**AP Language and Composition Syllabus**

“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.”

(excepted from the official AP English Language and Composition course description)

**COURSE CONTENT**

* Rhetoric slam (Approaches for close reading and annotating; the rhetorical triangle; appeals; terms specific to discussing an author’s purpose and how it can be achieved through diction, figurative language, and syntax)
* Visual Rhetoric/Analysis
* Writing a rhetorical analysis
* Writing an argument (study of argument form and logical fallacies)
* Conducting and citing research
* Synthesis (evaluating sources to articulate and substantiate a cohesive claim)
* Literature study
* Writing the college essay

**AP EXAM**:

\*Note that the test is 3 hours and 15 minutes: Wednesday, May 13, 2019 in the morning

\*See the College Board website: <http://www.collegeboard.com/student/testing/ap/about.html>

* Multiple Choice Questions (45% of grade)
* Free Response (55% of grade) (Rhetorical analysis, argument, and synthesis)

**GRADING/INTELLECTUAL INTEGRITY:**

* Central Bucks East’s grading system works to assess information and skills that students authentically have mastered while still acknowledging the importance of work habits. During the learning process, students will receive formative feedback, which will appear in Infinite Campus as an ungraded category, a monitor of student progress. Final, summative assessments reflect students’ mastery of skills and constitute 90% of the marking period grade. Students will also be graded according to their preparedness, which will be recorded in the responsibility category and will count for 10% of the marking period grade. The final exam counts for 10% of the entire course grade. All work must be original, and any assignment reflecting cheating of any kind will result in serious consequences. If a student is feeling frustrated or confused, he or she can absolutely set up a time to meet with me for help or clarification.

**HOMEWORK and CLASSWORK**

* Responsibility: Complete make up work (class work, homework, quiz, test) after an absence. Also, always submit work on time. There is no extra credit, so work to the best of your ability every day. Know, too, that academic integrity is taken seriously by both the district and by me. While further guidelines can be found in the student handbook, it is crucial that you always submit original work. If you are having trouble with material, set up a time to come to talk with me so I can help.
* Supplies: For class you will need your own highlighter(s), post its, colored pens or pencils, and a binder/folder for materials.

**MATERIAL SENSITIVITY**

* In a course centered on writing and argument, controversial issues will naturally arise within the context of the course. Students should expect to grapple with issues that may be discomforting, sensitive, or challenging. It is therefore important to be willing to share opinions when appropriate, consider issues from multiple viewpoints, and respect perspectives that differ from our own.

**LAST, BUT NOT LEAST:**

* Come prepared; work honestly and efficiently; ask questions; have a sense of humor.

I am excited to be your guide for what I know will be a rigorous and engaging course!

Sincerely,

Colleen Remar

Email: [cremar@cbsd.org](mailto:cremar@cbsd.org)

Ms. Remar’s teacher page: [http://www.cbsd.org//Domain/2076](http://www.cbsd.org/Domain/2076)

**ADDITIONAL INFORMATION: EDUCATIONAL PARTNERSHIP**

**Parents/Guardians and Students**: After you have read and reviewed this material together, please check one of the boxes, sign below, and return that last portion to class. Your signatures indicate that you are now familiar with the basic focus of the course as well as expectations. Also, I am requesting permission for movie clip screenings. Finally, contact information will make communication easier during the course of the semester. If at any time a question or concern arises, please feel free to contact me as well.

**SPECIAL NOTE TO PARENTS/GUARDIANS:**

Current approaches to teaching rhetoric encourage the exploration of devices and argument in multiple texts. While our focus will be on written texts, we will also consult media-based texts, which may include film clips, songs, cartoons, advertisements, art work, picture books, music videos, websites, and brand logos. As a professional, I will always consider the appropriateness of any form of text before introducing it into the classroom. The clips listed below, which will not all be screened, do originate in unrated or R-rated media but are excerpted with suitability in mind. They may contain mild language, sexual undertone, and/or mature themes (death, corruption, violence, etc.) that, in my opinion, would classify each clip as PG or PG-13.

**Brief clips from R-rated media to Clips from NR and R media to connect to literature**

**model rhetorical devices and**

* *Macbeth*: This 2010 PBS “Great Performances” version is not rated. Starring Patrick Stewart as Macbeth, it will supplement our study of Shakespeare’s play while also prompting students to make connections to a more recently ruthless leader of the mid-20th century. Cinematic choices, such as one featuring Lady Macbeth in a delicate nightgown, reflect our explorations of vacillating gender roles.
* *Macbeth* (R): The 2015 film, like the PBS version, contains violence and brief sexuality.
* *House of Cards* (NR): Brief clips focused on the interaction between politician Frank Underwood and his wife, Claire, are an example of modern-day Macbeths.
* YouTube’s comedic “Thug Notes” for *1984* tells the story in slang and African American Vernacular English and contains some profanity. Prior to this, we will have discussed connotations of the word “thug” and will have considered linguistic creativity vs. deterioration after reading excerpts from Orwell’s “Politics of the English Language.” Of note is that the YouTube feature’s creator and performer intend to make classic literature, sometimes seen as elitist, accessible to any audience, which is relevant to the discussion of the delivery style.

**propaganda elements:**

* *A Few Good Men* (the “Code Red”/”You can’t handle the truth” clip)
* *Lean on Me* (movie is PG-13, but in addressing students before they take state exams, Principal Clark pointedly employs racial slurs)
* *Eternal Sunshine of the of the Spotless Mind* (clip in which Jim Carrey’s character rambles about life)
* *Network* (Peter Finch’s “mad as hell” speech)
* *Wag the Dog* (clip of the creation/ production of an “Albanian war” to distract from political scandal in an election year)
* *Wall Street* (“greed is good” speech)

PRINT AND RETURN THIS PAGE, PLEASE. ☺

**STUDENT:** I understand the policies outlined in this syllabus and willwork to follow both school and class

guidelines.

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Student name (print) Student Signature

**PARENT/GUARDIAN: Please check one.**

* I understand and support the policies outlined in this syllabus. I also grant permission for my student to watch any of the clips noted.

OR

* I have reviewed the syllabus and have further questions about which I, the parent/guardian, will soon contact the teacher.

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Parent/Guardian name (print) Parent/Guardian Signature

* Parent/Guardian preferred phone number: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* If there is anything you think I should know or would like to share, please feel free: