

## Course Syllabus: AP Language and Composition, WR121, WR122

Course Dates	<b>August 2018 – May 2019</b>
Course Text	<b><i>The Language of Composition: Reading, Writing, Rhetoric. 2<sup>nd</sup> edition</i></b>
Instructor	<b>Bryan Estes</b>
Email	<b>bestes@corbett.k12.or.us</b>
Website	<b>bryanestes.com/english</b>

### Course Overview

This dual-enrollment course aligns with the AP English Language and Composition curriculum as well as the curricular requirements for WR121 and WR122 through Mount Hood Community College. Students who enroll in MHCC's College Now Program and successfully complete this course will earn eight college credits.

This course requires students to develop evidence-based analytical and argumentative essays that proceed through several stages or drafts. Students evaluate, synthesize, and cite research to support their arguments, analyzing rhetorical elements and their effects in non-fiction texts, including graphic images as forms of text, from many disciplines and historical periods.

### Course Objectives

- This course teaches and requires students to write in several forms (e.g., narrative, expository, analytical, and argumentative essays) about a variety of subjects (e.g., education, community, the economy, gender, sports, language, popular culture, the environment, politics, personal experiences, and others).
- This course requires students to write essays that proceed through several stages or drafts, with revision aided by teacher and peers.
- This course requires students to write in informal contexts (e.g., imitation exercises, journal keeping, collaborative writing, and in-class responses) designed to help them become increasingly aware of themselves as writers and of the techniques employed by the writers they read.
- This course requires expository, analytical, and argumentative writing assignments that are based on readings representing a wide variety of prose styles and genres.
- This course requires nonfiction readings (e.g., essays, journalism, political writing, science writing, nature writing, autobiographies/biographies, diaries, history, criticism) that are selected to give students opportunities to identify and explain an author's use of rhetorical strategies and techniques
- This course teaches students to analyze how graphics and visual images both relate to written texts and serve as alternative forms of text themselves.
- This course teaches research skills, and in particular, the ability to evaluate, use, and cite primary and secondary sources. The course assigns projects such as the researched argument paper, which goes beyond the parameters of a traditional research paper by asking students to present an argument of their own that includes the analysis and synthesis of ideas from an array of sources.
- This course teaches students how to cite sources using a recognized editorial style (e.g., Modern Language Association, *The Chicago Manual of Style*, etc.).

- The instructor will provide instruction and feedback on students' writing assignments, both before and after the students revise their work, that help the students develop the following skills:
  - o A wide-ranging vocabulary used appropriately and effectively
  - o A variety of sentence structures, including appropriate use of subordination and coordination
  - o Logical organization, enhanced by specific techniques to increase coherence, such as repetition, transitions, and emphasis
  - o A balance of generalization and specific, illustrative detail
  - o An effective use of rhetoric, including controlling tone, establishing and maintaining voice, and achieving appropriate emphasis through diction and sentence structure

### Grading for Coursework

Because this is a dual-enrollment course, your coursework will count toward two separate course grades: a grade for MHCC and a grade for Corbett High School. While the grades for each assignment will be consistent, the weight of each assignment will differ between the two institutions (see below).

## WR121 – English Composition

### WR121 Course Description

WR121 presents writing as a means of exploring, developing and communicating ideas. Students compose essays that support and develop a thesis and learn to develop critical reading and analytical skills. They learn clear and effective communication with an emphasis on understanding audience and the process of written reasoning through the development of information literacy skills. Prerequisite: RD090 and WR115, each with a grade of "C" or better; or placement above stated course levels.

### WR121 Coursework

10%	Expository Essay	500 word essay (or college admission letter) that describes, explains, or tells what happened. Due in September.
20%	Multigenre Project	1,000 words of revised text exploring audience, purpose, and voice in multiple genres of writing (e.g. memoir, newspaper, magazine, letter, speech, personal essay, interview). Due in October.
20%	Analytical Essay	1,000 word rhetorical analysis of a text (analysis addresses ethos, pathos, logos, occasion, context, and purpose). Due in November.
20%	Argument Essay	1,000 word essay that effectively argues a claim befitting academic discourse (research required). Topics may include community, the economy, gender, sports, language, popular culture, the environment, politics, and others. Due in January.
10%	Final Portfolio	500 word metacognitive reflection and student-selected writing produced during the course (e.g. quick-writes, weekly reflections, imitation exercises, collaborative writing, and in-class responses). Due in January.
20%	Participation	Evaluation based on engagement in class work, homework, discussion, group work, peer review, and other activities.

**WR121 Student Learning Outcomes**

## Academic Discourse and Conventions

- A. Engage in and value a respectful and free exchange of ideas
- B. Practice active reading of college-level texts, including: annotation, cultivation/development of vocabulary, objective summary, identification, and analysis of the thesis and main ideas of source material
- C. Participate in class discussion and activities; speak, read, respond, and listen reflectively, understanding self as a part of a larger community
- D. Appreciate and reflect on challenging points of view through reading and writing; measure another writer's viewpoint against personal experience and assumptions and the experience of others
- E. Use appropriate technologies in the service of writing and learning. For example: use word processing tools to prepare and edit formal writing assignments (spell check/grammar check, find and replace); understand the limitations of such tools; locate course materials and resources online; and use online communication tools such as e-mail
- F. Word process and format final drafts with appropriate headings, titles, spacing, margins, demonstrating an understanding of MLA citation style
- G. Demonstrate the ability to use Edited Standard Written English to address an academic audience
- H. Use a writer's handbook and/or other resources for style, grammar, and citation

## Organization, Thesis, and Development

- A. Try more than one organizational strategy in essay drafts including reworking thesis statement
- B. Write well-focused, logically organized, and well-transitioned essays, using introductions, discussion, and conclusions in which the relationship of ideas to the thesis and to one another is clear
- C. Develop and organize essays using evidence that may include examples, illustration, and research to support ideas
- D. Evaluate and synthesize ideas from own writing and the writing of others
- E. Write at least one argumentative essay that demonstrates an understanding of the basic elements of argumentation including claims, support, logic, and credibility

## Audience, Purpose, and Voice

- A. Identify the roles played by situation, purpose, and audience in directing a writer's choices, and make appropriate choices of tone, voice, and level of formality based on the essay's genre and/or discourse community
- B. Assess knowledge, expectations and biases of audiences
- C. Anticipate questions an audience is likely to have and supply appropriate information
- D. Analyze how a writer's tone and voice effect audiences' perceptions of the writer
- E. Identify the different levels of formality through vocabulary, syntax, and other conventions, and the situations in which they are appropriate
- F. Employ strategies of development appropriate for the purpose and audience.

#### Writing Process

- A. Explore the ideas of others in both informal and formal writing
- B. Recognize that strong organization, thesis, and development result from a recursive writing process
- C. Exercise original thought in selecting and narrowing writing topics
- D. Develop essays through a flexible writing process that proceeds from exploration and discovery, through drafting, peer review, revision, editing, and proofreading
- E. Work effectively and collaboratively with other writers to evaluate and revise essays, sharing work in process and providing constructive feedback to others according to established guidelines, and revise according to peer and instructor feedback
- F. Appraise own writing skills, abilities, and process and those of others, identifying strengths and addressing weaknesses
- G. Use available writing assistance

#### Research and Documentation

- A. Use a database and the Internet to locate information and evidence
- B. Evaluate source materials for authority, currency, reliability, bias, sound reasoning and validity of evidence
- C. Demonstrate an ability to summarize, paraphrase, and quote sources in a manner that distinguishes the writer's voice from that of his/her sources
- D. Produce at least one paper that demonstrates an ability to synthesize sources to support an assertive or argumentative thesis through summary, paraphrase, and integrated quotation

- E. Credit source material using a discipline-appropriate documentation style

## WR122 – English Composition: Critical Thinking

### WR122 Course Description

WR122 focuses on specific ways to develop critical argumentative essays in response to the challenges of increasingly complex contexts, competing arguments and issues in politics, rhetoric and commercial media. Students practice further how to develop effective theses and reasoning. Students will learn the skills to find an appropriate subject and evaluate a variety of sources to write a major research assignment. Prerequisite: RD090 and WR121, each with a grade of "C" or better; or placement above stated course levels.

### WR122 Course Components

20%	Visual Analysis	1,000 word rhetorical analysis of a <b>visual</b> text (addresses design, ethos, pathos, logos, audience, occasion, context, and purpose). Research required. Due in February.
10%	Proposal	Proposal for the synthesis essay that addresses the research question and the scope of the project. Due in March.
10%	Bibliography	Annotated bibliography of ten sources to be used in synthesis essay. Due in April.
30%	Synthesis Essay	2500 word research project incorporating several primary and secondary sources. Due in May.
10%	Metacognitive Analysis	500 word metacognitive reflection and student-selected writing produced during the course (e.g. quick-writes, weekly reflections, imitation exercises, collaborative writing, and in-class responses). Due in May.
20%	Participation	Evaluation based on engagement in class discussion, group work, peer review, and other activities.

### WR122 Course Outcomes

#### Academic Discourse and Conventions

- A. Engage in and value a respectful and free exchange of ideas.
- B. Practice active reading of challenging college-level texts, including: annotation, cultivation/development of vocabulary, objective summary, identification, and analysis of the thesis and main ideas of source material
- C. Participate in class discussion and activities; speak, read, respond, and listen reflectively, recognizing self as part of a larger community and the stakeholders in an issue

- D. Appreciate and reflect on challenging points of view through reading and writing; fairly and objectively measure a writer's viewpoint against personal experience and assumptions and the experience of others
- E. Identify, explain, and evaluate basic structural components of written arguments such as claims, support, evidence, rebuttal, refutation, and final appeal
- F. Evaluate elements of argument such as logic, credibility, evidence, psychological appeals, and fallacies, and distinguish differences among observations, inferences, fact, and opinion
- G. Use appropriate technologies in the service of writing and learning. For example: use word processing tools to prepare and edit formal writing assignments (spell check/grammar check, find and replace); understand the limitations of such tools; locate course materials and resources online; and use online communication tools such as e-mail
- H. Word process and format final drafts with appropriate headings, titles, spacing, margins, demonstrating an understanding of MLA citation style
- I. Demonstrate the ability to use Edited Standard Written English to address an academic audience
- J. Use a writer's handbook and/or other resources with increasing sophistication for style, grammar, citation, and documentation

#### Organization, Thesis and Development

- A. Use argument as a means of inquiry as well as persuasion
- B. Try more than one organizational strategy in essay drafts considering multiple implications of various claims
- C. Write well-focused and logically organized essays, using introductions, transitions, discussion, and conclusions in which the relationship of ideas to one another is clear
- D. Support conclusions with evidence by using appropriate outside sources, presenting good reasons, showing logical relationships, clarifying inferences, choosing appropriate language, and using the most convincing evidence for the target audience
- E. Use the elements of formal argumentation
- F. Select appropriate methods for developing ideas in paragraphs and essays, such as analysis, facts, explanations, examples, descriptions, quotations, and/or narratives
- G. Thoroughly develop and support an argumentative thesis with a balanced and insightful presentation of evidence

#### Audience, Purpose, and Voice

- A. Evaluate the effectiveness of audience analysis in written arguments

- B. Assess audience's knowledge, assumptions, beliefs, values, attitudes, and needs and respond with appropriate voice, tone, and level of formality
- C. Assess and question personal knowledge, beliefs and assumptions
- D. Make conscious choices about how to project oneself as a writer
- E. Articulate varying points of view, particularly opposing ones, in a fair and objective way
- F. Anticipate and prepare for reactions to written work by audiences outside the classroom

#### Writing Process

- A. Explore the ideas of others in both informal and formal writing
- B. Recognize that strong organization, thesis, and development result from a recursive writing process
- C. Define and focus original and specific topics that reflect curiosity and interest
- D. Develop substantial essays through a flexible writing process, making controlled rhetorical choices at all stages, from exploration, research and invention, through drafting, peer review, revision, editing, and proofreading
- E. Work effectively and collaboratively with other writers to evaluate and revise essays, sharing work in process and providing constructive feedback to others according to established guidelines
- F. Reflect on own problem solving processes and use self-assessment to improve writing
- G. Work through multiple drafts of several longer pieces of writing with time to separate the acts of writing and revising and improve essays through revision
- H. Revise essay drafts to emphasize a claim, considering what support is appropriate to the purpose of essay
- I. Develop discipline and organizational skills necessary to pursue an in-depth writing and research project
- J. Use available writing assistance

#### Research and Documentation

- A. Use library resources, online databases, and the internet to locate information and evidence, recognizing that there are different resources available for different purposes/subjects

B. Use some advanced research techniques to locate sources (subject indexes, Boolean search terms, etc.)

C. Record and organize information resources to track the research process

D. Demonstrate an ability to summarize, paraphrase, and quote sources in a manner that distinguishes the writer's voice from that of his/her sources and that gives evidence of understanding the implications of choosing one method of representing a source's ideas over another

E. Demonstrate the ability to evaluate source material for authority, currency, reliability, bias, sound reasoning, and validity of evidence. These abilities may include but are not limited to: distinguishing between observation, fact, inference; understanding invalid evidence, bias, fallacies, and unfair emotional appeals; distinguishing between objective and subjective approaches

F. Assemble a bibliography using a discipline-appropriate documentation style

Students will demonstrate effective teamwork during group work activities, including using appropriate communication skills to give and receive information orally and in writing. Students will exhibit appropriate work ethic and behavior in class and on assignments and apply decision-making and problem-solving techniques to address problems that may arise. In utilizing these skills in our class, students will practice skills needed for employment and career experiences post-high school.

### **Plagiarism**

Plagiarism is the act of taking ideas, passages, or writing of others and using them as one's own, without acknowledgement or documentation. Intentional plagiarism on the part of a student is very serious offense and may result in a failing grade for the course or other disciplinary measures. Common instances of plagiarism include such practices as copying sentences from another student's paper, turning in papers written by someone else, failing to credit the source of ideas, and incorrectly treating specialized information gained from sources as knowledge so widely held that it requires no documentation. Even accidental plagiarism is considered plagiarism. Be careful in your writing and cite all ideas, passages, and writing from others.

### **Grading Scale**

90%—100% = A, 80%—89% = B, 70%—79% = C, 60%—69% = D, 50%—59% = F

### **Required Materials**

One three-ring binder, loose-leaf college-ruled paper, and a pen or pencil.

### **Late work**

While Corbett High School does not penalize for late work, students will be expected to turn work in on time; students seeking to earn dual-enrollment credit for WR121 and WR122 will be penalized a 5% grade reduction for each day that an assignment is submitted late (this only applies to MHCC grades). Submitting work late repeatedly will result in a conference with the instructor to resolve the issues that are causing work to be submitted late. Deadlines will be set before the end of each trimester, after which no late work will be accepted and any missing work will receive an F.

### **AP Exam Requirement**



In order to receive trimester three credit for this course at Corbett High School, all students are required to take the AP Language and Composition exam, unless explicit authorization by the instructor has been made in advance. (Course credit through MHCC is not contingent on taking the AP exam.)

## AP Language and Composition

### Trimester 1 Coursework

33%	Expository Essay	500 word essay (or college admission letter) on that describes, explains, or tells what happened. Due in September.
33%	Multigenre Project	1,000 words of revised text exploring audience, purpose, and voice in multiple genres of writing (e.g. memoir, newspaper, letter, speech, personal essay, interview). Due in October.
34%	Participation	Evaluation based on engagement in class work, homework, discussion, group work, peer review, and other activities.

### Trimester 2 Coursework

25%	Analytical Essay	1,000 word rhetorical analysis of a text (analysis addresses ethos, pathos, logos, occasion, context, and purpose). Due in November.
25%	Argument Essay	1,000 word essay that effectively argues a claim befitting academic discourse (research required). Topics may include community, the economy, gender, sports, language, popular culture, the environment, politics, and others. Due in December.
10%	Metacognitive Analysis	500 word metacognitive reflection concepts and skills and writing produced during the course. Due in January.
20%	Participation	Evaluation based on engagement in class work, homework, discussion, group work, peer review, and other activities.
20%	Visual Analysis	1,000 word rhetorical analysis of a <b>visual</b> text (addresses ethos, pathos, logos, occasion, context, and purpose). Research required. Due in February.

### Trimester 3 Coursework

15%	Proposal	Proposal for the synthesis essay that addresses the research question and the scope of the project. Due in March.
15%	Annotated Bibliography	Annotated bibliography of five sources to be used in synthesis essay. Due in April.
40%	Synthesis Essay	2500 word research project incorporating several primary and secondary sources. Due in May.
10%	Metacognitive Analysis	500 word metacognitive reflection concepts and skills and writing produced during the course. Due in May.
20%	Participation	Evaluation based on engagement in class discussion, group work, peer review, and other activities.

This syllabus is subject to change during the year. For additional information about policies, responsibilities, safety, academic honesty, cancelled classes, etc. please see:  
<https://my.mhcc.edu/ics/default.aspx>