

Eleventh Grade AP English Language and Composition

Ms. Elliott

2017-2018

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Office Hours: Monday, Wednesday, Thursday, after school – If you want to come see me after school, make sure you get a Push Out Pass from me.

I am available most days before school and during 4th period and lunch, but please make an appointment if possible.

Welcome to eleventh grade and the challenges of an AP course. The goal of this class is to learn how to read and write effectively across a wide range of styles and subjects. We will be working diligently to prepare for the AP English Language and Composition Exam this year. The exam is on Wednesday, May 16th.

Skills: This course will focus on American literature in a variety of genres. In addition to the Common Core Standards appropriate to eleventh grade English language arts, throughout this course you should develop the following skills required for an AP English Language and Composition course:

- Evaluate what works in effective writing including rhetorical strategies and techniques
- Use the techniques of effective writing in your own compositions
- Create an effective argument using a range of evidence
- Learn to vary tone and strategies of writing for various contexts
- Write with only minimal grammatical or stylistic errors
- Analyze an image as text
- Research carefully and effectively

Major Assignments: In order to achieve those goals we have an extensive amount of work to do in this course. Major assignments for this course will include:

- Explanatory/Informative Essay
- Argumentative Essay
- Research Paper
- Narrative Essay
- Oral Presentations
- Many AP Exam Practice Essays

- Poetry Out Loud Performance (memorize and recite a poem)
- Reading independently at least 5 major works with accompanying projects
- Following closely a weekly columnist

Writing: All writing will require clear, logical organization, and I will offer instruction and tools to help enhance that in the writing process – including submitting thesis statements, using outlines, and employing graphic organizers for review. Students will also analyze well-written essays to understand examples of logical organization. I will give lessons on the ladder of abstraction and how to balance the generalization with specific, concrete details as evidence. Class time will be spent learning how to employ rhetorical tools. Students will learn how to manipulate tone and consider the audience in making writing choices.

The argumentative essay will include as evidence a wide variety of readings from our second unit with various prose styles and genres including: political manifestos, autobiographical texts, intellectual essays, poetry, etc. The research project will require students to coordinate the use a variety of sources to support the student’s argument. Students must perform a conscientious evaluation of the quality of the sources as well as cite them correctly using MLA format. The thesis statement for the argumentative essay and research project must show original, synthesis level thinking and go beyond a basic interpretation of the evidence.

Revision: All major writing projects will require students to submit the writing in various drafts with required revisions based on peer and my review. All students will be expected to revise and improve their major writing assignments for the class. I will provide feedback on student writing at a variety of stages and help develop vocabulary and appropriate tone as well as grammar, organization and writing style. Students will be advised on how to write effective transitions and required to include them in revisions. In revisions students will focus on creating a more effective balance of generalization and concrete evidence. Students will revise to better use rhetorical devices, appropriate tone and successfully connecting with the audience.

Additional Writing: In addition to the major formal writing assignments, the class includes a variety of informal writing opportunities including: reviews, analysis paragraphs, summaries, collaborative essays, creative writing, journal

entries, in-class response passages etc. This class requires vast amounts of writing in many forms.

Texts: We will use the series of books from Study Sync for eleventh grade, which includes a wide variety of texts from American literature. In addition we will be using selections from *The Language of Composition: Reading, Writing, Rhetoric* – a text designed specifically for AP courses. We will also use AP course material available from the College Board on-line, and some other materials. A few of the texts we will study include:

- *The Interesting Narrative of the Life of Olaudah Equiano* by Olaudah Equiano, the autobiographical history of a young boy kidnapped from his home in Africa and sold into slavery
- The Constitution of the Iroquois Nations by Dekanawidah, the political agreement made between five tribes of the Iroquois Nations to settle conflicts and help defend each other
- The Declaration of Independence by Thomas Jefferson, one of the founding documents of the United States Government
- *Walden* by Henry David Thoreau, the ideas and true story of Thoreau's efforts to live life simply and significantly
- "Society and Solitude" by Ralph Waldo Emerson, an essay considering the balance between the dangers of interacting with society and the opportunity an individual has to influence society from a transcendentalist's perspective
- The Declaration of Sentiments of the Seneca Falls Convention by Elisabeth Cady Stanton, one of the founding documents of the feminist movement based on the Declaration of Independence
- "What to a Slave is the Fourth of July" by Frederick Douglass, an important speech of the abolitionist movement
- *Brown v. Board of Education*, ruling of the Supreme Court of the United States, the decision that segregated schools were unconstitutional
- Inaugural Speech by John F. Kennedy, Jr., a great example of rhetorical skill and important speech in American history
- *The Great Gatsby* by F. Scott Fitzgerald, a classic of American literature challenging a common interpretation of the American dream.
- Selection of Poems by Langston Hughes, an important poet of the Harlem Renaissance

The class will include a variety of other texts. Our class will focus on primarily non-fiction texts for this English Language and Composition course. All texts will be analyzed rhetorically to understand the effects of the authors' rhetorical

and linguistic choices. Students will learn to use literary and rhetorical terms to correctly analyze author's choices.

Vocabulary: We will also working on developing vocabulary through selected challenging words from our reading. Students will also be encouraged to stretch their use of vocabulary in the revision process with feedback from me. Students will also work to understand how to comfortably employ a variety of literary and rhetorical terms in their writing.

Grammar: In this class we will focus some attention on grammar concepts. Students will learn more detailed use of sentence structure including how to employ a varied use of sentence structure in their writing and how to recognize a creative and effective use of sentence structure in their reading. Sentence structure variety will be a requirement of the revision process.

Rules: I hope to make our class a safe space to share and learn. To that end, I ask all students to contact me with any concerns and to contribute to a positive class environment, including following the rules. As this is a college level course, I expect adult behavior from my students as follows:

1. Be prepared and on time for class.
2. Listen respectfully to others: avoid side conversations or unkind remarks.
3. Follow school policies such as dress code.
4. Cell phones or other devices should not be seen in class unless I have asked students to refer to them specifically for an instructional purpose.
5. Bathroom breaks must be taken care of outside of class time. Students will be issued two passes for these breaks to be used only in emergencies.
6. Eating is allowed in my class if it is not distracting and students clean up any mess. I reserve the right to revoke these privileges at anytime if our classroom is left messy.
7. Cheating or plagiarism will result in zero credit for the applicable assignment. A parent or guardian will also be notified. Please see the Inderkum High School Academic Honesty Policy for more specifics.
8. Students should be in their seats throughout class unless given permission to do otherwise.

Materials: Students should arrive every day with pen or pencil, the current textbook for the unit we are working on, the notebook I will provide for the class, and any reference materials I share with the class.

Format: All work should include appropriate citations in MLA Format – this includes the heading for all assignments.

Absences: Any missed handouts will be available through Google Classroom, and any handouts will be in the vertical file at the back table. Students who have excused absences may turn in work that was due while they were gone as many days late as they were absent. For example, if you missed three days of school for an excused absence, you have three days after your return to school before your make up work is due. If students have questions about what was assigned in their absence, they may consult Google classroom, another dependable student, or ask me before or after school or via email. Please do not ask me as class begins.

Due Dates: Assignments that are submitted electronically must be turned in by 11:59 PM on the date due in order to be considered on time. All major writing assignments must be submitted via Turnitin.com. Assignments to be turned in on paper will be due at the beginning of class on the due date.

Late Work: All students may submit any assignment one day late with a 10% reduction in their score.

Access: If you do not have access to the Internet or a computer or printer, we can set up time for you to use a computer here in my room. Please set up an appointment with me. If you need help getting an assignment printed, I am happy to print items for you before or after school, and even usually at lunch. I cannot do this during class, so please plan ahead.

Grading Scale

- A 90-100%
- B 80-89%
- C 70-79%
- D 60-69%
- F 0-59%

Grading Percentages*

- Tests 30%
- Essays/Projects/Presentations 30%
- Classwork/Quizzes/Homework 30%
- Reading and Column Projects 10%

*Percentages subject to change