

# AP Language and Composition Syllabus

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## AP English Language and Composition Course Overview:

An AP English Language and Composition course cultivates the reading and writing skills that students need for college success and for intellectually responsible civic engagement. The course guides students in becoming curious, critical, and responsive readers of diverse texts and becoming flexible, reflective writers of texts addressed to diverse audiences for diverse purposes. The reading and writing students do in the course should deepen and expand their understanding of how written language functions rhetorically: to communicate writers' intentions and elicit readers' responses in particular situations. (*2019 The College Board*).

## AP Course Goals:

*According to the guidelines promoted by The College Board, students should be able to do the following upon completion of this course:*

- analyze and interpret samples of good writing, identifying and explaining an author's use of rhetorical strategies and techniques;
- apply effective strategies and techniques in their own writing;
- create and sustain arguments based on readings, research and/or personal experience;
- produce expository, analytical and argumentative compositions that introduce a complex central idea and develop it with appropriate evidence drawn from primary and/or secondary sources, cogent explanations, and clear transitions;
- demonstrate understanding and mastery of standard written English as well as stylistic maturity in their writings;
- demonstrate understanding of the conventions of citing primary and secondary sources;
- move effectively through the stages of the writing process, with careful attention to inquiry and research, drafting, revising, editing, and review;
- analyze image as text
- evaluate and incorporate reference documents into researched papers.

*(For a complete description of the AP Composition course and the exam, visit <http://apcentral.collegeboard.com/apc/public/courses/descriptions/index.html>).*

### **English III Overview:**

In addition to the AP English Language and Composition objectives, this course will cover English III Common Core standards as adopted by the state of North Carolina. English III is an in-depth study of U.S. literature and literary nonfiction, especially foundational works and documents from the 17<sup>th</sup> century through the early 20<sup>th</sup> century, with at least one Shakespearean play included in the curriculum. Students in English III analyze U.S. literature as it reflects social perspective and historical significance by continuing to use language for expressive, expository, argumentative, and literary purposes. The emphasis on English III is critical analysis of texts through reading, writing, speaking, listening, and visual media. In addition, students will:

- relate the experiences of those representing other cultures and time periods in U.S. history to their own;
- research the diversity of American experience;
- examine relationships between past and present;
- build increasing sophistication in defining issues and using argument effectively;
- create products and presentations which maintain standard conventions of written and oral language;
- demonstrate increasing insight and reflection to print and non-print text through personal expression;
- inform an audience by using a variety of media to research and explain insights into language and culture;
- examine argumentation and develop informed opinions;
- critically analyze text to gain meaning, develop thematic connections, and synthesize ideas;
- interpret and evaluate representative texts to deepen understanding of literature of the United States; and
- apply conventions of grammar and language usage.

*(For more information regarding Common Core standards and objectives, refer to <http://www.dpi.state.nc.us/curriculum/languagearts/scos/2004/>).*

### **Class Features:**

The English III/AP English Language class requires students to acquire and use a rich vocabulary, to appropriately use Standard English grammar, and to understand the importance of diction, syntax, and other rhetorical strategies in an author's style. Therefore, students are expected to develop the following through reading, discussion, and writing assignments:

- daily outside reading
- weekly vocabulary study and application, comprised of words from central chosen texts, terms and strategies from studies of rhetoric, argument, and synthesis writing, and ACT/SAT suggested words
- a study of grammar and sentence structure, including the proper use of subordination and coordination
- quick and timed writes, which are self-, peer-, and teacher-scored
- through teacher instruction and feedback, offered both before and after students draft and revise an assigned work, to create a development of logical organization, enhanced by techniques such as rhetorical structures, graphic organizers, and work on repetition, transitions, and emphasis
- assisted by teacher instruction and feedback, a developing use of rhetoric in their writing, with focus on controlling tone and voice, and achieving appropriate emphasis through diction and sentence structure

- a balance of generalization and specific illustrative detail in writing and a wide-ranging vocabulary used appropriately and effectively, aided by teacher feedback and instruction provided both before and after student revision
- student-teacher writing conferences, scheduled at specified dates by teacher throughout the school year and upon student request
- polished essays demonstrating proof of the revision process
- sample AP essay writing exercises, along with multiple choice exercises assessing rhetorical skills
- frequent class discussions and high-level Socratic seminars
- small group and interactive writing exercises, fueled by peer- and teacher-assisted instruction
- intensive journaling, focusing on the specific skills being taught during each unit
- response journal writings from teacher-selected prompts
- analysis of multi-media productions and presentations
- analysis of film and other visual text studies.

**Writing:** Students will write frequently and extensively throughout this course. They will be expected to write critically, employing original thinking. Through the writing process, students will learn to expand and use academic diction, increase clarity, effectively use rhetorical strategies, and craft a thesis. Students will write argumentative and synthesis essays, literary and rhetorical analysis essays, personal narratives, expository essays, and a research paper requiring five or more sources at a length of 5-7 pages.

**Formal Essays:** Students will be required throughout the course to complete a variety of revisions that culminate into final, formal essays. The revision and editing process must accompany each final draft for full credit. All formal essays will require peer edits and teacher conferencing before final product submission. Formal essays will be scored using the 6-point AP English Language rubric used by The College Board.

**In-Class Timed Essays:** Students will be required to write in-class timed essays to AP style prompts. Each essay will be peer-, self-, and/or teacher-scored.

**Synthesis/Inquiry Writing:** Students will be required to choose appropriate topics, gather reputable sources, and create a multi-media presentation, speech, and/or writing. The project will be evaluated based on peer-, self-, and/or teacher assessment.

**AP Exam Preparation:** Students will work with sample multiple-choice passages from released tests and other sources. This work will be completed independently, in small groups, and as a class as students become familiar with the AP Language testing format. Students will also review, evaluate, and score sample essays from released AP tests.

**Journaling:** Students will be required to keep a journal for use inside and outside of class. The journal will be used for personal writing as well as a practice of rhetorical analysis, timed prompt responses, critical analysis, argumentative and synthesis writing, vocabulary study, and Cornell note-taking, all dictated by the unit and the goals and objectives of that particular study.

**Visual Images, Film:** After initial instruction on how graphics and visual images both relate to written texts and serve as alternative forms of text themselves, students will be asked to analyze a variety of graphics, ads, photos, paintings, film clips, etc., that tie in to similar written texts offered in each unit.

### **Grading Components:**

**60%:** Major writings, presentations, speeches, and comprehensive summative tests, assessing the skills learned at the conclusion of each unit, as well as the research paper required for English III

**40%:** Class work and homework, including journaling, essay writing and analysis, and rhetorical multiple-choice exercises, quizzes, which includes vocabulary and grammar assessments, as well as reading comprehension checks, and participation, primarily focused on student involvement in class- or small group- oriented discussions and activities, as well as proper behavior and attention during in-class instruction

### **Late Work and Academic Dishonesty:**

It is the student's responsibility to know when assignments are due and to complete the work on time; no late work will ever earn full credit. Deadlines will be strictly enforced. Academic dishonesty and/or plagiarism on an assignment earn a zero and a parental contact. A second offense results in office referral, and additional offenses could result in course failure.

### **Materials Needed:**

- Multi-subject spiral or composition notebook, used for in-class work and homework, and brought to class daily
- 3-ring binder
- Divider tabs
- Pencils, Ink pens (black only for writing, although another color may be designated for each group for editing purposes)
- Highlighters (several colors, for annotating and editing purposes)
- Other materials to later be designated for required projects
- Suggested – a copy of the unit anchor texts

### **Classroom Expectations:**

- For this college-level class, students should be committed to spending three to five hours on homework each week.
- Students will be responsible for reading anchor texts outside of class, taking appropriate notes, answering assigned questions, and preparing for class discussions and comprehension assessments by the specified dates.
- Students should be to class on time, respectful of teacher, peers, and classroom property, and ready to participate.
- Primary texts, current works being studied, notebook, handouts, and pen/pencil should be brought to class daily unless otherwise instructed.
- Deadlines will be strictly enforced. Unless otherwise approved, no late work will receive full credit, and arrangements to turn in any work past the scheduled deadline must be orchestrated through the teacher.
- Discussion and collaboration are essential elements in this class. Cooperation and participation will be graded like other more tangible assignments, with teacher feedback given to those who aren't meeting expectations.

## Textbooks and Resources Used And/or Provided By the Teacher:

- AP Classroom
- *The American Experience*. Penguin Edition. Prentice Hall. 2006.
- Shea, Renee, Lawrence Scanlon and Robin Dissin Aufses. *The Language of Composition: Reading, Writing, Rhetoric*. Boston: Bedford/St. Martin's. Third Edition. 2018.
- \*McCuen-Metherell, Jo Ray and Anthony C. Winkler. *Reading for Writers*. 15<sup>th</sup> Edition. Boston: Cengage Learning. 2016.
- \*Hacker, Diana and Nancy Sommers. *Rules for Writers*. Seventh Edition. Boston: Bedford/St. Martin's. 2012.
- \*Kolln, Martha and Loretta Gray. *Rhetorical Grammar: Grammatical Choices, Rhetorical Effects*. Seventh Edition. New Jersey: Prentice Hall. 2013.
- \*Swovelin, Barbara V. *CliffsNotes: AP English Language and Composition*. 4<sup>th</sup> Edition. New York: Houghton Mifflin Harcourt. 2012.
- Dean, Nancy. *Voice Lessons: Classroom Activities to Teach Diction, Detail, Imagery, Syntax, and Tone*. Montana: Maupin House Publishing. 2000.

## 2023-24 Class Overview

The English III/AP Language and Composition class will be divided into three primary sections revolving around rhetorical analysis, argumentation, and synthesis writing. English III will be featured in the first two sessions, culminating in a MLA research paper that will be completed during the latter stages of the second session. Following is an overview that outlines the emphasis of each section of AP English, providing the basis for a pacing timeline that allows for adequate coverage of the extensive amount of curriculum that makes up the English III/AP Language and Composition class.

### Unit 1: Introduction to AP Language and Rhetorical Analysis

**Anchor Texts:** *The Crucible* by Arthur Miller

#### **Topics and Process:**

#### **Classroom Norms Overview and Pre-Assessments**

- Introduction to AP Language and Composition, classroom expectations, and icebreaker
- Introduction to AP Language Exam, including both the multiple choice and free-response questions sections, and the course structure to reach intended goals
- Introduction to AP Classroom and its role in reaching intended goals
- An AP Exam Pre-Assessment for grammar, multiple choice questions, and free response writing used solely for data gathering purposes to assess where students' skills need review, remediation, or extension
- Introduction to Book Talk Project
- Introduction to What's Up? Wednesdays

#### **The Rhetorical Situation**

**Skill 1.A: Identifying the Components of the Rhetorical Situation**

**Skill 3.B: Identify the Thesis of an Argument and Any Indication of Its Structure**

**Skill 1.B: Analyzing How an Author's Argument Understands an Audience's Beliefs, Values, or Needs**

- Introduction to Rhetorical Terms Vocabulary Unit with timeline, with formative assessments over the following five weeks to address various literacy terms
- Examination and modeling of the Rhetorical Situation analysis strategies
- Rhetorical Situations visual and activity with group and teacher-led discussions
- Annotation and Rhetorical Situation analysis of “Lou Gehrig Farewell Speech,” and Taylor Swift’s Midnight album release announcement followed by group and teacher-led discussions

### **The Rhetorical Appeals and Writing a Thesis**

**Skill 3.A: Identify and Explain Claims and Evidence within an Argument**

**Skill 3.B: Identify the Thesis of an Argument and Any Indication of Its Structure**

**Skill 2.B: Demonstrate an Understanding of an Audience’s Beliefs, Values, or Needs**

**Skill 4.B: Write a Thesis That Requires a Defense and May Preview an Argument’s Structure**

- Introduction to Rhetorical Appeals: Logos, Ethos, and Pathos
- Identifying Rhetorical Appeals in visual and commercial products
- Introduction to Thesis Formation for Rhetorical Analysis Essay, annotation of “Bush 9/11 Speech” to identify logos, ethos, and pathos, Students practice writing thesis statements
- Identifying Rhetorical Appeals in historical speeches and formative assessment of thesis writing

### **The Rhetorical Modes**

**Skill 3.A: Identify and Explain Claims and Evidence within an Argument**

- Introduction to Rhetorical Modes: Groups of two to three students are responsible for researching, studying, and teaching the elements of one rhetorical mode

### **The Rhetorical Analysis Essay**

**Skill 4.A: Develop Paragraphs Comprised of Claim and Supporting Evidence**

**Skill 4.B: Write a Thesis That Requires a Defense and May Preview an Argument’s Structure**

**Skill 6.A: Develop a Line of Reasoning That Explains It Throughout an Argument**

**Skill 6.B: Use transitional elements to guide the reader through the line of reasoning of an argument.**

**Skill 6.C: Use appropriate methods of development to advance an argument**

**Skill: 7.A: Explain how word choice, comparisons, and syntax contribute to the specific tone or style of a text**

**Skill: 7.B: Explain how writers create, combine, and place independent and dependent clauses to show relationships between and among ideas**

**Skill: 7.C: Explain how grammar and mechanics contribute to the clarity and effectiveness of an argument**

**Skill: 8.A: Strategically use words, comparisons, and syntax to convey a specific tone or style in an argument**

**Skill: 8.B: Write sentences that clearly convey ideas and arguments**

**Skill: 8.C: Use established conventions of grammar and mechanics to communicate clearly and effectively**

- AP Classroom Unit 1 MCQ Progress Check (by computer) and FRQ (by paper)
- Introduction to Tone, accompanied by role-playing exercise with students reading script, utilizing different tones
- Practice writing thesis statements on visual texts utilizing new tone words
- Introduction to Tone Words Vocabulary Unit with timeline, highlighted by formative assessments over the following five weeks
- Practice PSAT Reading and Grammar tests for upcoming school-sponsored assessments
- Introduction to Rhetorical Analysis Essay Scoring Rubric with Expository Rubric Project
- Introduction to Body Paragraph formation for Rhetorical Analysis Essay through sample body paragraphs on all scoring levels. Students will read, discuss, and score.
- Students will present their Book Talk Projects

- AP Classroom Unit 2 MCQ Progress Check (by computer)
- Introduction to *The Crucible* with historical context discussion and documentary “McCarthyism”
- Students read, annotate, analyze rhetorical situation of, analyze style of, create thesis statements, and write analysis paragraph on Jonathan Edwards’s sermon “Sinners in the Hands of an Angry God” and “Anti-Communism in the 1950’s”
- Students read, annotate, analyze rhetorical situation of, analyze style of, create thesis statements, and write analysis paragraphs on each act of *The Crucible*.
- In preparation for writing entire Rhetorical Analysis Essays, students annotate, SOAPSTone, write thesis statements, outline essay with chosen devices, and choose evidence for rhetorical analysis essay for the text “Why I Wrote *The Crucible*,” by Arthur Miller
- In groups, students discuss and critique choices made, followed by teacher-led classroom discussion and modeling
- AP Classroom Unit 3 MCQ Progress Check (by computer) and FRQ (by paper)
- Students write timed Rhetorical Analysis #1, Question No. 2 from the 2022 AP Exam

## **Unit 2: Rhetorical Analysis Assessments and Introduction to Argumentation**

**Anchor Texts:** *Of Mice and Men* by John Steinbeck

### **Topics and Process:**

**Argumentation vs Persuasion and the Argument Essay**

**Skill: 1.A: Identifying the Components of the Rhetorical Situation**

**Skill: 1.B: Analyzing How an Author’s Argument Understands an Audience’s Beliefs, Values, or Needs**

**Skill: 3.A: Identify and Explain Claims and Evidence within an Argument**

**Skill: 3.B: Identify the Thesis of an Argument and Any Indication of Its Structure**

**Skill: 5.A: Describe the line of reasoning and explain whether it supports an argument’s overarching thesis**

**Skill: 5.B: Explain how the organization of a text creates unity and coherence and reflects a line of reasoning**

**Skill: 5.C: Recognize and explain the use of methods of development to accomplish a purpose**

**Skill: 7.A: Explain how word choice, comparisons, and syntax contribute to the specific tone or style of a text**

**Skill: 7.B: Explain how writers create, combine, and place independent and dependent clauses to show relationships between and among ideas**

**Skill: 7.C: Explain how grammar and mechanics contribute to the clarity and effectiveness of an argument**

**Skill: 8.A: Strategically use words, comparisons, and syntax to convey a specific tone or style in an argument**

**Skill: 8.B: Write sentences that clearly convey ideas and arguments**

**Skill: 8.C: Use established conventions of grammar and mechanics to communicate clearly and effectively**

- Timed Rhetorical Analysis Essay Assessments will continue through this unit. Students will receive thorough feedback after each assessment.
- Reading Quizzes centered around anchor text throughout the unit to enhance reading, vocabulary, plot structuring, analytical, and high-level critical-thinking skills (students will read and do in-depth and critical analysis of anchor text over the course of the school year, with daily reading making the students responsible for content in classroom exercises, discussions, and assessments)
- Introduce Argumentation, including an overview of the Argument Essay with sample prompts, the similarities and differences with Rhetorical Analysis, the contrast between argument and persuasion, and a review of the rhetorical appeals and the importance of logos to argumentation

- Students will participate in rhetorical question situations where they will be asked to argue their position
- Distribute handout with words all linked to argumentation, with students' responsibility to compose working definitions for them as the unit progresses
- Using handout and teacher lecture as springboard, students discuss properties of deductive reasoning and syllogisms and practice determining whether given samples are valid and/or sound
- Students participate in interactive exercise, moving to different corners of the room according to whether they feel the given sample is valid and/or sound; in those corners, students discuss why they have chosen that response and are given opportunity to change choices
- Students write their own syllogisms on topics of their choice and then have another classmate check it for accuracy
- Students will participate in a March Madness team tournament where they will be required to present valid and sound arguments in order to gain votes for their teams as an assessment of their learning of deductive reasoning.
- Using handout and teacher lecture as springboard, students discuss properties of inductive reasoning
- After having students research and collaborate on an inductive argument together, each student must compose his or her own and have a classmate check it for accuracy
- AP Classroom Unit 4 MCQ Progress Check (by computer)
- Students will be introduced to logical fallacies through notes and academic discussion.
- Working in groups, students are given a list of logical fallacies that they will be responsible for teaching the rest of the class.
- Students participate in interactive exercises and various practices in order to practice with logical fallacies in depth
- Students take Practice Logical Fallacies Assessment, followed by classroom discussion and targeted review
- Through handouts, lecture, and modeling, students are introduced to the Classical Aristotelian Model of Argumentation
- Using the text "Bilingualism in America: English Should be the Official Language," by S. I. Hayakawa, students annotate, identifying the author's claims and concessions/refutations
- Students will then create an Aristotelian Outline for the article. Afterwards, students write a concession/refutation that could be included in that essay; these paragraphs are then exchanged with other students for editing and feedback
- In groups, students will compare and contrast the Argument rubric with the Rhetorical Analysis Rubric. Students will then analyze 3 student samples and score them appropriately, adhering to the College Board Argument Essay Rubric.
- Students will be given a list of prompts to write their first Argument essay, utilizing the Aristotelian Argument structure.
- Student groups exchange Aristotelian Arguments with 3 other groups and receive feedback, followed by teacher-led time of discussion and questions
- Students will play a round of Superfight to continue to practice their argument skills.
- Students will be given a list of prompts to write their second Argument essay, utilizing the Aristotelian Argument structure.
- Student groups exchange Aristotelian Arguments with 3 other groups and receive feedback, followed by teacher-led time of discussion and questions
- Students will play a second round of Superfight to continue to practice their argument skills.
- AP Classroom Unit 5 MCQ Progress Check (by computer)
- Students write timed Argument Essay #1, Question No. 3 from the 2022 AP Exam

## Unit 3: Argumentation Essay Assessments and Introduction to Synthesis

### Topics and Process

#### Synthesizing Sources

Skill: 1.A: Identifying the Components of the Rhetorical Situation

Skill: 1.B: Analyzing How an Author's Argument Understands an Audience's Beliefs, Values, or Needs

Skill: 2.A: Write introductions and conclusions appropriate to the purpose and context of the rhetorical situation.

Skill: 2.B: Demonstrate an understanding of an audience's beliefs, values, or needs.

Skill: 3.A: Identify and Explain Claims and Evidence within an Argument

Skill: 3.B: Identify the Thesis of an Argument and Any Indication of Its Structure

Skill: 4.A: Develop a paragraph that includes a claim and evidence supporting the claim

Skill: 4.B: Write a thesis statement that requires proof or defense and that may preview the structure of the argument

Skill: 4.C: Qualify a claim using modifiers, counterarguments, or alternative perspectives

Skill: 5.A: Describe the line of reasoning and explain whether it supports an argument's overarching thesis

Skill: 5.B: Explain how the organization of a text creates unity and coherence and reflects a line of reasoning

Skill: 5.C: Recognize and explain the use of methods of development to accomplish a purpose

Skill: 6.A: Develop a line of reasoning and commentary that explains it throughout an argument.

Skill: 6.B: Use transitional elements to guide the reader through the line of reasoning of an argument.

Skill: 6.C: Use appropriate methods of development to advance an argument.

Skill: 7.A: Explain how word choice, comparisons, and syntax contribute to the specific tone or style of a text

Skill: 7.B: Explain how writers create, combine, and place independent and dependent clauses to show relationships between and among ideas

Skill: 7.C: Explain how grammar and mechanics contribute to the clarity and effectiveness of an argument

Skill: 8.A: Strategically use words, comparisons, and syntax to convey a specific tone or style in an argument

Skill: 8.B: Write sentences that clearly convey ideas and arguments

Skill: 8.C: Use established conventions of grammar and mechanics to communicate clearly and effectively

- Discuss strategies for ACT and take practice tests on grammar and reading in preparation for upcoming school-sponsored test
- Students write Argumentative Essay #1, Question No. 3, from the 2017 AP Exam
- Students are given at least three Argumentative Essays #1 from their peers, requiring editing, feedback, and a score of 1-6 based on the new AP Grading Rubric
- With handouts and teacher lecture, students are introduced to the Synthesis Essay. Requirements and guidelines for the AP Synthesis Essay are discussed, and students are given a synthesis prompt from a past AP Exam to annotate and take notes on in terms of mapping strategies and procedurals for beginning an AP Synthesis Essay
- Students are given 6 sources from the above prompt from past AP Exam synthesis question, and in groups the students discuss the credibility of the sources, possible usages of material from each of the sources, the opposing viewpoints found in the sources, the strongest evidence that can be attained from the sources, as well as any possible bias found in the sources (since we will have already addressed sources and credibility prior to beginning our research papers, this will primarily be a review)
- To conclude introduction to synthesis, students are given three student samples from the above prompt and sources and asked to annotate, identifying elements such as thesis, claims, evidence, etc.

- Students receive Argumentative Essay #1 back with feedback from teacher
- In groups of two with a specified time limit, students answer multiple choice questions from 18<sup>th</sup>-Century Texts to prepare for the AP Exam
- AP Classroom Unit 6 MCQ Progress Check (by computer) and FRQ (by paper)
- Students write Argumentative Essay #2, Question No. 3, from the 2018 AP Exam
- Students are given at least three Argumentative Essays #2 from their peers, requiring editing, feedback, and a score of 1-6 based on the new AP Grading Rubric
- Students annotate and find specified elements dictated by teacher in three student samples of varying scores that supplement the 2018 Question 3 Prompt
- Using a PowerPoint, handouts, examples, and teacher lecture, students are guided in the proper imbedding of source materials and then are given excerpts of source material to imbed in a paragraph of their own creation; at the conclusion, students will trade paragraphs with classmates for editing and feedback
- Students receive Argumentative Essay #2 back with feedback from teacher and students
- In pairs designated by teacher, students complete Multiple Choice Formative Assessment comprised of four texts, 45 questions, and a 45-minute time limit; after assessment is graded and returned, students will return to pairs to go over missed responses
- Students write Argumentative Essay #3, Question No. 3, from the 2019 AP Exam
- To address the visuals and charts that may be included among the synthesis sources, students are given multiple examples of each and a classroom discussion addresses the possible use of information and presentation of each source through modeling and examples
- Students are given an image and a chart to use as evidence in a synthesis paragraph and after having written the paragraph, students share with classmates for editing and feedback
- Students receive Argumentative Essay #3 back with feedback from teacher and students
- Working in groups, students are given three student samples from a past AP Exam Synthesis Essay of varying scores and told to annotate each essay for all of the elements of a synthesis essay, followed by writing down reasons and explanations for why the papers deserved the grades they received; after discussing in groups, a classroom discussion will wrap up exercise
- In groups of two with a specified time limit, students answer multiple choice questions from 18<sup>th</sup>-Century Texts to prepare for the AP Exam
- Individual Formative Assessments on skills addressed in Unit 7 of AP Classroom
- AP Classroom Unit 7 MCQ Progress Check (by computer) and FRQ (by paper)
- Students write Synthesis Essay #1, Question No. 1, from the 2017 AP Exam
- Students are given at least three Argumentative Essays #1 from their peers, requiring editing, feedback, and a score of 1-6 based on the new AP Grading Rubric
- Students annotate and find specified elements dictated by teacher in three student samples of varying scores that supplement the 2017 Question 1 Prompt
- Students continue weekly grammar exercises and work on Research Projects
- Students receive Synthesis Essay No. 1 back with feedback from teacher
- Students continue weekly grammar exercises and work on Research Projects
- Students write Synthesis Essay #2, Question No. 1, from the 2018 AP Exam
- Students are given at least three Argumentative Essays #2 from their peers, requiring editing, feedback, and a score of 1-6 based on the new AP Grading Rubric
- Students annotate and find specified elements dictated by teacher in three student samples of varying scores that supplement the 2018 Question 1 Prompt
- Students continue weekly grammar exercises and work on Research Projects
- Students receive Synthesis Essay #2 back with feedback from teacher and students
- Students continue weekly grammar exercises and work on Research Projects

- Students write Synthesis Essay #3, Question No. 1, from the 2019 AP Exam
- Students are given at least three Argumentative Essays #3 from their peers, requiring editing, feedback, and a score of 1-6 based on the new AP Grading Rubric
- Students annotate and find specified elements dictated by teacher in three student samples of varying scores that supplement the 2018 Question 1 Prompt
- Students continue weekly grammar exercises and work on Research Project.
- Individual Formative Assessments on skills addressed in Unit 8 of AP Classroom
- AP Classroom Unit 8 MCQ Progress Check (by computer) and FRQ (by paper)
- Students receive Synthesis Essay #3 back with feedback from teacher and students
- Requirements and guidelines for all three essay forms are reviewed through handouts, examples, modeling, and teacher-led lecture
- If another Multiple Choice is needed or requested by students and there is time remaining before exam, it will be offered now
- Prior to AP Exam, students will write two essays of their choosing back to back, giving them a better feel for the speed and durability needed for the exam; some groups have even asked for a time period to write three essays consecutively, and that time is afforded if the students feel it will be advantageous

### Syllabus Amendments:

All information found within this syllabus is subject to change by Mrs. Hinshaw when needed. This includes curriculum, rules, and procedure changes. Changes will only be made to benefit the class as a whole. All novels/texts are available in the RHS media center for preview.

*Please complete the survey below, and return this page only to Mrs. Hinshaw.*

Student Name and Block:

Parent/Guardian Name:

Parent/Guardian Preferred method of contact:    call        text        email

Phone:

Email:

I have read Mrs. Hinshaw's AP Lang. and Comp. Syllabus.        Yes        No

Parent/Guardian Signature: