The AP English Language and Composition course is offered in lieu of 11th grade English. The AP Language course will focus on essay-writing and critical analysis of non-fiction. Secondarily, the course will prepare students for the AP English Language and Composition Exam in the spring. The test consists of multiple-choice questions (requiring a critical reading of several non-fiction texts) and the composition of three essays.

Many colleges consider the AP Language and Composition class to be equivalent to one semester of college-level Freshman English. If a student passes the AP exam with a high score, he or she may be granted some units of credit from the college upon matriculation, or may pass out of some required college coursework. Check the admissions page on the college websites for their policies.

To meet the expectations of the colleges and the demands of the AP Exam, the coursework needs to follow a college curriculum. Consequently, the syllabus for the class is quite challenging. For every hour spent in the classroom, students are expected to work an hour outside of class: reading assigned texts, writing informal analysis of text, or preparing compositions.

Selected readings are representative of a variety of non-fiction genres: essays, memoirs, letters, diaries, speeches, reviews, journalism, biographies, and autobiographies. These works will run the gamut of literary periods from the 1600s to the present day. Additionally, the authors selected will reflect a wide range of cultural diversity.

Students are expected to meet the requirements of the course and to complete and turn in the work assigned by their teachers. Although each teacher will have some mini-units, as well as some readings, projects, and activities unique to their classrooms and their interests or training, the overall syllabus for the course is as follows:

**Summer Reading:** Schlosser, Eric. *Fast Food Nation*. Three Summer Reading assignments due on first day of class; submit to your teacher your typed, printed copy of a) and c) below. Be prepared to take the test on the first day of school.

a) Chapter questions 1-11 – answer in précis format
b) Multiple-choice exam
c) Essay on effects of economies of scale and consolidation on the beef commodity chain

**Fall semester:** Daily chapter reading and exercises and/or selected readings from outside sources, variety of written responses, class activities, quizzes, and tests, as well as daily written homework.

1. Rhetoric Unit: Rhetorical situation (occasion, context, and purpose), appeals to ethos, logos, and pathos, rhetorical analysis of visual texts, determining effective and ineffective rhetoric, and rhetorical terms. Five AP Practice exams – Rhetorical Strategies essays – submitted to Jupiter.com
2. Rhetorical Strategies Essay Unit close reading, asking questions, annotating text, writing a close analysis essay, developing a thesis, and close reading a visual text, and style terms. Six AP Practice exams – Rhetorical Strategies essays—submitted to Jupiter.com

3. Argumentation Essay Unit: what is argument, staking a claim, closed and open thesis statements, presenting evidence, analyzing logical fallacies, incorporating personal evidence, induction and deduction, the Toulmin model of argumentation, analyzing visual texts as arguments, argument terms and fallacies. Four AP Practice exams – Argumentation essays—submitted to Jupiter.com


Intersession (Winter Break) Revision Project

Students shall revise each of the AP practice essays for which they received a score less than 6. (A 6 is considered a passing mark by the AP College Board.) Students will submit their revised papers to Jupiter.com during the first two weeks of the Winter Break. Teachers have reserved the third week for their scoring and grading work.

Note: If students do not submit their AP Practice essays to Jupitergrades.com during the Fall Semester, they will not be permitted to revise those essays during the Winter Break, and their essay scores will be the sole determination of their initial grades for the second semester.

Spring Semester: Daily chapter reading and exercises and/or selected readings from outside sources, variety of written responses, class activities, quizzes, and tests, as well as daily written homework.

1. Multiple-choice Boot Camp: Students will work on close reading strategies, recognizing the various types of questions commonly asked, and implement various test-taking strategies such as stem analysis and bracketing. Students will complete 5-7 full-length AP multiple-choice practice exams.

2. Spring Break Practice Test Project: Students will take an on-line Smarter Balanced practice test prior to the Smarter Balance test dates at Grant – usually early May. To access the practice test, go to: http://www.csuenglishsuccess.org/ehome. Students will submit to their teacher’s email screen shots of the results of both the reading and writing sections. This is a graded assignment.

3. Timed Writes (Tee-dubs): Students will practice writing under time constraints to simulate AP Exam situations. Students will commence at least two essays of each type (synthesis, rhetorical strategies, and argumentation) prior to the AP Exam date in mid-May.

4. Review Sessions: Students are expected to attend the extracurricular (after school and Saturday) review sessions prior to their AP Exam date.

5. Students are expected to take the AP English Language and Composition Exam offered at Grant High School on Wednesday, May 10, 2017.

6. Research paper: Students will choose among topics provided by their teachers. The paper is expected to conform to MLA formatting and citation conventions for a research paper and will include a Works Cited page. Submit through Jupiter.com.