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Course Objectives

The purpose of this course is for students to become effective and confident thinkers, writers and readers. The course is organized according to the requirements and guidelines of the current AP English Course Description, and, therefore, students are expected to read critically, think analytically, and communicate clearly both in writing and speech.

Student Learning Objectives

By the end of the course, students should be able to do the following with competence:

- Read from a variety of historical periods and disciplines
- Identify audience, purpose, and strategies in texts
- Analyze the types of arguments that writers use
- Write formally and informally for a variety of audiences
- Write expository, analytical, and argumentative essays
- Understand their own writing process and the importance of revision
- Recognize techniques in visual as well as verbal arguments
- Synthesize ideas and information from various sources
- Know how to interpret information presented in notes and citations
- Use the conventions of standard written English.

Course Organization

Students will read a variety of texts including works of fiction, non-fiction, scholarly articles, poetry and drama. Students will strengthen rhetorical analysis skills in both reading and writing. Each unit requires students to acquire and use rich vocabulary, to use standard English grammar, to identify, analyze and articulate the use rhetorical devices in both reading and composition.

Reading

Students will work not only with those texts found in anthologies or readers, but also with newspapers, periodicals, scholarly journals, online magazines, Web sites, and databases. Students will practice rhetorical analysis, both outside of class and through in-class exercises, noting strategies and techniques that writers use to establish meaning, display purpose, and achieve effect. In addition to discerning the thesis of a piece, students must pay heed to their intended audience and to the context in which the piece appears.

Composition

The purpose of the course is to engage in expository, analytical, argumentative, and persuasive writing. Assignments will range from reading responses, short-answers, to formal essays. Students must practice the skills of rhetoric in their own writing. Although we want students to appreciate good writing, we also want them to produce it.

Modeling good writing—doing imitation exercises, practicing new syntactical patterns—and always being conscious of audience, purpose, and persona in the texts they produce are essential skills for students.

Discussion

The course offers many opportunities for students to collaboratively practice the skills they need, derived from my belief that learning can only occur if students have opportunities to check their understanding and clarify their thinking.

AP Exam Practice

Students will become familiar with the exam format and nature of the content through a variety of short assignments (excerpts from past exams), as well as at least two full-length, practice exams.

Texts

Students will not need to purchase any textbooks/readers this semester. I will be providing material from a variety of sources that are recommended by the College Board.

Grading System

This is a general outline for grading, since assignments will vary from unit to unit. I believe that each and every activity and assignment is vital; each is a building block that serves not only the whole of the grade, but moreover the whole of understanding.

- **Essays 35%:** Most essays are first written as in-class essays and graded as rough drafts. Rough drafts are self-edited and peer edited before students type the final copies where the grade may be adjusted.

- **Quizzes 15%:** Quizzes are used primarily to check for reading and basic understanding of a text. Each unit has at least one quiz on vocabulary from the readings. Also, each unit has at least one quiz on grammatical and mechanical concepts reviewed in daily tasks as well as from the discussions and/or annotations of syntax from the readings.

- **Tests 25%:** Most tests consist of multiple-choice questions based on rhetorical devices and their function in given passages. Some passages are from texts read and studied in class, but some passages are from new material that students analyze for the first time. Tests may also cover vocabulary and grammar concepts.

- **Daily 25%:** Daily assignments consist of a variety of tasks. Some of these tasks involve individual steps leading to a larger product, such as plans, research, drafts, and edits for an essay. Other daily tasks consist of grammar reviews, vocabulary exercises, annotation of texts, and fluency writing. Lessons often begin with a warm-up or anticipatory task. These focus on creative, grammatical, writing, or thematic concepts that connect to the day's reading assignment and/or unit theme.

Citizenship/Behavior Expectations

- Students are expected to show moral integrity and to treat all staff members and fellow students with respect and understanding. Such good citizens are civil and polite, practice academic honesty, perform assignments, attend regularly, come prepared and on time, and follow all school rules.
- An interest and investment in close reading of literature and expressing what is learned about literature through writing is essential to the course and exam.
- Time management and active reading of works of literary merit is crucial: assignments are expected on time.
- Attendance is essential and mandatory. Students with excessive absences, especially if unexcused, will be reported to the office or given a progress report.
- Students with excused absences are responsible for getting assignments from another student, the teacher, or online. For excused absences, students must submit work and make up quizzes within one week of return or make prior arrangements with the teacher.
- If ideas or words are borrowed from a source, that source must be documented according to MLA format.
- Cell phones may be used for school work only with the permission of the teacher. Cell phones should be placed on silent and will be collected before tests.
- Laptops should be brought to class daily and may be used for school work with permission of the teacher.
- Assignments that are to be done with a partner or group will be announced as such. All other work is individual.
- No food or drink is allowed in the classroom except water.

Prior Learning Academic Expectations

Students are expected to be on the road to mastering the following skills:

- balancing multiple assignments and reading assignments at the same time,
- managing long-term assignments with foresight,
- constructing thesis statements and writing purposeful topic sentences,
- performing literary analysis and integrating literary terms with purpose,
- integrating quotations and using proper paraphrasing techniques,
- analyzing and writing about literary purpose, theme, style, and cultural/social concepts,
- writing with purposeful sentence variety, including coordination and subordination, and
- utilizing clear, mature vocabulary.

Class Sites

<https://classroom.google.com/c/Nzc0MjQ2OTM5NjAy?cjc=e4ml5wdi>

<https://myap.collegeboard.org/>

Course code:

ZA3LWD

L'Hatzlacha for a great year. You may contact the instructor at avsachsela@gmail.com