

AP Language and Composition Syllabus

Reynolds High School 2024-25

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OFFICE HOURS—Tuesday - Thursday 3:45—4:30 PM or prearranged before school or during lunch

Course Description: Length: 1 Year (2 Semesters)

The AP English Language and Composition course 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.

Major Concepts/Content: This course is intended to strengthen the basic academic skills students need to perform confidently and effectively in courses across the curriculum. The course introduces students to the literacy expectations of higher education by cultivating essential academic skills such as critical inquiry, deliberation, argument, reading, **WRITING**, listening, and speaking. Few colleges and universities regard completion of this entry-level course as the endpoint of students' English language education; subsequent courses in general and specialized curricula should continue building and reflecting the skills students practice in their rhetoric and composition courses.

Recommended Materials for Class (Chromebook and Internet are required.)

1. Notebook devoted to AP Language and Composition
2. Pencils, Pens, Highlighter
3. Computer with internet access
4. Two pocket plastic portfolio folder with prongs to hold papers in place
5. Small Post-it notes for taking notes in text

Grading

Percentage of Grade Points

Projects & Summative Writing and Presentations: 75%

Daily Work & Weekly Formative Assignments: 25%

Assessments:

Formative Assessment: Homework, class discussions, and any other daily activities/assignments that promote skill development will receive constructive feedback (from verbal to written) These will comprise 25% of your grade each quarter.

Mastery Assessment: Essays, projects, and timed writings will be the base of the mastery score in this class. You will be given a clear due date for every mastery assessment in this class. The dates will be posted online and in the classroom. Types of assessments will include:

- Process Essays: These in-depth essays will include several drafts, revisions, feedback, and a submission of the best draft. *Students will be able to revise their best drafts to earn a better score*
- Timed Writing: Each quarter will conclude with a timed writing that will focus on the skills that were the target focus.

Scoring breakdown: Rubric will be given for all Summative assessments

Letter Grade Descriptions

Grade Percentage	Scale Grading	Letter Grade	Description
90-100	4	A	The student fully understands the content and the course objectives have been mastered.
80-89	3	B	The student understands the content and course objectives at an above average level.
70-79	2	C	The student understands the course content and course objectives at an average level.
69-69	1	D	The student understands the course content at a below average level and a minimum of course objectives are met.
50-59	0	F	The student has not met a sufficient number of course objectives to pass a minimum level and receives no credit.

Major units of study

Note: The scope and sequence is not set in stone and is subject to change depending on possible school closures or unforeseen circumstances. Should something change, we will move forward and be flexible.

Quarter One	9 Weeks
Rhetorical Reading and Analysis Focus: Rhetorical Situation	Out of Class Reading: "Metamorphosis" "Grapes of Wrath" (Summer reading) Texts: <i>The Language of Composition</i> <i>The Writer's Practice</i> Various Handouts
Formative Assessments: Homework and Participation AP Classroom: <ul style="list-style-type: none"> Personal Progress Checks Question Bank: Rhetorical Analysis Timed RA essays MC Analysis practice	Resources: <ul style="list-style-type: none"> Rhetorical Reading Strategies
Mastery Assessments: Graded A-F using College Board AP benchmark language: 70% of Q1 Grade <ul style="list-style-type: none"> Process Rhetorical Analysis Essay Prompt Release: Sept 14/15 Best draft due: Oct 15 Revision Deadline: 11/6 Timed RA Essay o November 6/7 	Additional Resources: AP Daily Eng Lang YouTube Page AP Central Eng Lang & Comp Page
Quarter Two	9 Weeks

Exigence and Invention Focus: Argument	Texts: <i>They Say, I Say The Writer's Practice</i> Various Handouts
Formative Assessments Homework and Participation AP Classroom: <ul style="list-style-type: none"> • Personal Progress Checks • Question Bank: Rhetorical Analysis 	
<ul style="list-style-type: none"> ○ Timed RA essays ○ MC Analysis practice 	
Mastery Assessments: Graded A-F using College Board AP benchmark language: 70% of Q2 Grade <ul style="list-style-type: none"> • Process Argument Essay • Timed Argument Essay 	
SECOND SEMESTER	
Quarter Three	9 Weeks (Subject to Change)
Focus: Synthesis	<i>The Language of Composition</i>
Quarter Four	TBD- Based on Exam Day
Value of Rhetoric Practice and Publication	Exam Practice Exam Date: May 15 th , 2025 (Thursday) Post Exam Research Project
More information about Q3 and Q4 will be available closer to the second semester.	

Community Expectations

- MUTUAL RESPECT:** Respect goes two ways: from student to community, from community to student. This means the student respects their classmates, teacher, classroom, the day's lesson, and self. At the same time, the community shows respect to each student and their opportunity to learn. I trust students are doing their own work and following the day's lesson as best as they can. Furthermore, I respect each student's voice and invite contributions to the day's lesson.
All members of the learning community will refrain from personal attacks and any form of bullying. During class presentation, break-out groups, and independent work time students are expected to put in 100% effort to be courteous and learn from their teacher and classmates. I, in turn, learn from my students.
- RESPONSIBLE COMMUNICATION:** Students have a shared responsibility, along with myself, to build a positive and collaborative community. Each student is expected to be actively **ENGAGED** in listening, reading, writing, and speaking each day. Whether the speaker is me or a classmate, pay attention and be kind. If absent, that student is responsible for making up missing work by checking the electronic folders in Schoology or the file cabinet in class for the missing work and asking questions.
- Growth Mindset:** Students are not expected to be perfect, only to be actively working toward growth throughout the school year. Being flexible with each other is as important as pulling our own weight. As part of this expectation, **students may revise and resubmit any score they are dissatisfied with until the**

deadline at the end of each semester. If a student would like to rework a mastery assignment past the semester deadline, I will be happy to meet with them one on one to discuss options.

4. **ORGANIZATION:** You are responsible for writing in your planner, bringing your *charged computer* and all materials to class including all handouts and documents I have given you.
5. **Handbook and Schoolwide Expectations:** Students must follow the rules and expectations in the Student Handbook. There are no expectations. This includes:
 - Being **PUNCTUAL** and attending class.
 - Following the classroom policy of putting phones away when they enter the room. Which means that phones should be in their bags unless specifically told they may have them out.If you have any questions about the Student Handbook, please read through them together to fully understand school wide policy and expectations.
6. Please note that plagiarism is unacceptable in this course. Students are supposed to submit work that is entirely their own work and thoughts. **If a student plagiarized any part of their work, that assignment will not be graded, without an option to rework the assignment. This includes Mastery assignments.** Plagiarism includes copying other students' work. Because it is virtually impossible for me to know which student did the original work, both students will receive a "0" grade. I will notify the parent/guardians of the student. Plagiarism also includes submitting work created by Artificial Intelligence.
7. **Statement of Controversy:** According to the CollegeBoard course description: *students will engage in civil discourse about issues that might, from particular social, historical or cultural viewpoints, be considered controversial including references to ethnicities, nationalities, religions, races, dialects, gender, or class, may be addressed in texts that are appropriate for the AP English Language and Composition course. Fair representation of issues and peoples may occasionally include controversial material. Since AP students have chosen a program that directly involves them in college level work, participation in this course depends on a level of maturity consistent with the age of high school students who have engaged in thoughtful analyses of a variety of texts*

Work Submission and Late Work

In general, most student work needs to be submitted to me in my hand and in person. There are few exceptions to this, and I will make that notation on the handouts for the assignment. I have created files in Schoology for looking at missing work. There is a file cabinet in the classroom for students to access any handouts and work that students have missed. Students expected to be **PUNCTUAL** with turning in their assignments and are responsible for meeting deadlines.

I will accept all late work in the quarter that it is given, so each quarter will have a hard deadline. I ask students to communicate via email in a timely manner to guarantee late work is counted.

All late work will follow the following grading scale:

One day to One week late: **Highest Score Possible:** B

Two weeks late: **Highest Score Possible:** C

Three weeks late: **Highest Score Possible:** D

Four weeks or more: **Highest Score Possible:** F (59%)

What if I'm absent? : If you are absent for a timed writing or any in class Mastery task, you will be expected to make it up the next day you are in class or during a makeup session that can be after school and during lunch. Students will have **two days** after they return to make up this work.

Syllabus Review

After reviewing and discussing your AP Language and Composition with your parents or guardians, please complete the following information and turn this paper in to Ms. Pereira by September 20th.

Parent/Guardian: *I have read, understand, and agree that my students will abide by the course syllabus and expectations AP Language and Composition.*

Parent signature: _____

Parent's printed name: _____

Date: _____

Best way to contact you (if by phone please list the number) _____

Student: *I have read, understand, and agree to abide by the course syllabus and expectations for AP Language and Composition* In addition, I understand that ultimately, I am in charge of my own learning and education, and therefore will put great effort toward being the most responsible and successful student I can be.

Student signature: _____

Student's printed name: _____

Date: _____