase a score before the end of a grading period. This emphasizes the importance of feedback and revision.

Additionally, students will write in a variety of modes: example, expository, analytical, and argumentative. Examples of expository writing include definition, description, comparison/contrast, etc. Analytical writing will include evaluation of rhetorical choices, division and classification, deductive and inductive reasoning. Finally, students will compose arguments based on classical and contemporary organizational models, citing appropriate evidence from primary and secondary sources.

### Plagiarism Policy:

The following paragraph must be submitted with proposals and all drafts of student assignments. Students must sign below the paragraph to indicate that they are aware of this policy:

Plagiarism is using another person’s thoughts and accomplishments without proper acknowledgment or documentation. It is an unconscionable offense and a serious breach of the honor code. In keeping with the policy, students will receive a zero for the plagiarized work, a referral will be written, and the school’s policy on cheating will be followed.

### Reading Expectations:

Students will read a variety of challenging texts from a range of genres such as speeches, essays, critical reviews, letters, journals, pamphlets, newspaper articles, editorials, memoirs, novels, and other culturally rich literature. Students will synthesize ideas from a variety of readings into coherent thesis statements, establishing a foundation for well-developed arguments. Reading numerous pieces allows students to naturally develop an idea and models an effective research process. A careful analysis of a broad and challenging range of nonfiction selections deepen the student’s awareness of rhetoric and how language works.

### Summer Assignment:

Students are given the opportunity to complete a summer assignment prior to school beginning in August. If they are enrolled in this class by May of the previous school year, they are sent an email explaining how to join the summer Google Classroom (code: auour4b) for access to the summer assignment. The assignment is optional and for extra credit due on the first day of school (August 14 by 8:00 AM). If a student was not enrolled in the class by May and did not receive an email about the assignment, it is the student’s responsibility to inform Mrs. Bagley immediately to discuss alternative opportunities to complete an assignment for extra credit.

**Daily Activities:**

Class discussions (whole, small group), Socratic Seminars, debates, journaling, individual and group presentations, writing workshops, grammar and sentence development, vocabulary building, evaluating professional and student writing models, read-arounds, writing conferences, etc., will provide opportunities for students to demonstrate their mastery of learning objectives on an ongoing basis.

**Recurring Assignments:**

The following are assignments that will recur throughout the year in every unit of study.

**Reading Response Journals:**

In conjunction with most readings, students will be required to complete Reading Response Journals. These informal writing opportunities will ask students to analyze the rhetoric of specific passages in a text, support or refute assertions within a work, explain and expand upon the message/purpose of the text, or personal reflective writing linked to a theme in the work.

**Voice Lessons:**

These close reading exercises in detail, imagery, diction, tone, and syntax allow students to get comfortable with analysis of short reading passages. Each lesson includes specific insightful questions about the rhetorical choices of the text. The "Apply" section at the end of each lesson often requires students to imitate the writer's sentence/passage, making this not only an exercise in reading, but writing as well.

**Sentence Composing:**

Using the text, *Sentence Composing for High School Students*, students imitate the well-written sentences of published authors to practice correct sentence construction and sentence variety.

**Developing Critical Reading Skills:**

This text allows students to read short passages of current nonfiction and analyze their structures, vocabulary, main ideas, tone, figurative language, arguments, logical fallacies/appeals, etc. The vocabulary in this text is contextually based.

**Reading Annotation:**

All reading will be annotated for rhetorical strategies and elements of audience, tone, occasion for writing, message, purpose and speaker.

**Warm-Up Activities:** *An Allusion A Day*, AP Terms for the Multiple-Choice and Essay Sections, Journal Writing, AP Multiple Choice Practice Tests

**Writing Assignments:**

The class will consist of informal in-class writing, partner writing, and timed in-class essays. Opportunities for rewrites are available on specified essays throughout the year.

**TEXTS (District Adopted):**

Aaron, Jane. E. *The Compact Reader*. Boston: Bedford/St. Martin's.

Goldthwaite, Melissa A. *The Norton Reader*. New York: W. W. Norton & Company, 14<sup>th</sup> High School Edition, 2016.

Lungsford, Andrea A. *Everyone's an Author: with readings*. New York: W. W. Norton & Company, 2<sup>nd</sup> Edition, 2017.

Spears, Deanne. *Developing Critical Reading Skills*. New York: McGraw Hill, 9<sup>th</sup> edition, 2013.

**Additional Required Reading Texts (Small Group Reading Assignments):**

THE FOLLOWING TEXTS MAY HAVE TO BE PURCHASED OR ACQUIRED BY THE STUDENTS. AMPLE TIME WILL BE GIVEN IN ORDER TO ACQUIRE THE TEXTS BEFORE THE REQUIRED DATE.

***A Small Place*** by Jamaica Kincaid, ***Black Like Me*** by John Howard Griffin, ***Educated*** by Tara Westover, ***Fast Food Nation*** by Eric Schlosser, ***Gift from the Sea*** by Anne Morrow Lindbergh, ***How to Read Nonfiction Like a Professor*** by Thomas C. Foster, ***Narrative of the Life of Frederick Douglass*** by Frederick Douglass (Dover-Thrift Editions), ***The Other Wes Moore: One Name, Two Fates*** by Wes Moore, ***Thank You for Arguing*** by Jay Heinrichs

**Supplemental Teacher Resources:**

*Sentence Composing for High School* by Don Killgallon

*Voice Lessons*

*An Allusion A Day*

*50 Essays: A Portable Anthology*

*The Art of Styling Sentences*

*They Say, I Say: The Moves That Matter in Academic Writing*

**Class Binder:**

Students may choose to use one binder with 5 dividers and college-ruled paper for the class. This binder will act as a recording device for a variety of activities and also a place to store materials you will need to study for the AP exam.

The binder is a good place to organize your work like current events (CEs). Every two weeks, students will be responsible for reading an article on a current event from a reputable news source publication (*The Los Angeles Times, The Orange County Register, The New York Times, The Wall Street Journal, Time Magazine, Newsweek Magazine, Economist, The New Yorker, The Atlantic Monthly*). In the binder, students will keep a copy of the article, a summary and an analysis that will identify concepts like: purpose, tone, audience, rhetorical devices, bias, and appeals. These entries will be about 100-200 words.

Additionally, the binder will include: warm-up activities, quick writes, journals, prompts, letters, brainstorm, drafts, and sketches. The students and I will be dialoguing with each other on a regular basis regarding the material throughout the binder.

**Assignment Policy:**

- Late homework is only accepted due to an excused absence (one day for each day absent). This does NOT apply to essays, research papers, or projects, which must be e-mailed, submitted through Google Classroom, or delivered by proxy on the morning the assignment is due.
- Tests or quizzes missed due to an excused absence must be made up within three days. Please note the make-up day/times. A zero will be given for any missed test or quiz.
- Failure to turn in an essay or research paper on the due date will result in a zero grade.
- Writing section of the binder will be due at the end of each unit.
- All formal writings must be typed and double-spaced in MLA format.
- Students are expected to keep their notes and handouts in a three-ring binder.

**Grading Policy**

Your grade in this class will be determined by an overall level of mastery in several categories listed below.

Every assignment and assessment will be given a level of mastery score between one and five in a given category (this is NOT a point value). These scores will be averaged to determine a score of 1–5 in each grading category. At the end of the semester, a letter grade will be assigned based on the average of the 1–5 scores of all the grading categories (using the percentages listed below to weight the categories).

You will have opportunities to redo assignments or retest assessments to demonstrate a possible higher level of mastery. If a higher level of mastery is demonstrated, it will replace the lower score for that assignment or assessment.

Levels of Mastery*	Grading Scale	Aeries Translation	Grading Categories (Percentage of Grade)
5 – Advanced	4.0 – 5.0 = A	80% – 100% = A	AP Exam Prep (10%)
4 – Proficient	3.25 – 3.99 = B	65% – 79% = B	Reading Comprehension (15%)
3 – Basic	2.5 – 3.24 = C	50% – 64% = C	Writing (20%)
2 – Below Basic	1.75 – 2.49 = D	35% – 49% = D	Grammar (10%)
1 – Far Below Basic	0 – 1.74 = F	0% – 34% = F	Summative Assessments (45%)

Parents can access student grades online at the Parent Portal ([mykids.ggusd.us](http://mykids.ggusd.us)) anytime.

**\*Levels of Mastery 5 Point Rubric**

Score	Level of Mastery	Teacher Language	Simpler Language	Student Language
5	Advanced	In addition to exhibiting proficient performance, in-depth inferences and applications that go BEYOND what was taught.	Advanced learning goal	I know it even better than my teacher taught it, or I can use what I learned in a new way.
4	Proficient	No major errors or omissions regarding any of the information and/or processes (SIMPLE OR COMPLEX) that were explicitly taught.	Target learning goal	I know it just the way my teacher taught it.
3	Basic	No major errors or omissions regarding the SIMPLER details and processes, BUT major errors or omissions regarding the more COMPLEX ideas and processes.	Simpler learning goal	I know the simpler stuff, but can't do the harder parts.
2	Below Basic	Some major errors and/or omissions regarding the SIMPLER details and processes.	Misunderstanding of simpler learning goal	I can't understand the simpler stuff.
1	Far Below Basic	Very little or no understanding or skill demonstrated.	Little or no understanding	I don't understand anything.
0		Nothing to assess.	No work turned in	I didn't turn anything in or showed no effort.

**Supplies**

For this class students will use the texts listed above, *The Elements of Style*, fourth edition by Strunk and White, and the Holt grammar handbook throughout the week. Students will also need blue or black ball-point pens, #2 pencils, highlighters, regular and small Post-it notes, one binder, 5 dividers, notebook paper, and the Rancho Planner.

DO NOT CUT OR TEAR

**I have read and understand all of the information detailed on this course syllabus. My signature below indicates my willingness to cooperate with my teacher and follow these class procedures and rules for my success in this class.**

Student Signature

Print Name

Period

Date

**I have read the course syllabus and understand what is expected of my son or daughter.**

Parent/Guardian Signature

Print Name

Date

**Preferred parent contact method (indicate one or more below):**

email: \_\_\_\_\_

cell phone: \_\_\_\_\_

work phone: \_\_\_\_\_