**AP Language and Composition Syllabus**

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**Welcome! I am Kylee Johnston, a learner, thinker, and guide who loves to talk with students about what they believe while helping them understand other people’s viewpoints. I teach empathy and critical thinking skills and believe both must always work together. My motto is “stay humble; hustle hard”, and I strive to demonstrate that attitude through my teaching every day.**

 **This course is challenging, but I will help you through it. You just have to be willing to put in the work. Contact me anytime at** **kylee.johnston@usd497.org** **. I answer emails up until 7 pm.**

**Google classroom pages:**2nd hr: yvwjya5

6th hr: kupxdys

7th hr:qsegmgz

**Course Description:**

The AP English Language course provides you with the opportunity to read rigorous texts from various eras and in different genres, analyzing the big ideas of rhetorical situation, claims/evidence, reasoning/organization, and style. You’ll use given texts to reach the goal of effective writing and analysis: you will read and annotate texts from a critical perspective in order to craft well-reasoned essays and personal reflections in response. The course is structured both thematically and chronologically, based on the College Board’s unit guide.

**Big Ideas**
Rhetorical Situation: Individuals write within a particular situation and make strategic writing choices based on that situation.
Claims and Evidence: 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.
Reasoning and Organization: Writers guide understanding of a text’s lines of reasoning and claims through that text’s organization and integration of evidence.
Style: The rhetorical situation informs the strategic stylistic choices that writers make.

**Controversial Textual Content**

Issues that might, from particular social, historical, or cultural viewpoints, be considered controversial, including references to ethnicities, nationalities, religions, races, dialects, gender, or class, may be addressed in texts that are appropriate for the AP English Lang and Comp course. Fair representation of issues and peoples may occasionally include controversial material. Since AP students have chosen a program that directly involves them in college-level work, participation in this course depends on a level of maturity consistent with the age of high school students who have engaged in thoughtful analyses of a variety of texts. The best response to controversial language or ideas in a text might well be a question about the larger meaning, purpose, or overall effect of the language or idea in context. AP students should have the maturity, skill, and will to seek the larger meaning of a text or issue through thoughtful research.
(From the AP Framework Course and Exam Description)

**The Exam**
I will be teaching you how to do well on the exam, and in the process, you will become excellent critical readers, writers, and speakers. You do not have to take the exam in order to take this course, but I encourage all of you to take the exam.

**Course Outline**

**Unit 1 The Power of Perspective: the rhetorical situation, persuasive appeals, and the art and craft of rhetorical analysis (2 weeks)**

Syllabus
Introduction to the course and the rhetorical triangle

What is rhetoric?

Introduction to the 3 types of AP Lang essays: rhetorical analysis, argument, and synthesis: For each type, I teach you the style and my tips, you will write a practice essay (for completion), and peer review.

**Unit 2 Speeches (3 weeks)**
(2 weeks) Speeches project: read, discuss, and write about selected speeches for the course. This will help with the rhetorical analysis essay of the exam.

-Lou Gehrig farewell speech

-Malala's speech to the UN and Youth Assembly.

-P!nk VMA 2017 speech

-JFK inaugural and activity

-“Ain’t I a Woman” by Sojourner Truth (Marco Learning paper copy from Olathe APSI),

-Chief Joseph’s “I Will Fight No More Forever”

-If we have time, Bobby Kennedy speech after Dr. King was assassinated

Lastly, you will write and deliver their own speech about any topic, incorporating three rhetorical devices.

**Unit 3 Pop Culture (4 weeks)**

Unit will focus on reading, discussing, and writing in the three modes: rhetorical analysis, argument, and synthesis.
Throughout each topic unit, we will also focus on mini grammar lessons and visual rhetorical analysis skills.

-Ethos of apology videos notes and discussion

-“High School Confidential: notes on teen movies” discussion

-Rhetoric of Beyonce’s superbowl performance discussion

-“This is America” by Childish Gambino and rhetorical analysis paragraph

-Synthesis pieces on the topic of The Value of Celebrity Activism p. 368-385

-“Hip Hop Planet”

OR The Merchants of Cool PBS documentary and argument essay

-Hot topics for pop up debate/ discussion:
Student choice

Fast fashion

Intellectual property

**Unit 4 Sports (~3 weeks)**

Unit will focus on reading and writing in the three modes: rhetorical analysis, argument, and synthesis.
Throughout each topic unit, we will also focus on mini grammar lessons and visual rhetorical analysis skills.

-Hot topics for pop up debate/ discussion:
Student choice

-“How I Learned to Ride the Bicycle”

-“The Proper Place for Sports” Theodore Roosevelt

- Do a rhetorical analysis essay over Roosevelt or Willard.

-“Man and Superman” Malcolm Gldwell annotation and discussion

-“The Meaning of Serena Williams” annotation and discussion

**Unit 5 Gender (~3 weeks)**

Unit will focus on reading and writing in the three modes: rhetorical analysis, argument, and synthesis.
Throughout each topic unit, we will also focus on mini grammar lessons and visual rhetorical analysis skills.

-“The Dying Art of Disagreement” reading and discussion

-Defining terms: sex and gender

-“Barbie is Past Saving” Alexandra Petri

Identify/annotate reasoning, development, and argument in this piece. Write a thesis and body paragraph rhetorical analysis in response.

-Pop up debate, discussion:
Was the Barbie movie constructive in advancing progressive notions of feminism?

-Watch *Mercury 13* documentary about female pilots and the astronaut training program

- “The Myth of the Latin Woman” Judith Ortiz Cofer

-“Becoming a Man” NYT
-Synthesis essay: convo on Redefining Masculinity

**Final exam**: The final exam is modeled on the essay section of the AP exam. Students will have two hours to write three essays based on their reading from the year. We will start the exam before the official day of the final.

**Class expectations:**

In this class, we will be focusing on excellence, responsibility, and respect as we become a classroom family. I want you to continue to remember these this semester:

**1) Excellence: I expect you to put effort into this class. I want you to challenge yourself and work hard, for in doing so you will find the greatest benefit.**

-Study outside of class. If you haven’t been studying, this semester it’s time to start. What should you study or do? vocabulary, grammar, choice book reading, assigned readings, and assigned writings.

-Since I care about you, I let you know what you did well and what you can improve.

-Try. Don’t make excuses. No whining.

**2) Responsibility: I expect you to be a responsible student.**

- Students will be responsible for arriving on time to class and bringing all necessary materials.
-Work on English class when in English class. Don’t multitask and do math, only to put off writing your essay for later.
-Students will be responsible for turning in their assignments on time and getting make-up work if they are absent.
-Talk to me in advance if you’re going to be absent.
-Mental health days are ok every couple months, but not once per week, especially not in avoidance of a test or presentation.

**3) Respect: I want you all to be able to get along with and interact respectfully with every member of this classroom.**
-Be respectful of everyone’s right to learn by listening to me and to one another and keeping a quiet environment during instruction and individual work time.
-Keep your phone put away during class.

**General rules**

**Food**: A drink and simple snack is allowed, but it shouldn’t be a distraction from your work or a distraction to others. Also, make sure to clean up after yourself.

**Technology:** We use technology for educational purposes only. Since you have a macbook, you will not have your phone out during class. This is my official phone warning. After that, if you have your phone out in class, I will keep it in my phone jar until the end of class. Have your macbook out only when using it for our class.

**Headphones**: Listening to music is allowed during individual work time or writing time. Do not listen to music during class instruction time, reading time, or during group work time.

**Materials you will need for class**:
-spiral notebook for class notes and hand written essays. (We will do our essays mostly by hand since the exam is hand written.)
-pocket folder or 3-ring notebook in which to keep all class handouts
-1 or 2 dry erase markers for grammar work on desks
-1-2 highlighters

**Grading, h**[**omework, and revision policies**](https://docs.google.com/document/d/10BTHTfEBl65YYq3TfrAtJQbo3NHhu1gGlXt1t_jj-Pc/edit?usp=sharing)

Grading:

90-100= A
80-89= B
70-79= C
60-69= D
59 or below= F

Late Work Policy: You have two class days to turn in work for full credit if you had an excused absence. If you were present for the assignment, you may turn in late work for 5% off each day that the assignment is late for up to five days; however, in this course, I would not recommend ever turning work in late. It becomes too much of a pile up.

Revision Policy: Essay revision is always allowed. Retakes are allowed for grammar quizzes.

Absences:

Please know that it is your responsibility to get your make-up work, including setting up a time to make up a quiz or test.

If you are sick for an extended period of time, please email me and check Google classroom to make sure you are staying caught up on work.

**A minimum of two days to make up your work will be allowed for each period of absence.**

School p[lagiarism policy](https://docs.google.com/document/d/14Sc717nc0U4Xl7vXdXFnpmKIHYEBRiHy5kEUddzk43k/edit?usp=sharing)

Academic Misconduct/Plagiarism**:**

All forms of academic misconduct are prohibited. A student who engages in any form of academic misconduct will be subject to the loss of credit for the work in question. However, students may redo the assignment for a maximum of 59%. **Academic misconduct** includes, but is not limited to

· Cheating

· Plagiarism

· Knowingly permitting another student to plagiarize or cheat from
 one's work

**Plagiarism** includes but is not limited to the following:

* Using Chat GPT or other forms of AI to write your paper or help you
 write even a portion of your paper.
* The direct copying of any source without proper acknowledgement
 that it is someone else's work.
* Copying of any source in whole or in part with only minor changes in
 wording or syntax even with acknowledgement that it is someone
 else’s work.
* The paraphrasing of another's work or ideas without proper
 acknowledgement.