

**Course Name: AP Language and Composition**

**Course Number: ENG 351/352**

**Teacher Name(s): Angie Noel**

**Course Description:**

Advanced Placement Language and Composition will engage students in becoming skilled readers of rich prose written in a variety of periods, disciplines, and rhetorical contexts in a year-long class. Through application, students will become skilled writers who compose for a variety of purposes, thus satisfying the composition graduation requirement. Ultimately, this course will help the student prepare to take the AP Language and Composition Exam and college reading and writing classes. Summer reading and writing will be required of students who enroll in AP Language and Composition.

Alignment to the Iowa Core Curriculum: Instruction, learning, and assessment are built on the 11-12th grade-band expectations of the Iowa Core Reading, Writing, Listening and Speaking, and Language Strands.

**Iowa Core Standards:**

**Standard 1: Reading Strand - Literature**

Students will effectively comprehend, analyze, evaluate, and create using a diverse range of appropriately complex print materials.

**Standard 2: Reading Strand – Informational Text**

Students will effectively comprehend, analyze, evaluate, and create using a diverse range of appropriately complex print materials. **Standard 3: Writing**

Students will routinely write to learn and to communicate for a range of tasks, purposes, and audiences.

**Standard 4: Speaking and Listening**

Students will participate effectively in a range of rich, structured conversations, collaborations, and presentations.

**Standard 5: Language**

Students will apply knowledge of the English language and its conventions when reading, writing, speaking and listening.

**Assessment:**

I will provide a variety of assessments during the course—quizzes, small and large-group discussions, journal responses, essays, projects and presentations, and semester exams. We will look at assessment as a means of determining learning mastery. My goal is for students to become adept at self-assessment during the learning acquisition. Final assessments for units and semester tests will focus on application of acquired understanding. Learning will occur in an environment that encourages risk taking and exploration. Students will be aware of expected learning goals and be involved in setting individual target goals. We will work together to determine assessment methods and weights. A letter grade will be awarded based on the percentage of total points earned in the class.

\*\*AP Summer Course work will also be assessed.

**Content: (See course outline at the end of this document.)**

Reading: short stories, drama, poetry, nonfiction, informational texts, novels

Writing: Analysis, document-based synthesis, style analysis, argumentative essay, poetry, journaling, research writing

Speaking and Listening: pair-share, small-group discussion, large-class discussion, presentations Language: AP Language grammar and usage exams

### **Instructional Strategies:**

Students will set learning goals and work collaboratively with peers to:

- Investigate concepts
- Discuss thinking
- Propose products and processes
- Communicate understanding

I will facilitate the learning environment, which will consist of some direct instruction, online work through Canvas (an online learning management system/learning platform), individual and corporate research, and opportunities for verbal and written communication. Students are expected to prepare for learning at home when necessary. This may entail watching a short video; reading an article, essay, poem, short story, or section of text; and/or participating in an online discussion. The majority of class time is spent individually applying concepts or in small-group learning stations. It is my goal to help your student become an independent critical thinker.

### **Resources:**

Text: *The Language of Composition* (Bedford/St. Martin)

Class website: <https://dubuque.instructure.com> Students will have access to laptops daily.

### **Academic/Behavioral Expectations:**

#### **READING:**

We will explore both literary and informational texts throughout the year with the goal of implementing specific reading strategies (including vocabulary acquisition) that will enable students to improve comprehension and text analysis.

#### **WRITING:**

Students will actively participate in determining WHAT makes writing effective, and thus, HOW their writing will be assessed. We will participate in a various types of writing workshops and learn to share meaningful feedback with one another. We will focus on original, clear, and persuasive expression.

#### **PLAGIARISM**

Hempstead students are expected to do their own schoolwork. Cheating by looking at another student's schoolwork, copying others' work, copying from other sources or similar cheating is not tolerated. With the advent of the Internet, the availability of information has exploded into a whole new and exciting realm for our students. The accessibility of documents has also brought with it an increasing concern regarding plagiarism, which is a form of cheating.

All Hempstead teachers are committed to educating our students about plagiarism, helping them understand what plagiarism is—especially through specific instruction in individual courses. We aim to teach students how to accurately quote and document sources as well as how to effectively convert researched information into their own words. **PLEASE SEE PAGE 32 IN YOUR PLANNER FOR THE EXTENDED EXPLANATION.**

#### **SPEAKING AND LISTENING:**

There will be numerous opportunities for students to engage in conversation—pair-sharing, small-group collaboration, large-group student-led discussions. In addition, students will share their learning with their peers in both formal and informal settings.

#### **LANGUAGE:**

Grammar, Usage, and Mechanics (GUM):

We will study this area via AP language usage exams, discussions, and actual application in our writing assignments.

## CLASSROOM BEHAVIOR:

The classroom must be a place conducive to learning. Students are expected to respect themselves, their classmates, school property, and me. I will talk with parents regarding inappropriate behavior. About technology: my classroom will be a hands-on-technology zone. Students will have access to laptops. They may use their smart phones as needed for instruction/approval. We will determine the norms for technology use and those norms will be strictly enforced.

**Student Ids:** Per District expectation, high school students are expected to wear their student id while at school at all times. In this classroom, you will be expected to wear your student id. Infractions of this expectation will result in one of the following consequences: teacher/student conference, parent contact, and/or office intervention.

## MAKE-UP WORK:

Work missed for any reason **MUST** be made up. You have **48 hours for each day absent** to make up missed work. Students absent on the day of a test will take the test the day they return. Students absent on review days should access the review information on the Canvas site and plan to take the test the day they return. Students absent on scheduled graded discussion days will be given an alternative research assignment and are expected to share those research findings with the class. Incomplete summer work make-up determined between the teacher and the student on an individual basis.

## LATE WORK:

I do not accept late work without a prior extension request. Assignment extensions **MUST BE REQUESTED A MINIMUM OF 24 HOURS BEFORE THE DUE DATE!!** There will be some flexibility in due dates, but once we've chosen a hard due date, we will stick with it.

## ATTENDANCE:

I will strictly follow the attendance policy set forth in the planner. I expect all students to be in class on time every day.

## MATERIALS:

Daily, students should have a pen, pencil, designated English spiral or folder with paper, post-it notes (small), a highlighter, headphones or earbuds, and required texts. Students are expected to display ID's daily.

## Grading Plan:

I will follow the grading scale set forth in the student planner. I incorporate all assessments into a point system, weighted value as needed.

## Communication Plan:

Phone: 552-5179

E-mail: [annoel@dbqschools.org](mailto:annoel@dbqschools.org)

School website: [www.hempstead.dbqschools.org](http://www.hempstead.dbqschools.org)

Office Hours: Period 7 in Eng/SS office or C126

LMS: Canvas @ <http://canvas.instructure.com>

## My Pledge:

As your teacher, I promise to be diligent, organized, caring, and trustworthy. It is my goal to equip you with the skills you need to be a successful learner. I will push you. I will challenge you. I will expect you to strive for **excellence** in everything you do.

## AP Language Course Outline

### Semester 1: Writing Credit

The following units/major pieces will be covered during first semester:

- Summer Work - Synthesis Essay
- Practice AP Objective tests and essays
- This I Believe Essay
- Persuasive Research Paper
- Cartoon Vocabulary
- Graded Discussions □ *Martian Chronicles*
- *The Crucible*
- Pre-Civil War Literature
- The Transcendentalists
- *The Devil in the White City*
- Independent Novel (1)
- Nonfiction pieces
- Various poem selections – reading and writing

- Satire Project
- *The Things They Carried*
- Multi-Genre Project/Presentation
- Graded Discussions
- Nonfiction pieces and various poem selections
- Independent Novel (1)

**\*\*\*This outline is subject to change at the instructor's discretion**

### Semester 2: Literature Credit

The following units/major pieces will be covered during second semester:

- AP Practice Exams & Essays
- G.U.M. review
- *The Great Gatsby*
- *Slaughter House Five*