

Advanced Placement Literature and Composition

Course Syllabus – Mr. Joshua Campbell

Advanced Placement Literature and Composition

Philosophy:

The purpose of the advanced placement program is to challenge students by engaging them in college level coursework. As a result, the workload is quite rigorous and very demanding. Students are expected to read independently and engage in higher level thinking and writing. It is also an opportunity for students to have an active voice within the classroom so that we may all learn from each other. Through a wide range of literature genres, writing assignments, and other classroom activities, students will become better prepared for the college experience. It is important to have a good attitude, be open-minded, and always strive to do your best.

According to the Advanced Placement Course Description: English:

“An Advanced Placement English course in Literature and Composition should engage students in the careful reading and critical analysis of *imaginative* literature. Through the close reading of selected texts, students should deepen their understanding of the ways writers use language to provide both meaning and pleasure for their readers. As they read, students should consider a work’s structure, style, and themes as well as such smaller scale elements as the use of figurative language, imagery, symbolism, and tone.”

Course Objectives:

- Develop accurate, perceptive reading through close study of major texts representing various literary genres
- Deepen understanding and appreciation of literature
- Understand the technique of poetry as it affects and enhances meaning in a poem
- Generate independent, thoughtful, and analytical discourse during class discussions
- Deliver oral presentations and lead class discussions with poise and clarity
- Develop college-level writing abilities
- Recognize works for their literary merit

Expectation of Students:

- To actively participate in class discussions and activities

- To complete all assignments to the best of your abilities
- To promptly turn in all assignments
- To be prepared for class each day
- To behave maturely and maintain an open mind at all times
- To behave as a literary scholar
- To read texts thoroughly: annotate, read closely, and look up all unfamiliar vocabulary words
- To be able to work on multiple assignments since you will have long-range assignments as well as daily assignments

SCHEDULE:

Session 2: Tue, Thu. 07/17-08/20 1:00P-3:50P (30 hours.)

AP Language and Composition Syllabus

“It's very easy to have slogans and rhetoric that people will follow, but eventually the slogans fall away.” - Saadi Hariri

Course Overview:

Students in this college-level English course read and carefully analyze a broad and challenging range of nonfiction and fiction prose selections, deepening their awareness of how language works in effectively communicating an idea. Through close reading and frequent formal and informal writing, students develop their ability to work with language and text with a greater awareness of purpose and strategy, while strengthening their own writing abilities. The purpose of this course is to promote critical thinking and writing. Multiple modes of instruction and informational materials ranging from film clips to speech writing will be incorporated to enrich student recognition, comprehension, and execution of rhetorical analysis. The expectation and rigor of this course will therefore be high and the workload challenging. Discipline, focus, self-advocacy, and mature behavior in and out of class are expected.

According to the College Board, upon completing the AP English Language and Composition course, then, students should be able to

- analyze and interpret samples of good writing, identifying and explaining an author's use of rhetorical strategies and techniques;
- apply effective strategies and techniques in their own writing;
- create and sustain arguments based on readings, research, and/or personal experience;
- demonstrate understanding and mastery of standard written English as well as stylistic maturity in their own writing

- write for a variety of purposes;
- produce expository, analytical, and argumentative compositions that introduce a complex central idea and develop it with appropriate evidence drawn from primary and/or secondary sources material, cogent explanations, and clear transitions;
- demonstrate understanding of the conventions of citing primary and secondary material;
- move effectively through the stages of the writing process, with careful attention to inquiry and research, drafting, revising, editing, and review;
- write thoughtfully about the writing process of composition; revise a work to make it suitable for a different audience
- analyze image as text; evaluate/incorporate reference documents into researched papers.

SCHEDULE:

Session 1: Tue, Thu. 06/12-07/16 1:00P-3:50P (30 hours.)