**Advanced Placement English Language and Composition**

**2020-2021**

**Richwoods High School**

**Instructor: Dr. Kara L. Lycke**

**Contact Information**

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**Course Description**

**Welcome to Advanced Placement English Language and Composition!** I am pleased that you have chosen to take on the challenge this class will provide for you. As an AP student, you are between two worlds: an AP course is **college-level work**, but it is taken while you are still in high school**.**

This course is designed to help you **increase your skills as an analytic reader, writer, speaker, and thinker**. Throughout the course, you will follow a pattern of reading others’ arguments and then writing your own. You will analyze what makes others’ arguments convincing or confusing, engaging or dull, persuasive or powerless. You will then turn to the act of composition yourself (both written and spoken) seeking to emulate effective argumentation that you have encountered in your reading and analysis. These skills are the basis for college-level reading and writing and for the AP exam questions.

Our course reading will be mostly non-fiction, and will consist of a sampling from different genres, styles, time periods, and cultures, as well as selections from past AP exams. Since this class is run as a college-level course, some of the material we will read and discuss will contain content for **mature** **students**. Because you have chosen this course, keep in mind that the topics and issues addressed may be provocative and complex.

This class is intended to prepare you for the AP exam next spring, where a score of 3 or higher can provide you with possible exemption and/or credit from all or part of your college freshman English composition requirements. However, and more importantly, **you are here to become a stronger writer, reader, speaker, and thinker**—skills that will help you in **all areas of your life**, in and out of school.

**Objectives**

The skills you will learn and practice in this courseare outlined by the College Board, the organization behind the AP exams. Upon successfully completing the course, students will be able to

* interpret and analyze samples of good writing, identifying and explaining an author’s use of rhetorical strategies and techniques;
* employ effective strategies and techniques in their own writing;
* create and sustain arguments based on readings, research, and/or personal experience;
* demonstrate understanding and mastery of standard written English as well as stylistic maturity in their own writings;
* write in a variety of genres and contexts, both formal and informal, employing appropriate conventions;
* produce expository and argumentative compositions that introduce a complex central idea and develop it with appropriate, specific evidence, cogent explanations, and clear transitions; and
* move effectively through the stages of the writing process, with careful attention to inquiry and research, drafting, revising, editing, and review.

Students should focus on developing the following skills and strategies:

* critical reading strategies and practices;
* a wide-ranging vocabulary used appropriately and effectively;
* a variety of sentence structures, including appropriate use of subordination and coordination;
* a logical organization in writing, enhanced by specific techniques to increase coherence, such as repetition, transitions, and emphasis;
* a balance of generalization and specific illustrative detail; and
* an effective use of rhetoric, including controlling tone, establishing and maintaining voice, and achieving appropriate emphasis through diction and sentence structure.

**AP Exam Overview**

The AP English Language and Composition Exam will be taken at RHS on **Wednesday, May 12, 2021.** You will receive more information as it becomes available. Be prepared for changes in the exam time, place, and content if social distancing and remote learning are still necessary. The following is an outline of the exam. We will learn the skills required for success on the exam and practice the different parts throughout the school year.

**Section 1: Multiple Choice**

(45 Questions, 1 Hour, 45% of Exam Score)

Includes 5 sets of questions:

23–25 Reading questions that ask students to read and analyze nonfiction texts.

20–22 Writing questions that ask students to “read like a writer” and consider revisions to texts.

**Section 2: Free Response**

(3 essays; 2 Hours 15 Minutes, including a 15-minute reading period; 55% of Exam Score)

Students write essays that respond to 3 free-response prompts of these types:

* *Synthesis Question*: After reading 6–7 texts about a topic (including visual and quantitative sources), students will compose an argument that combines and cites at least 3 of the sources to support their thesis.
* *Rhetorical Analysis*: Students will read a nonfiction text and analyze how the writer’s language choices contribute to the intended meaning and purpose of the text.
* *Argument*: Students will create an evidence-based argument that responds to a given topic.

**Texts, Supplies, Resources**

The work for the course will be completed and submitted electronically. **Students need their Stream or laptop in class at home every day.** We will use **Microsoft** tools such as Outlook for email, Teams, Word Online, and Power Point for a majority of the written and presented work for class. My website (**karalycke.weebly.com**) will be an important source for texts, handouts, and assignments.

I recommend that you have on hand other traditional learning tools as you need them. For your best opportunity for success, have available for your use the following supplies:

* Folder or 3-ring binder designated for this class only
* Loose leaf paper or a spiral notebook
* Pens, pencils
* Highlighters, stickie notes

The texts we use will mostly be provided electronically. If you desire printed copies, you will be responsible for obtaining those yourself. The textbooks we will draw from include *The Language of Composition* (Shea, Scanlon, Aufses, Pankiewicz) and *The Riverside Reader* (Trimmer, Hairston).

We will read one book-length text each semester which **you will purchase for your own use**.

* *Educated*, by Tara Westover
* *Just Mercy,* by Bryan Stevenson

**Class Expectations**

I expect that you will come to class every day with an open attitude, ready to learn and to share your ideas and work with the class. I will strive to plan our time together effectively and assign meaningful classwork and homework that helps you meet the course goals. I expect that each of you will strive for your best as you develop your reading and writing skills, improve your organizational and time management skills, and collaborate with your peers to solve problems and present findings. Excellent attendance is expected, as is excellent self-discipline.

**Class rules are simple**: The 5 P’s!

Be **PROMPT**, **PREPARED**, **PRODUCTIVE**, **POLITE,** and **PROUD**!!

**Attendance/Absence**

Attend school every day, every hour. You will join our class through MS Teams meetings which you will access through your Teams calendar. When you sign in, be sure you are aware of what you will need in class so that you will be prepared to learn and participate. As scholars, you should attend *every* academic meeting **well prepared to engage with the texts and ideas of the day.** Pay attention to my website so you know specifically what you will need for full participation and success!

If for any reason you are **absent**, you are responsible for that day’s work. If at all possible, plan your absence ahead of time. Pay attention to assignments posted on my website and in Teams so you know what you will need to make up. Arrange for a buddy in class to share notes and instructions with you. Check my website and Teams for handouts and to anticipate what you will miss. Tell me when you will be out and ask for work in advance if possible.

**Submitting Assignments**

Class work will be assigned specific **due dates and times** for electronic submission. If you are absent from a class meeting, you are allowed 2 days to make up work completed during our meetings. However**, many assignments will be given well in advance of due dates, so I will expect those assignments on time even if you are absent.** Grades for assignments turned in after the collection deadline will be penalized **10% per day**. **The penalty dates include weekends since you will be submitting electronically.** If the assignment is submitted more than 5 days late, the highest possible grade is 50%. This policy may be adjusted in special circumstances at my discretion.

Because the class is run electronically, you are expected to be aware of what is due and when. Teams makes this very easy. It is your responsibility to be sure you stay up to date with class activities and that you submit your work on time on the correct day and at the correct time.

**Academic Integrity**

Academic integrity is expected in all classroom endeavors and in all academic work everywhere. I encourage you to use social media to support your learning within those communities. **However, please be very aware of the boundaries for sharing work.** Placing your name on any academic activity tells me that the work is the result of **your own thought, effort, and study**. **Plagiarism** is when you use someone’s work, words, or ideas in any academic activity without giving them credit. Students who do not complete and submit work with academic integrity will face the harshest disciplinary action allowed by school and district policy. This applies to both formative and summative assignments. You will be expected to use correct **MLA** **style of citation and documentation** when referring to sources used for work in class.

**Relearn Policy**

I believe in giving students multiple opportunity to learn from their experiences. We will be writing a lot this year, more than I can possibly grade. You will occasionally submit work that has a targeted assessment, which means only part of it will be evaluated for a grade. You will have multiple opportunities to revise your writing and choose the product that represents you best work for a grade. For most summative assessments, if you are not happy with your performance (i.e., your grade), you may **conference with me and rework the assignment for more feedback and a stronger performance.**  This will allow you to improve your grade on the assignment and demonstrate mastery of the skills and concepts. No revisions or relearns of past assignments will be allowed during the final 10 days of the grading period. Relearns do not apply to group projects or presentations. This policy adheres to the District Reassessment Policy which can be located on the website at https://www.peoriapublicschools.org.

**Communication**

* **Additional Support:** I am available most days (M-F) between 1:15 and 2:45 if you have questions, concerns, or if you need extra support. I am available to talk with you and offer additional support through the **Teams chat and meeting** features. Please arrange a Teams meeting with me if you need more than a quick answer. If you have a quick question, you can chat with me in Teams, or use Remind, text, or email. I will respond to electronic communication within 24 hours (often much quicker) during the week. If you text or email me after 2:45 or on the weekend, I may not see it until the next workday. Please keep this in mind if you need last minute assistance.
* **Class Meeting Etiquette**: This semester, distance learning is different from the spring semester of 2020. Now, ATTENDANCE, FOCUS, AND PARTICIPATION count! Pursue success by participating in class through MS Teams and by following some simple rules of etiquette.
  + Please keep your **attention on the class activity**. Do not video chat, text, or succumb to other distractions. Turn your phone off and set it aside.
  + At the beginning and end of class, **have your camera on**. We need to see each other to build community. You can turn your camera off if someone is presenting (me or a peer).
  + **Avoid distracting yourself and others**. Consider the space around you when you are in a class meeting. Try to be in a place that is **private** where you **can sit up and have your supplies nearby**. A desk or table are the best options.
  + Your mic will most likely be muted when you join the class. Click the RAISE HAND icon when you want to say something. Wait to be called on. **Be prepared to be called on even if you don't have your hand raised**, just like when we are in person. Unmute your mic before you respond.
  + **Use the chat feature to contribute or ask questions**. Provide concise, but complete questions or responses. Remember, everyone in class can see what you write.
* **Electronic Tools:**
  + District 150 provides **Microsoft Office 365** *free of charge* for all district students. This package includes Outlook for email, Word, PowerPoint, OneDrive, Teams, and other useful tools. All email communication for class ***must be*** sent through your PSD 150 account. **Emails from students sent through other providers (gmail, comcast, att, etc.) are not acceptable and will not be responded to.** Using the institutional platform is a regular practice in most academic and work-place environments, so following it now will help prepare you for life beyond high school.
  + **Google Docs and Google Slides will not be used for class** since they do not function properly within the district platform. If you draft assignments using Google tools or other platforms, you will need to convert them to Microsoft files before submission.
  + Many course materials and activities can be found on my website (karalycke.weebly.com).
  + Please bookmark these sites on your Stream, laptop, and phone.

**Course Requirements/Grading**

Major Assignments

* Reading Journal
* Timed essays
* Research paper
* Breakout discussions
* Presentations
* Practice AP tests
* Tests over rhetorical skills and vocabulary

**Grading**

Course evaluation will be based on assessments and activities including essays, informal writing, individual and group projects, discussions, presentations, tests, quizzes, and homework assignments. I expect that you will actively participate in all aspects of class throughout your studies this year. Productive class **participation** is essential to your success. I anticipate that you will thoughtfully engage with the texts and ideas, ask critical questions, and help yourself and the class explore possible ways of knowing, doing, and being.

If you ever don’t understand any aspect of class or what is expected of you, **ask questions**. Read the Communication section above.

The grading scale for the class is

A = 100-90%, B = 89-80%, C = 79-70%, D = 69-60%, F = 59-50%, and I = 40%

Grades will be recorded in Skyward. I use the RHS standard categories in a cumulative points system by semester. The grading categories are:

* **Formative Assessments** (classwork, homework, study guides) 15%
* **Summative Assessments** (papers, projects, tests, quizzes) 65%
* **Midterm Exam** (10%) and **Final Exam** (10%).

**None of this syllabus is set in stone. All is subject to adaptations and variations.**