



AP Language and Composition/English III 2021-22

Instructor: Rebecca Leaphart
Email: rleaphart@helenaschools.org
Classroom: CHS Room 112*
Phone: 406-324-2533

*I teach 0 period, so my “office hours” when you can find me in my room are 6:50 am to 7:25 am, lunch time, and 2:20 pm to 2:50 pm.

Course Description:

You’ll find AP Language and Composition to be a unique English class. Instead of focusing on novels, we’ll analyze mainly non-fiction. You will write a great deal, but many of the writing assignments (and readings!) will be quite short. Our goal is to become super wordsmiths.

AP Lang focuses on the development and revision of evidence-based analytic and argumentative writing, the rhetorical analysis of nonfiction texts, and the decisions writers make as they compose and revise. Students evaluate, synthesize, and cite research to support their arguments. Additionally, they read and analyze rhetorical elements and their effects in nonfiction texts—including images as forms of text—from a range of disciplines and historical periods. The AP English Lang course aligns to an introductory college-level rhetoric and writing curriculum and prepares students to take the AP Lang Exam which offers college credit to passing students.

Course Content:

The AP English Language and Composition course is designed to help students become skilled readers and writers through engagement with the following course requirements:

- Composing in several forms (e.g., narrative, expository, analytical, and argumentative essays) about a variety of subjects
- Writing that proceeds through several stages or drafts, with revision aided by teacher and peers
- Writing informally (e.g., imitation exercises, journal keeping, collaborative writing), which helps students become aware of themselves as writers and the techniques employed by other writers

- Writing expository, analytical, and argumentative compositions based on readings representing a variety of prose styles and genres
- Reading nonfiction (e.g., essays, journalism, science writing, autobiographies, criticism) selected to give students opportunities to identify and explain an author's use of rhetorical strategies and techniques
- Analyzing graphics and visual images both in relation to written texts and as alternative forms of text themselves
- Developing research skills and the ability to evaluate, use, and cite primary and secondary sources
- Conducting research and writing argument papers in which students present an argument of their own that includes the analysis and synthesis of ideas from an array of sources
- Citing sources using a recognized editorial style (e.g., Modern Language Association, The Chicago Manual of Style)
- Revising their work to develop
 - o A wide-ranging vocabulary used appropriately and effectively;
 - o A variety of sentence structures, including appropriate use of subordination and coordination; o Logical organization, enhanced by techniques such as repetition, transitions, and emphasis;
 - o A balance of generalization and specific, illustrative detail; and
 - o An effective use of rhetoric, including tone, voice, diction, and sentence structure.

Materials:

Students will need the following supplies for this class:

- Writing utensils & paper
- Sticky notes
- Devoted place (digital and/or physical) with at least 5 section dividers (Argument, Rhetorical Analysis, Synthesis, Vocabulary, Syntax)
- Devoted AP Lang notebook
- Turnitin, NoRedInk, Perusall and AP Classroom accounts (We'll create in class)

Possible Texts Include:

- Alvarez, Julia. *In The Time of the Butterflies*. Chapel Hill: Algonquin Books, 1994
- Coates, Ta-Nehisi. *Between the World and Me*. New York: Spiegel and Grau, 2015.
- Gladwell, Malcom. *Outliers*. New York: Back Bay Books, 2008.
- Khadra, Yasmina. *The Swallows of Kabul*. New York: Anchor Books, 2002.
- Nazario, Sonia. *Enrique's Journey*. New York: Random House, 2007.

- O'Brien, Tim. *The Things They Carried*. Boston: Mariner Books, 2009.
- Various essays, articles, short texts and documentary films

Classroom Structure and Expectations

Above all else, **be respectful & be responsible**. I expect open-minded, kind and honest behavior in class and on the page.

Academic Honesty

Capital High adheres to high standards of academic integrity. Plagiarism, cheating and other forms of academic dishonesty are prohibited. In the event that a student's work is academically dishonest, the student will receive a zero/F on the assignment and I will notify their parents. Depending on the nature of the assignment and infraction, a student may have the opportunity to revise for credit.

Plagiarism is the act of stealing someone else's words or ideas and passing them off as one's own (not crediting the source). We will discuss plagiarism throughout the year so that students feel confident avoiding it; if students have questions regarding plagiarism, they should consult me before submitting an assignment.

Food and Drink

It is important to stay hydrated, so drinking water **from a container with a secure lid** is acceptable during class. Otherwise, **no food in the classroom** outside of the lunch period unless we've arranged for a class treat.

Electronic Devices

Before entering my classroom, students need to put their cell phones away so that they are neither visible nor evident (through signs such as ear buds).

At the beginning of each quarter, I enter ~85 participation points into the grade book for each student (2 per day in the quarter). These are listed as "Management" points. If a student's cell phone is visible/evident inside my classroom, that student will lose points (2 per violation of the policy). More than one infraction in a class period will mean I refer the student to the office according to the student handbook.

Attendance and Participation

Attendance and participation are critical elements of class. Some in-class work, such as discussions and group-work, cannot be made up exactly as we do them in class. **Whenever possible** (school-related absences!), **students should report** absences to me *prior* to class; Be responsible by contacting me about missed work. Chronic absences will negatively affect the student's grade.

Participation will count for 10% of your grade. Simply attending class is not the same as participating in a meaningful way. To receive full participation credit, you will need to come

prepared, listen, work well alone as well as in small groups, ask questions, volunteer ideas and opinions, present in front of the whole class, and otherwise contribute to the activity.

Assessments and Grading

Daily Assignments, Annotations, Thought Pieces & Quizzes	30%
Essay Revisions & Presentations	60%
Participation	10%

CHS Grading Scale:

91-100%	A
90-91.99%	A-
88-89.99%	B+
83-87.99%	B
80-81.99%	B-
78-79.99%	C+
72-77.99%	C
70-71.99%	C-
68-69.99%	D+
62-67.99%	D
60-61.99%	D-
0-59.99%	F

Annotations, Vocabulary, Grammar & Syntax

We will have annotation, vocabulary, grammar/syntax lessons, assignments and/or quizzes most weeks for the first three quarters of the course.

Essays

Students will write a number of process pieces (proceeding through several stages and drafts) over the course of the year. **The revisions of these pieces account for 60% of the final grade.** In addition, students will write shorter, less formal essays and thought pieces that will not necessarily need to be revised.

Please **follow MLA style guidelines for all essays:** 12” font, Times New Roman, 1” margins.

Students will **turn essays in through Turnitin.com.**

Over the course of the year, we will practice all three types of Timed Writes that will appear on the AP Exam: the argumentative essay, the rhetorical analysis essay, and the synthesis essay. Practice Timed Writes are meant to help students prepare for the exam. I will score those to give students a sense of their progress, but **I will not include those scores in the gradebook as grades.** (Exception: At some points in the year, I may assign students to revise a timed write and I will grade the revisions, and there will be graded timed writes as part of the semester exams).

Revisions

You will be required to revise a number of essays for final credit and may revise additionally for grade improvement and feedback. All revisions will:

- be submitted in print, attached to all previous drafts of the essay containing peer and teacher comments, and **highlighted** and **annotated** to show the changes.
- reflect significant, serious, thoughtful revision (at least 1/3 changed or added material).

To ensure that revisions don't waste students' time or mine, I reserve the right not to accept revisions that do not meet these requirements.

Late Work

I will post assignments for the week on Teams as well as in the room on a board at the beginning of each week. I expect students to come to class prepared to meet each day's requirements, including homework, tests, etc. Late work is disrespectful of my time.

- Late homework will be penalized one letter grade per day *unless* you clear the tardiness with me in advance.
- Essays turned in late will not receive full credit on the "Process" section of the rubric. Also, I will not guarantee the same quality of comments to help the student revise, and the revision deadlines will not change.
- Students turning in late work **MUST** send me a message through Teams to let me know that they've turned an assignment in late, otherwise I will not see or grade it.
- **Students cannot pass the course missing two or more major writing assignments.**

The AP Exam

This year's exam will take place on **Tuesday, May 10, 8 AM.**

All students are encouraged to take the exam, which will cost **\$96**. Assistance is available for students who cannot afford the cost of the test—please talk with me!

In the weeks leading up to the test, we will do intensive writing practice and have the opportunity to review.

AP English Language and Composition Exam: 3 hours 15 minutes

Assessment Overview: The AP English Language and Composition Exam employs multiple-choice questions to test students' skills in rhetorical analysis of prose passages as well as their editing skills. Students are also required to write three essays that demonstrate their skill in rhetorical analysis, argumentation, and synthesis of information from multiple sources to support the student's own argument. Although the skills tested on the exam remain essentially the same from year to year, there may be some variation in format of the free-response (essay) questions.

Format of Assessment

Section i: Multiple Choice: 45 Questions | 60 Minutes | 45% of Exam Score

Includes 5 sets of questions:

- 23–25 Reading questions that ask students to read and analyze nonfiction texts.
- 20–22 Writing questions that ask students to “read like a writer” and consider revisions to stimulus texts.

Section ii: Free Response: 3 Prompts | 2 Hours 15 Minutes | 55% of Exam Score

Students write essays that respond to 3 free-response prompts from the following categories:

- **Synthesis Question:** After reading 6–7 texts about a topic (including visual and quantitative sources), students will compose an argument that combines and cites at least 3 of the sources to support their thesis.
- **Rhetorical Analysis:** Students will read a nonfiction text and analyze how the writer’s language choices contribute to the intended meaning and purpose of the text.
- **Argument:** Students will create an evidence-based argument that responds to a given topic.

I have read and understand the course syllabus and expectations for AP Language

Student: _____ Date: _____

Guardian: _____ Date: _____