

AP English Language and Composition
Mr. Perez, Federal Way High School
SY 07-08
Syllabus

Instructor: M. Perez

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Office Hours: 6:30am-2:05pm (Fall & Spring)

Office Hours: 6:00am –4:00pm (Winter)

Course description:

This course is intended to be representative of the two types of introductory English courses commonly offered in colleges.

The AP English Language and Composition course is designed to help students become skilled readers of prose written in a variety of periods, disciplines, and rhetorical contexts and to become skilled writers who can compose for a variety of purposes. By their writing and reading in this course, students should become 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 effective writing. Essentially, students who take an active role in this course, prepare themselves for first year college writing courses.

Goals for students:

- ❑ Life long learner: Develop confidence and facility with language AP
- ❑ Life long thinkers- develop appreciation for challenging Educational experiences- students learn subject in depth
- ❑ Critical thinkers- analytical skills and form
- ❑ Open doors to: schools etc. – disciplined study skills that will help in college.
- ❑ Creates post high school opportunities: gain college/university acceptance at institutions of the students choice– Students demonstrate scholarship on a national and international academic level.
- ❑ Students become exceptional candidates for admission to competitive colleges during the application process.
- ❑ Experience success with AP English exams and receive college credit for AP work completed on the High school campus. – College faculty report that AP students are far better prepared for serious work.

The University of Hawaii at Manoa will grant the following waivers and/or credits on the basis of the CEEB Advanced Placement Examinations. (College Entrance Examination Board/ AP – Advanced Placement Program). NOTE: all schools differ and it is suggested students inquire how the university of their interest credits AP Exam scores.

<u>EXAM</u>	<u>SCORE</u>	<u>WAIVER AND/OR CREDIT</u>
English- Language & Comp....	1-(3).....	NONE
	4-5.....	3 Credits for Eng 100

- ❑ Develop skills that will benefit students for whatever choice they make- research indicates that when AP students reach college they: 1). Take additional classes in major academic areas 2). Take more (total) classes 3). Get a higher GPA 4). Often double major 5). Double the number of students that attend graduate school 6). AP experiences makes college orientation and information easier.

Goals for Writing:

- Demonstrate understanding/ mastery of standard written English
- Move effectively and independently through all stages of the writing process. (Inquiry before even writing)
- Create expository, argumentative and researched compositions using appropriate evidence, organization and development. (Purpose/function)
- Develop timed writing skills focusing on careful reading, pertinent writing and vigorous evaluation of the essay.

Goals for Reading:

- Active, critical readers of nonfiction –
- Identify, analyze, explain the purpose/ function of an author’s purposeful use of rhetorical strategies- (diction, syntax, detail, images, tone, figurative language) -
- Identify analyze and explain purpose/function use of rhetorical strategies of author’s argumentative strategies (claim, organization, tone, fallacies, support, and appeal)

Goals for Thinking:

- Mature perspective: practice discussing loaded topic in a mature way and logically
- Respond more logically and less emotionally
- **Interrogate** first impressions – analyze instinctive reactions
- ‘Out of the box’ take risks- but on topics that you really know about.
- Acknowledge the complexity of the topic
- Time management.

For both students and parents information, this course is very rigorous. In addition to this and the fact that the pace of our class will partly be determined by the students, and the vast content to be covered; it is virtually impossible to breakdown the content into weeks. There are a few due dates for assignments and notification will be given to students prior to major assignment due dates. Therefore the following is a breakdown in chronological order of the content to be covered in class prior to the AP Exam.

1. Speeches (SOAPSS), Reasoning, and Methods
2. Narrative style
3. Covering the AP exam Information, Scoring, and Samples
4. Rhetorical style and strategies
5. Stylistic maturity
6. Argumentation style and strategies
7. Synthesis portion (Analysis of visual arguments/texts)

*NOTE: each section will have an extensive amount and level of terminology to be memorized- students will be quizzed and tested on these terms.

1st Semester Exam will be conducted on the last week of the semester.

2nd Semester Exam will be conducted on the last week of the semester.

2008 AP EXAM SCHEDULE

*Wednesday, May 14- Morning Session 8 a.m.**

Research Paper due March 14th 2008

(Further due dates will be indicated to students well ahead of time).

Imitation exercises, journal keeping, collaborative writing, and in-class responses are all good ways of helping students become increasingly aware of themselves as writers and of the techniques employed by the writers they read. This will be utilized in this course.

Upon completing the Language and Composition course, then, students should be able to:

- ❑ 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;
- ❑ 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.