

**AP Language (2021-2022) Syllabus**  
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**I. Course Description**

Based on curricular requirements found in the most recent *AP English Course Description*, AP English Language and Composition 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 should deepen and expand their understanding of how written language functions rhetorically: to communicate writers' intentions and elicit readers' responses in particular situations.

Throughout the course, students will follow the pattern of reading others' arguments and then writing their own. Students will analyze what makes others' arguments convincing or confusing, engaging or dull, persuasive or powerless. They will then turn to the act of composition themselves, seeking to emulate effective argumentation they have encountered in their reading and analysis.

Students in this course will be expected to engage in the following **four language tasks** in order to fulfill standards for this course (as listed at the end of this document):

<i>Input</i>	<i>Output</i>
<b>Reading</b>	<b>Writing</b>
<b>Listening</b>	<b>Speaking</b>

**If you are a first time AP student this year, your parent/guardian must attend the school's AP Night or schedule a parent/student/teacher conference at a later date.**

**Test Information**

The AP English Language and Composition Exam assesses student understanding of the skills and essential knowledge outlined in the course framework. The exam is **3 hours and 15 minutes** long and includes **45 multiple-choice questions** and **3 free-response questions**. The details of the exam, including exam weighting and timing, can be found below:

Section	Question Type	Number of Questions	Exam Weighting	Timing
I	Multiple-choice questions	45	45%	60 minutes
II	Free-response questions	3	55%	2 hours, 15 minutes (includes one 15-minute reading period)

Question 1: **Synthesis** (6 points) Question 2: **Rhetorical Analysis** (6 points) Question 3: **Argument** (6 points) 40 minutes recommended per essay.

Advanced Placement English Language and Composition gives students the opportunity to earn **college credit** while still in high school through rigorous **college-level instruction** and College Board Testing. According to the AP College Board, all students must take the corresponding AP

exam in order to receive high school credit for an AP course. A score of 3, 4, or 5 on this exam may result in **college credit** depending on the credit allowed by the institution of higher learning. Payments for the exam will be made by parents online in installments.

AP Score	Credit Recommendation	College Grade Equivalent
5	Extremely well qualified	A
4	Well qualified	A-, B+, B
3	Qualified	B-, C+, C
2	Possibly qualified	n/a
1	No recommendation	n/a

### School Supply List

- Pens, pencils, and highlighters
- Notecards and Post-it Notes
- File Folders and / or pocket folders
- Notebooks, loose-leaf paper, graph paper
- Pack of colorful cardstock
- Other supplies as needed for individual assignments.

### II. Course Structure

Please check Schoology at the beginning of each week to get a general overview of what each day will look like (ie: when live sessions will occur, when you might need to schedule a one-on-one conference, etc.) and plan your week ahead of time. Organization takes prior planning on everyone's part. I encourage you to invest in planner or digital planner.

This course contains **nine units**. On the **first day** of a new unit, students will be exposed to a **long-term assignment** that students work on throughout the unit on their own time inside or outside of class. These assignments are due on the day that the Progress Check is completed in class. At the **end** of each unit, there will always be a **Progress Check on AP Classroom**. All Progress Checks are required assignments, and students must complete the written and multiple choice components of each one. Additionally, at the end of each unit there will typically be an **essay**, which is always a test grade assignment.

Please see the final page of this document to view the Course Overview and AP standards.

## **Logging into Schoology**

All students will access their classes using the following steps:

1. Login to your HCS issued laptop using your username and password.
2. Click on the “Clever” icon on your home screen or go to [www.clever.com](http://www.clever.com) and select “Login as a Student” at the top.
3. Students use Clever to access different platforms such as Schoology & Inow. To login go to Clever-> Select Huntsville City Schools-> select Log in with active directory-> sign in with your student email address (first [name.lastname@stu.hsv-k12.org](mailto:name.lastname@stu.hsv-k12.org)) -> your password is your six digit birthday. Find and select the “Schoology” tile within Clever.
4. You will then see your scheduled classes in Schoology.
5. Click on the scheduled class to login to live instruction, see class assignments, and find login information for office hours.

## **Important Platforms:**

- **Schoology-** This is the main platform we will be using and is taking the place of Canvas. On this page you will find assignments, files, and announcements.
- **AP Classroom-** This resource is only used by AP courses and is a required element in taking AP classes whether regardless of whether learning happens virtually or in-person. This website will contain required assignments and important updates about the exam.
- **Turnitin.com-** This website will be used every time an essay final draft is submitted as it scans the essay for plagiarism. Please be careful that work that you submit is indeed your own.
- **Nearpod-** This website will contain both live and student-paced lessons. Schoology will contain the codes for these lessons.

As a general guideline please recognize that all HCS policies apply to all of these platforms. Please be mindful of what you post. Always remember to place your name in emails and on the other platforms that we use so that you will receive credit. Also remember that your learning is your responsibility, as always, and that it is up to you turn in these assignments on time.

## **Weekly Assignments**

- You will have at least two grades each week.
- You may complete assignments in advance within each weekly module, but instruction will be provided based upon the instructional schedule.
- Assignments are due on their due date as assigned by the teacher. Assignments are NOT optional, and they must be completed on time.

## **III. Grading Procedures**

This is a weighted class for GPA calculation (1.1x).

According to Huntsville City Schools, students will have the opportunity to earn at least two grades per week with a minimum of three grades that are summative and three that are formative during a single grading period.

- 60%: Assessments

- 40%: In Class Assignments

The semester average is calculated as follows:

45% (1st nine weeks grade) + 45% (2nd nine weeks grade) + 10% (semester exam)

**Essay Grading Scale:**

Possible conversion of AP 9-Point Holistic Scores to 6-Point Analytic with consideration for graded progression across a school year.						
Old	New		Q1	Q2	Q3	Q4
9	6	1-4-1	A+	A+	A+	A+
8			100%	100%	100%	100%
7	5	1-3-1 1-4-0	A	A	A-	B+
6			95%	95%	90%	89%
5	4	1-3-0	A-	B+	B	C+
4			90%	89%	85%	79%
4	3	1-2-0	B	C+	C-	D
3			85%	79%	70%	65%
3	2	1-1-0 0-2-0	C	C-	REDO	F
2			75%	70%		55%
1	1	1-0-0 0-1-0	REDO	REDO	REDO	REDO

AP Exam Score	Relative College Course Grade*
5	A
4	B
3	B-/C
2	D
1	E/Fail

\* The American Council on Education (ACE)

**Late Work**

Each assignment has its own deadlines, so make sure to look at those and plan accordingly when the assignment becomes available on Schoology. Late work WILL NOT be accepted. It will be counted as a zero. Assignments will not be available after the due date. If you have an extenuating circumstance, please contact me before the assignment is due to make alternate arrangements.

**Communication**

- Email: [elizabeth.clark@hsv-k12.org](mailto:elizabeth.clark@hsv-k12.org) (preferred method of contact)
- Messages on Schoology

**Academic Integrity**

As a student at HHS, you are always expected to uphold the highest standards of honesty. Do not take a risk in losing your eligibility for honor societies. Students caught cheating / plagiarizing will receive a zero on the assignment for the first offense. Second offenses and beyond will receive a zero and will be documented in BLOOM.

**IV. How to Succeed**

- Be on time!
- DEMAND full understanding. Ask until you are satisfied. Communicate with me.

- Put your full effort into all assignments, in-class and homework.
- Sleep 7-8 hours every night and eat a healthy breakfast every morning. An apple in the morning is better caffeine than a cup of coffee or a can of soda. Sleep deprivation on critical nights after learning may cause 30% loss.
- Don't depend on extra credit.
- Come with questions.

### **Classroom Rules:**

- 1. Be Respectful**
- 2. Be Responsible**
- 3. Be Prepared**

### **Cell Phone Policy**

According to Huntsville City Schools, Personal Electronic Devices ("PED") have become a common means of communication and information access in today's society. However, these devices have the potential of disrupting the orderly operation of the District's schools. For the purposes of this policy PED means a privately-owned device that is used for audio, video, or text communication or any other type of computer-like instrument. PEDs may include but are not limited to:

- Existing and emerging mobile communication systems and smart technologies (cellular phones, iPhones, Smartphones, internet-enabled phones, smartwatches, etc.)
- Personal Digital Assistants (PDA) (Palm organizers, pocket PCs, etc.)
- Handheld entertainment systems (video games, CD players, compact DVD players, MP3 players, iPods)
- PED accessories (earphones, earbuds, etc.)
- Portable internet devices (mobile messengers, iPads, etc.)
- Current or emerging wireless handheld technologies or portable information technology systems that can be used for word processing, wireless internet access, image capture/recording, sound recording, and information transmitting/receiving/storing, etc.

PEDs may not be used by students for any disruptive purpose including telephone calls, text messaging, taking photographs and videos, or any other functions during the regular school day. Students may possess PEDs, but they must be powered off and out of sight in backpacks/purses or lockers. It is not permissible for PEDS to be on "silent" or vibrate" during this time.

PEDs shall not be used in any way that threatens, humiliates, harasses, or intimidates students, school personnel, or visitors, or otherwise violates District policies and regulations or local, state, or federal laws. Students are prohibited from sending, sharing, viewing, or possessing pictures, text messages, emails, or other material of a sexually explicit nature on their PEDs while on school premises, at school-sponsored activities, or on school transportation. Further, students are prohibited from using the camera, video, or recording functions of their PEDs on school premises or at school-sponsored activities where another student or individual has an expectation of privacy, including, but not limited to, locker rooms, counseling sessions, restrooms, dressing areas, etc.

Temporary confiscation of a student's PED is appropriate for violations of this policy. Any building staff person who confiscates a PED will hand it to the building administrator immediately. The building administrator will hold the PED until such time as the student's parent or guardian makes an appointment to pick up the item.

**\*\*\*\*Please note that this year is vulnerable to unforeseen and uncontrollable issues, and therefore this syllabus is subject to changes that may occur. The rest of the year is still**

**unknown and has the potential to uproot the plans outlined here. Try as much as possible to be flexible when those changes happen.\*\*\***

# Spiraling the Big Ideas

The following table shows how the big ideas spiral across units.

Big Ideas	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9
<b>Rhetorical Situation</b> RHS	✓	✓		✓			✓	✓	
<b>Claims and Evidence</b> CLE	✓	✓	✓	✓		✓	✓		✓
<b>Reasoning and Organization</b> REO			✓	✓	✓				
<b>Style</b> STL					✓	✓	✓	✓	

## AP English Language and Composition Skills

BIG IDEAS		BIG IDEAS		BIG IDEAS		BIG IDEAS	
RHS	Rhetorical Situation	CLE	Claims and Evidence	REO	Reasoning and Organization	STL	Style
<b>ENDURING UNDERSTANDINGS</b>							
Individuals write within a particular situation and make strategic writing choices based on that situation.		Writers make claims about subjects, rely on evidence that supports the reasoning that justifies the claim, and often acknowledge or respond to other, possibly opposing, arguments.		Writers guide understanding of a text's lines of reasoning and claims through that text's organization and integration of evidence.		The rhetorical situation informs the strategic stylistic choices that writers make.	
<b>Skill Category 1</b> <i>Rhetorical Situation – Reading</i> Explain how writers' choices reflect the components of the rhetorical situation.	<b>Skill Category 2</b> <i>Rhetorical Situation – Writing</i> Make strategic choices in a text to address a rhetorical situation.	<b>Skill Category 3</b> <i>Claims and Evidence – Reading</i> Identify and describe the claims and evidence of an argument.	<b>Skill Category 4</b> <i>Claims and Evidence – Writing</i> Analyze and select evidence to develop and refine a claim.	<b>Skill Category 5</b> <i>Reasoning and Organization – Reading</i> Describe the reasoning, organization, and development of an argument.	<b>Skill Category 6</b> <i>Reasoning and Organization – Writing</i> Use organization and commentary to illuminate the line of reasoning in an argument.	<b>Skill Category 7</b> <i>Style – Reading</i> Explain how writers' stylistic choices contribute to the purpose of an argument.	<b>Skill Category 8</b> <i>Style – Writing</i> Select words and use elements of composition to advance an argument.
<b>SKILLS</b>							
<b>1.A</b> Identify and describe components of the rhetorical situation: the exigence, audience, writer, purpose, context, and message. Units 1, 4, 7	<b>2.A</b> Write introductions and conclusions appropriate to the purpose and context of the rhetorical situation. Units 4, 7	<b>3.A</b> Identify and explain claims and evidence within an argument. Units 1, 2, 3, 6	<b>4.A</b> Develop a paragraph that includes a claim and evidence supporting the claim. Units 1, 2, 3, 6	<b>5.A</b> Describe the line of reasoning and explain whether it supports an argument's overarching thesis. Unit 3, 5	<b>6.A</b> Develop a line of reasoning and commentary that explains it throughout an argument. Units 3, 6	<b>7.A</b> Explain how word choice, comparisons, and syntax contribute to the specific tone or style of a text. Units 5, 6, 8	<b>8.A</b> Strategically use words, comparisons, and syntax to convey a specific tone or style in an argument. Units 5, 6, 8
<b>1.B</b> Explain how an argument demonstrates understanding of an audience's beliefs, values, or needs. Units 2, 8	<b>2.B</b> Demonstrate an understanding of an audience's beliefs, values, or needs. Units 2, 8	<b>3.B</b> Identify and describe the overarching thesis of an argument, and any indication it provides of the argument's structure. Units 2, 4, 8	<b>4.B</b> Write a thesis statement that requires proof or defense and that may preview the structure of the argument. Unit 2, 4, 6	<b>5.B</b> Explain how the organization of a text creates unity and coherence and reflects a line of reasoning. Unit 5	<b>6.B</b> Use transitional elements to guide the reader through the line of reasoning of an argument. Unit 5	<b>7.B</b> Explain how writers create, combine, and place independent and dependent clauses to show relationships between and among ideas. Units 7, 8	<b>8.B</b> Write sentences that clearly convey ideas and arguments. Units 7, 8
		<b>3.C</b> Explain ways claims are qualified through modifiers, counterarguments, and alternative perspectives. Units 7, 9	<b>4.C</b> Qualify a claim using modifiers, counterarguments, or alternative perspectives. Units 7, 9	<b>5.C</b> Recognize and explain the use of methods of development to accomplish a purpose. Units 3, 4	<b>6.C</b> Use appropriate methods of development to advance an argument. Units 3, 4	<b>7.C</b> Explain how grammar and mechanics contribute to the clarity and effectiveness of an argument. Unit 7	<b>8.C</b> Use established conventions of grammar and mechanics to communicate clearly and effectively. Unit 7