

AP English Language & Composition Course Description

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Cleveland High School
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Course Description

This is copied directly from College Board's website:

The AP English Language and Composition course is designed to help students become skilled readers of prose written in a variety of rhetorical contexts and to become skilled writers who compose for a variety of purposes. Both their writing and their reading should make students aware of the interactions among a writer's purposes, audience expectations, and subjects as well as the way generic conventions and the resources of language contribute to effectiveness in writing.

The goals of an AP English Language and Composition course are diverse because the college composition course is one of the most varied in the curriculum. The college course provides students with opportunities to write about a variety of subjects and to demonstrate an awareness of audience and purpose. But the overarching objective in most first-year writing courses is to enable students to write effectively and confidently in their college courses across the curriculum and in their professional and personal lives. Therefore, most composition courses emphasize the expository, analytical, and argumentative writing that forms the basis of academic and professional communication, as well as the personal and reflective writing that fosters the ability to write in any context. In addition, most composition courses teach students that the expository, analytical, and argumentative writing they must do in college is based on reading texts from various disciplines and periods as well as personal experience and observation. Composition courses, therefore, teach students to read primary and secondary sources carefully, to synthesize materials from these texts in their own compositions, and to cite sources using conventions recommended by professional organizations such as the Modern Language Association (MLA), the University of Chicago Press (*The Chicago Manual of Style*), and the American Psychological Association (APA).

As in the college course, the purpose of the AP English Language and Composition course is to enable students to read complex texts with understanding and to write prose of sufficient richness and complexity to communicate effectively with mature readers. An AP English Language and Composition course should help students move beyond such programmatic responses as the five-paragraph essay that provides an introduction with a thesis and three reasons, body paragraphs on each reason, and a conclusion that restates the thesis. Although such formulaic approaches may provide minimal organization, they often encourage unnecessary repetition and fail to engage the reader. Students should be encouraged to place their emphasis on content, purpose, and audience and to allow this focus to guide the organization of their writing.

College writing programs recognize that skill in writing proceeds from students' awareness of their own composing processes: the way they explore ideas, reconsider strategies, and revise their work. This experience of the process of composing is the essence of the first-year writing course, and the AP English Language and Composition course should emphasize this process, asking students to write essays that proceed through several stages or drafts, with revision aided by teacher and peers. Although these extended, revised essays cannot be part of the AP Exam, the experience of writing them will help make students more self-aware and flexible writers and thus may help their performance on the exam itself.

As well as engaging in varied writing tasks, students become acquainted with a wide variety of prose styles from many disciplines and historical periods, and gain understanding of the connections between writing and interpretive skill in reading. Concurrently, to reflect the increasing importance of graphics and visual images in texts published in print and electronic media, students are asked to analyze how such images both relate to written texts and serve as alternative forms of texts themselves.

In addition, the informed use of research materials and the ability to synthesize varied sources (to evaluate, use, and cite sources) are integral parts of this course. Students move past assignments that allow for the uncritical citation of sources and, instead, take up projects that call on them to evaluate the legitimacy and purpose of sources used.

One way to help students synthesize and evaluate their sources is the researched argument paper. Researched argument papers remind students that they must sort through disparate interpretations to analyze, reflect upon, and write about a topic. When students are asked to bring the experience and opinions of others into their essays in this way, they enter into conversations with other writers and thinkers. The results of such conversations are essays that use citations for substance rather than show, for dialogue rather than diatribe.

http://www.collegeboard.com/student/testing/ap/sub_english.html

Expectations

Since this is a college-level course, there are some additional expectations. You are expected to:

1. Turn in all assignments on time;
2. Complete all assignments thoroughly to the best of your ability;
3. Be ethical regarding plagiarism and cheating;
4. Notify me in advance of anticipated problems regarding due dates or uncertainty about an assignment;
5. Do your absolute best on the AP exam on May 16th; and
6. Seek additional knowledge by going beyond the text and assignment.

Consequences

There are consequences for poor choices, and that includes missing deadlines. They are:

- Mandatory Power Lunch Tutorial
- Parent/Guardian contact
- Referral to counselor
- Referral to administrator (for cheating and/or plagiarism)

Supplies

Required supplies:

1. A notebook (spiral or 3-ring binder with paper)
2. Index cards (5x8)
3. Highlighters
4. Pens, Pencils
5. Paper
6. Flash Drive (recommended)

Donations

I have a Student Center will miscellaneous school supplies for those days that you forget or lose your materials. While out shopping, please consider purchasing something (pens, pencils, etc.) for the classroom. All donations are greatly appreciated. I really need more Kleenex for the class.

Communication

I am available for consultation before or after school by appointment, or you may contact me via the Internet. I regularly check my email and do not mind if you contact me for questions. My email address is: melissanoel@johnston.k12.nc.us. My lessons and calendars are online at <http://msnoel.com>, so please check the website often and bookmark the page for your class calendar. Handouts and supplemental information can be found on this site, too. **Everything is on this site.** If you lose the handout, it can be found online.

Essay Policies

We will write essays about every two weeks and they will make up the largest percentage of your average. While most of these essays will be in-class timed writings, please remember that all printer and computer issues are your responsibility. The essay due date is not negotiable and a letter grade will be deducted per day that the paper is late regardless of the problem. (This is at the teacher's discretion. Exceptions may be made after a parent/teacher conference.) Plan in advance and make sure that the paper is turned in at the beginning of class, and please save us both the pain by omitting a diatribe of excuses. Essays should be emailed, electronically shared through Google Docs, or brought to school regardless of your attendance to my class.

We will be doing research during this course for the Graduation Project and for other essays and projects, and you will be expected to be ethical regarding your use of sources and information. I want you to know now that I take plagiarism seriously. Do not copy or cheat on **any** assignment in my class.

Homework

I will be assigning more homework this semester, especially reading assignments. You need to keep up with your homework by writing down your assignments, and I recommend you keep a calendar or assignment book. The online calendar on Gmail is an excellent way to manage appointments and dates; this calendar syncs with smart phones, so it is great for those of us who prefer digital documents. I will randomly give “pop” quizzes to assess reading.

Power Lunch

Please take advantage of Power Lunch to make-up assignments, ask questions about essays, request re-teaching, or discuss class issues. Students will be required to attend Power Lunch throughout the semester, but the option is always available for those that need assistance.

My Schedule:

- 1st Block – AP Language and Composition
- 2nd Block – Planning
- 3rd Block – AP Language and Composition
- 4th Block – English III

Absences

Johnston County attendance policy clearly states that students are permitted four absences (excused or unexcused) each nine weeks. Students will receive a failing grade of 69 for excessive absences. If absent, students should check <http://msnoel.com> and ask me about the material that was covered. Please ask me about missed assignments during Power Lunch. You have **two** days (per excused absence) to make up assignments. Students are responsible for obtaining notes, assignments, handouts, etc. A “1” will be recorded in the grade book until the assignment is made up. This is just a placeholder to remind us both that the assignment needs to be made-up. All late work must be completed two weeks before the grading period ends. Test and quiz corrections are allowed.

When you are absent, you must get a Pink Slip from Student Services BEFORE class begins and show it to me immediately. Students who do not have a Pink Slip when they arrive to class will receive a tardy. Students who show up late in the morning must also go to Student Services to obtain a pass. The consequences for being late to class are as follows:

- 1st Tardy – Warning
- 2nd Tardy – Parent Contact and Unexcused Absence
- 3rd Tardy – Parent Contact and Detention
- 4th Tardy – Parent Contact, Additional Unexcused Absence, and Administrative Referral

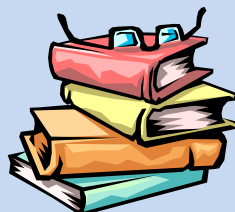
Electronic Devices

If your phone rings, I am required to write you up. Make sure that your phone is off in my class and completely out of sight at all times. You may only use an mp3 player with permission during special times after a Listening Device Contract has been signed and returned. Have your ear buds out when I am speaking or I **will** take them.

Final Words

I am more than willing to help students who put forth effort in my class, but you have to demonstrate an interest and effort. More than anything, I want each student to be successful, and I know you have to want that, too, so we are bound to be successful this year.

Melissa W. Noël
English Department
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<http://msnoel.com>



You must get this signed and returned by tomorrow. This document guarantees that you read Mrs. Noël's course description for AP English Language & Composition and understand her course requirements, rules, and guidelines.

Parents: Lesson plans, assignments, and supplemental information are located on <http://msnoel.com>. Progress Reports will be distributed every three weeks. The first Progress Report goes home February 15th, 2012. We welcome you to join us by reading our books and blogging.

Books we're reading:

Ghost Soldiers: The Forgotten Epic Story of World War II's Most Dramatic Mission by Hampton Sides

The Immortal Life of Henrietta Lacks by Rebecca Skloot

Fast Food Nation: The Dark Side of the All-American Meal by Eric Schlosser

Please PRINT the student's name here: _____

Student's signature

Parent's Name (Please print neatly)

Student's Email Address (if desired)

Parent's Email Address

Student's Cell Phone Number

Parent's Cell Phone

Home Phone Number

Preferred method of contact (circle): **Phone** **Email**

Additional Comments? Please make me aware of accommodations that will assist me with educating your child. Private concerns can be emailed to melissanoel@johnston.k12.nc.us. Thanks!