**Advanced Placement English Language and Composition**

**2021-2022**

**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 administered at RHS as a paper-and-pencil exam on **Tuesday, May 22, 2022 at 8:00 AM.** You will receive more information as this date approaches. Be prepared for changes in the exam time, place, and content if social distancing and remote learning become necessary. The following is an outline of the exam. We will emphasize 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)

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, Materials, Resources**

The work for the course will mostly be completed and submitted electronically. **Students need their Stream or laptop in class 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.

For your best opportunity for success, in addition to your Stream or laptop, please bring to class each day the following items:

* 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

Required major assignments for the course include:

* Reading Journal
* In-class timed essays
* Research paper
* Breakout discussions
* Presentations
* Practice AP tests
* Tests over rhetorical skills and vocabulary

**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. As scholars, you should attend *every* academic meeting **well prepared to engage with the texts and ideas of the day.** Pay attention to calendars and announcements you are provided in the classroom, through Teams, and on 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 missed work. If at all possible, plan your absence ahead of time so you know what you will need to do to catch up. Tell me that you will be out and ask for work in advance. Ask a friend in class to collect handouts, notes, and instructions for you. Use the calendar posted in class to anticipate what you will miss and keep your eye on Teams and my website. If it is not possible to plan for your absence, ask a friend to stop by Room 603 to check in with me and to pick up your books from your locker.

If you are absent, follow these procedures:

* Check with a classmate about what you missed.
* Check Teams and my website for materials and handouts.
* If you have any questions, ask me.
* Complete the work in a timely manner.

**Submitting Assignments, Late Work, and Make-Up Work**

Due dates will be given for all assignments. Formative and summative assignments are generally **collected at the beginning of class or will be due electronically before the end of the day on the due date.** If you need extra time to complete an assignment, please talk to me and we can negotiate a reasonable due date. Work submitted a week or more after the due date will be worth no more than 50%.

**Academic Integrity**

Academic integrity is expected in all classroom endeavors and in all academic work everywhere. I encourage you to use social media and other resources 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 multiple opportunities to learn from experience. We will be writing a lot this year. You will have multiple opportunities to revise your writing after conferencing and additional feedback from me and your peers. This will allow you to improve your grade on assignments and demonstrate increasing mastery of the skills and concepts of the course. For tests and other individual assessments, you may see me about relearning the material and completing an additional assignment to demonstrate your learning. YOU MUST FOLLOW MY POLICY EXACTLY for additional points to be awarded. The full policy can be found on my website. 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**

**Academic and Other Support:** I am available to talk with you and offer additional support most days before and after school (7:00-3:00 PM), either in person or via Teams. Please sign up for an appointment by the classroom door to make an appointment. You can also stop by or Remind message me to see if I’m available. I will respond to your emails within 24 hours during the week. If you email me after 3:00 or over the weekend, I may not see it until the next weekday. Please keep this in mind if you need last minute assistance.

**Digital Tools:** District 150 provides **Streams** and **Microsoft Office 365** *free of charge* for all RHS students. Office includes Outlook for email in addition to 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, yahoo, att, etc.) are NOT acceptable and may be blocked by the district server.** 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 assignments 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 before submitting.

**Grading and Assessment**

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

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

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. The RHS grade weights for the semester are:

* **Formative Assessments** 15%
* **Summative Assessments** 65%
* **Midterm** 10% and **Final** 10%

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