

Course Syllabus

Course Description

Course Description:

This advanced language and composition course will engage students in careful reading and analysis of prose written in a variety of rhetorical contexts. Students will become skilled and diverse in their writing. They will become aware of the writer's purpose, expectations, and subjects, as well as the conventions and language used to make a writer's work effective.

The focus of the course will be on intensive reading and discussion of prose, as well as an intensive focus on expository writing. Emphasis will be placed on the composition process. Students will explore ideas, reconsider and take risks in their writing, and revise their work. Writing will be informal and formal, personal and reflective. Grammatical conventions and language in prose will be studied and applied, as well as research and the citation process using MLA format. Both primary and secondary sources will be studied and read as a guide for writing. The course is intended to provide students with an academic experience parallel to that of a college level literature course. This course will also include a writing component that focuses on expository, analytical and argumentative writing about the literature through both discussion and essay format. Students are expected to be active readers as they analyze and interpret textual detail, establish connections among their observations, and draw logical inferences leading toward an interpretive conclusion.

This course also prepares students who do all the coursework for the Advanced Placement Language and Composition Exam administered each May. Students will read, write and discuss prose at an advanced college level while using online resources to develop skills including sophisticated use of literary elements and terminology, close readings of various texts, creating, drafting, and editing college-level analytical essays, preparing and writing timed essays, and advanced use and mastery of standard English.

Throughout the course, students will be provided instruction and feedback on writing assignments, both before and after the revision of their work that helps them develop:

- A variety of sentence structures, including appropriate use of subordination and coordination.
- Logical organization, enhanced by specific techniques to increase coherence, such as repetition, transitions, and emphasis.
- A balance of generalization and specific, illustrative detail.
- An effective use of rhetoric, including controlling tone, establishing and maintaining voice, and achieving appropriate emphasis through diction and sentence structure.

Learning Outcomes (comprehensive):

At the completion of Language and Composition, the student will be able to:

- ~~Write about a variety of subjects from a variety of disciplines.~~
- ~~Demonstrate an awareness of audience and purpose.~~

- Enable students to write effectively and confidently in college level courses across the curriculum and in their personal and professional lives.
- Understand that expository, analytical, and argumentative writing forms the basis of academic and professional communication.
- Understand that personal and reflective writing fosters the development of writing facility in any context.
- Understand that the expository, analytical, and argumentative writing done in college is based on reading as well as personal experience and observation.
- Read primary and secondary sources carefully to synthesize material from those texts in student compositions.
- Cite sources using conventions recommended by professional organizations.
- Enable students to read complex texts with understanding.
- Write prose of sufficient richness and complexity to communicate effectively with mature readers.
- Place emphasis on content, purpose and audience and to follow this focus to guide the organization of student writing.
- Be aware of his/her own composing process.
- Understand how they explore ideas, reconsider strategies and revise work.
- Write essays that proceed through several stages or drafts, with revision aided by teacher and peers.
- Become more self-aware and flexible writers.
- Identify writer's strategies and practice them themselves.
- Study language itself.
- Understand the difference between oral and written discourse, formal and informal language, historical changes in speech and writing.
- Participate in imitation exercises, journal keeping, collaborative writing and in-class responses.
- Use research materials and synthesize varied sources—evaluate, use, and cite.
- Take up projects that call on students to synthesize and evaluate sources.
- Write a researched argument paper.
- Be able to form a varied and informed argument.
- Consider texts as a source written for particular audience and purpose.
- Sort through disparate interpretations to analyze, reflect upon, and write about a topic.
- Practice reinforcing writing conventions
- Sharpen grammar and style.
- Use grammatical conventions appropriately and to develop stylistic maturity in prose.
- Develop a wide range of vocabulary and use it appropriately and effectively.
- Use a variety of sentence structures, including appropriate use of subordination and coordination.
- Formulate logical organization, enhanced by specific techniques to increase coherence, such as repetition, transitions, and emphasis.
- Balance generalized and specialized illustrative detail.
- Use rhetoric effectively by controlling tone, establishing and maintaining voice, and achieving appropriate emphasis through diction and sentence structure.
- Be aware of how stylistic effects are achieved by writer's linguistic choices.
- Analyze and interpret samples of good writing.
- Identify and explain 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.
- 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, cogent explanations, and clear transitions.
 - Demonstrate understanding and mastery of standard written English as well as stylistic maturity in their own writings.
 - Demonstrate understanding of the conventions of citing primary and secondary sources.
 - Move effectively through the stages of the writing process, with careful attention to inquiry and research, drafting, revising, editing, and review.
 - Write thoughtfully about their own process of composition.
 - Revise a work to make it suitable for a different audience.
 - Analyze image as text.
 - Evaluate and incorporate reference documents into research papers.
- ~~CCCCCCCC~~ Answer multiple-choice questions similar to those on the Language and Composition exam, and use computer technology and the Internet to complement an understanding of literature.

Throughout the course, students will be provided instruction and feedback on writing assignments, document based essays, and free response essays both before and after the revision of their work.

Content Standards:

This Advanced Placement Language and Composition course is written to the content standards outlined by the College Board’s AP Language and Composition Guidelines.

Prerequisites:

At least a B in most recent English courses and appropriate writing skills.

Required Texts:

Primary Text:
<p>Title: Literature for Composition Author(s): Barnet, Burto, Cain Publisher: Pearson Longman Year published: 2005</p>

ISBN 0-321-28034-2

Title: Rhetorical Grammar
Author(s): Kolln, Martha
Publisher: Allyn and Bacon
Year published: 1999
ISBN 0-205-28305-5

Student Supplements:

Title: Angela's Ashes
Author (s): McCourt, Frank
Publisher: Simon and Schuster Adult Publishing Group
Year Published: May 1999
ISBN-13: 9780684842677

Title: Naked
Author (s): David Sedaris
Publisher: Back Bay Books
Year Published: 1998
ISBN-13: 978-0316777735

Course Methodology:

This is an inquiry-based course where you will discover and utilize knowledge of English language and composition via the textbook, videos, and other readings, along with websites, and synchronous and asynchronous discussions with other students and the instructor.

Acting as a facilitator, your instructor will guide you through the process; however, as the learner, you are responsible for actively acquiring and constructing knowledge by

completing all assigned readings and activities.

Both formal and informal assessment will be used in evaluating your performance throughout the course. Informal assessment will include an evaluation of the quality and timeliness of your participation in class activities. Formal assessment will involve multiple-choice quizzes, written essays, timed writings, and a final exam.

Unit 1:

Reading and Writing about Drama, Thinking Critically about Drama and Rhetorical Grammar

Unit 2 :

Reading and Writing about Poetry and Rhetorical Grammar

Unit 3:

Thinking Critically about Poetry, Writing about Literature

Unit 4:

Literature of Journeys and Themes of Love and Hate (Midterm Examination)

Unit 5:

Angela's Ashes by Frank McCourt

Unit 6:

Women and Men and Literature: Subjects and Objects, Naked by David Sedaris, Rhetorical Grammar

Unit 7:

Studying America in Crisis, Identity in America, Rhetorical Grammar

Unit 8:

Law and Disorder and Rhetorical Grammar (Diagnostic Exam and Collegeboard.com Examination Sample Questions)

Assessment:

Semester One	
Activity	Points
Unit Essays and Assignments	15 points each
Dialectical Journal Entries	10 points each
Essay Revisions	10 points each
Threaded Discussion Forums	20 points each unit
Assessments	Unit 1 – 15 points

	Unit 2 – 10 points Unit 3 – 0 Unit 4 – 15 points Unit 5 – 5 points Unit 6 – 0 points Unit 7 – 0 points Unit 8 – 30 points
Timed Essays	15 points each
Project	Unit 2 - 30 points

Letter Grade	Percentage Earned
A	90% - 100%
B	80% - 89%
C	70% - 79%
D	60% - 69%
F	59% and lower

Student's Role and Responsibilities in this Course

Expectations:

Students are expected to conduct themselves in a responsible manner that reflects sound ethics, honor, and good citizenship. It is the student's responsibility to maintain academic honesty and integrity and to manifest their commitment to the goals of NUVHS through their conduct and behavior. Students are expected to abide by all NUVHS policies and regulations. Any form of academic dishonesty, or inappropriate conduct by students or applicants may result in penalties ranging from warning to dismissal, as deemed appropriate by NUVHS.

Communication:

Throughout this course students will need to be in close contact with their instructor and fellow students. Students are expected to communicate via email and electronic discussion boards. Therefore, students should plan on checking email at least three times a week and participate in the discussion boards during the weeks they are live.

Instructors strongly encourage and welcome open communication. Clear, consistent, and proactive communication will ensure a successful experience in this course. It is the student's responsibility to notify the instructor immediately if and when a personal situation occurs that affects your performance in this class. Being proactive with communication will result in a quick solution to any problems that may occur.

Technical Support is offered through Spectrum Pacific Learning Company (SPLC). Should a student need any technical assistance, he/she should email the Help Desk as soon as possible at helpdesk@myonlinelogin.com or call 1-877-252-7715. SPLC will help resolve technical problems and walk through the solution with students. If a problem persists for more than 48 hours, the student must also notify their teacher and NUVHS.

Time Required For This Course:

To complete this course in eight weeks, students should plan to allocate at least 12-15 hours a week on assigned readings, assignments, discussions (asynchronous and synchronous), quizzes, and exams.

NUVHS wishes every student great success in their online class. Please contact us at 1.866.366.8847 with any questions.

**NUVHS
Expected
Schoolwide
Learning
Results
(ESLRs)**

NUVHS Expected Schoolwide Learning Results (ESLRs):

It is anticipated that NUVHS students will be:

Engaged Learners

1. Demonstrate self-directed learning skills such as time management, and personal responsibility through the completion of course requirements
2. Develop an understanding of their own preferred learning styles to enhance their overall academic potential
3. Incorporate effective and relevant internet and multimedia resources in their learning process to broaden their knowledge base

Critical Thinkers

1. Effectively analyze and articulate sound opinions on a variety of complex concepts
2. Illustrate a variety of problem-solving strategies that strengthen college preparation and workforce readiness
3. Formulate a framework for applying a variety of technology and internet-based research to enhance information literacy and collaborative thinking

Effective Communicators

1. Demonstrate awareness and sensitivity to tone and voice in multiple forms of communication
2. Express concepts and ideas in a variety of forms
3. Enhance communication skills through the use of media rich or other technology resources

Global Citizens

1. Appreciate the value of diversity
 2. Understand the range of local and international issues facing today's global community
 3. Demonstrate awareness of the importance of cultural sensitivity and social responsibility in the 21st century
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