

**Challenge Early College HS
English II
AP Language and Composition Focus**

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Tutorials: Tuesdays, 3:30-4:30

Course Overview

This English II class will have an emphasis on Advanced Placement Language and Composition. Students will engage in intensive study of language and composition. The course begins with an introduction to close reading and rhetorical awareness. Throughout the year, students will read and analyze a variety of selections and will be given many opportunities to write in various modes. At the end of the year, successful students will be able to read and analyze difficult texts and write cogent essays that are well-organized and well-developed. Students will prepare for and take the AP Language and Composition test in May.

This course includes a selection of non-fiction texts from culturally diverse authors and viewpoints and will use fiction as a supplement to the ideas and skills studied. Novels are used as secondary texts and are not the main pieces studied; however, fiction remains an important component of AP English Language since this course feeds into a strong AP English Literature course.

An AP focus 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. Upon completing the English Language and Composition course students should be able to

- analyze and interpret samples of good writing, identify and explain 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;
 - write for a variety of purposes;
 - produce expository, analytical, and argumentative compositions that introduce a complex central idea and develop it with appropriate evidence drawn from primary and/or secondary sources;
 - demonstrate understanding and mastery of standard written English as well as stylistic maturity in their writing;
 - demonstrate understanding of the conventions of citing primary and secondary sources;
 - move effectively through the stages of the writing process, with careful attention to inquiry and research, drafting, revising, editing, and review;
 - write thoughtfully about their process of composition;
 - revise a work to make it suitable for a different audience;
 - analyze image as text; and
 - evaluate and incorporate reference documents into researched papers.
- (from The College Board)

The Exam

Yearly, the AP English Language Development Committee prepares a three-hour exam that gives students the opportunity to demonstrate their mastery of the skills and abilities previously described. The AP Language and Composition Exam employs multiple-choice questions to test the students' skills in analyzing the rhetoric of prose passages. Students are also asked to write several essays that demonstrate the skills they have learned in the course. Although the skills tested in the exam remain essentially the same, there may be some variation in format of the essay questions from year to year. The essay section is scored by college and AP English teachers using standardized procedures.

Ordinarily, the exam consists of 60 minutes for multiple-choice questions, a 15-minute reading period to read the sources for the synthesis essay and plan a response, and 120 minutes for essay questions. Performance on the essay section of the exam counts for 55 percent of the total grade; performance on the multiple-choice section, 45 percent.

Supplies

College ruled loose leaf paper

1 ½" Binder with dividers labeled: *DR notes, Essays, Grammar, Handouts, Poetry, Practice Tests, Terms*

1 folder with brads (*Vocabulary*)

Pens (**blue or black only**) Pencils

USB/Flash Drive (mandatory)

Post-its/sticky notes (various sizes) for annotating texts

Various novels and non-fiction texts as assigned

Grading

All assignments will be graded on a total-point system. Assignments will consist of daily work, quizzes, tests, essays, timed writings, dialectical journals, vocabulary study, text-based discussions, research process and papers, and projects. AP Language and Composition Rubrics and Scoring will be utilized on timed writing and essay assignments.

There is no extra-credit in this class. All work is due at the beginning of the class period (**BOP**). **Late work loses 10% after BOP. On the 5th day after BOP, the work is worth 50%. After that it is a zero.** Grades are never discussed during class. Students will have to make an appointment to discuss grades.

Absenteeism

For an excused absence the student has three school days to make up the missed assignment; however, previously assigned work is due the day the student returns to class and is subject to late work procedures. **Students should consult the class calendar and other students in the class for missed information. Email me in the event of an emergency.**

Classroom Expectations

Be on time and be prepared for class each day by bringing all materials and participate in the classroom activities. Have all homework and readings completed in preparation for daily work. There will be reading and writing assignments every night of the school year. The student should spend 30 to 60 minutes daily on this work. Students should read independently from the suggested list to improve vocabulary skills.

Tutorials

English tutorials are Tuesdays, 3:30-4:30. Tutorials are times when students can schedule one-on-one time for assistance. Tutorials are not the time for the teacher to “pre-grade” or proof an assignment before submittal. Students are to come with specific questions on an assignment.

Central Text and Copies

We will be using a large amount of copied material and the Language of Composition book. It is imperative that you have the correct reading material in class each day, and that your binder is labeled and well-organized. Other texts will be assigned throughout the year.

Writing

The course emphasizes expository, analytical, and argumentative writing that forms the basis of academic and professional communication, as well as the personal and reflective writing that fosters the development of writing facility in any context. The course’s purpose is to enable students to read complex texts with understanding and to write prose of sufficient richness and complexity to communicate effectively with mature readers.

Students will be encouraged to place their emphasis on content, purpose and audience and to allow this focus to guide the organization of their writing. Students will write in both informal and formal contexts to gain authority and learn to take risks in writing. Imitation exercises, collaborative writing, and in-class responses are all tools of instruction used to help students become increasingly aware of themselves as writers and of the techniques employed by the writers they read. As well as engaging in varied writing tasks, students will work their way through a study of rhetorical modes and will examine the organization and the critical attributes of these modes in reading and in their writing.

Timed Writings

Throughout the year, students will complete a variety of free-response questions, some from the AP English Language and Composition released exams that cover the rhetorical analysis of non-fiction passages or a group of images. Next, students will examine writings that address an argument as well as the synthesis of multiple documents in an argument. Students will spend class time and independent study time working on revision strategies to their own writing processes. Students will evaluate and critique student samples to apply to their own writing skills for improvement and refining. Students manipulate AP Language and Composition free-response questions and passages to work on the process of writing and examine passages for their expository, analytical and argumentative attributes. Students will examine essay questions and discuss the tasks and strategies used in answering the questions. They will use these discussions and practices to improve their own writing techniques.

Graphics/Picturing Texts

Students will participate in a variety of oral and written assignments that allow them to examine both verbal and visual persuasion. Visuals and graphics can be just as convincing as prose. When considering a visual, students will have opportunities to examine the historical context, the cultural context, the social context, and at times, the economic context. Whether students consider all four contexts or only a few, they will examine the rhetorical effect of a visual and then compare that visual to a written text.

Dialectical Journals

Students compose and reflect in journals that have a grammatical focus, a thematic focus, or a focus of the students' design for examining a text. This allows students to have a dialogue with parts of a text and to examine how those parts function and affect the whole work.

Vocabulary Journal

Throughout the year students will engage in word study in context and in isolation, in class and outside of class. Students will mainly study vocabulary in context with what they read, but they will also study words of their own exploration to build their repertoire. Students will maintain a vocabulary journal of self-selected and assigned vocabulary words and will be regularly tested on the words.

Brief Course Overview

1st Nine Weeks

These nine weeks begin an orientation to the course, an introduction to close reading and rhetorical awareness. Students will review annotating techniques and how to keep meaningful dialectical response journals. Students will examine author's purpose, audience and context and write at least one major analytical essay. Students will also begin practice for the multiple choice AP section.

2nd Nine Weeks

Students will deepen their understanding of author's purpose, and use the rhetorical triangle to analyze model texts and apply them to their own writing. Students will be introduced to the elements of argument.

Students will also write at least one rhetorical analysis paper and continue practice with the multiple choice readings and tests.

3rd Nine Weeks

Students will deepen their understanding of argument. They will read a selection of argumentative essays, letters and speeches. Students will write an argument utilizing the elements that have been modeled. This cycle will also focus on the synthesizing of multiple sources and the writing of the synthesis essay.

4th Nine Weeks

Students will focus on the synthesis essay and prepare for the AP English Language and Composition test. Students will practice all the forms that will be on the exam.

Students will focus on polishing their techniques for the timed writings, analyzing the rubrics and integrating pieces of research into an essay.

Independent Reading

Students will be responsible for reading outside of the assigned texts and maintaining a reading notebook. They will begin with a choice book that will be discussed in class.

Parents

Your child will need your support and encouragement in this course work. Help them by designating a quiet space in your home where they can complete their homework.