**Paxton-Buckley-Loda High School English 402**

**Parkland College English 101/102**

**AP\* English Language and Composition**

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**Course Overview**

AP\* English Language and Composition is a year-long, college level course designed to meet the objectives and goals stipulated by The College Board. Students will engage in a rigorous study of texts, both nonfiction and fiction, in various forms, including, but not limited to, the following: novels, short stories, essays, audio, images, advertisements, and film. Instructional content will focus on the analysis and overall effect of selected authors’ stylistic choices in rhetoric. Furthermore, through multiple stages of development and drafting, students will engage in the composing process. Focus will be placed on the individual student’s creation of voice and the ability to use rhetorical techniques while writing for a variety of purposes, including narration, description, exposition, and argumentation.

Students taking the AP\* exam may receive advanced placement or college credit with a passing score. Most importantly, the course is designed to prepare students for success in a variety of academic disciplines and beyond through the use of critical thinking, analysis, and composition.

This course also fulfills the requirements for dual credit enrollment at Parkland College. Students taking this course have the opportunity of receiving six semester hours of college credit in addition to fulfilling high school graduation requirements.

**Course Expectations**

A student in AP\* English Language and Composition/Dual Credit is expected to be an active participant in all course activities. This means that not only is the student present, but he or she also eagerly participates in class discussions, remains attentive and respectful during instruction, and completes all assignments (reading and writing) on time and with academic integrity. Students must take ownership in their learning process, which may require initiative in additional study and practice towards understanding course materials and achieving course objectives. Students should constantly strive to improve their performance by responding to teacher feedback and peer critiques. Seeking additional assistance is a mark of going “above and beyond”.

**Academic Honesty-Parkland College**

Parkland College’s values include honesty, integrity, and responsibility. Students, faculty,

and staff are all expected to maintain academic integrity in their work and take collective responsibility for preventing violations of intellectual ownership. Academic dishonesty is unacceptable, and the institution is committed to helping students learn these values through development and growth. Personal commitment, honest work, and honest achievement are necessary characteristics for an educated person. The process of determining the consequences of academic dishonesty begins with the faculty member and may proceed to include the department chair and/or the Office of the Vice President for Academic Services. All Incidents of academic dishonesty, including developmental or punitive action, should be referred in writing to the Office of the Vice President for Academic Services.

Academic Honesty can be broadly defined as performing academic work without cheating, fabrication, or plagiarism:

a. **Cheating:** Using or attempting to use unauthorized materials, information, or study aids in any academic activity. Submitting as one’s own work term papers, homework, and examinations that are not one’s own work or for which a student received unauthorized help. Copying the work of another, or allowing another to copy one’s own work, without proper acknowledgment.

b. **Fabrication:** Falsifying or inventing any information or citation in an academic activity.

c. **Plagiarism:** External information borrowed and directly quoted must be indicated by use of quotation marks, and any changes, omissions, or addition to the direct quotation must be shown in bracket, and the source documented. All cited external information that has been paraphrased and summarized must also be documented.

d. **Collaboration:** Students at Parkland College are encouraged to work together on group projects, study, and other activities. However, work submitted to fulfill an assignment not specifically identified as a group activity must be substantially the work of the author.

Instructors should provide guidelines to students to maintain the academic integrity of these collaborative activities. Collaboration beyond this constitutes academic misconduct.

For a full explanation of the consequences of academic dishonesty, please visit Parkland’s website.

**English 402 Plagiarism Policy**

All student work must be original. Any student who engages in cheating or plagiarizing *any* portion of a daily grade assignment will receive a 0 (zero) for that assignment. Plagiarizing a major grade assignment will be subject to the building policy. Plagiarism is a serious violation that can result in severe consequences. This course *is* a college course and must be treated as such. An extensive discussion of what constitutes plagiarism and how students can avoid violating academic integrity will occur at the beginning of the year as part of the introduction to the course. Every student is responsible for this information. If you have any questions or concerns during the course of the year concerning properly citing material, it is your responsibility to clarify misunderstandings to avoid inadvertent academic dishonesty.

**Disability Statement-Parkland College**

**Students with Disabilities**

If you have not yet registered with the Office of Disability Services, but believe you have a disability for which you may need an academic accommodation (e.g. an alternate testing environment, use of assistive technology or other classroom assistance), please contact the office at 217-353-2338 or disabilityservices@parkland.edu.

If you are a student that is already registered with the Office of Disability Services and you have questions or concerns, please contact

§ Kristen Stephens, Disability Services Coordinator (U263) at 217-353-2337 or kstephens@parkland.edu

§ Laura Wright, Disability Services Coordinator (U265) at 217-351-2588 or lwright@parkland.edu

**Course Objectives**

- to engage in effective communication between writer and reader through critical analysis

- to identify and make use of rhetorical modes and methodologies of discourse

- to evaluate and effectively implement the use of rhetorical techniques, literary devices,

and linguistic strategies

- to synthesize information from a variety of sources and utilize this information for support

in presenting factual information, maintaining an opinion or making an argument

- to develop an individual voice through the concrete understanding and use of language,

resulting in the ability to communicate effectively with a variety of audiences for multiple

purposes

Additionally, you will be meeting the grade 12 objectives for the Common Core State Standards required by the state of Illinois.

**Course Foci**

**Writing:** Ultimately, students of AP\* English Language and Composition/Dual Credit will become capable and sophisticated academic writers.

* AP\*/Dual Credit students will write both informally and formally and will participate in multiple stages of composition development.
* Writing journals will document the stages of development from pre-writing and planning (brainstorming, outlining, thesis development, etc.) to final evaluation (self-awareness and reflection). Writing journals may also consist of daily writing, including self-selections and assigned writing prompts. Journals may be electronic or handwritten.
* Writing assignments will include reader response essays on assigned readings, journal entries, AP\* prompt practice as needed, analysis papers and expository essays, and a formal research paper.
* Several papers will be reworked to integrate and synthesize new information or expound upon an already existing analysis or argument.
* A general paper rubric will be used for both teacher and peer evaluations of compositions. This rubric is used for most major writing assignments and will be modified for specifics if necessary. Students will be involved in the development of the class rubric.
* Revisions of graded papers may be allowed, but a teacher conference is mandated. The two final scores will be averaged for the new grade.
* All writing assignments (except for journal entries) must be typed in 12 point, Times New Roman font and follow MLA formatting guidelines.
* All work must be original.

**Reading:**

Ultimately, students of AP\* English Language and Composition/Dual Credit will become skilled evaluators of prose through the process of critical analysis and exploration.

* AP\*/Dual Credit students will read a variety of texts ranging from non-fiction works to fiction novels.
* Students will be required to complete all assigned readings.
* All readings, independent and assigned, must be annotated. Annotations will focus on aspects of rhetorical strategies and general stylistic choices with an emphasis on diction, detail, imagery, syntax and tone.
* Students will employ critical reading strategies (such as highlighting, commenting in margins, etc.) for all assignments, recording additional thoughts, comments, and questions for discussion in a Reader Response journal. Journals may be electronic or handwritten.

**Grades**

* 70% Major Grades – formal paper assignments (assignment details and length requirements will be provided)
* 30% Daily Grades – examples include journals, informal response assignments, discussion participation, and AP practice
* Course grades are assigned on a decade scale: 90, 80, 70, 60
* Late assignments will be accepted and will be penalized 10% per day at a maximum of 30% without prior consent of the instructor. All late work must be received before the end of a grading period.

**Course Materials**

Dean, Nancy. *Voice Lessons: Classroom Activities to Teach Diction, Detail, Imagery,*

 *Syntax, and Tone*. Gainesville, FL: Maupin House, 2000.

Fowler, H. Ramsey and Jane E. Aaron. *The Little, Brown Handbook.* 10th ed. New York:

 Pearson/Longman, 2007.

Grudzina, Douglas. *Reading and Analyzing Non-Fiction: Slant, Spin, and Bias*. Clayton:

Prestwick House, Inc., 2009.

Kennedy, X.J., Dorothy M. Kennedy, and Jane E. Aaron. *The Bedford Reader*. 8th ed.

 Boston: Bedford/St. Martin’s, 2003.

Killgallon, Don. *Sentence Composing for High School.* Portsmouth, NH: Boynton/Cook

Publishers, Inc., 1998.

Miller, George. *The Prentice Hall Reader*. 8th ed. New Jersey: Pearson/Prentice Hall,

 2007.

Prose, Francine. *Reading Like a Writer*. New York: HarperCollins Publishers, 2006.

Roskelly, Hephzibah, and David A. Jolliffe. *Everyday Use: Rhetoric at Work in Reading*

 *and Writing*. New York: Pearson/Longman, 2005.

Additional course materials will be selected according to class needs and/or student interest during the completion of semester projects. A minimum of two common texts of study will also be assigned for each semester.

**Course Outline**

***Supplementary and/or On-going Activities***

* *Voice Lessons* – These activities are designed to enhance the understanding of voice elements within writing. Lessons include focus on diction, detail, imagery, syntax, and tone. Students will complete modified voice lessons over the summer as a means of building foundational skills for course work.
	+ Voice elements will be a central focus of critical reading and student writing development.
	+ Though voice lessons will begin during the summer as preparation for course fundamentals, lessons will continue as needed.

* *Sentence Combining* and *Sentence Composing* – These activities are designed to assist students in their development of sentence structure and meaning. Lessons include focus on sentence variety as well as usage and placement of clauses or phrases to enhance meaning (i.e. appositives, participial phrases, etc.). Work may be assigned as homework or class work.
	+ Complexities in sentence variety and structure assist in the creation of sophisticated and academic writing.

* Vocabulary – Students will be responsible for studying and using common rhetorical and literary terminology (often found on AP\* examinations). These terms include rhetorical and literary terminology. Students will also be responsible for journaling on new words while reading and studying course material.
	+ Increased vocabulary enhances the level of sophistication, clarity, and specificity in academic writing.

* AP\* Multiple Choice Practice (as needed) – Students who plan on taking the AP\* examination will work through multiple choice examples of the AP\* test at various times throughout the year. They will apply critical reading strategies and vocabulary studies to assist in successful completion of these exercises. Additionally, students will be assigned to create multiple choice questions with course readings beginning second semester. This practice will demonstrate their knowledge and understanding of the types of questions that may be asked on an exam, while increasing their comprehension of the assigned reading.
	+ Multiple choice practice serves to illuminate rhetorical and stylistic strategies used by authors, which can be modeled by student writers.

* AP\* Prompt Practice (as needed) – Frequently throughout the year, students will complete timed writings in class. Teacher-written prompts in AP\* format will be created to align with specific course readings, and prompts from past exams will be used. Prompts will be deconstructed and analyzed for meaning and response expectations. Students will evaluate both self and peer responses.
	+ The practice and discussion of AP\* prompts elicits increased understanding of academic writing assignments across disciplines. The practice assists students in “staying on prompt” in their writing.

***Course Units***

*Summer Work*

The purpose of summer work is to encourage students to begin thinking about text construction and how authors achieve their purpose in relaying an intended message through the use of diction, detail, imagery, syntax, and tone. To begin their studies, students will complete a series of “voice lessons” modified from Nancy Dean’s book *Voice Lessons*, which will also incorporate summer reading choices. Feedback will be provided by the instructor as well as student colleagues. Additionally, students will read one class book of choice to use in the evaluation of voice elements will completing “voice lessons.” Students will also be responsible for reading one contemporary text upon returning to school, which will be assigned for the whole class. The selected texts will also be used in introductory discussions and assignments at the beginning of first semester expounding upon summer work.

*Semester One:*

Students will participate in a variety of activities focusing on the rhetorical modes of narration and description, with specific emphasis on the methods of narration, definition, process and compare/contrast. To introduce this study, students will complete readings from *The Prentice Hall Reader*, *The Bedford Reader,* and *Reading Like a Writer* where they will begin taking course notes, practice writing prompts, participate in class discussions, and begin writers workshop peer evaluations. As the foundation of the course is established, students will begin intensive text analysis and evaluation using Charles Dickens’ *David Copperfield*, in which they will keep critical reading journals and engage in both informal and formal text analysis of rhetorical modes and methodologies. Critical analysis of the text will continue to be supplemented by non-fiction reading assignments. Chapters from *Reading Like a Writer* will be used as a support of this study as well in which students will be responsible for peer-led instruction. Ultimately, students will select a social justice theme from the text, which will begin a rigorous study of a variety of texts, including non-fiction articles, scholarly journals, and fiction literature in both prose and verse, culminating in a final semester assessment in which the student will demonstrate proficiency in composition through the use of the semester’s focal rhetorical modes and methodologies. MLA formatting will be required. While common assessment components will be assigned to all students (with input from the class), the project will be designed based on individual needs, interests, and abilities. Student/teacher conferences will be required. Students will draft and revise components of the project as they work towards completion with both peer and instructor feedback. The final assessment will include creating a digital presentation utilizing written work for both peer instruction and peer feedback as well. The semester work will include four major writing assignments that are revised and edited through the writing process.

Semester One Papers Length % distribution

Good Reading/Good Writing (definition) 1200-1500 words 15%

Dickens as a Narrator (style and craft) 1400-2000 words 15%

Dickens as a Social Commentator (author purpose) 1400-2000 words 15%

Social Justice: Style, Craft and Purpose 2500-3000 words 25%

*Semester Two:*

Students will continue their rigorous study through the focus on the rhetorical modes of exposition and argumentation, with specific emphasis on the methods of argument/persuasion, cause/effect, and division/classification. Peer-led instruction will continue using *The Prentice Hall Reader, Everyday Use,* and *The Bedford Reader* as a means of providing a common and core understanding of the emphasized modes and methodologies. The common text, *Uncle Tom’s Cabin* by Harriet Beecher Stowe, will be used, in addition to supplementary non-fiction material and slave narratives, and students will select a social justice theme of individual interest in which to conduct an extensive and in-depth study. A formal research process will be emphasized as the second semester project develops where students will not only be required to research secondary sources using online scholarly journals and library materials, but they will also conduct their own research by collecting data through the use of surveys, questionnaires, interviews, and observations. Additionally, students must use a variety of media in their research, including, but not limited to documentaries, newspaper articles, advertisements and photographs. *Reading and Analyzing Non-fiction* will be implemented to support their understanding of critically evaluating sources. For students planning to conduct studies in the social sciences, APA formatting will be introduced in an effort to support future academic goals and achievements. While common assessment components will be assigned to all students (with input from the class), the project will be designed based on individual needs, interests, and abilities. Student/teacher conferences will be required. Students will draft and revise components of the project as they work towards completion with both peer and instructor feedback. One major component of the project will include delivering a persuasive speech, calling the audience to action. The semester work will include two major writing assignments that are revised and edited through the writing process.

Semester Two Papers Length % distribution

Stowe: Style and Rhetoric (cause/effect) 1500-2000 words 15%

“Narrative” Influence (compare/contrast) 1500-2000 words 15%

Social Justice: 3600-5000 words 40%

 A History, Evolution, and Changing the Status Quo