



AP Language and Composition and Dual Credit English III 2019-20

Instructor: Dr. Darby Dyer

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Conference Period: 5th block (3:15-4:10)

Room: 149

Phone: 940-369-2108

Tutorials: Tuesdays 8:00-8:45 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.

Texas Woman's University
ENG 1013.71: Composition I
Fall 2019

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)

Important AP Dates:

- **AP English Language and Composition Practice Exam(s):** TBA
- **AP English Language and Composition Exam:** Wednesday, May 13th, 2020, 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.

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)
- *Everyone's an Author* by Andrea Lunsford, et. al (provided supplement)
- Internet access outside of class (for accessing my school website and Google Classroom)
- 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 analytically where a total of 6 points can be earned as established by the College Board.
- **Minor Summative Assessments: 30%** (quizzes, homework, Socratic discussions, etc.)
- **Late Work Consequences:**
 - Late work parent signature form must be printed off from my website, signed, and turned in for ANY late assignment.
- This class follows district and campus policies and procedures (see my website for campus grading policy details).

Classroom Rules and Procedures:

Respect is the overriding rule of our class. I want to treat you like the adults 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 the designated slots on the 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 (Saturday School, ISSC, removal from National Honor Society, etc.).
- ***Plagiarism Checker:*** 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 a plagiarism checker (Unicheck) through Google Classroom to compare student work with multiple sources.
- ***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 teacher 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)

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 *Everyone's An Author*
 - Introduction to three AP essays: rhetorical analysis, argument, and synthesis
 - Introduction to rhetoric—rhetorical strategies, rhetorical situation, the Rhetorical Triangle, rhetorical appeals, Toulmin's method
 - Rhetorical analysis timed writing
 - Individual writing conferences

➤Second Quarter:

- Reading (investigating rhetorical strategy and its effect on persuasion):
 - Edgar Allen Poe's "Lygeia" and William Faulkner's "A Rose for Emily" with excerpts from Stephen King's *Danse Macabre*
 - Selected nonfiction Revolutionary writing
- Writing:
 - Argument timed 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)
 - Individual writing conferences
 - Peer reviews
 - Writing portfolio

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
 - Individual writing conferences

➤ 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
 - Woody Allen's "The Kugelmass Episode" and other selected Postmodern works
 - Selected nonfiction
- Writing:
 - Rhetorical analysis timed writing
 - Synthesis timed writing
 - Argument timed writing
 - Individual writing conferences
 - Peer reviews
 - Writing portfolio

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