“Reading maketh a full man; conference [conversation] a ready man; writing an exact man.”
~Francis Bacon, Of Studies

AP English Language and Composition
Course Syllabus
2015-16

Instructor: Mrs. Shannon Williamson
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Texts: 5 Steps to a 5: AP English Language and Composition 2012-2013 – Barbara L. Murphy and Estelle M. Rankin
Everyday Use: Rhetoric at Work in Reading and Writing, AP Edition – Hephzibah Roskelley and David A. Jolliffe
Everything’s an Argument, 4th Edition – Andrea A. Lunsford, John J. Ruszkiewicz, and Keith Walters
I Have a Dream: Writings and Speeches that Changed the World – Martin Luther King, Jr.
The Language of Composition: Reading, Writing, Rhetoric – Renee H. Shea, Lawrence Scanlon, and Robin Dissin
Aufsies
The Adventures of Huckleberry Finn – Mark Twain
The Glass Castle—Jeannette Walls

Course Description:
The AP English Language and Composition course engages students in becoming skilled readers of prose written in a variety of periods, disciplines, and rhetorical contexts and in becoming skilled writers who compose for a variety of purposes. The writing and reading completed in this course makes students aware of the interactions among a writer’s purposes, audience expectations, and subjects as well as the way generic conventions and the resources of language contribute to effectiveness in writing.

It is the assumption of this course that students already understand and use Standard English grammar. The intense concentration on language used in this program of study will enhance the student’s ability to use grammatical conventions both appropriately and with sophistication as well as to develop stylistic maturity in writing. Stylistic development is nurtured by emphasizing a wide-ranging vocabulary; a variety of sentence structures; a logical organization, enhanced by specific techniques to increase coherence; a balance of generalization and specific illustrative detail; and an effective rhetoric, including controlling tone and establishing and maintaining voice.

Being equivalent to a first-year college writing course, AP English Language and Composition emphasizes the expository, analytical, and argumentative writing that forms the basis of academic and professional communication as well as the personal and reflective writing that fosters the development of writing facility in any context. As in the college course, the purpose of AP English Language and Composition is to enable students to read complex tests with understanding and to write prose of sufficient richness and complexity to communicate effectively with mature readers.

Course Objectives:
Upon successful completion of the AP English Language and Composition course, students will be able to do the following:

- Analyze and interpret samples of good writing, identifying and explaining and author’s use of rhetorical strategies and techniques.
- Apply effective strategies and techniques in their own writing.
- Create and sustain arguments based on readings, research, and/or personal experience.
- Demonstrate understanding and mastery of standard written English as well as stylistic maturity in their own writings.
- Write for a variety of purposes.
- Produce expository, analytical, and argumentative compositions that introduce a complex central idea and develop it with appropriate evidence drawn from primary and secondary source material.
- Move effectively through the stages of the writing process, with careful attention to inquiry and research, drafting, revising, editing, and review.
- Write thoughtfully about their own process of composition.
- Revise a work to make it suitable for a different audience.
- Analyze image as text.
- Evaluate and incorporate reference documents into researched papers.
Course Requirements

Enrollment Expectations

All students interested in engaging a rigorous and challenging college course in composition and rhetoric are encouraged to enroll in AP English Language. Students should be aware that the standards for success in AP English Language will be comparable to those of a college course; therefore, all students and parents must be aware that there is a strong chance that grades in such a class will be lower than those they have experienced in other classes.

Attendance and Participation

Students are expected to come to class on time, prepared to participate in discussion and activities related to reading and writing assignments. Any absence, tardy, or early departure from class affects the student’s ability to perform their best and, consequently, usually has a negative outcome on their grade. Appointments should be made for other times of the day; every effort should be made to attend class at all times.

Assignments

Not all assignments given in this class will be graded. Some assignments will be made that are intended to prepare the student for successful completion of a major assignment, project, or assessment. Students are expected to complete all reading and writing assignments thoughtfully and on time.

- No late daily work is allowed for any reason other than an excused absence.
- Since the due date for essays are given in advance, no late essays or TMAs are accepted. If you are absent on the day an essay or any other TMA is due, you must either email the assignment or have someone bring the work to school for you.
- In the event of an absence due to a pre-planned school function, arrangements must be made for missed work prior to the date of absence. It is expected that students will make prior arrangements for all conflicts that arise.
- In the event of sudden and unexpected absences, all stated school policies will be followed. A student is responsible for obtaining all notes and/or work given in class on any day he/she is absent before or after school, not during class time.

- If a student is absent from class due to an excused absence, the student has three school days to make arrangements for any work missed. The three-day time span begins upon the student’s return to school (even if the student checked-in after the class period). It is the student’s responsibility to obtain the work missed from the instructor and turn it in within three school days.
- If a student is absent from class due to an excused absence and on the day an assignment is due (homework, quiz, test), the student understands that the assignment is due to the instructor when the student returns/checks in to school.

Grading

Students’ grades will be based on an accumulated-point system. Each graded assignment or activity will be assigned a certain number of points based on its complexity and overall importance to the objectives of the course. At the end of each semester, the average will be determined by dividing the total number of points possible by the number of points earned by the student.

**Extra Credit will be offered periodically throughout the course. Students should take advantage of opportunities as they are given. Extra Credit will not be offered at the end of a semester.**

Holistic Scoring of Essays

Since the College Board scores each essay on the essay portion of the exam on a scale of 0-9, most writing by students will be graded on the same scale. At first, grades will be worth 20 total points. From there, the point total will increase as the school year progresses up to 100 total points. The 0-9 scale will equate to the following percentages:

- 0 = 0%
- 1 = 25%
- 2 = 50%
- 3 = 65%
- 4 = 75%
- 5 = 80%
- 6 = 85%
- 7 = 90%
- 8 = 95%
- 9 = 100%

Class Supplies

- Students will be expected to bring all appropriate texts and his or her notebook to class each day unless notified otherwise by the instructor.
- Students will need to keep a notebook (a sturdy 3 ring binder with pockets at least 1 ½ inch or larger with 5 dividers) of everything completed or received as part of this course; the notebook should be divided into the following sections: Bellringers, Rhetoric (will include all notes/work on the Rhetorical Analysis Essay and Multiple Choice), Argument, Synthesis, and Misc. Students are expected to have their notebook with all past notes, handouts and assignments every
day for use in class. All work should be kept and able to be found easily as we will be reviewing these concepts for the
rest of the year in preparation for the AP English Language Exam.

➢ Students will need to purchase a paper folder of a specific color designated for their class period which will be kept in
class for writing assignments. This can be the most inexpensive paper type with or without brads. 2nd period:
purchase an orange folder; 3rd period: purchase a yellow folder; 4th period: purchase a red folder; 5th period:
purchase a blue folder; 6th period: purchase a green folder; 7th period: purchase a purple folder. Please see me
if you have any issues getting the notebooks as I may have some old ones that may be reused.

➢ Students should always have plenty of loose-leaf notebook paper, 1 pen/pencil bag with: at least 1 sharpened pencil
with eraser, 2 blue or black ink pens, a red pen, and 1 yellow and 1 pink highlighter.

➢ Class time will not be allotted for students to retrieve materials from lockers or other classrooms. Not having required
texts and materials in class will result in detention and, more importantly, will impede on the student’s ability to
perform the tasks for the day.

➢ I strongly recommend that all students get a flash drive; all of your typed work and presentations need to be saved on a
portable device so you can access them here at school.

➢ Electronic audio and video devices such as cellular phones, headphones/earbuds, iPods, as well as electronic
tables such as iPads and e-Readers such as Kindle and Nook will NOT be allowed in class unless permitted for
special circumstances and situations by the instructor for academic purposes ONLY. Students will be notified
verbally and with a sign posted when they are allowed to use their device.

Electronic Communication & Submission of Assignments

➢ As you did for your summer reading assignment, you will utilize the turnitin.com database to submit some assignments
throughout the course. You do not need to create a new account; simply join a new class by entering the information
below. Your class id and password can be found below.

➢ Class ID: 10293145
➢ Password: williamson
➢ If at any point in time you need to communicate with me outside of school, the best way to reach me is via email.

Please email me at: williamson.shannon.r2@muscogee.k12.ga.us, and include AP Lang & your name in the subject.

To ensure academic honesty from students, students are to follow the Academic Honesty Policy:
1. There will be no sharing of homework assignments unless otherwise instructed.
2. There will be no talking during a test or quiz.
3. There will be no copying of other student’s work (tests as well as homework).
4. There will be no possessing, buying, selling, receiving, or using work that is not your own.
5. There will be no using equipment or material during a test or other academic evaluations which has not been authorized by
me (calculators, notes, tape recorders, cell phones, etc.)
6. You will not submit someone else’s work as your own.
7. Plagiarism is not allowed.
8. There will be no aiding or assisting others to cheat or plagiarize.
9. To ensure academic honesty from all students, female students will not keep purses (or other types of bags) in laps or on top
of desks. To ensure that text messaging is NOT OCCURRING DURING THE CLASS PERIOD, hands of all students are to
remain visible at all times. Failure to comply, MCSD cell phone policy will be implemented.
10. When turning in an assignment, you will write the following statement and sign your name.

It is my work of honor that I have neither given nor received unauthorized aid on this assignment/test.

Advanced Placement Examination
Each AP course has a corresponding exam that participating schools worldwide administer in May. AP Exams represent the
culmination of AP courses and are thus an integral part of the AP program. As a result, students enrolled in AP English
Language and Composition are expected to take the corresponding exam scheduled this year for

In order to fully prepare students for the rigor and timing of a complete AP exam, a Mock Exam will be held
approximately two weeks before the AP English Language Exam Date (parents and students will be notified of the date
by Open House). This Mock Exam will take place after school (from around 4:00—7:30). This exam will count as the
students Final Exam for the course. Any extenuating circumstances that may keep students from attending this Mock
Exam should be brought to the teacher’s attention as soon as they arise.
This syllabus is an approximation of the topics studied during the course of this school year. The following document is subject to change at the instructor’s discretion. All assignments and lessons will be aligned with the Common Core Georgia Performance Standards and College Board’s Curriculum Requirements for AP Language and Composition. You may visit the websites at: CCGPS: [https://www.georgiastandards.org/Common-Core/Pages/ELA.aspx](https://www.georgiastandards.org/Common-Core/Pages/ELA.aspx), College Board: [http://www.collegeboard.com/html/apcourseaudit/courses/english_curricular_requirements.html](http://www.collegeboard.com/html/apcourseaudit/courses/english_curricular_requirements.html)

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<td>Summer Reading Exam (<em>The Adventures of Huckleberry Finn/ The Glass Castle</em>) Introductory Quiz (<em>MLK, 5 Steps to a 5</em>)</td>
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<td><strong>Unit 1:</strong> Rhetoric</td>
<td>The Rhetorical Situation (PIGSAC) &amp; Rhetorical Terminology King’s “Letter from Birmingham Jail” and other works from <em>I Have a Dream</em> Douglass’ <em>Narrative of the Life of Frederick Douglass</em> Style Analysis &amp; Tone Vocabulary Multiple Choice practice</td>
<td>Writing &amp; Scoring Rhetorical Analysis Essays Sentence and Paragraph Imitation Exercises Elements of Satire</td>
<td>Precis or Abstract on works read Rhetorical Terms TMA Rhetorical Terms Exam Timed Writes 1-3 Rhetorical Analysis Essays Multiple Choice Exams Exams and Pop Quizzes over works read SAT Vocabulary Quizzes</td>
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<td><strong>Unit 2:</strong> Argumentation</td>
<td>Structure &amp; Transaction of Arguments Yes-But strategy Works of Thomas Paine Thoreau’s “Civil Disobedience” Emerson’s “Education” Multiple Choice practice Elie Weisel’s <em>Night</em></td>
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<td><strong>Unit 3:</strong> Synthesis</td>
<td>Research Based Writing and Data Collection Evaluation of Credibility of Sources Current Events Woolf’s “Professions for Women” and “Shakespeare’s Sisters” Mill’s “The Subjection of Women” Multiple Choice practice Truman Capote’s <em>In Cold Blood</em></td>
<td>Writing &amp; Scoring Synthesis Essays Research Argument paper</td>
<td>Timed Writes 7-10 <strong>Research Based Argumentative paper—200 points</strong> In-class Synthesis Essays Multiple Choice Exams Exams and Pop Quizzes over works read SAT Vocabulary Quizzes</td>
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<td><strong>Unit 4:</strong> Review</td>
<td>Rodriguez’s “Aria: Memoir of a Bilingual Childhood” Orwell’s “Politics and the English Language” Tan’s “Mother Tongue” Other works by authors most often cited on AP Exam Test Preparation: Mock Exam Multiple Choice and Essays</td>
<td>AP Language and Composition Exam: Rhetoric, Argumentation, &amp; Synthesis Essays</td>
<td>Timed Writes 7-10 Final: AP Mock Exam (w/3 essays and multiple choice)—held after school (DATE TBA) Student Learning Objective (SLO) AP English Language Exam - 5/13/15</td>
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*NOTE: Supplemental novels and readings will be assigned throughout the year in addition to the course contents above.*
AP LANGUAGE AND COMPOSITION 2015-16
PROCEDURES AND POLICIES CONTRACT

I have read and understand all parts of the policies and procedures handout for Mrs. Williamson’s AP Language and Composition class. I understand that I may contact Mrs. Williamson regarding any questions that I may have about these standards after I have discussed them with my parent(s)/guardian(s). I understand that I must adhere to these policies and procedures in order to function in a safe and productive educational environment. I will accept the consequences when I stray from the established policies and procedures.

I have let my parent(s)/guardian(s) read the policies and procedures for this class and I have discussed it with them.

_______________________  ___________________  __________
Student Name (Print)  Student Signature  Date

I have read and understand all parts of the policies and procedures handout for Mrs. Williamson’s AP Language and Composition class. I understand that I may contact Mrs. Williamson regarding any questions that I may have about these standards after I have discussed them with my child. I understand that my child must adhere to these policies and procedures in order to function in a safe and productive educational environment. I will support my child in adhering to these standards, and I will encourage him or her to accept the consequences when he or she strays from the established policies and procedures.

I have discussed these policies and procedures with my child and I believe that they understand them as well.

_______________________  ___________________  __________
Parent Name (Print)  Parent Signature  Date

*WILLIAMSON * AP LANGUAGE AND COMPOSITION *