College Board AP Learning Outcomes for English Language and Composition:
Learning Outcome 1: Analyze and interpret samples of good writing, identifying and explaining an author's use of rhetorical strategies and techniques.
Learning Outcome 2: Apply effective strategies and techniques in students' own writing.
Learning Outcome 3: Create and sustain arguments based on readings, research and/or personal experience.
Learning Outcome 4: Write for a variety of purposes.
Learning Outcome 5: Produce expository, analytical and argumentative compositions that introduce a complex central idea and develop it with appropriate evidence.
Learning Outcome 6: Demonstrate understanding and mastery of standard written English as well as stylistic maturity in students' own writings drawn from primary and/or secondary sources, cogent explanations and clear transitions.
Learning Outcome 7: Demonstrate understanding of the conventions of citing primary and secondary sources.
Learning Outcome 8: Move effectively through the stages of the writing process, with careful attention to inquiry and research, drafting, revising, editing and review.
Learning Outcome 9: Write thoughtfully about students' own process of composition.
Learning Outcome 10: Revise a work to make it suitable for a different audience.
Learning Outcome 11: Analyze image as text.
Learning Outcome 12: Evaluate and incorporate reference documents into researched papers.

Course Philosophy:
AP Language and Composition is a college-level course focusing on critical reading, interpretation, and writing. Throughout the year, students read a variety of mature works of fiction and nonfiction and develop writing skills through a series of assignments in and out of class. This course aims to prepare students for life (and college) by exposing them to great writing and inspiring them to move beyond rudimentary assumptions and expressions into higher-level insight and writing. The nonfiction passages we read are challenging. Writing is frequent and requires a student to respond to readings that we have worked with in class as well as works that have not been analyzed or discussed in the classroom. Research, synthesis, rhetorical analysis, critical thinking, critical reading, and critical writing make up the foundation of this course. Students should expect homework nightly.
Texas Woman’s University  
ENG 1013. (71): Introduction to Writing  
Fall 2016

**TWU Course Description:**
Theory and practice of written and oral exposition and research in traditional and electronic environments; rhetorical principles and organization in practice. Prerequisite: ENG 1003, passing score on or exemption from placement exam. Three lecture hours a week. Credit: Three hours. Core composition requirement.

**Student Learning Outcomes**
**Exemplary Educational Objectives; First-Year Composition Program and Course Outcomes**

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<tr>
<th>STATE CORE OBJECTIVES</th>
<th>First-Year Composition (program outcomes: all FYC courses)</th>
<th>English 1013 (&amp; 1013.S) Student Learning Outcomes</th>
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| Courses in the Communication category focus on developing ideas and expressing them clearly, considering the effect of the message, fostering understanding, and building the skills needed to communicate persuasively. | A student completing First-Year Composition should be able to write an expository essay meeting the following criteria:  
**COMMUNICATION:** Accurately paraphrases key points of two articles clearly enough that comprehension can be assessed, with overall comprehension on par with that of the authors' intended readers.  
**CRITICAL THINKING:** Clearly and accurately identifies areas of agreement and disagreement in a paired set of articles, directly comparing topically related points according to a logical plan and arriving at a supported conclusion about the wedge issue driving the debate.  
**TEAMWORK:** Fairly represents opposing perspectives in a debate, implicitly recognizing the value of considering alternative perspectives by anticipating within the essay the sorts of reactions readers might have to the student's analysis. | By the end of the term, students will …  
1. Develop active reading and critical thinking strategies through rhetorical analysis of texts and genres, using those strategies to develop effective positions in composed work. (Communication & Critical Thinking)  
2. Effectively use genre, style, and other conventions to shape discourse for purpose, occasion, and audience in papers and an expository exam. (Communication)  
3. Develop an effective process of invention, drafting, revising, and editing, to be reflected in the quality of composed work and/or pre-writing materials. (Communication)  
4. Effectively develop claims in papers and an expository exam by applying modes of expression (i.e., description, exposition,
points of view and to work effectively with others to support a shared purpose or goal

**PERSONAL RESPONSIBILITY:** Includes the ability to connect choices, actions and consequences to ethical decision-making

**PERSONAL RESPONSIBILITY:** Remains faithful to the spirit of academic integrity ethics and documentation expectations, including accuracy of quotations, clear distinctions between paraphrased and quoted material, and matching of in-text citations to an ordered list.

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<th>5. Develop broader perspectives through peer reviews and class discussion, effectively drawing on those perspectives in expository papers. (Teamwork)</th>
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<td>6. Write clear, coherent prose in papers and an expository exam, with appropriate attention to conventions of academic writing. (Communication &amp; Personal Responsibility)</td>
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**Important AP Dates:**
- **AP English Language and Composition Practice Exam:** Saturday, March 25th, at DHS from 8:00am-12:00pm (location TBA)
- **AP English Language and Composition Exam:** Wednesday, May 10th, 2017, at DHS from 8:00am-12:00pm (location TBA)
- **AP Tutorials:** Weekly tutorials will begin in February and will be held every Tuesday afternoon from 4:15-5:30 until the AP exam.

**Approved Resources:**
- Bedford St. Martin’s *The Language of Composition* (provided textbook)
- *They Say, I Say: The Moves that Matter in Academic Writing* by Gerald Graff and Cathy Birkenstein (provided supplement)
- Internet access outside of class (for accessing my website and other links I provide for the class)
- Dual Credit students will need access to Pioneer Portal (for email and registration purposes)

**AP Grading Policy:**
- **Major Summative Assessments:** 70% (essays, research projects, tests, etc.)
  - Essays are graded holistically on a 1-9 scale as established by the College Board.
- **Minor Summative Assessments:** 30% (quizzes, homework, Socratic discussion, etc.)
  - Although not all minor summative assessment work will reflect a grade in HAC, it will be used as formative assessment and students are expected to complete all work assigned.
- This class follows district and campus policies and procedures (see my website for campus grading policy details).
- **Late Work Consequences:**
  - Major summatives: first offense (documented warning); second offense (parent contact and 30-minute detention); third offense (office referral and Saturday School)
    - Starts over each semester
- Minor summatives: A 30-minute detention will be given after three minor summatives have been turned in late and/or not at all.
  - Starts over each quarter

**Classroom Rules and Procedures:**
Respect is the overriding theme of our class. I want to treat you like the adults that you are, and I want you to treat each other in the same manner. Therefore, the following guidelines will be applied to the teacher and students:

- Be prepared.
- Be punctual.
- Be polite.
- Exercise self-control.
- Be flexible.
- All cell phones will go in designated slots on wall.
- All academic disputes will be handled privately.
- Remember that fair does not always mean equal.

**Additional University/Program Information:**

- **Academic Dishonesty Statement:** Honesty in completing assignments is essential to the mission of the University and high school and to the development of the personal integrity of the student. In submitting assignments, students affirm that they have neither given nor received unauthorized assistance. Cheating, plagiarism, fabrication, or other kinds of academic dishonesty will not be tolerated and will result in appropriate sanctions (ISSC, removal from National Honor Society, etc.).

- **Turnitin Statement:** In an effort to ensure the integrity of the academic process, Texas Woman’s University and Denton High School vigorously affirm the importance of academic honesty. Therefore, in an effort to detect and prevent plagiarism, all typed papers and projects will be submitted to Turnitin to compare student work with multiple sources. Directions for enrolling in AP English III/Dual Credit on turnitin.com will be provided.

- **Disability Support Policy Statement:** Dual credit students, if you anticipate the need for reasonable accommodations to meet the requirements of this course, you must register with the office of Disability Support Services (CFO 106, 940-898-3835, dss@twu.edu) in order to obtain the required official notification of your accommodation needs.

- **Dropping this Course:** Dual credit students may drop a course without penalty before the census day of each regular semester. However, after the census date, students enrolling fall 2007 or later (at TWU or any Texas public higher education institution), are allowed only 6 unexcused drops during their undergraduate academic careers. Drops after the census day will count toward the 6-drop limit unless they are supported by timely, appropriate documentation and excused by the university review process. Drop forms are available in the Registrar’s Office and require the signature of the student, instructor, and academic advisor.
Tentative Calendar (subject to change at department discretion)

All Year
- Practice for the AP Exams (rhetorical analysis, argument, and synthesis essay; multiple choice)
- SAT Vocabulary exercises, quizzes, and tests
- Independent Reading Projects (one per semester)

First Semester

First Quarter:
- Reading (investigating tone, diction, syntax, and their effect on imagery):
  - Tim O’Brien’s *The Things They Carried*
  - Charlotte Perkins Gilman’s “The Yellow Wallpaper”
  - Nathaniel Hawthorne’s “The Minister’s Black Veil”
  - Arthur Miller’s *The Crucible*
  - Selected nonfiction
  - Fiction Independent Reading Project
- Writing:
  - Introduction to PATTR as nonfiction analysis
  - Introduction to *They Say, I Say: The Moves that Matter in Academic Writing*
  - Introduction to three AP essays: rhetorical analysis, argument, and synthesis
  - Introduction to rhetoric—rhetorical strategies, the Rhetorical Triangle, rhetorical appeals, Toulmin’s method
  - Practice AP activities
  - AP rhetorical analysis essay: prewriting, first draft, peer revision, and final draft
  - Individual writing conferences

Second Quarter:
- Reading (investigating rhetorical strategy and its effect on persuasion):
  - Edgar Allen Poe’s “Lygeia” and “The Legend of Bluebeard” with excerpts from Stephen King’s *Danse Macabre*
  - Henry David Thoreau’s *Walden* (excerpts) and “Resistance to Civil Government”
  - Selected nonfiction Revolutionary writing
  - New American poetry and CRIT analysis of poetry
- Writing:
  - AP synthesis essay: prewriting, first draft, peer revision, and final draft
  - Rhetoric: fallacies, strategies of argumentation, rhetorical analysis (of speeches)
  - Analyzing texts using SOAPSTone and PATTR
  - Improving writing strategies using *They Say, I Say: The Moves that Matter in Academic Writing*
  - Research Project (MLA sentence outline as well as rough and final drafts)
2nd Semester

➢ Third Quarter:
  o Reading (investigating satire and irony as a result of author’s purpose):
    ▪ Kate Chopin’s “The Story of an Hour,” “The Storm,” and The Awakening paired with Housekeeping Monthly article
    ▪ Mark Twain’s “Fenimore Cooper’s Literary Offenses”
    ▪ Jack London’s “To Build a Fire” or “The Law of Life”
    ▪ Excerpt from Frederick Douglass’ autobiography
    ▪ Zora Neale Hurston’s “Sweat”
    ▪ Selected nonfiction
    ▪ Nonfiction independent reading project
  o Writing:
    ▪ Practice AP activities
    ▪ AP argument essay: prewriting, first draft, peer revision, and final draft
    ▪ AP synthesis analysis essay: prewriting, first draft, peer revision, and final draft
    ▪ Individual writing conferences

➢ Fourth Quarter:
  o Reading (Investigating disillusionment and dichotomy as a reflection/result of the time period)
    ▪ Ernest Hemingway’s “A Clean Well-lighted Place” or “A Soldier’s Home”
    ▪ T.S. Eliot’s “The Hollow Men”
    ▪ F. Scott’s Fitzgerald’s The Great Gatsby
    ▪ Robinson Jeffers’ “Shine, Perishing Republic”
    ▪ Edwin Arlington Robinson’s “Richard Cory”
    ▪ Excerpts from Edgar Lee Master’s Spoon River Anthology
    ▪ Abel Meeropol’s “Strange Fruit” paired with Gwendolyn Brooke’s “We Real Cool”
    ▪ Woody Allen’s “The Kugelmass Episode” and other selected Postmodern works
    ▪ Selected nonfiction
  o Writing:
    ▪ Practice AP activities
    ▪ AP rhetorical analysis essay: prewriting, first draft, peer revision, and final draft
    ▪ AP argument essay: prewriting, first draft, peer revision, and final draft
    ▪ AP synthesis analysis essay: prewriting, first draft, peer revision, and final draft
    ▪ Writing portfolio

*All assignments are tied to the AP standards (which can be found on my website) for the Language and Composition course.