

## Advanced Placement Language and Composition

### Fall 2022 and Spring 2023

#### **Instructors:**

Ms. Nancy Prom-Pierson  
ACHS, Room 2109

Phone: 965-9610 Ext. 55000  
Email: nancy.prompierson@ankenyschools.org

Ms. Leslie Stratton  
ACHS, Room 2107

Phone: 965-9610 Ext. 54005  
Email: leslie.stratton@ankenyschools.org

#### **Ankeny Centennial High School Course Catalog Description:**

Students will construct and revise a series of writings: formal and informal, narrative, expository, argumentative, and persuasive. Students will practice effective reading and research techniques, and explore structure, style, and documentation. Students are encouraged to take the AP Exam: English Language and Composition. Students may also enroll in six DMACC credits: ENG 105, Composition I and ENG 106, Composition II. A C- or above must be earned in ENG 105 in order for the student to take ENG 106.

#### **Advanced Placement Course Description and Exam Application:**

The AP English Language and Composition course focuses on the development and revision of evidence-based analytic and argumentative writing, the rhetorical analysis of nonfiction texts, and the decisions writers make as they compose and revise. Students evaluate, synthesize, and cite research to support their arguments. Additionally, they read and analyze rhetorical elements and their effects in nonfiction texts—including images as forms of text—from a range of disciplines and historical periods.

As an approved Advanced Placement curriculum, this course will provide you with a variety of writing and reading activities intended to enable you to write effectively and confidently and to read complex text with understanding. We will emphasize the expository, analytical, and argumentative writing that forms the basis for academic and personal communication, as well as the personal and reflective writing that enables your expressive capacity. You will explore your own composing processes and revise and improve your own writing. You will read a wide variety of texts (novels, essays, political writing, academic essays, critical analysis, court decisions, current events, speeches, personal writing, biography, memoir, and autobiography) examining other writers' ideas, rhetorical strategies, and style. Additionally, we will read to gain support from others to buttress and amplify your own ideas, and while doing so, gain valuable experience in research and documentation. While this course prepares you for the Advanced Placement Language and Composition Exam, your active participation in a community of learners will enrich and extend your learning, as you establish your own learning goals.

#### **Dual Credit through DMACC:**

Students are automatically enrolled in two courses at DMACC: ENG 105 for the first semester and ENG 106 for the second semester. **A C- or above must be earned in ENG 105 in order for the student to take ENG 106.** The competencies for these two DMACC courses are listed below. Successful attainment and demonstration of these competencies are necessary for this credit. Additionally, each student must complete a portfolio of their work and writing demonstrating an attainment of the writing goal areas. These writing goals are also listed below.

**Books and Resources:**

**Nonfiction Book Choices:** For each semester students will be asked to choose a nonfiction book to read, collaboratively discuss in peer groups, and compose an On Demand essay. The choices are *Angela's Ashes* by Frank McCourt, *Nickel & Dimed* by Barbara Ehrenreich, *The Middle of Everywhere* by Mary Pipher, *Nomadland* by Jessica Bruder, *The Other Wes Moore* by Wes Moore, *The Autobiography of Malcolm X* by Alex Haley & Malcolm X, *Hidden Valley Road* by Robert Kolker, *Educated* by Westover, *Brain on Fire* by Cahalan, *Spare Parts* by Davis, *Dead Man Walking* by Prejean, *Born a Crime* by Noah, *Just Mercy* by Stevenson, *Freedom Summer* by Watson, *Killers of the Flower Moon* by Grann, and *Dreamland* by Quinones. Summer reading includes two fiction choices, *The Catcher in the Rye* by J.D. Salinger and *The Hate U Give* by Angie Thomas.

**Possible Reading Selections:** *The Art of the Personal Essay* ed. by Lopate; *The Best American Essays of the 20<sup>th</sup> Century* ed. by Oates; *50 Essays* 4th ed., ed. by Cohen; *Re-Reading America* 8<sup>th</sup> ed. ed. by Colombo, Cullen, & Lisle; *The Oxford Book of Modern Science Writing* ed. by Dawkins; *Hiroshima* by Hersey; *Nickel and Dimed* by Ehrenreich; *The Stranger* by Camus; *As I Lay Dying* by Faulkner; *Frankenstein* by Shelley; *The Scarlet Letter* by Hawthorne; *The Heart of Darkness* by Conrad; *The Prince* by Machiavelli; & assorted other handouts and readings.

**Writing Tasks and Assignments:**

In this course, you will be asked to perform a variety of formal and informal writing tasks. You will be writing to explain, explore, define, analyze, critique, reflect, and to argue. We list below some of these tasks and assignments to explain in more detail what is involved.

- **The writer's notebook:** This is a designated notebook or section of a notebook where you will respond informally to in-class questions, responses to essays and readings, reflection on classroom discussions and readings. This is a way to clarify your thinking, take risks as a writer, and reflect on what you have been thinking. As a teacher, I will not read all of what you write here; however, it is vital that you do your thinking on paper, and some of what you write here will be revised, amplified, and elaborated on for a more formal, polished piece of writing.

“Our life is imprinted on our brains, and we can't pull it all up. The notebook is like a fishhook you can drop into your brain and pull out memories.” Bruce Colville

“The two most powerful things any writer can do is read widely and keep notebooks of writing on a regular basis.” Naomi Shihab Nye

- **On-demand, in-class timed writing:** From time to time, and especially on late-start Wednesdays, you will be asked to write in this manner to increase your stamina as a writer and a reader. The questions that we will use will be generated from your reading, reading we do together, class discussion follow-up, visual images, reading on-demand, and from previous AP exams. Sometimes this writing will be done in your assertion journal and sometimes handed in immediately.
- **Formal essays and papers:** These writing assignments are polished pieces of writing that you will take from the pre-writing idea-formation stage through to the polished stage. These assignments will be graded, and they include the following:

**SEMESTER 1 (AP exam registration is due in early-November.)**

- o Summer reading
- o Scholarship essays
- o Rhetorical analysis essay of a writer's style and voice based on the summer reading list; analysis of rhetorical strategies and modes of the writer of a nonfiction work
- o Annotated Bibliography (APA)
- o APA research essay
- o Film analysis essay
- o On-demand AP essays: synthesis, rhetorical, and persuasive
- o Semester Exam: reflective essay in support of your writing portfolio in connection with the six ENG 105 competencies

**SEMESTER 2: Semester-long Capstone Research Topic**

- o On-demand AP essays: synthesis, rhetorical, and persuasive
  - o Revisit scholarship essays
  - o National Issue Forums discussions/Essays--Capstone topic creation
  - o Profile
  - o Whole class book (non-fiction or 18th-19th Century novel)
  - o Op Ed or Letter to Elected Official/School Board/Newspaper
  - o Annotated bibliography (MLA, APA, or Chicago)
  - o Argumentative research essay (MLA, APA, or Chicago)
  - o DMACC rhetorical analysis essay (DMACC requirement)
  - o Problem-solution essay (satirical option)
  - o Media analysis essay
  - o Capstone presentation
- Submission of Formal Writing Assignments (per instructor's discretion)
    - o All essays will be submitted through Canvas **OR** as a printed copy for peer review, instructor review, and final draft submission. The use of Canvas will be discussed in detail during the first week of class.
    - o All major assignments will be submitted to turnitin.com to assess the proper use of sources in each essay.
    - o Students will write and revise at least 4 essays and produce a **minimum of 20 pages/semester** as required by DMACC.

**Reading Tasks and Assignments:**

There are a number of varied, complex readings that you will engage in this course including non-fiction books, novels, essays, articles, court opinions, and online postings. With each reading, we will ask that you examine what a particular writer wishes to do in a piece of writing, what audience that writing is geared toward, what purposes the writer had in mind, in what context (including time and culture) a piece of writing takes place, how a piece of writing is structured, and whether or not a piece of writing is successful in its intents or if it is effective or not. Note taking and annotating as you read is essential. To that end, we will give you several structures that we will expect you to use as tools as you engage each text or image:

- Jolliffe's Rhetorical Framework Diagram
- Reading Skills for AP Multiple-choice Passages and Prompts (Phelan & Jolliffe) including the 18 Functional Questions, 9 Top-Down Questions, 7 Bottom-Up Questions (Schemes and Tropes) and the 6 Contextual questions.

### **Office Hours:**

Instructors will post office hours weekly. We encourage you to utilize these opportunities for conversations regarding your coursework. This is the perfect time to workshop your writing to improve skills on each assessment. Due to the current restrictions on building access, workshopping or conferencing your writing online may be the best approach.

### **Self-Advocacy:**

We encourage students, not parents, to address initial concerns with the instructor via office hours or email. This provides students' best practice for future encounters with professors in their college endeavors.

### **The Writing Process:**

For each writing task or response, you will be engaged in some part of the writing process. Although the writing task is recursive in nature, we will focus on building your skill and facility in these stages:

- **Prewriting and drafting**
  - Using the writing and ideas of others to inspire my own thinking
  - Researching
  - Establishing purpose and audience
  - Producing expository, analytical, and argumentative writing that introduces a complex central idea, which is supported by evidence, explanation, and structure
  - Providing clear transitions that reflect logical thought
  - Drafting using a variety of rhetorical modes, sentence structures, rhetorical devices, schemes, and tropes and incorporating and documenting primary and secondary reference documents.
  - Writing and reflecting on my own process of composition
- **Revising**
  - Improving my vocabulary for expansion and precision
  - Improving my writing by varying my sentence structures and syntax
  - Improving my writing by using organizational structures that fit my writing purposes and in order to increase logical coherence
  - Improving my writing by varying my use of generalization and specific illustrative detail and by elaborating
  - Improving my writing by using diction and structure to establish voice and tone and by rethinking rhetorical strategies and structures
- **Editing**
  - Improving my writing by eliminating surface and mechanical errors.
  - Improving my writing by applying the conventions of standard written English
  - Improving my writing by adherence to the conventions of MLA and APA
- **Review and Publishing**
  - Critiquing my own writing in an advanced state of revision
  - Critiquing the writing of my peers through workshopping and providing constructive criticism
  - Receiving the constructive criticism of my instructor and my peers
  - Meeting deadlines

We will view all writing as being subject to this recursive process. Writing is a process, and as such, it is imperative that many drafts are created for each piece. Sharing your drafts with each other via workshopping with your peers and with the instructor will increase your chances of producing a quality document. Please keep all drafts of your work as evidence of the writing process; these drafts will also be used with your portfolio. **Rewriting a paper, after the final due date, will be left to the discretion of the instructor.**

### **AP Released Exams and Practice Questions:**

Each Wednesday and at other times, we will look at and answer either a constructed response question or some multiple choice questions in an AP-like format or from a released exam. This will not only give you an opportunity to practice the skills important to critical reading, analysis, and writing, but will also build stamina and capacity when you take the **AP exam on Tuesday, May 10, 2022 at 8 am.**

### **How Students Will Be Graded:**

- A 0-100 percent scale will be utilized at the secondary level in the Ankeny Community School District.
- Letter grades will continue to be assigned for all courses at the secondary level based on the 0-100% scale.
- When a rubric is converted to a letter grade, the 0-100 percent scale will be employed.
- Categories/Weighting in Infinite Campus:
  - First Semester will consist of 6 categories/competencies which are weighted as follows:
 

■ Competency 1: Writing Process	25%
■ Competency 2: Organization	15%
■ Competency 3: College Level Reading (Rhetoric)	20%
■ Competency 4: Synthesize Research Resources	15%
■ Competency 5: Documentation Practices	15%
■ Competency 6: Standard English Grammar	10%
  - Second semester will consist of 6 categories/competencies which are weighted as follows:
 

■ Competency 1: College Level Reading	10%
■ Competency 2: Rhetorical Strategies	20%
■ Competency 3: Integrate Sources	15%
■ Competency 4: Persuasion	20%
■ Competency 5: Writing Process	25%
■ Competency 6: Documentation Practices	10%
  - All assessments will use a combination of each competency and weigh them according to significance to the writing assessment. This calculation of the 18 week grade should demonstrate a student's proficiency in each of the identified DMACC standards for the course and will contribute to 100% of the semester grade.

### **Behavioral Expectations:**

The work habits/behavior standards are for grades 6-12 courses in our district. These work habits/behavior standards will be reported throughout the semester and are as follows:

- Organization and Readiness
  - ***The student consistently...***
  - Brings necessary materials to class: Chromebook, writer’s notebook, note taking supplies (i.e. paper, pen/pencil), assignments due, any other materials deemed necessary
  - Organizes and maintains materials: uses course/unit calendars to ensure deadlines are met, creates Google Docs in the proper assignment, develops a personal management system to generate and meet class goals
  - Turns in assignments on time: meets all deadlines by submitting to Canvas and/or Turnitin.com prior to, or on, the indicated date and time for each assignment
- Productivity and Accountability
  - ***The student consistently...***
  - Is engaged (on-task): uni-tasking with writing, reading, and listening/note taking, appropriately uses technology, and does not succumb to or create distractions
  - Asks clarifying questions when needed (advocates for self): in class, via e-mail, or during office hours
  - Transitions between activities
- Collaboration Skills
  - ***The student consistently...***
  - Makes contributions to group interactions and activities: demonstrates appropriate nonverbal communication with posture, eye contact, facials, and open arms
  - Respects multiple opinions and points of view to accomplish collaborative tasks: engaged listening, asks clarifying questions, and assists classmates with the writing process

For those of you accessing this document electronically, the work habits tool can be accessed [here](#). We will be using the following performance levels:

Performance Levels for Work Habits/Behavior Standards			
MS	PM	DM	NE
Meets Standard	Partially Meets Standard	Doesn’t Meet Standard	No Evidence

These descriptors are intended for feedback and communication and do not impact a student’s GPA.

**Formative and Summative Assessment Definitions:**

- Formative Assessment: Formal and informal process teachers and students use to gather evidence for the purpose of improving learning.
- Summative Assessment: Assessments that provide evidence of student achievement for the purpose of making a judgment about student competence or program effectiveness.

**Behavioral Expectations (21st Century Skills):**

The vision of the Ankeny Community Schools is that behavior will be reported separately from academic achievement as “21st Century Skills.”

- Behavior expectations for this course:
  - Students are expected to meet deadlines

- Students are expected to use technology respectfully and appropriately
  - Chromebooks are designed to enhance and support learning
  - Cell phone use during class without instructor's approval is strictly prohibited
- Students are expected to use independent work time appropriately and efficiently
- Students are expected to interact with peers collaboratively and positively

### Grading Scale for Weighted Classes:

Minimum Percent	92.5	89.5	86.5	82.5	79.5	76.5	72.5	69.5	66.5	62.5	59.5	59.4 and below
Letter Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F
GPA	5.0	4.67	4.33	4.0	3.67	3.33	3.0	2.67	2.33	2.0	1.67	0

### AP Scoring for AP Essays:

While essays were previously graded on a holistic scale of 0 to 9, reflecting overall quality, the College Board has switched to an analytic rubric, which evaluates student success out of 6 possible points across three scoring categories. The three scoring categories are:

- A) Thesis** (1 point possible)
- B) Evidence and Commentary** (4 points possible)
- C) Sophistication** (1 point possible)

### Rubric Scoring For Major Assessments (Essays):

Mastery	Exceeds Expectation	Meets Expectation	Progressing Toward Expectation	Does Not Meet Expectation	Skill Not Attempted
Rubric Score	10	8.5	7.5	6.5	5

\*Per our Proficiency Scales, students may score in between if they demonstrate all of the skills from a lower level of the rubric and some skills from the upper level of the rubric (e.g. 9.5 or 9 can be scored by demonstrating skills beyond what was taught regarding each writing)

### Academic Integrity

Cases of cheating and plagiarism will be handled and penalized according to school policy addressed in the student handbook (12). Please be cognizant of how breaches of academic integrity can adversely affect your academic reputation.

### Guiding Practices:

#### **Multiple and Varied Assessment Opportunities (including retakes)**

All students should have multiple assessment opportunities to demonstrate higher levels of achievement. The opportunities may be initiated by the instructor or the student, **but always at the instructor's discretion**. Additional opportunities may include retakes of an alternative form of an assessment (e.g. Form B instead of Form A), student revisions of work products based on descriptive feedback, or alternative methods of assessments (e.g. an oral response rather than a written test).

Specific guidelines are the following:

- Students will be provided the opportunity to be reassessed (i.e., retakes and homework).
- **Teachers determine appropriateness and authentic need for reassessments.**
- Generally, reassessments will be limited to one retake per assessment. Additional reassessments will be provided at the discretion of the teacher.
- While a retake is encouraged by the teacher, it is ultimately a student's decision whether or not to participate in the retake.
- Retakes will be taken within a reasonable time frame that the teacher determines and informs students of an advance.

### **Essay Revisions in the AP World**

Class time will be dedicated to working on each major essay and students are expected to use this class time to demonstrate proficiency in the **writing process** as per DMACC competencies and university expectations. Students must demonstrate active participation in the writing process for each essay **before** the deadline in order to utilize the revision option. For example, Student A shares his/her writing process with the instructor via Canvas and engages in online discussion, or face-to-face workshopping during class time, or using office hours. Student B submits his/her essay without feedback from the instructor. Student A may be given the opportunity to revise within one week after the essay has been assessed and returned. Student B will not be given the opportunity.

### **Homework/Independent Practice**

Through independent learning tasks (homework), students assume more responsibility for their learning and are given opportunities to apply what they have learned to new situations or experiences.

There are four main purposes for independent learning tasks:

Purpose 1: Building fluency;

Purpose 2: Applying knowledge;

Purpose 3: Reviewing and practicing past learning; and

Purpose 4: Extending learning across topics and disciplines.

- The purpose of an assignment will determine whether or not a grade is given.
- Independent practice/homework shall be individualized and based on each student's progress towards established standards.

### **Late/Missing Work Policy**

Any summative assessment not turned in on the due date will be considered late and marked as "Missing"/"Incomplete." Not submitting an assessment by the firm deadline, demonstrates a lack of proficiency in properly using the Writing Process, impacting this competency score. The highest score for the Writing Process will be a 5 due to not meeting the expectations of that competency.

All tasks must be completed by **January 5th (semester 1) or May 13th (semester 2)**. If you miss this due date, you will receive an "F" for the course and be entered into component recovery. Since this is a DMACC course, the component recovery option allows for you to submit missing work **ONLY** until the end of the semester. Credit recovery options for high school requirements will be determined by the



administration. This will have an adverse impact on your ability to commence, on your eligibility for activities, on your graduation date, and on your DMACC transcripts.

Ultimately, all summative skills must be completed for possible credit in the course.

### **Extra Credit And Bonus Points**

To ensure that grades reflect progress toward and achievement of the standards, there will be no extra credit in this class.

**District Office 306 SW School Street PO Box 189 Ankeny, IA 50021-0189  
P: 515.965.9600 F: 515.965.4234 W: ankenyschools.org**

*Ankeny Community School District does not discriminate based on race, color, creed, religion, national origin, sex, gender identity, age, disability, marital status, sexual orientation, physical attributes, physical or mental ability or disability, ancestry, political party preference, military affiliation, socioeconomic status, or familial status. Inquiries or grievances may be directed to Ken Morris Jr., Equity Director, 306 SW School Street, P.O. Box 189, Ankeny, IA, 50021-0189, (515) 965-9600, kenneth.morris@ankenyschools.org; or the Iowa Civil Rights Commission, Grimes State Office Building, Des Moines, IA, 50319-0201, (515) 281-4121; or the U.S. Department of Education, Office for Civil Rights, 500 West Madison Street, Suite 1475, Chicago, IL 60661*

## Des Moines Area Community College

### COURSE COMPETENCY INFORMATION

**Effective Date: Fall 2015**

**ENG 105 COMPOSITION I**

#### **PREREQUISITE/COREQUISITE**

Prerequisite: ENG061 or satisfactory writing skills

#### **DESCRIPTION**

Composition I introduces students to the college-level writing process through the construction and revision of a series of expository and persuasive essays. Students may also produce other writing appropriate to the academic and working world. Through exposure to a variety of college-level readings, the students will build critical reading skills, and students will be expected to respond to assigned readings in a variety of ways. The course introduces library and computer-based research strategies. Students will write and revise at least 4 essays and produce a minimum of 20 pages.

#### **COURSE COMPETENCIES**

1. Generate writing as an active process, using planning, drafting, revising, and editing
  1. Explore invention activities, such as brainstorming, listing, word-mapping, reading, free writing, discussing, and journal writing
  2. Use planning and drafting techniques, such as outlining and freewriting
  3. Consider audience, purpose, and context
  4. Revise for clarity, coherence, and conciseness
  5. Use technology as appropriate given the task, assignment, and setting
2. Evaluate strategies and approaches for organizing content
  1. Write well-structured introduction, body, and conclusion paragraphs
  2. Organize essays using thesis statements and topic sentences
  3. Use paragraphs as an organizational method
  4. Incorporate effective transitional devices
  5. Integrate relevant, credible supporting details and evidence from source materials
  6. Incorporate quotations from source material
3. Examine college-level reading skills as an active part of the writing process
  1. Identify various genres of expository writing, including narrative, essay, and article
  2. Develop vocabulary, using relevant reference resources
  3. Examine various rhetorical and organizational methods
  4. Use effective reading techniques such as rereading, annotating, paraphrasing, and summarizing
  5. Analyze the content, expression, and context of verbal and/or visual texts
4. Synthesize research resources appropriate to the task and context
  1. Develop researching skills to locate credible sources, which may include interviews, observations, surveys, DMACC library resources, library databases, and other web resources
  2. Distinguish between credible and unreliable print or electronic sources
  3. Integrate research into writing when appropriate
  4. Acknowledge ownership of ideas when using source information
5. Integrate standard college-level documentation practices
  1. Understand definitions and consequences of plagiarism
  2. Identify reasons for documentation
  3. Distinguish between personal ideas and outside sources
  4. Develop summarizing, paraphrasing, and quoting skills using primary and secondary sources
  5. Integrate sources effectively within the given context
  6. Document sources in MLA or APA formatting style
6. Adapt to the rules of Standard English grammar appropriate to context
  1. Use standard rules of grammar, punctuation, mechanics, and spelling
  2. Construct syntactically sound sentences using varied, appropriate vocabulary

**Des Moines Area Community College****COURSE COMPETENCY INFORMATION****Effective Date: Spring 2016****ENG 106 COMPOSITION II****PREREQUISITE/COREQUISITE**

Prerequisite: ENG-105

**DESCRIPTION**

Composition II is a continuation of Composition I. Students will analyze, synthesize, and evaluate texts. Effective academic research is also emphasized. Assignments may include expository and persuasive writing appropriate to academic and professional contexts. Students will write and revise three or more essays, including a research-based argument, and produce a minimum of 20 pages of prose. Academic integrity is a key expectation of this course.

**COURSE COMPETENCIES**

1. Apply college-level reading skills to academic and professional texts
  1. Read a variety of academic and professional texts, primarily non-fiction
  2. Develop vocabulary
  3. Identify language nuances, such as denotation, connotation, and figurative language
  4. Determine a text's audience, purpose, thesis, and context
  5. Restate texts by summarizing, paraphrasing, and quoting
2. Analyze rhetorical strategies found in academic and professional texts
  1. Determine how ideas, structures, or other textual features influence interpretation, including rhetorical situations and social, cultural, and historical contexts
  2. Examine how multiple perspectives can operate at the same time
  3. Distinguish between types of evidence, such as primary, secondary, quantitative, and qualitative
  4. Determine logical fallacies, bias, slanted language, discriminatory language, and propaganda
3. Integrate sources to support research-based projects
  1. Determine research objectives and schedule
  2. Locate primary and secondary sources via library databases, catalogs, Internet, and other resources
  3. Analyze the relevance and credibility of sources
  4. Illustrate claims using research sources
4. Argue in response to continuing dialogues within and beyond academic disciplines
  1. Recognize various points-of-view
  2. Integrate audience-based persuasion techniques
  3. Evaluate multicultural, social or global perspectives for diverse audiences
  4. Synthesize ideas from multiple sources to reframe in new contexts
5. Evaluate individual writing processes to produce college-level essays and projects
  1. Generate early drafting and revision strategies, including conference, workshop, or individual and peer feedback
  2. Compose clear, concise prose
  3. Construct syntactically sound sentences using varied, appropriate vocabulary
  4. Use standard rules of grammar, punctuation, mechanics, and spelling
6. Integrate standard college-level documentation practices
  1. Understand definitions and consequences of plagiarism
  2. Identify reasons for documentation
  3. Distinguish between personal ideas and outside sources
  4. Integrate sources effectively within the given context
  5. Document sources using MLA or APA