

## STUDENT COURSE EXPECTATIONS 2018 - 2019

### AP ENGLISH LANGUAGE/COMPOSITION

Mrs. Connors

#### Course Overview

Activities in this course teach students to clearly think, write, and speak about language and writing while reading prose written in a variety of periods, disciplines, and rhetorical contexts. It is a high school course for students who are capable of doing college-level work in English and who are willing to devote the time and energy necessary to complete a course more demanding than regular English courses. Research skills are stressed to prepare students for success in college. A minimum of three analytic research papers will be assigned per year. A variety of non-fiction as well as fiction will be introduced. Genres studied range from historical letters to persuasive, descriptive, and narrative modern essays. Three novels will be assigned for summer reading.

#### Course Objectives - Student will:

Examine selected literary works to analyze and discuss theme, character, plot, and other literary elements.  
Write compositions with a clear focus, developing the composition with logically related ideas and adequate supporting details.  
Edit personal writings and that of peers on google drive.  
Examine past AP English examinations to develop test awareness.  
Focus on rhetoric, argument, and synthesis.

#### Course Content

Literature: Analysis, research and interpretation of representative works from various genres and time periods  
Language: Literary terminology, vocabulary within the context of readings, vocabulary commonly found on AP examinations  
Writing: Literary analysis using persuasive/expository/narrative/descriptive writing forms  
Speaking: 52-minute literary analysis presentations throughout the year  
Awareness Presentations: Extended Advisory final 15-20 minute movie on an issue (year-long endeavor)  
AP Exam Preparation: Multiple Question 1, 2, and 3 essays and the completion of sample tests (offered during and after school)

#### Required Summer Reading and Assignments

*Heart of Darkness* – Joseph Conrad

*The Awakening* – Kate Chopin

*Wuthering Heights*- Emily Brontë

5-page research paper on one of the aforementioned texts (MLA style with Works Cited page)- Due day 2

#### Additional Reading Throughout the Year

Additional novels from the A.P. College Board suggested reading list (*Hamlet, Frankenstein, Jane Eyre, The Great Gatsby, etc.*)

Excerpts spanning across genres and time periods

Autobiographies, biographies, science texts, speeches, and other selected non-fiction texts and excerpts

#### Required Writing

Reflections on year-long awareness project

1-2 page essays focusing on rhetoric, argument, and synthesis (Essays 1, 2, and 3)

Minimum of three analytic research papers (5 pages)

#### Course Evaluation Criteria

Research Essays-35%

Writing Assignments-Rhetorical Analysis, Argument, Synthesis -30%

Presentations 20%

Class Work and Participation 15% - Socratic Seminars included

#### Course Policies:

Attendance, tardiness, behavioral consequences, academic dishonesty, and make-up of missing work in this class are as outlined in the Hull High School Student Handbook.

All assignments are to be completed by the due dates. **Late work will not be accepted. Absentees will be expected to turn in work. Work must be shared on Turnitin by 11:59 PM on the due date. I will not accept hard copies.**