



Mr. Prince • Rm 142  
[www.mrprince.net](http://www.mrprince.net)  
Year-long Course • 1 credit

### **Course Outline/ Description:**

Students in this introductory university level course will have previously demonstrated solid writing and analytical skills. Students consider a broad and challenging range of prose selections. Through close reading and frequent writing, students develop their ability to work with language and images with a greater awareness of rhetorical purpose and strategies associated with persuasion and argument. Students confer with teachers about their writing in one-to-one conferences for every major paper assigned. Students prepare for the AP Exam in English Language and Composition to earn possible advanced college placement and/or college or university credit.

More specifically, you will learn about rhetoric, composition, analysis, argument, synthesis and language by writing, close reading, listening, thinking, viewing and speaking at a level consistent with AP English standards.

You will write frequently in connection with a wide variety of rhetorical purposes. In and out of class you will write pieces associated with numerous prose readings. You will write often in class in response to general topics (“on demand” writing), fashioned after AP essay prompts. Count on frequent, major “out-of-class” papers.

### **Texts used throughout the academic year**

*Analysis, Argument, Synthesis and Writing the Synthesis Essay* (John Brassil, Sandra Coker, and Dr. Carl Glover); *One Hundred Great Essays* (Robert DiYanni); *Easy Writer* (Andrea Lunsford); *Picturing Texts* (Lester Faigley, Diana George, Anna Palchik, and Cynthia Selfe), *unSpun* (Brooks Jackson and Kathleen Hall Jamieson) and *Everything’s an Argument* (Andrea Lunsford, John J. Ruszkiewicz, and Keith Walters) are primarily, but not exclusively.

### **Additional texts/films**

*he Craft of Revision* (Murray); *In Cold Blood* (Capote); *The Right Stuff* (Wolfe); *This Boy’s Life* (Wolff); *An American Childhood* (Dillard); *Macbeth* (Shakespeare); *Follow the Rabbit Proof Fence* (Pilkington); *The Road from Coorain* (Conway); *The Fog of War* (Morris) / *Why We Fight* (Jarecki); *Do You Speak American?* (MacNeil); *Catcher in the Rye* (Salinger); *Mother Tongue* (Bryson); other titles may be added as appropriate.

Supplemental Texts used will include frequent handouts of non-fiction essays, articles, editorials, letters, arguments and speeches from contemporary and historical sources and authors. Films will occasionally supplement the literary text.

### **Expectations/Requirements for Your Success**

**Attendance**—close reading, purposeful writing and language study, all require your attention and presence. You are responsible for work missed due to absence. It is your job to be in class, prepared with work and materials on a daily basis.

**Time**—a typical week will involve 3-4 hours of work outside of class. Put in the time early and often, and your reading and writing will improve. Take pride in your work!

**Timeliness**— You are responsible for completing work on time- deadlines are deadlines. This is a college credit class. I won’t nag you for late work, just mark it as “missing” which Infinite Campus calculates as a zero. You will lose 10 points for every school day that it is late.

**Preparation of papers**—your finished pieces need to conform to MLA format style sheet specifications. Submit papers word-processed in standard Times New Roman 12 pt. font. Papers are due at the start of class. Papers turned in late will result in a HOW grade of a zero.

*Behavior*—Standards for proper behavior involve respect for both your classmates and the learning situation. You are expected to contribute to our collective work. If your actions detract from this college-level learning atmosphere, your HoW grade will reflect the negative impact your behavior has on the class.

*Responsibility*— You have a MacBook Air computer. Accidents happen. YOU are responsible for backing up your work to the school server, an external drive, Google Drive, a cloud drive such as DropBox, or other media. If you lose your work due to a computer problem, I am sorry for your stress, but due dates are firm.

*Plagiarism will result in a zero for a grade and appropriate actions taken as outlined in the Student Handbook.*

### Grading per quarter

Assignments are issued a point value relative to their weight. Final papers are scored on a scale of 0-100, and weighted roughly according to the following guide.

“Academics”	
roughly 35%	Developing Work (Homework, Classwork, Quizzes)
roughly 50%	Final Assessments (Papers)
roughly 15%	AP Prompts & Tests (3-4 per quarter)

“Habits of Work”	
25%	Prepares for Class
25%	Engages in Class
25%	Demonstrates Effort & Perseverance
25%	Conducts Self Respectfully

AP Prompts are on a quarter-by-quarter sliding scale. They are scored using the AP Readers’ Scoring Guide, but this holistic score is translated into a “grade” as follows:

Quarter 1	Quarter 2	Quarter 3	Quarter 4
9=100	9=100	9=100	9=100
8=98	8=96	8=95	8=95
7=95	7=93	7=90	7=90
6=90	6=88	6=85	6=85
5=85	5=83	5=80	5=80
4=80	4=78	4=75	4=70
3=75	3=73	3=70	3=65
2=70	2=68	2=65	2=60
1=70	1=65	1=60	1=50

### Class Website

Most of what we do in class will be available on [mrprince.net](http://mrprince.net), with links to turn in work through Google Classroom. Check here for assignments, further background on authors and texts, and assignments you may have missed.

### Extra Help

Expect me to provide extra assistance whenever you need it. I will almost always be available until 3:00 or later each weekday. Any time you know you will be seeking extra help, try to give me at least a day's notice so I can make sure to be in my room when you plan to come by. AST will work well for support, and I will also office hours for “face-to-face” Zoom or Google Meets on Wednesdays.

Parents and students, do not hesitate to contact me at any time, or any place regarding school work or issues of any sort. I will respond to emails, phone calls and texts as quickly as possible.

Jason Prince

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