



AP Language and Composition and Dual Credit English III 2018-19

Instructor: Dr. Darby Dyer

E-mail address: ddyer@dentonisd.org and ddyer1@twu.edu

Conference Period: 4A (1:40-3:10) and 3B (11:25-1:35)

Room: 149

Phone: 940-369-2108

Tutorials: Tuesdays and Thursdays 4:15-5:00

Additional tutorials by appointment

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.

AP 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.

Important AP Dates:

- **AP English Language and Composition Practice Exam(s):** Information will be provided.
- **AP English Language and Composition Exam:** Wednesday, May 15th, 2019, at DHS from 7:45 a.m. - 12:00 p.m. (location TBA)
- **AP Tutorials:** Weekly tutorials will begin in January and will be held every Tuesday afternoon from 4:15-5:30 until the AP exam. Students who cannot attend Tuesday AP tutorials can report to Solomon's Wednesday tutorials, at the same time, in room 147.

Texas Woman's University
ENG 1013.71: Composition I
Fall 2018

Course Description:

Theory and practice of written and oral exposition and research in traditional and electronic environments; rhetorical principles and organization in practice. Prerequisites: ENG 1003 or a passing score on, or exemption from, placement exam. Three lecture hours a week. Credit: Three hours.

Student Learning Outcomes:

ENGLISH 1013	
STATE CORE OBJECTIVES	English 1013 Student Learning Outcomes
<p>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.</p> <p>Courses involve the command of oral, aural, written, and visual literacy skills that enable people to exchange messages appropriate to the subject, occasion, and audience.</p> <p>COMMUNICATION: Includes effective development, interpretation and expression of ideas through written, oral and visual communication</p> <p>CRITICAL THINKING: Includes creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information</p> <p>TEAMWORK: Includes the ability to consider different points of view and to work effectively with others to support a shared purpose or goal</p> <p>PERSONAL RESPONSIBILITY: Includes the ability to connect choices, actions and consequences to ethical decision-making</p>	<p>By the end of the term, students will ...</p> <ol style="list-style-type: none"> 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, narration) as part of the rhetorical event. (Critical Thinking) 5. Develop broader perspectives through peer reviews and class discussion, effectively drawing on those perspectives in expository papers. (Teamwork) 6. Write clear, coherent prose in papers and an expository exam, with appropriate attention to conventions of academic writing. (Communication & Personal Responsibility)

Approved Resources:

- Bedford St. Martin's *The Language of Composition* (provided textbook)
- *Everyone's An Author* by Andrea Lunsford; *They Say, I Say: The Moves that Matter in Academic Writing* by Gerald Graff and Cathy Birkenstein (provided supplements)
- Internet access outside of class (for accessing my website and other online resources)
- Dual Credit students will need access to Pioneer Portal (for email and registration purposes)

Grading Policy:

- **Major Summative Assessments: 70%** (timed writings, reading projects, research paper, tests, etc.)
 - Timed writings are graded holistically on a 1-9 scale as established by the College Board.
- **Minor Summative Assessments: 30%** (quizzes, homework, Socratic discussions, etc.)
- This class follows Denton ISD policies and procedures (see my website for district grading policy details).
- Dual Credit students will receive a letter grade each semester at TWU (accessible through Pioneer Portal) and a numerical grade at DHS.

Classroom Rules and Procedures:

Respect is the overriding theme of our class. I want to treat you like the adults that you are becoming, 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.

Supplies:

- Pens (black or blue) and pencils
- Paper
- Binder
- Highlighters
- Sticky notes
- Index cards

Additional Course 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 and that they have abided by all other provisions of the Code of Conduct in the TWU Student Handbook. Cheating, plagiarism, fabrication, or other kinds of academic dishonesty will not be tolerated and will result in appropriate sanctions (removal from advanced course, ISSC, removal from National Honor Society, etc.). The TWU library link, "Avoiding Plagiarism," will aid students in completing their assignments with integrity.
- **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.com 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.
- ***TWU Attendance Policy:*** Consistent attendance is vital to academic success and is expected of all students. Grades are determined by academic performance, and instructors may give students written notice that attendance related to specific classroom activities is required. Absences do not exempt students from academic requirements. Excessive absences, even if documented, may result in a student's failing the course. Excused absences are within the purview of the instructor. Students must consult with instructors regarding make-up work.
- ***Dropping this Course:*** Students may not drop an advanced course within 4 weeks of the beginning of the semester. Upon drop request and before the course can be dropped, a meeting is required between the parent, student, and teacher to determine the best course of action. Current earned scores are forwarded to the new teacher. 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 quizzes and tests
- Independent reading projects (one per semester)
- Current event research for argument essay development

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"
 - 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
 - Rhetorical analysis timed writing
 - Argument timed writing

➤Second Quarter:

- Reading (investigating rhetorical strategy and its effect on persuasion):
 - Edgar Allan Poe's "Lygeia" with excerpts from Stephen King's *Danse Macabre*
 - William Faulkner's "A Rose for Emily"
 - Selected nonfiction Revolutionary writing
- Writing:
 - Synthesis timed writing
 - 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* and *Everyone's An Author*
 - Research paper (MLA sentence outline as well as rough and final drafts)
 - Peer review
 - Writing folder
 - Revision portfolio (Dual Credit students only)

2nd Semester

➤ Third Quarter:

- 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
- Writing:
 - Argument timed writing
 - Synthesis timed writing

➤ Fourth Quarter:

- 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"
 - F. Scott's Fitzgerald's *The Great Gatsby*
 - T.S. Eliot's "The Hollow Men"
 - Harlem Renaissance poetry with CRIT analysis
 - Woody Allen's "The Kugelmass Episode" and other selected Postmodern works
 - Selected nonfiction
- Writing:
 - Rhetorical analysis timed writing
 - Synthesis timed writing
 - Argument timed writing
 - Improving writing strategies using *Everyone's An Author*
 - Peer review
 - Writing folder
 - Revision portfolio (Dual Credit students only)

*All assignments are aligned with the College Board standards (which can be found on my website) for the Language and Composition course.