

Welcome to Mrs. Denomme's
AP English Language and Composition Class
denomme@wcskids.net (school) mrs.ldenomme@gmail.com (home)
Remind: @ d-lang2223 to 81010

COURSE DESCRIPTION

Advanced Placement English Language and Composition is designed for the student who has demonstrated the ability to meet the demands of college preparatory courses and who wishes to advance his or her English skills to the collegiate level. The demands of this course are rigorous; extensive reading and expository writing are required in preparation for the optional AP placement exam offered in May. Successful completion of this test may result in college English credit for the student.

Student Objectives

By the end of this course, you will be able to:

- read texts actively, critically, and analytically
- analyze and interpret subject, purpose, meaning, and tone of written and visual texts
- evaluate and critique your writing and the writing of others
- identify and explain rhetorical strategies and techniques
- use the writing process, complete with editing and revisions, to produce a finished written product
- formulate and present an argument in writing through appropriate research
- interpret, evaluate, and employ critical feedback on written drafts to improve writing skills

*The above objectives are in accordance with the curricular requirements of an AP English Language and Composition course as listed on the AP Central/College Board website (apcentral.collegeboard.com)

Class Policies and Expectations

1. Respect others and yourself.

Do your best; be polite and positive; value the ideas and differences of others; keep our space clean.

2. BE BRAVE; TAKE RISKS.

Share ideas; communicate with your teacher and classmates; be vulnerable; do hard things.

3. BE PREPARED AND DELIBERATE.

Organize your words and your work into concise and clear meaning.

4. Share healthy energy.

Be attentive; be present; provide the energy you want to receive.

5. Take Responsibility for Yourself and Your Learning

Show maturity; be an active participant in your own education; make smart choices about your behavior; develop a good work ethic.

PLAGIARISM/CHEATING POLICY

To plagiarize means to use another's thoughts, ideas, or words and pass them off as one's own. Cheating is copying another's work or accepting answers from another student. Cheating also includes offering one's work or answers to another student. Academic honesty is expected in this class—no student shall cheat or plagiarize in this class. If any resources are included in **ANY** of your work, proper citation must be used. If a student is caught cheating or plagiarizing, he or she will lose credit for that assignment and a referral to the proper school administrator will be written. A second offense may result in the loss of credit for the course.

Homework Policy

- **Late assignments** will generally not be accepted. This course is designed to help prepare you for college and a professional working environment; many professors and bosses will not excuse late work. But I am not unreasonable. Please come and speak with me about any extenuating circumstances.
- **If you are absent**, check the agenda to see what was covered during your absence (we will continue to use Schoology for some of our work); see me if you need copies or have questions.
- **If you are absent the day of a scheduled test**, please make it up within one week. You may make up assessments after school only. **Please do not rely on me to make the arrangements!**
- **If you are absent the day a major assignment is due (project or essay), you will be expected to send me the work via email by the end of the school day.**
- Please do everything in your power to print your work on your own, but, should you need me to print your work, you must send me an email by the beginning of the school day (during first hour) on the due date asking me to print your work. **If you simply send an attachment without a polite request, I will delete your email.**

Grading Policy

The course will be weighted as follows:

Product (includes tests, projects, processed essays): 40%

Process (includes in-class essays, homework, participation): 40%

Progress (teacher/student evaluation of progress): 20%

* Many essays will be scored using the 6-point scale used on the Advanced Placement exam.

The following grading scale will apply:

Score	Percentage	Score	Percentage
6	94-100%	3	73-79%
5	87-93%	2	66-72%
4	80-86%	1	59-65%

Phone Policy

I know that most of you have phones, and I respect that they are important to you for many reasons. My classroom, however, is to be treated as a place worthy of your time and respect, a place where all students deserve an appropriate learning environment. In past years, I have trusted students to use their phones responsibly, but last school year, several students violated that trust, using their phones in unacceptable ways. Because of this, I will ask that, when the No Phone sign is up, you store your phones in the case at the beginning of class. I know I'm asking a

lot of you, but we all have jobs to do in the classroom, jobs that require focus and attention. If you have an extenuating circumstance on a particular day, please come and speak with me.

MATERIALS

You must bring the following things with you to class every day unless otherwise noted:

1. Reader
2. ID
3. Agenda
4. Writing Utensils (Pens and #2 Pencils)
5. Highlighters
6. Completed work
7. Some type of organization
8. A Positive Attitude
9. An Open Mind
10. A Sense of Humor

COURSE OVERVIEW

The course is divided into units throughout the two semesters. Weekly and bi-weekly assignments and activities include Vocabulary Lessons, In-Class Writings, Entrance/Exit Cards, Quick Writes, and released AP prompt studies all in addition to the daily work done in class and outside readings and writings.

- Personal Progress Checks—At the end of most units, you will complete a Personal Progress Check (PPC) designed by the College Board to assess your overall progress.
- In-Class Writings (Assessment)—Often, you will be given a topic, usually from a released AP English Language & Composition exam, and one class period to complete your written response. Most in-class writings will be collected, evaluated, and scored using the AP six-point rubric, but some of your essays will be done for practice and self-evaluation.
- Re-writes/Re-tests—On occasion, you will have an opportunity to redo a previous assignment (assessments/essays); we will discuss this throughout the year.
- Quick Writes—Once a week or so, I will post a quotation or video with an accompanying argumentative prompt for you to read, think about quickly, and begin writing a response to. At the beginning of the year, you may start by using prewriting strategies or working toward a thesis, but by the end of the first semester, you should be pushing yourself to be drafting a working essay. The point, primarily, is to prepare for the on-demand writing you'll be doing for upcoming exams.
- Released AP Prompts—You will not only write essays on released prompts, but you will also examine released prompts and sample responses that have been evaluated and scored. We will discuss the various strengths and weaknesses in the responses and use these discussions as a basis for not only determining the characteristics of each score, but also directing our own writing.
- Packback—"Packback is an AI-supported online discussion platform for developing critical thinking, curiosity, and writing skills." We will use this bi-weekly to encourage your abilities to ask effective, open-ended questions and sustain a supportive dialogue with your peers.
- Deep Dives—Deep Dives is a new program under the Packback platform that provides AI feedback on specific writing skills; it is designed to help you improve your grammar, research, and overall communication. We will use this platform a few times throughout the year.
- Mental Health Check-Ins: I take our mental health seriously, so once a week, you will complete a mental health check in online. It is voluntary, but I will encourage you to take advantage of the opportunity to express your stressors.

Textbook

- "Snoopy Book"—This is the reader that I have put together for you
- *Lord of the Flies* (Golding, William)—Personal, online, or rented copy will be fine

Course Timeline (Tentative)

The fall semester focuses primarily on reading critically and effectively as well as examining and strengthening your writing through a variety of short and long works. In addition, we will be looking at the rhetorical triangle on which many of our future discussions will be based. In the second semester, we continue to read and analyze works as well as to work on writing, but we will also be focusing much energy on preparing for the SAT and AP exams. Please note that this syllabus is quite tentative and may change, subtly or drastically.

The Basics

- Discussion of Syllabus, Rules, & Expectations
- Examination of the Packback program and AP Classroom
- Discussion of *Lord of the Flies*
- Discussion of “A ‘Short’ Guide to Surviving the AP English Classroom”
- Examination of the AP Exam
- Skills applied:
 - MLA basics
 - Participation

Unit One: The Rhetorical Situation

- Discussion of chapter: “An Introduction to Rhetoric”
- Discussion of the various elements of the rhetorical triangle and its role in argument
- Examination of rhetorical devices
- Skills applied:
 - Identifying components of the rhetorical situation
 - Identifying and crafting a claim
 - Using evidence to support a claim

Unit Two: Reading Well

- Discussion of chapter: “Close Reading”
- Introduction to Rhetorical Precis Analysis technique
- Skills applied:
 - Reading critically and analytically
 - Annotating
 - Identifying rhetorical function of author’s choices

Unit Three: The Writing Process

- Discussion of chapter: “Analyzing Arguments”
- Examination of the process of writing
- “Joining the conversation”
- Skills applied:
 - Developing paragraphs that include claims and evidence
 - Crafting a thesis
 - Evaluating evidence
 - Recognizing methods of development
 - Describing the line of reasoning of a text

Unit Four: Writing Strategy

- Discussion of chapter: “Synthesizing Sources”

- Further examination of the process of writing
- Further development of thesis writing
- Skills applied:
 - Writing introductions and conclusions
 - Writing defensible and debatable thesis statements
 - Using various methods of development

Unit Five: Adding Style

- Further examination of rhetorical choice
- Examination of organization to create unity and coherence
- Skills applied:
 - Using transitional elements to guide the reader
 - Explaining how particular schemes contribute to tone/style of a text
 - Using diction and syntax to convey tone

Unit Six: Recognizing Bias

- Examining contradictory evidence
- Determining sources of potential bias or limitations in an argument
- Skills applied:
 - Recognizing reliability
 - Recognizing and acknowledging biases
 - Inferring writer’s tone based on diction

Unit Seven: Fine Tuning

- Further development of the process of writing
- Focus on revision of claims
- Development of specific grammar skills
- Skills applied:
 - Qualifying a claim using modifiers, counterarguments, or alternative perspectives
 - Using sentence structure to achieve purpose and convey meaning

Unit Eight: AP Exam Preparation

- Further examination and development of previous skills sets
- Establishing testing norms and protocols
- Skills applied:
 - All of the above 😊

Unit Nine: Putting It All Together

- Final examination of and entering into “the conversation”
- Culmination of argumentative research essay
- Skills applied:
 - All of the above 😊