

Advanced Placement English Language and Composition 2023-24

Instructor: Rochelle Feil Adamowsky

Classroom: D306

Phone: 360-563-4177

Email: rochelle.feil-adamowsky@sno.wednet.edu

Welcome to AP Language and Composition. This college-level class is the equivalent of an introductory college composition class. The mission of this class is to prepare you for the College Board Advanced Placement Language and Composition test which you will take in May. I can't guarantee that you'll earn college credit—that's up to you—but you will be (if you choose) well-prepared for the test, further AP classes, and college classes. The class will help you become a more skilled reader, writer, and thinker. You will be intellectually challenged and stimulated. By taking this course you have chosen to accept the rigor our mission involves, and I hope you will give nothing but your best effort.

Every assignment and activity we do will help you practice these complex skills. It is an honor and privilege to teach this course, and I hope you feel honored and privileged to be here. There are no entrance requirements for this class, just a desire to challenge yourself and satisfy your intellectual curiosity.

AP Language is a *rhetoric* class. Aristotle called rhetoric "the art of persuasion," but a broadened definition is the "art of crafting effective texts for specific audiences" (Jolliffe).

In this class, you will learn to

- read texts (usually prose, from several disciplines and time periods) critically to see how an author produces their desired effect on a particular audience.
- write texts in which you accomplish your purposes for a specific audience. As this is a language course, you will be writing a great deal in and out of class, easily surpassing 20 double-spaced pages that a college quarter requires.
- develop research skills that allow you to evaluate sources, both primary and secondary, and synthesize key information from them to support your researched argument, complete with citations, in MLA format.

In order to practice these skills, you will

- write often and reflect on your own writing so you can grow into a mature writer who could enter any freshman or sophomore-level college writing class and succeed.
- learn effective reading strategies and apply them to short, mostly non-fiction selections, mainly arising spontaneously from current issues. (You'll really need to know your current events in this class!)
- read fiction to analyze the author's linguistic and rhetorical choices.

Texts we will read and/or work out of this year *may* include:

- *The Language of Composition* by Scanlon, Shea, & Aufses
- *Everything's an Argument* by Lunsford, Ruskiewicz, and Walters
- *One Hundred Great Essays* (4th Ed.), ed. DiYanni
- *Voice Lessons*, by Nancy Dean
- *Thank You for Arguing*, by Heinrichs
- "On Civil Disobedience," by Henry David Thoreau
- *Nineteen Eighty Four*, by George Orwell
- *The Great Gatsby* F. Scott Fitzgerald
- "A Modest Proposal," by Jonathan Swift
- "Letter from Birmingham Jail" and "I Have a Dream ..." by Dr. Martin Luther King, Jr.

- “The Allegory of the Cave,” by Plato (from *The Republic*)
- “JFK Inaugural Address,” by John Fitzgerald Kennedy
- Released items from previous AP Language tests
- Supplemental news columns, political cartoons, advertisements, film clips, artwork, websites, poems, articles, graphs and charts
- *Several* books and plays from the AP List of Books of Literary Merit
- *SO MUCH* more...

Note to families: Before approving each text, our staff carefully considers it for its literary merit and ability to engage students. Great literature addresses important ideas and sometimes contains situations or language some people may find disturbing. These texts have stood the test of time for what they offer in terms of what they can do to teach some of the deepest lessons about humanity and culture that can come out of your student’s education. Please peruse texts your student will be asked to read.

The class will follow the units and skill categories provided by the College Board as follows.

1. Rhetorical Situation: Reading – Explain how writers’ choices reflect the components of the rhetorical situation.
2. Rhetorical Situation: Writing – Make strategic choices in a text to address a rhetorical situation.
3. Claims and Evidence: Reading – Identify and describe the claims and evidence of an argument.
4. Claims and Evidence: Writing – Analyze and select evidence to develop and refine a claim.
5. Reasoning and Organization: Reading – Describe the reasoning, organization, and development of an argument.
6. Reasoning and Organization: Writing – Use organization and commentary to illuminate the line of reasoning in an argument.
7. Style: Reading – Explain how writers’ stylistic choices contribute to the purpose of an argument.
8. Style: Writing – Select words and use elements of composition to advance an argument.

Assignments in this class range from reading journals to note-taking checks, spontaneous free-writes to participation in group discussion. Each student will write numerous essays (in-class and otherwise) per semester, and each major unit will be assessed via writing, interview, or presentation (among other means). Feedback will be as quick as possible, and student writing will often be shared with peers, as in a workshop setting.

We integrate the following throughout the year: vocabulary, public speaking, spelling, grammar, reading quizzes, discussions, free-writing, close-reading, and analysis of author’s craft. While this is a college-level course, we have plenty of fun, too.

Assessments (and Grading)

The work you do in this course will increase your abilities as writers, readers, and thinkers. As a result, most of your assignments are *formative* assessments — to assess your skill level and adjust our instruction to suit your needs. We encourage you to take risks with your writing, reading, and thinking, but we will never punish you with a bad grade for taking these risks, if you try each assignment on time, and give it your best effort. We will evaluate your skills when we think you have had enough practice with a skill or concept: this will be a *summative* assessment. **Summative assessments will result in the majority of points in the grade book;** however, we will record all formative assessments for nominal point value, as a record of your work ethic and growth in understanding. You will have opportunity to continue working on formative assignments to achieve mastery, and re-do summative assignments or retake quizzes or tests, provided you met the original deadline.

Late policy

Talking to me about extensions far ahead of a due date is similar to the real world, be it college or a job. Simply not showing up when something is due (i.e., an unexcused absence) is NOT okay in any context (think about the consequences of doing that in college or a job). Turning in assignments is easy: **Canvas**. Should Canvas not be working, an email attachment in the meantime will work just as well. Just coming back from an absence and saying “but I was gone” isn’t enough. **Speaking with me before work is due and explaining the need for an**

extension will make me much more willing to consider your request. Without prior discussion, expect a 10% deduction per day late up to 50%.

Academic Integrity

This course is a reading and writing course, which means it's a thinking course. What you write and how you understand what you read is a direct result of how you think. ChatGPT and other AI systems are not your brain. The process of reading and writing is the process of thinking. If you outsource reading and writing, you outsource your thinking. How are you going to develop your own thoughts, your own ideas, your own SELF if you outsource that? If you don't care about exploring your own thoughts and ideas and developing a stronger sense of your self, then reconsider taking this class. While AI detection systems aren't perfect, we do use them. If work you submit in class is tagged as AI or suspected of being AI-generated, you will be asked to provide evidence of your work process (easy to do if you didn't use AI). If you cannot produce evidence of your process, the assignment will be handled the same as plagiarism, which means an admin referral, family contact, a zero on the assignment, and I will be unlikely to provide you a letter of recommendation (even if I really like you as a person, your academic character will always be in the back of my mind, and any recommendation would be tainted with that memory).

Cheating and Plagiarism

Using other's ideas (human or AI) and passing them off as your own is called **plagiarism**. Sharing ideas or answers on assignments and/or tests (or looking at another's work without them knowing and using it as your own) is called **cheating**. Any student caught cheating, plagiarizing, or assisting in the process will not earn credit for the assignment and have an automatic referral to an administrator and a call home. It is important to protect the work you have completed, as it is *your* intellectual property. It is never acceptable to give your work to a fellow student or friend for them to turn in as their own. In short, whether intentional or unintentional, plagiarism and cheating is unacceptable. Note, there is a major difference between working together and copying activities/assignments. Even if you are allowed to work together, you need to put information in your own words, and not have people write the same words. Please be sure you understand the difference. If you are unsure, ask!

Grading Scale

A=93%, A-=90%, B+=87%, B=83%, B-=80%, C+=77%, C=73%, C-=70%, D+=67%, D=60%

College Credit

There are two ways in which your student may earn college credit in this class.

1. **The AP Test.** *Everything we do in this class has the AP Test in mind. This is a standardized test given in May to every AP student in the nation that shows where students fare against their peers. It is a 5-point test (5 being the highest score) that involves roughly 55 multiple choice questions and 3 essays. Any student receiving a 3 or higher can be eligible for college credit. Some schools, however, require a higher total score than others. See specific college websites for their requisites. The test costs \$98 and can be expunged from a transcript if the score is not to your liking. As of now, this year's AP Test will be held in person and be the full test. The deadline to register for the test is Nov. 9. Registration for the test is done through AP Central and will be completed in October.*
2. **College in the High School** via EvCC (Everett Community College) ... is **FREE FOR ALL STUDENTS**. This requires your student to sign up as a student at Everett Community College and (if they didn't score high enough on the SBAC <-- last spring's state standardized test) to take an entry test at the Everett campus (not passing that test is extremely unlikely). If students choose to enroll in CitHS, they would take my class and do all of the assignments their peers would do—nothing added. **If, at the end of the year, the student has an average C- or higher for the two semesters, they receive college credit for English 101 via EvCC!** No school in Washington has refused the EvCC credit to my knowledge, and most schools outside of Washington have no problems with the credits transferring. Please check with potential colleges or call EvCC if you have any issues/questions.

- Again, the cost is ... **FREE** (thanks to SB 5048 that was signed into law in April 2023). More information will be given to you in the upcoming weeks.
- Vital: One, the grade I submit to EvCC is the average of both semesters' grade. If you take EvCC, their transcript will show "English 101" instead of "AP English Language and Composition." It will not affect admissions, except for possibly Ivy League schools. No matter what, if they took the test, the schools will clearly see that they were in an AP course.

Please note: While I encourage all of my students to take the AP Test in May, I suggest families sign up for **BOTH** the AP Test *and* the College in the High School option. If the combined cost isn't an issue, this gives you the highest chance of getting college credit for taking the course. Students enrolled in this course are often high-achieving, therefore the College in the High School credits via EvCC are a pretty safe bet. (It's rare to have below a C- in my AP class unless something is seriously amiss.) However, some universities give more credence to AP tests when deciding whether to accept your student.

- The AP test and CitHS provide 5 College-level English credits.
 - The credits from the AP test are nationally recognized, but schools don't always give college credit to scores considered "passing". However, some schools weigh the AP test more when considering admissions. Even if the student did not receive a score that granted credit. When families choose to do both AP and CitHS, it's still hundreds of dollars cheaper than signing up for the same 5 credits at most colleges *and* then paying for textbooks. With the right mix of classes, students have left high school (credits-wise) as college sophomores! The other perk is that some (note SOME) school may give different credit for CiHS and the AP Test.