COURSE SYLLABUS
DEPARTMENT OF ENGLISH

COURSE: AP English Language & Composition
PRE-REQUISITES: English I and English II
CLASS VALUE: 1 credit

INSTRUCTOR: Ms. Ofelia A. Pérez
PHONE: (956) 781-3056
CONFERENCE TIME: By Appointment
EMAIL ADDRESS: operez@mail.oratoryschools.org
WEB PAGE: www.oratoryschools.org

COURSE OVERVIEW
Students in this introductory college-level course read and carefully analyze a broad and challenging range of nonfiction prose selections, deepening their awareness of rhetoric and how language works. Through close reading and frequent writing, students develop their ability to work with language and text with a greater awareness of purpose and strategy, while strengthening their own composing abilities. Course readings feature expository, analytical, personal, and argumentative texts from a variety of authors and historical contexts. Students examine and work with essays, letters, speeches, images, and imaginative literature. Featured authors include Annie Dillard, Jill Ker Conway, Eudora Welty, E. B. White, Michel de Montaigne, Truman Capote, Susan Sontag, Mark Twain, Donald Murray, James Joyce, and William Shakespeare.

Students frequently confer about their writing in the Writing Center as well as in class. Summer reading and writing are required. Students prepare for the AP® English Language and Composition Exam and may be granted advanced placement, college credit, or both as a result of satisfactory performance. Central course textbooks are listed below (see “Text Books”).

Course reading and writing activities should help students gain textual power, making them more alert to an author’s purpose, the needs of an audience, the demands of the subject, and the resources of language: syntax, word choice, and tone. By early May of the school year, students will have nearly completed a course in close reading and purposeful writing. The critical skills that students learn to appreciate through close and continued analysis of a wide variety of nonfiction texts can serve them in their own writing as they grow increasingly aware of these skills and their pertinent uses. During the course, a wide variety of texts (prose and image based) and writing tasks provide the focus for an energetic study of language, rhetoric, and argument.

As this is a college-level course, performance expectations are appropriately high, and the workload is challenging. Students are expected to commit to a minimum of five hours of course work per week outside of class. Often, this work involves long-term writing and reading assignments, so effective time management is important. Because of the demanding curriculum, students must bring to the course sufficient command of mechanical conventions and an ability to read and discuss prose.

COURSE DESCRIPTION:
This course focuses on the development of effective communication through written discourse. Emphasis is placed on the process of writing, including pre-writing, outlining, writing, stages of revision, and editing. Students will learn to employ various organizational strategies for expository essays and will analyze style, tone, and point of view in different literary genres. Furthermore, students will examine and employ rhetorical strategies and techniques of argumentation in written discourse; principles of logic will be discussed; analysis and interpretation of graphics and visual images as sources of information and as related to written texts; and research and documentation techniques will be applied in the process of completing a research project.

COURSE LEARNING OUTCOMES:
Students will:
• Recognize differences in communicative situations and respond appropriately to the different situations
• Understand the collaborative and social aspects of writing processes
• Develop knowledge of genre conventions ranging from structure and paragraphing to tone and mechanics
• Acquire knowledge and conventions for different kinds of writing and occasions for writing
• Use writing and reading for inquiry, learning, thinking, and communicating
• Analyze graphics and visual images as sources of information and as they relate to a written text.
• Learn the steps necessary to carry out a writing assignment or task, including locating, evaluating, analyzing, and synthesizing appropriate primary and secondary sources
• Investigate, report, and document existing knowledge, as well as knowledge students develop themselves
• Compose essays in order to increase their awareness as writers of different writing techniques
• Revise their essays in order to better recognize different writing styles

Departmental Course Requirements:
For the first semester, a minimum of twelve (12) essays with multiple drafts and one (1) documented paper and Departmental Diagnostic Test(s) are required. For the second semester, a minimum of fifteen (15) typed pages of documented writing, ten (10) typed pages of argumentative, documented writing including one (1) literary analysis paper, and 9 (nine) pages of analysis of in-text essays are required. All work must comply with MLA documentation format.

Technology Usage:
Successful College Writing
http://bcs.bedfordstmartins.com/successfulwriting3e/

Diagramming Sentences
http://www.geocities.com/gene_moutoux/diagrams.htm

Turnitin
http://turnitin.com/static/home.html

MyAccess
http://myaccess.com/myaccess/do/log

Text Books:
Kathleen T. McWhorter, Successful College Writing, Third Edition

Suggested Online Resources:
AP College Board (Teacher)
http://apcentral.collegeboard.com/apc/Controller.jsp

AP College Board (Students)
http://www.collegeboard.com/student/testing/ap/about.html

Bedford Handbook
http://bcs.bedfordstmartins.com/bedhandbook7enew/Player/Pages/Main.aspx

Digital Knowledge Central Virtual Libraries
(EBSCO, BRITANNICA, NEWSBANK)
http://dkc.esc20.net

Classroom Policy and Procedures
A. Lectures:
   The class’s lectures will be used to introduce concepts and to provide for adequate discussion of topics. In general, the lecture will not be passive. Each lecture will include the presentation of a major concept or concepts.

1. Students must read all material before class lecture and be able to discuss its content.

2. All class work not type-written shall be done in cursive.

3. The teacher will provide instruction and feedback on students' writing assignments, both before and after the students revise their work, with the goal of helping the students develop
   A) a balance of generalization and specific, illustrative detail;
   B) an effective use of rhetoric, including controlling tone, establishing and maintaining voice, and achieving appropriate emphasis through diction and sentence structure;
   C) logical organization, enhanced by specific techniques to increase coherence, such as repetition, transitions, and emphasis.
D) a wide-ranging vocabulary used appropriately and effectively.

B. CLASS DISCUSSION:
The purpose of class discussion is twofold: to give instruction and practice in applying the concepts learned to actual problem solving.

1. Students must participate in group activities and class presentations.
2. Class daily grades are based on class discussion.

C. HOMEWORK:
1. Complete and turn in all scheduled homework. All homework must be turned in with the following qualities: good penmanship; without errors in grammar, spelling and punctuation; with appropriate vocabulary (i.e., no slang).
2. No late work will be accepted without making prior arrangements with the instructor.
3. Missing assignments will be given a grade of zero.

D. ATTENDANCE POLICY:
1. It is the student’s responsibility to justify any absence with a written excuse from parents or doctor. The instructor is competent to excuse an absence.
2. According to the course policy, students must attend class regularly; only 5 class periods may be missed per semester without losing credit.
3. Due dates are final. If a student must be absent from school it is the student’s obligation to make the necessary arrangements for turning in all assignments on there due date. The student is also responsible for obtaining all missed class work and class notes.

E. EXAM POLICY:
1. No make-up exams will be given without justification. In the event a make exam is given, a grade no higher than 80 can be achieved.
2. The instructor must be notified if a student knows that a mid-quarter or final course exam will be missed. If the instructor justifies the absence, a make-up exam will be given on a Saturday designated by the professor.

F. MAKE-UP WORK:
If a student is allowed to make-up missed work it must be turned in accordance with the arrangements made with the instructor. No make-up work will be accepted after the agreed to due date.

G. CHEATING OR COPYING POLICY:
1. Students caught copying class work or homework will earn a grade of zero.
2. Copying during an exam, either actively or passively, is a major violation. Sanctions include a grade of zero, one day of out of school suspension.

H. STUDENTS WITH DISABILITIES:
Any student with a documented disability is welcome contact me early in the semester so that we may work out reasonable accommodation plan to support your success in the course. One should also contact the Nurse.

I. BOOKS:
Books should be treated with the utmost care and respect for school property. The student must purchase any books that show inappropriate wear and tear other than what is considered normal use during the course of year before grades will be issued.

EVALUATION METHODS AND GRADING CRITERIA:

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
</tr>
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<tbody>
<tr>
<td>Essays</td>
<td>65%</td>
</tr>
<tr>
<td>Quizzes</td>
<td>10%</td>
</tr>
<tr>
<td>Homework</td>
<td>15%</td>
</tr>
<tr>
<td>Class Participation</td>
<td>10%</td>
</tr>
</tbody>
</table>
GRADE EQUIVALENCE:

The final letter grade will be assigned according to the following scale:

<table>
<thead>
<tr>
<th>Score Range</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>97-100</td>
<td>A+</td>
</tr>
<tr>
<td>94-96</td>
<td>A</td>
</tr>
<tr>
<td>90-93</td>
<td>A-</td>
</tr>
<tr>
<td>87-89</td>
<td>B+</td>
</tr>
<tr>
<td>84-86</td>
<td>B</td>
</tr>
<tr>
<td>80-83</td>
<td>B-</td>
</tr>
<tr>
<td>79-77</td>
<td>C+</td>
</tr>
<tr>
<td>74-76</td>
<td>C</td>
</tr>
<tr>
<td>70-73</td>
<td>C-</td>
</tr>
<tr>
<td>67-69</td>
<td>D+</td>
</tr>
<tr>
<td>64-66</td>
<td>D</td>
</tr>
<tr>
<td>60-63</td>
<td>D-</td>
</tr>
<tr>
<td>59-below</td>
<td>F</td>
</tr>
</tbody>
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COURSE SCHEDULE:
Note: The following course schedule is tentative and subject to change. Such changes, if any, will be announced in class. A lecture topic and the material that should be read for that class day follow each date.

FIRST SEMESTER:

Wk 1: Course Introduction; Continuous Writing Assignments
Write a fable.

Wk 2: Read SCW, Journal Writing Ideas; Read ch. 3 of SCW and do ex. 3.1-3.3, #1, 3.4, .7, .9#1, 3.14 #1,4,5
Narrative Essay: Family Stories, follow SCW pp 213-221 to develop this essay. Diagnostic test.
Online Grammar exercises

Wk 3: Read SCW ch. 2 and do ex. 2.1, .3#2, .4, .5;
3rd essay: choose an editorial from a newspaper, analyze and respond to it.
Online Grammar exercises

Wk 4: Read SCW ch. 4 and do ex. 4.1, .2 (adapted); make a graphic organizer of the essay “Pet Therapy…”
4th essay: Analyze and respond to the essay on pets, using your graphic organizer.
Check continuous writing journals.
Online Grammar exercises

Wk 5: Read SCW ch 5 and do ex. 5.1-10;
5th essay: Use the questions on p. 144-45 to develop a response to “Black Men and Public Space.”
Online Grammar exercises

Wk 6: Read SCW ch 6 and answer questions 1-4 on p 171. Read SCW ch 8 and write a 6th essay using the Essay Idea on p 232.
Online Grammar exercises

Wk 7: Read SCW ch 7 and do ex. 7.1-9
Revise the essays you have written, using the suggestions in this chapter.
Online Grammar exercises

Wk 8: Read SCW ch 9 and do ex. 9.1-3 and answer questions on p., 278. Write a 7th essay (Description) using topics on p. 255.
Check continuous writing journals.
Online Grammar exercises

Wk 9: Read SCW ch 10 and do ex. 10.1-2; Write and 8th essay (Illustration) using a topic from p. 321-22.
Online Grammar exercises

Wk 10: Read SCW ch. 11 and do ex. 11.1-5; answer questions on p 361-62. Write a 9th essay (Process Analysis) using topics on p. 341 and pp 367-68.
Online Grammar exercises

Wk 11: Read SCW ch 12 and do ex. 12.1-3; Write a 10th essay (Comparison and Contrast) using topics from p 410 or 414.
Online Grammar exercises

Wk 12: Read SCW ch 13 and do ex. 13.1-3; answer questions 1-6 on p. 447. Write an 11th essay (Classification/Division) using the topics on p. 459-60.
Check Continuous Writing Journals
Online Grammar exercises

Wk 13: Read SCW ch 14 and do ex. 14.1-5. Write a 12th essay (Extended Definition) using the topics on p. 478 or 501-02.

Wk 14: Read SCW ch 19 and do ex. 19.1-5; Write a documented essay using topics from the approved list.
Online Grammar exercises

Wk 15: Read SCW ch 15 and do ex. 15.1-4; answer questions on p 538. Write a 13th essay (Cause and Effect) using topics from pp 550-51.
Administer Diagnostic Test.
Online Grammar exercises

Wk 16: Read SCW ch 16 and do ex. 16.1, 3, 4-6; Answer questions on pp 586-87.
Check Continuous Writing Journals
Online Grammar exercises

Wk 17: Read SCW ch 17 and do ex. 17.1-4; Answer questions on pp. 634-35. Write a 14th essay (Argumentative) using topics on p 606
Online Grammar exercises

Wk 18: Finish Argumentative essay;
Review and Midterm Exam

SECOND SEMESTER:

Wk 1: Introduction to Argumentative essays
Chapter 1 of Read, Reason, and Write (RRW)
Read Steinberg’s essay, answer questions on p 9
Write benchmark essay on myaccess.com
All essays must be submitted to www.turnitin.com on their due dates

Wk 2: Read ch 2, RRW; Do exercises on pp 46, 50; P. 69, #1, write an analysis of 350-500 words of an essay prompt in Sec. 4 of text. Read ch 9, pp 247-53 and discuss in class: Preliminary Research Proposal

Wk 3: Read Ch 3 of RRW; Do ex 1-10, p 81; Answer questions p. 89, 92, 94; Write an essay of 400-500 words using prompts on p 95. Respond to discussion board topic. Email Preliminary Research Proposal

Wk 4: Read ch 4 RRW; answer questions on pp 111/118. Write an essay of not less than 500 words in response to a topic on p 119.
Read Ch 9, pp 254-62 and discuss in class

Email Research Proposal and Working Thesis

Wk 6: Read Ch 5, RRW, pp 141-160; answer questions on 143, 149-50, 155-56, 160.
Write a documented essay of 400-500 words on topic #3, p 161; Read Ch 9, pp 263-71 & discuss. Email 1st set of 15 note cards for research paper, PDF format only

Wk 7: Read ch 6, RRW; answer questions on pp 178-79, 181, 184. Write a documented essay of 500 words choosing a topic from p. 185. Read ch 10, pp 272-82. Email 2nd set of 15 notecards for research paper, PDF format only

Wk 8: Read Ch 7 RRW; analyze and interpret graphics on pp 188-191, 194, analyze visuals on p 198-201, answer questions on pp 212-13, 217. Read Ch. 10, pp 183-305, do exercises on p 302-305. Email 3rd set of 15 note cards for research paper, PDF format only

Wk 9: Read Ch 8, RRW. Answer questions pp 227-228, 235, 238, 242. Choose a topic from p 243 and write a 500 word essay; Read Ch 11, pp 307-21 and discuss.
Email 4th set of 15 note cards for research paper, PDF format only
Email Research paper outline, PDF format only

Wk 10: Read Ch 11, pp 321-30 and discuss.
Read 679-701 and choose a topic from p 719 for a literary analysis essay of 1000 words.
Submit Rough draft of Research Paper to turnitin.com
Wk 11: Read Ch 11, RRW, pp 331-33.
Submit outline of literary essay by email, PDF format attachment
Submit 1st Revision of Research Paper to myaccess.com

Wk 12: Rough draft of literary analysis essay
2nd Revision of Research Paper

Wk 13: Final draft of Research Paper
Read RRW, Media: Image or Reality

Wk 14: Final Draft of literary analysis essay
Class debate: Ch 13, RRW: The media (provide / distort) information essential to maintaining a democratic, free society.

Wk 15: Class debate: Ch 16, RRW: Immigration is a (threat / key) to America’s continued economic and cultural success

Wk 16: Class debate: Ch 21, RRW: American society is (threatened / strengthened) by the development of non-traditional marriages and families.

Wk 17: Review for final exams

Wk 18: Final exams