

AP English Language and Composition Syllabus

Mrs. Amanda Feldmann

2014-2015

COURSE OVERVIEW

This AP junior level English course will provide the rigors of the Advanced Placement course in English Language and Composition and satisfy the objectives for Common Core Curriculum Georgia Performance Standards for American Literature.

“An AP course in English Language and Composition engages students in becoming skilled readers of prose written in a variety of periods, disciplines, and rhetorical contexts and in becoming skilled writers who compose for a variety of purposes. Both their writing and their reading should make students aware of the interactions among a writer’s purposes, audience expectations, and subjects as well as the way generic conventions and the resources of language contribute to effectiveness in writing. The AP Language and Composition course . . . enables students to read complex texts with understanding and to write prose of sufficient richness and complexity to communicate effectively with mature readers.” (The College Board, 2006)

Students entering AP English should already be skilled in basic composition and proficient in their use of standard English grammar and mechanics. Expected here is refinement of these skills to develop sophistication and stylistic maturity in writing. The students will demonstrate their writing skills through journals, timed essays, multi-draft essays in a variety of modes (i.e. descriptive, expository) with emphasis on writing the argument, both documented and undocumented.

The course will also emphasize critical reading of various prose styles and require essays demonstrating students’ skill in analyzing the standard rhetorical modes. Thoughtful reading will be reflected in AP test practices—both objective and open-ended questions, journals, daily assignments, class discussions, and individual oral presentations. In accordance with CCCGPS, the course will follow a skeletal chronological core of the canon of American Literature.

Vocabulary building, both rhetorical and general, will be a major focus along with developing more sophisticated writing and critical reading skills. In order to comprehend complex text materials and respond to them with a more sophisticated and mature writing style, students must develop a vocabulary adequate to the task. Regular vocabulary building activities and quizzes will be assigned.

EXPECTATIONS

Students should be in class on time, ready to begin work when the bell rings. Necessary supplies include college-ruled notebook paper, a blue or black ink pen, and a #2 pencil. A three-ring binder (1.5” or larger) would be most helpful for organizing handouts, homework and class notes, and returned papers. A healthy, supportive learning environment in an AP classroom is essential for the success of all students; therefore, I expect students to be respectful of differences among classmates, respectful of themselves, and respectful of the teacher. Most of the topics considered at the AP level of instruction ask questions with no easy answer, and so it is important to listen to others and, at the very least, give thoughtful consideration to a differing point of view. The political climate and current events will provide multiple opportunities for stating an argument (opinion). These opinions will be stimulating to our study of logic and reason in rhetoric. When students are absent, they should present a written excuse from a parent or guardian for the time missed within five days of the original

absence. When the excuse is presented, make-up work will be assigned. Tutorial is available on Monday afternoons from 3:15-3:45. This is an opportunity to complete work that cannot be completed at home (i.e. make-up tests or quizzes) or to receive clarification about a difficult assignment. Tutorial is not time to earn extra credit or to be re-taught lessons because of irresponsible behavior on the student's part (i.e. not doing homework, not paying attention in class, etc.). Re-teaching is rarely necessary for an AP student who demonstrates responsible study habits.

The successful student in AP Language and Composition will be motivated to learn and improve and will be conscientious in completing assignments in a timely manner. Time management may be the most difficult for an AP student to learn: It is likely that your AP classes are the first that really challenge you in depth of content and quantity of work. The challenge is very doable, but you will need to learn to exercise self-discipline where your time is concerned. Coming to class poorly prepared because you have failed to prepare adequately will cost you good grades, progress, and probably a passing score on the AP exam.

GRADES

Your quarterly grades will be derived using the following percentages.

Homework/Classwork—15%

Writing assignments—25%

Quizzes—25%

Tests, projects, major essays—35%

USE OF MOBILE LEARNING DEVICES

Cell phones, iPads, Kindles, iPods, tablets, and all other electronic devices should remain off and in students' pockets or backpacks unless specifically authorized for use by the teacher.

You may contact me by email at Amanda.feldmann@sccpss.com. The classroom phone number is 912-395-6300 ext. 729012.