

# AP Language and Composition

## Course Syllabus

Mr. Coia

Class website: [www.mrcoia.com](http://www.mrcoia.com)  
ronald.coia@dodea.edu

Room 603

## This is a college-level writing class.

An AP course in English Language and Composition engages students in becoming skilled readers of prose written in a variety of periods, disciplines, and rhetorical contexts and in becoming skilled writers who compose for a variety of purposes. Both their writing and their reading should make students aware of the interactions among a writer's purposes, audience expectations, and subjects as well as the way generic conventions and the resources of language contribute to effectiveness in writing.

**The college composition course** for which the AP Language and Composition course substitutes is one of the most varied in the curriculum. The course often allows students to **write in a variety of forms — narrative, exploratory, expository, argumentative**—and on a variety of subjects from personal experiences to public policies, from imaginative literature to popular culture. But the overarching purpose in most first-year writing courses is to enable students to write effectively and confidently in their college courses across the curriculum and in their professional and personal lives. Therefore, most composition courses emphasize the expository, analytical, and argumentative writing that forms the basis of academic and professional communication as well as the personal and reflective writing that fosters the development of writing facility in any context. The AP Language and Composition course follows this emphasis. **As in the college course, its purpose is to enable students to read complex texts with understanding and to write prose of sufficient richness and complexity to communicate effectively with mature readers.**

**The AP Language and Composition course assumes that students already understand and use standard English grammar.** The intense concentration on language use in this course should enhance their ability to use grammatical conventions both appropriately and with sophistication as well as to develop stylistic maturity in their prose. Stylistic development is nurtured by emphasizing the following:

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

When students read, they should become aware of how stylistic effects are achieved by writers' linguistic choices. Since imaginative literature often highlights such stylistic decisions, fiction and poetry clearly have a place in the AP Language and Composition course. **The main purpose of including such literature is to aid students in understanding rhetorical and linguistic choices, rather than to study literary conventions.**

### Upon completing the Language and Composition course, 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 writings;
- Write in a variety of genres and contexts, both formal and informal, employing appropriate conventions; and
- Move effectively through the stages of the writing process, with careful attention to inquiry and research, drafting, revising, editing, and review.

**Course Texts:**

*Writing America—Jolliffe and Roskelly*

*The Language of Composition: Reading, Writing, Rhetoric—Shea/Scanlon*

*50 Essays – Samuel Cohen*

*The Scarlet Letter* by Nathaniel Hawthorne

*The Great Gatsby—Fitzgerald*

Previous AP exams and prompts – College Board / AP Central

Many articles and short stories, referenced in each unit

**Units for this course:****Semester 1**

Unit 1: Beginning the Argument

Unit 2: Sin and Syntax

Unit 3: Adultery, Rhetoric, and a Red Letter (*The Scarlet Letter*)

Unit 4: Arguing for the Poor

**Semester 2**

Unit 5: Living Deliberately (a Thoreau-ly enjoyable unit)

Unit 6: Race Matters

Unit 7: Synthesizing Multiple Choices

Unit 8: *The Great Gatsby*

Unit 9: The Home Stretch to the AP Exam

**Post-AP Exam**

Unit 10: Studying Film as Literature

(Note: There may be some adjustments to the order and content of these units)

## Mr. Coia's Class Rules/Procedures for AP English Language & Composition

Name: \_\_\_\_\_

Period: \_\_\_\_\_

### Rules and Procedures

These rules should help you do your part in creating an atmosphere of learning in our classroom.

*Directions: Students, please read and initial each section on BOTH copies.  
Then, put one copy in your Handout section and turn one in to me.*

\_\_\_\_\_ **Unit Guides:** I'll prepare a 3-to-4-week course of study to include all assignments, handouts, and due dates. This is a key part of this class. I suggest printing an extra one for parents to follow along. These guides will keep students and parents informed of the activities and progress of our class.

\_\_\_\_\_ **Online Access:** I will update grades via GradeSpeed each Friday. In addition, I will post each unit guide and other handouts on **www.mrcoia.com** as well as in a shared Google Drive. You are required to spend at least 10 minutes on the weekend looking at your grade, handouts, upcoming assignments, etc.

\_\_\_\_\_ **Note-taking:** Each class period requires you to have your notebook opened to your "LA Classwork" section, dated at the top before the bell rings. You are expected to take notes on our class discussions, lectures, in-class reading, etc. Please do not expect me to tell you when to take notes. Take notes each class.

\_\_\_\_\_ **Food and Drink:** Bottled water is the only food or drink allowed in class. Please eat and drink before school and at lunch.

\_\_\_\_\_ **Electronics:** No phones or iPods are permitted. This is in compliance with the Student Handbook. The item will be turned into the office for parents to pick up.

\_\_\_\_\_ **Discussions:** Class discussions and sharing are the cornerstone of this class. Be prepared to speak. Sitting quietly is not acceptable!

\_\_\_\_\_ **Late Work:** Your work is due regardless of power outages, lack of printer ink, stolen computer, etc. Be responsible and plan ahead. I will accept late work for a maximum of 50% assigned value within two weeks past due. Be sure to write *LATE* and the date.

You will receive a coupon for two free late turn-ins per semester. If you decide to use it, tear off one and staple it to the top of the late assignment. Put it in the inbox in the classroom by the next day (not the next class period).

\_\_\_\_\_ **Tardy Policy:** You must be in your chair with all materials opened and ready on your desk when the bell rings. Tardy = lunch detention.

\_\_\_\_\_ **Attendance:** You are expected to attend class every day and follow attendance guidelines as stated in the student handbook. **Poor attendance, whether excused or unexcused, can negatively affect your grade and, more importantly, your understanding of the material.**

\_\_\_\_\_ **Excused absences:** Since all of the assignments are in the unit guide and online, you will have the information to complete assignments even when you are absent. You must get the appropriate materials by asking a student, checking the web site, or talking to me outside of class time. The start of class is not the appropriate time to get your missing information. I will post homework and handouts online.

\_\_\_\_\_ **Far East, Field trips, and planned absences:** You are expected to get any work that you will miss before you leave and have it in at the same time as other students. For extended trips, please set up a meeting with me before you leave so that you can have it on your return. You will have the same amount of time to work on assignments, so I will meet with you to explain all work one or two weeks before your absence to give you plenty of time to work on it before leaving. This accomplishes two things: first, if you have any questions as you complete the assignments, we can discuss problems before leaving; second, this makes you work ahead and not behind so when you return to class, you are not lost and can quickly continue in the course of instruction with your peers. This takes more planning on my part, but I think it is valuable for students.

\_\_\_\_\_ **Family trips and extended vacations:** As per DoDEA policy, these are considered unexcused absences, and the work must be completed before you leave to be counted for credit.

\_\_\_\_\_ **Unexcused absences or unexcused tardies:** Please see Late Work policy.

\_\_\_\_\_ **Note:** **Students are responsible to take quizzes and exams regardless of an absence prior to the test day.** Talk to students or me when you are out. Again, all information will be online and in your unit guide.

\_\_\_\_\_ **Cheating & Plagiarism:** Please do your own work. You will receive a zero for the test or assignment, as well as a referral to the office. This zero cannot be made up. If you are unsure if you plagiarized something, use this simple rule: "Did someone else write this, and do I not have quotation marks around it?" This includes copying from the Internet or from another student. For copying work, *both the giver and receiver are equally guilty*, and the penalty will apply to both.

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\_\_\_\_\_ **Grade Policy:** We will follow the DoDEA grading scale in this course. As this is an AP class, I will not round up grades beyond what GradeSpeed already does. For the grade, we'll use these categories:

50%	Tests/Writing/Projects
30%	Quizzes/Class work
20%	Homework
Semester exams count toward 20% of the final semester grade	

**Need Assistance?** I want you to succeed in class and will help you as much as I can. Seminar works best, along with before and after school, and lunch. Let me know when you need some extra time. I'll be happy to meet with you to discuss assignments.

### Required Supplies

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Period: \_\_\_\_\_

Name: \_\_\_\_\_

**Parent Signature Form**

AP Language & Composition  
Mr. Coia

**Here is your first homework assignment:**

- Take this information home and review it with your parents. You and your parents will sign this page, and the course description and activities will go in your notebook. **Return this signed page and ONE copy of the initialed rules to Mr. Coia.**
- Spend 15 minutes looking at the [www.mrcoia.com](http://www.mrcoia.com) site as well as the shared Google Drive folder. Look at the homework page, handouts, forum, etc. You will be expected to check in at least once per week on the weekends, or more if you are absent. Let me know if there is a problem accessing this page.
- Purchase and prepare **your required supplies** for school. Bring them to class.
- Have your parents read the class rules after you **initialed the sections.**
- Put a **copy of the rules in the LA Handouts section of your class binder.** Turn one in to me in our next class session.

**Students:**

I have read these rules and understand what Mr. Coia expects of me. **I have put a copy of the rules in the LA Handouts section of the class binder** so that I can refer to them if I have a question.

\_\_\_\_\_  
Printed Name

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

**Parents:**

Please review these rules with your child. Also, please take a look at the online services so that you can stay informed of assignments and progress in class.

**This is a college-level course that contains rigorous writing and reading requirements. Attendance is vital to success.**

\_\_\_\_\_  
Printed Name

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

Parent's email: \_\_\_\_\_

Please contact me if you have questions. I am looking forward to partner with you to have an excellent year in AP Language and Composition.  
Regards,

Ron Coia  
[ronald.coia@dodea.edu](mailto:ronald.coia@dodea.edu)