

## SYLLABUS

### AP Language and Composition

QSI Virtual School

2021

#### Instructor Information

**Instructor:** Geoff Cooper

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**Preferred Method of Communication:** Email

#### Course Description

"An AP English Language and Composition course cultivates the reading and writing skills that students need for college success and for intellectually responsible civic engagement. The course guides students in becoming curious, critical, and responsive readers of diverse texts and becoming flexible, reflective writers of texts addressed to diverse audiences for diverse purposes. The reading and writing students do in the course should deepen and expand their understanding of how written language functions rhetorically: to communicate writers' intentions and elicit readers' responses in particular situations." AP

Essentially, this is a course that teaches you to evaluate rhetoric in spoken, written and visual texts and write rhetorically effective essays. Along the way, you will have an opportunity to study the development of arguments that resulted in the modern nation state as well contemporary discussions that will take us into the future.

**Course Credit Equivalency:** 10 QSI credits are equal to 1 Carnegie credit.

#### Course Prerequisites

AP Language is considered the equivalent of a first year college course and the material is challenging and the expectations high. Students who are successful in this course are typically strong readers and writers who are self-motivated and organized. It is recommended that students who take AP English courses have completed at least secondary II English (grade 10) or equivalent.

#### Technology Information and Requirements

Computer with internet access

Microphone and webcam

#### Course Grading

QVS is a mastery learning school where students must demonstrate that they meet certain criteria (The Student Will, or TSWs) before closing a unit and receiving credit for it. The assignments for each unit are designed to give students a chance to meet the TSW criteria for either B Level Mastery or A Level Mastery (see below). You will find the TSW criteria in the unit description documents on the course Moodle page.

**Assignments may be graded as follows:**

***Attempted /NOT Completed*** - the student has attempted the assignment but it is not done correctly or completely.

***Completed*** - the assignment in question is not being used to evaluate mastery and is marked as complete.

***Mastery "B"*** - the student has met the TSW criteria covered by the assignment for B Level Mastery.

***Above Mastery "A"*** - the student has exceeded the TSW criteria covered by the assignment for B Level Mastery and meets the criteria for A Level Mastery. This is also referred to as "Above Mastery."

**Please note in order to remain consistent with AP grading, I will grade all rhetorical analysis, argumentative, and synthesis essays using the AP scoring guides and award mastery according to the following:**

AP Scoring out of 6	Mastery Level
0,1,2	Attempted/NOT complete
3,4	B Level Mastery
5,6	A Level Mastery

**Units may be graded as follows:**

***B "Mastery"*** - the student has met all of the required criteria (TSWs) for B Level Mastery as demonstrated in the assignments.

***A "Above Mastery"*** - the student has exceeded all of the required criteria (TSWs) for B Level Mastery for the unit as demonstrated in the assignments and has met the criteria for A Level Mastery. This is also referred to as "Above Mastery".

***D "Deficient"*** - this grade may be assigned to the unit if the student has not submitted one or more assignments on time and has fallen behind (typically 10 or more days late) OR if the student has plagiarized material. In the event of late work, a D warning will be sent to the student and parent with a deadline by which the missing work must be submitted or a D may be entered into the QVS gradebook until the work is done. In the case of plagiarism, a D may be automatically entered until the matter has been resolved.

***It is important to note that a "D" is not in itself a grade or a punitive measure but rather an indication that the student is not performing as required.***

***H "On Hold"*** - for whatever reason, the student is unable to complete a unit and it is put on hold.

### Teacher feedback and revision of work:

- The instructor will endeavor to return work within 24 hours, excepting weekends and holidays.
- If a student does not receive feedback within 48 hours, the student should contact the instructor.
- The student will endeavor to revise any assignment that requires it within 48 hours.

### Progression through course units:

- Students must close a unit with at least a B before beginning the next (unless a unit is intended to remain open for the duration of a term or the entire year, or an “H” was assigned to the unit). The teacher will work closely with students to ensure they attain B level mastery on a unit, regardless of the time it takes.
- The instructor may allow students to ‘upgrade’ their results on an assignment or on a unit from B to A level mastery. Since this is an English course, major assignments are typically essays that require drafting and there will be an opportunity to work towards an A during this process. **However, outside of this, the ability to upgrade from B to A hinges upon the ability of the student to keep up with progression through units and therefore, upgrades to A for units and assignments may not be possible if a student is behind in the course.**
- Students should complete all course work before the exam in May.

## Course Activities, Content and Structure

### Activities:

#### *Readings*

Readings consist of essays, articles, excerpts from books, speeches, and cartoons that were written in or translated into English. You will also read sample essays. The selection of primarily non-fiction is intended to expose you to a wide range of perspectives, and through analysis, improve your understanding of rhetoric.

#### *Seminars*

Seminars are an important part of your course because they give you an opportunity to showcase your understanding of rhetoric and enrich that understanding through discussion with both the instructor and peers. You must participate in one seminar discussion per quartile. Depending on the number of students enrolled in the course and their geographic locations, seminars will be one on one with the instructor or in a small group.

#### *Written Assignments*

Students will maintain a journal (Google Document) where question sets and analyses of texts will be completed.

Students will be writing three main types of essays: the rhetorical analysis, argument and synthesis. There will be opportunities to complete both timed and polished versions of all three types.

## Course Content

### ***Quartile One: Rhetoric Analysis***

Students begin by reviewing rhetorical terminology as part of a guided analysis of speeches and articles. Through these texts and questions posed about them students will come to understand various rhetorical situations which determine how arguments are made given the subject, audience, speaker and occasion. Students will practice using SOAPStone and the three rhetorical appeals to analyse speeches and articles. The end goal with respect to writing is the ***rhetorical analysis essay which is free response question #2 on the AP exam.***

### ***Quartile Two: Argument***

In this quartile students begin by looking at the political spectrum--from left or liberal to right or conservative. Students then conduct an analysis of political cartoons. Next we shift to a study of the parts of an argument, followed by a survey of the famous arguments that drove the development of the modern political state and democracy. We will ask the great philosophers, Plato, Machiavelli, Hobbes, Locke, Rousseau and Bentham for help. We conclude the quartile by writing ***argumentative essays, which is the free response question #3 on the AP exam.*** Students should note that on the AP exam, the argumentative essay is based only on a prompt. The material that students use to make an argument comes entirely from their own reading and experience. As such, readings in this quartile are mostly derived from the classics which will give students the background to support an argument on almost any topic.

### ***Quartile Three: Synthesis***

The focus in this quartile is the arguments that came out of the massive changes gripping Europe and North America as humanity moved from a primarily agrarian mode of life to an industrial one. Students will read excerpts from Robert Owens, Marx and Engels, Charles Dickens, and Henry Thoreau. The focus then shifts to writing where student will learn how to gather, analyse and weigh in on these and other arguments in the ***synthesis essay, which is question #1 on the AP Exam.***

### ***Quartile Four: Exam Preparation***

The last quartile will give students a chance to review the three free response questions as well as practice multiple choice questions. We end the quartile with a complete mock exam.

## Course Structure

Students will move through the QSI units as follows:

<b>Quartile I</b>  Sept-Nov	E01: Advanced Composition & Grammar (All Year)*		
	E02: Rhetorical Situation	E06: Rhetorical Analysis Essay	S04: Verbal Arguments
<b>Quartile II</b>  Dec-Feb	E03: Claims & Evidence	E08: Argumentative Essay	S06: Visual Arguments
<b>Quartile III</b>  Mar-April	E04: Reasoning and Organization	E07: Synthesis Essay	E05: Style**
<b>Quartile IV</b>  April-May	Exam Prep: <ul style="list-style-type: none"><li>• MCQ and FRQ practice and Mock exam</li><li>• Students may upgrade E06, E07 and E08.</li><li>• Grade for E01 and E05 is determined</li></ul>		

*\*Unit E01 will be opened once we have had our initial Skype discussion concerning the course. It will remain open all year and is evaluated in Quartile IV.*

*\*\*Unit E05 will open in the third quartile and will be evaluated in Quartile IV.*

## Attendance and Workload

- Students are expected to attend scheduled seminar discussions which occur approximately every three weeks.
- Students should expect to spend 5-7 hours per week on this course.

## Classroom Behavior Expectations

For synchronous communication:

- School appropriate attire.
- Camera on at all times.
- Microphone muted on login.

For asynchronous communication:

- Be polite and respectful in responses to forum posts of other students, bullying will not be tolerated.
- Upload only appropriate material.
- Write formally in email communication with instructor.

Submit work on time and inform the instructor if you need an extension. Extensions will only be granted on occasion for exceptional circumstances.

## Academic Honesty

Plagiarism is not accepted in this or any other QVS course. Prior to taking a QVS course, students must complete the **plagiarism contract** which specifies the QVS policy on plagiarism.

Regardless of whether a student has intentionally or unintentionally borrowed someone else's work without acknowledging it correctly, plagiarism will be dealt with as follows:

**First offence:** The student must redo the assignment(s) in question. The instructor will make sure the student understands how the plagiarism came about and will give strategies to avoid it going forward. If it appears the plagiarism was intentional, parents and the director will be informed. A "D" may be assigned for the unit in question depending on how the matter is resolved.

**Second offence:** The QVS director and the parent/guardian will be informed. A "D" will be assigned until the student has redone the assignment(s) in question.

**Third offence:** The instructor will refer the matter to the QVS director for further action.