

FOUGIE & THE JETS

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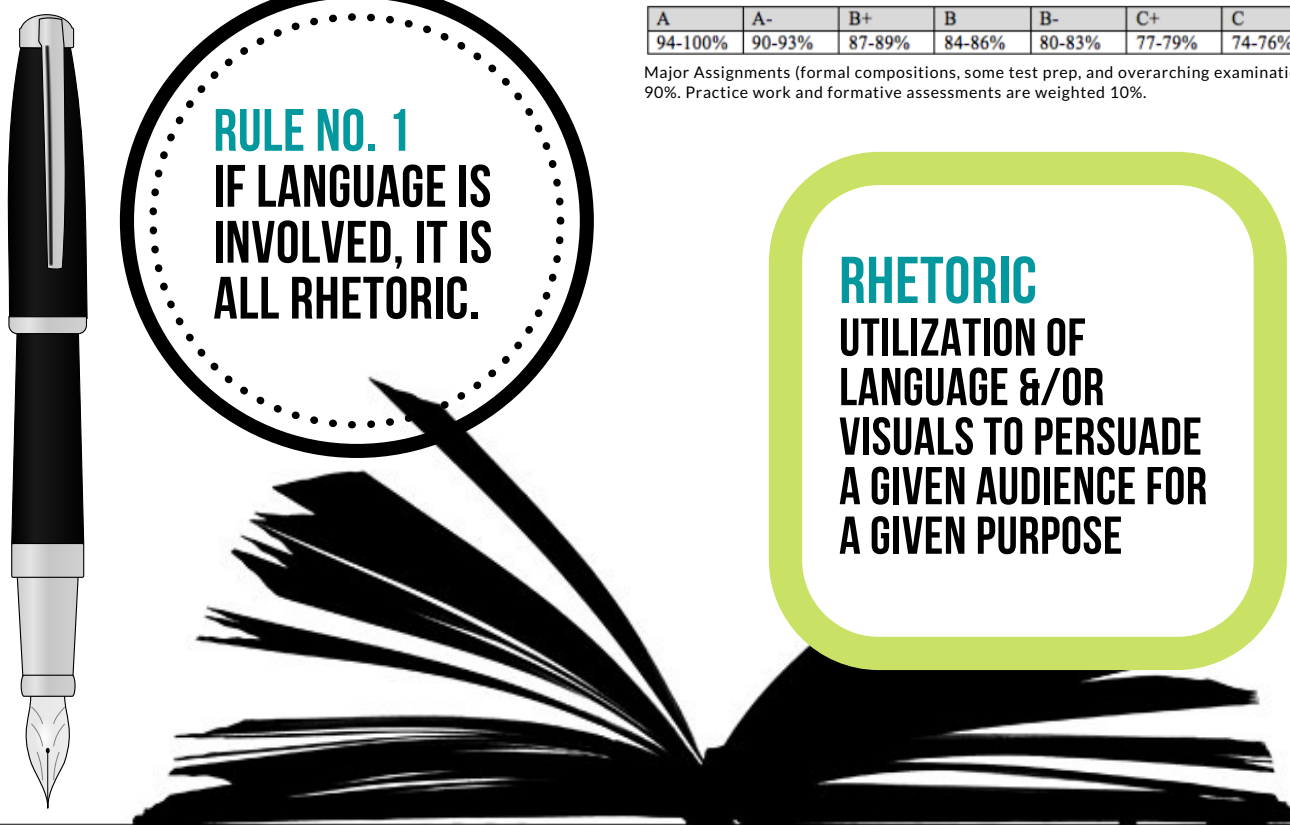
AP LANGUAGE

This is an AP Language and Composition course. [Translated] This means that you are striving to earn college credit while simultaneously fulfilling the high school English credit requirement. This course is designed to help you prepare for the AP Exam in May, to scaffold your rhetorical awareness and critical edge, and to prepare you for future academic endeavors. This is typically a foundational course for all students at the university level for a number of reasons. Firstly, it continues to provide an environment to develop and strengthen the language arts. Secondly, the pedagogical components of the course encourage and epitomize the values of higher education- critical thinking, inquiry, discussion, and expression. Thirdly, it is intended to scaffold life-long learning, informed citizenship, and scholarly habits. This year, we will be exploring a wide array of nonfiction texts, from essays to memoirs to subject-specific publications. In addition, we will work to develop and strengthen compositional skills through multiple and frequent writing activities, underscoring the importance of revision and feedback. We will focus on rhetorical analysis, textual synthesis, expository, and argumentative writing opportunities. While former English courses strengthened your skills primarily regarding works of fiction, this course really delves into the analysis of language, the ways writers/speakers use language, and the significant role rhetorical awareness holds within contemporary society. Below you'll find our course syllabus and the master overview of reading.

TRADITIONAL GRADING SCALE

A	A-	B+	B	B-	C+	C	C-
94-100%	90-93%	87-89%	84-86%	80-83%	77-79%	74-76%	70-73%

Major Assignments (formal compositions, some test prep, and overarching examinations) are weighted 90%. Practice work and formative assessments are weighted 10%.



RULE NO. 1
IF LANGUAGE IS INVOLVED, IT IS ALL RHETORIC.

RHETORIC
UTILIZATION OF LANGUAGE &/OR VISUALS TO PERSUADE A GIVEN AUDIENCE FOR A GIVEN PURPOSE

THE EDGE IN COMPOSITION

Writing is an integral part of the AP Language and Composition Exam. Each composition in this course relies on the development and clear organization of ideas through the employment of advanced language, elements of style and argumentative merit, and rhetorical awareness. The main goal is to support you in developing stylistic maturity, characterized by the following (in the AP Language and Composition Course Description): (1) Utilization of rhetorical strategies and techniques; (2) Creation and sustainment of original arguments based on information synthesized from readings, research, and/or personal observation and experience; (3) Evaluation and incorporation of primary and secondary sources in compositions; (4) Demonstrations of knowledge regarding conventions of proper citation (MLA & APA); (5) Employment of standard English grammar, complex sentence structures, and fluency; (6) Capacity to revise a given work for a different audience. Since this is a college-level course, the writing expectations are significantly higher and more intensive than in years past. In addition to reading at least eight hours each week (in and outside of class), you should expect to write every day in class. Building on your existing skills of inquiry, research, analysis, and informed argument, you will frequently research topics, discussion points, and contemporary issues/events and construct well-organized, rhetorically-conscious written and verbal presentations of your knowledge. In order to improve writing, the process requires several revisions to each piece of formal writing. Peer editing as well as teacher feedback will be a major part of that process. The texts we read, the papers you write, and the discussions we have will urge you to develop your own perspectives while also creating an environment to listen, to consider, to support, to critique, and to debate the vantage points of others through active discussion and seminars. The purpose of this course is not to teach you what to think, but rather, to provide you with critical methodologies to enhance your choice in determining what you think and why.

6 POINT RUBRIC

→ ESSAY 1- TEXTUAL SYNTHESIS

← ESSAY 2- RHETORICAL ANALYSIS

→ ESSAY 3- ARGUMENTATIVE ESSAY

THE AP EXAM IN MAY

Students will sit for the AP English Language and Composition exam in May. This assessment will determine whether or not he/she/they receive(s) college credit for the course. The exam is graded using a five-point scale. While we will strive for fours and fives, the minimum passing mark is a three. The exam consists of two parts: (1) a multiple-choice section and (2) a written-response section. For the multiple-choice section, students will receive 60 minutes. There are typically 45 questions (though that may vary from year-to-year). All reading passages will be nonfiction in nature. This section accounts for 45% of the score. For the written-response section, students receive 120 minutes to write three essays. This allots roughly 40 minutes per essay. Two of the three essays will revolve around a specific piece of work (one synthesis prompt and one rhetorical analysis prompt). The last essay is a free-response argumentative essay. The average score for test-takers in Indiana in 2019 was 2.61. My class average score was 2.25 (to provide some perspective). The average score for test-takers in Indiana in 2020 was 2.72. My class average was 2.75. The average score for test-takers in Indiana in 2021 was 2.73. My class average was 3.17.

THE STUDENT PORTFOLIO

You are expected to maintain a portfolio of your work throughout the school year. This might be in the form of your binder or on your personal website. By the end of the year, you will have a collection of reflections, essays, formal papers, quick writes, and timed compositions. In addition, I expect you to bring a journal to class for the weekly writing workshops and timed writing sessions. (College-ruled notebooks are ideal journals.)



MORE STUFF.

CRITICAL METHODOLOGY

As you read, ask yourself four foundational questions: (1) WHAT is being said? (2) TO WHOM is it being said? (3) HOW is it being said? (4) WHY is it being said Through the development and practice of close reading and annotating, you will enhance your ability to quickly deduct the “WHAT” of the text and spend more time exploring the “HOW” and “WHY” constituents. Applying the SOAPStone method to inform your analysis and scaffold critical thinking regarding the rhetorical situation, you will identify: (1) The Subject of the Text; (2) The Occasion for which the text is written; (3) The Audience for which the text is written (the FOR WHOM); (4) The Purpose of the text (the WHAT & WHY); (5) The Speaker’s background, political views, and potential biases/motivations; (6) The Tone of the text (the HOW). This course is designed to provide you with critical methodologies and strategies to perform prose calculus and determine the patterns, conventions, and rules in the language of reading and rhetoric. Further, we will also reference the rhetorical precis template, the RAD CAB analytical strategy, Aristotelian rhetorical philosophy premises (and even beyond logos, egos, pathos), the three structures of argumentation (Classical, Rogerian, and Toulmin), and a compendium of terms utilized to identify rhetorical devices and fallacies.

**FUTURE
READING
FORECAST**



THING T. THING FROM THE ADDAMS FAMILY... IF YOU WERE WONDERING.

PERFORMANCE TASKS Y'ALL

- One-Page Rhetorically Analytical & Argumentative Quick Writes (10 Total)
- Formal Rhetorical Analysis Paper (1500)
- Formal Research-Based Argumentative Paper (1500)
- College Essay Preparation (Personal Narrative)
- Timed Essay Writing (Former AP Exam Free Response Essay Prompts)
- Syntheses (Reading/Responding/Analyzing and/or Synthesizing)
- Socratic Seminars/Fishbowl Seminars/Discussions
- Oral Presentations (Impromptu & Persuasive Speech)
- AP Style Multiple Choice Exams (AP Test Preparation)
- Critical Discussion Questions & Reading Guides
- Writer’s Workshop & Peer Review

A POST-SCRIPT... KINDA.

This is a very challenging, intensive class with a significant reading and writing load. The AP English Language & Composition exam is notoriously tough. Nevertheless, all of you, who complete all the required readings and written work and who try your very best, are welcome in this class. You will undoubtedly end the year, regardless of your ultimate score on the exam, as a far stronger student/scholar/rhetorician, scaffolding you for a successful start in college.

UNIT 1 RHETORICAL SITUATIONS

UNIT 2 RHETORICAL ANALYSIS

UNIT 3 ARGUMENTATION & CLE

UNIT 4 AMERICAN CULTURES

UNIT 5 GLOBAL CULTURES

UNIT 6 SYNTHESIS WRITING

UNIT 7 MULTI-MEDIA & FILM

ACADEMIC STANDARDS

COLLEGE BOARD

**RHETORICAL
SITUATION
[RHS]**

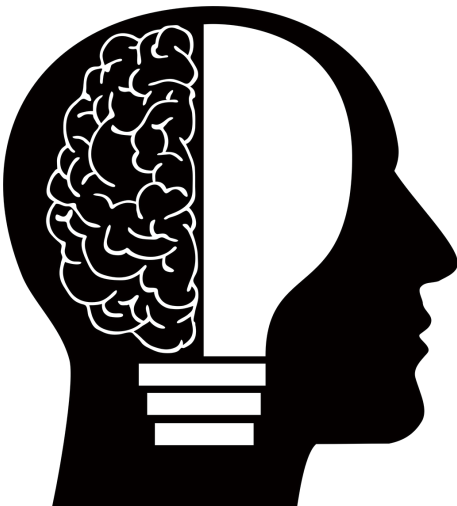
**CLAIMS &
EVIDENCE
[CLE]**

**REASONING &
ORGANIZATION
[REO]**

**STYLE
[STL]**

**READ
NONFICTION**

**ADVANCED
EXPOSITORY
WRITING**



**LET'S GO BEYOND
ETHOS, PATHOS, & LOGOS**

CLASSROOM RULES

CONFUSION IS THE HIGHEST FORM OF CONSCIOUSNESS.



BE SEATED.

Be in your seat when the bell rings. Rationale: We have fifty-five minutes to cram in learning. The faster we start class, the more content we will cover during class time. The more content covered in class, the less homework or out-of-class work for you. See the handbook for the attendance and tardy policy and discipline procedures.



COME PREPARED.

Come to class with your 1.5-inch or 2-inch binder, the text that I indicate (on the board and the day before in class), loose-leaf paper, your writer's notebook (journal), YOUR iPad, and a writing utensil every day unless I tell you otherwise. Rationale: To do the activities in class, you need to have the necessary materials. If you have to leave for your locker, you are missing class time. If you are missing class time, you are missing the lesson. If you are missing the lesson, you are not going to be as prepared as you should be in order to do your best. You have two passes a quarter. Use them wisely. If you forget something, use a pass and go get it. After you use your passes, there will be consequences. I also can say no even if you have a pass. When you use your passes, use them at appropriate times. I must sign off on the pass before you leave the classroom.



STAY ORGANIZED.

Organize your binders with five tabs. In addition, by the end of the semester, you will have the information with the following sub-tabs or corresponding notes taken in and out of class. Sub-tabs will be created as the year progresses; but you should have all five main tabs in your binder by the end of week one. Rationale: This class is designed to give you a foundational understanding of literature. My goal is to prepare you for college and further academic pursuits. This binder, if kept properly, will be a valuable resource to you later. Tabs need to include: Foundations, Poetry Analysis, Prose Analysis, Free Response, and Other.



DO YOUR BEST.

Do your best, and I will recognize your effort. This entails doing your assignments. Your best entails your best work - not someone else's best work. Rationale: I want to see your work, your thoughts, your ideas, and your level of understanding. It is okay to build from published works and from ideas that have been established in the past. It is okay to be inspired by different perspectives, but you must put your own spin on it and give credit where credit is due. You cannot be creative without being a little divergent. In congruence with Academic Integrity Policy, there will be no tolerance for plagiarism. See the handbook for expectations and discipline procedures regarding the academic integrity policy.



BE RESPECTFUL.

This means respecting the teacher, respecting your classmates, respecting the school, respecting materials, and respecting yourself. Rationale: This has come to be a cliché, but it is a necessary component in an effective learning environment. Code switching is a thing. You need to know when it is appropriate to speak and in what ways. You need to know when it is appropriate to listen. I have zero tolerance for disrespect. However, there are different levels of disrespect and discipline procedures will vary according to the level of disrespect conveyed. Inappropriate language is disrespectful. I have a zero-tolerance policy for any type of bullying. See the anti-bullying policy for discipline procedures.

JUST FOR THE RECORD

CLASS POLICIES

END OF CLASS PROCEDURE

I dismiss you, NOT the bell. Most days, I will give you the last minute of class to pack up your items and write down your homework assignment.

DAILY CLASS AGENDAS

All daily agendas are accessible on Canvas and on my teacher website. If something isn't, shoot me an email or ask about it.

MAKE-UP WORK POLICY

Send me an email if you are absent. Reference Canvas or my teacher website for make-up work (it might be posted there). You will be given a day to make up work for each day you are absent (excused absences only). If you fail to turn in work past that time frame, the assignment will go in the grade book as a permanent zero. I understand that things come up. Nonetheless, it is your responsibility to ask for make-up work and an explanation of the assignment. You may speak to me before class begins, during journaling time or vocabulary workshop, after class, or after school. You must speak with me if you need an extension on a make-up assignment (BEFORE the assignment is due). COMMUNICATION IS ESSENTIAL. If a deadline for a longer-term project was announced in advance, there will not be an extension. The assignment will be due upon return.

LATE WORK POLICY

I will NOT allow late work. This is a college-level course. If you do not submit the work on time, you will receive a permanent zero in the grade book.

TURNING IN ASSIGNMENTS

I collect assignments at the start of class on the day the assignment is due (unless I change things up). Online assignments will be collected via email, turnitin.com, or Canvas. Always be prepared to submit a paper/hard copy.

ACADEMIC DISHONESTY

You should not cheat. End of story. However, if you do cheat and you are caught cheating, you will be written up. A note will be added into the computer system in the form of a referral. The assignment will go into the grade book as a permanent zero. The administration will handle repeat offenses. In addition, I follow the HHS Handbook for all other discipline procedures.

ANTI-CELL PHONE POLICY

You should never let me see your cell phone or headphones in my classroom. If I see it or hear it go off, I will take it and you will not get it back until the end of the school day. If you want to avoid losing your phone for a day, do not bring it. In the event that you refuse to give up your phone, I will call an administrator, add a disciplinary note to your file, and assign a detention.

On a different note...

LEARN

SOAPSTONE

FOUGIE & THE JETS

YOUNG SCHOLARS

A BRIEF DISCLAIMER

"You are in the process of being indoctrinated. We have not yet evolved a system of education that is not a system of indoctrination. We are sorry, but it is the best we can do. What you are being taught here is an amalgam of current prejudice and the choices of this particular culture. The slightest look at history will show how impermanent these must be. You are being taught by people who have been able to accommodate themselves to a regime of thought laid down by their predecessors. It is a self-perpetuating system. Those of you who are more robust and individual than others will be encouraged to leave and find ways of educating yourself – educating your own judgements. Those that stay must remember, always, and all the time, that they are being moulded and patterned to fit into the narrow and particular needs of this particular society.'" (DORIS LESSING)



AP LANGUAGE & COMPOSITION

Dear Parents and/or Guardians,

Hello! I look forward to having your child in my AP Language & Composition course. Since this is a college level course, I expect students to monitor their progress and advocate for themselves. However, if at any point in the year you would like to discuss their progress or brainstorm ideas to help him/her succeed, please contact me and I will be happy to meet with you or correspond via email or phone. Email is usually the best way to initially reach me. Please fill out the information below, so that if for any reason I need to reach out to you, I know the best way to contact you.

All the Best,

Ms. Kaylie Fougrousse
AP English & English 10 Teacher
Hauser Jr. Sr. High School
Email: kfougrousse@flatrock.k12.in.us
Website: fougieandthejets.weebly.com

I have read and reviewed the classroom expectations and policies/procedures with my child. I also understand that throughout the school year, policies might be adjusted to accommodate unforeseen issues.

Student Name: _____

Student Signature: _____

Parent/Guardian(s) Name(s): _____

Parent/Guardian(s) Signature: _____

Date: _____

Contact Information

Parent cell/home phone: _____

Parent email: _____

If there is any additional information you would like to share regarding your child, please feel free to do so below or use the back of this signature sheet. Email works too. Thanks!

