**AP Language and Composition Syllabus**

**The following course objectives reflect the requirements stated by the AP College Board and the AP English Language and Compositon Course Content in order to ensure the students are not only prepared for the AP Language and Composition test but also are prepared for whatever course they may pursue in college.**

**Students will:**

* read nonfiction including essays, news articles, criticisms etc. in order to identify and explain an author’s use of rhetorical strategies and techniques.
* analyze works of fiction with an eye to identifying and analyzing an author’s style and purpose.
* analyze and interpret complex texts, including visual and graphic texts, through discussion, informal writing reflections and formal essays.
* compose and evaluate analytical, expository, and argument essays.
* engage in the writing process by composing several drafts that include peer-revision and teacher-revision input.
* develop sentence variety for improved writing
* improve diction and rhetorical technique in their own writing.
* develop research skills, particularly evaluating primary and secondary source documents and synthesizing that information, following MLA guidelines.

**Students must keep a notebook of all handouts, notes, reflections, and essays.**

**Reading**

Students will be asked to respond to their reading in a variety of ways:

o   Stop and Jot (a quick response to a question over reading or pre-reading)

o   Reflection piece (longer, 1-page response to reading)

o   Graded discussions

o   Essays

o   Process papers

o   Multiple choice questions

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**Course Readings:**

**Core Text:** *The Language of Composition*, 2nd Edition, Shea, Scanlon and Aufses. Bedford/St. Martin’s, 2008.

The course is structured around this textbook. The first four chapters introduce the core elements of rhetoric analysis, argument, and synthesis.  The subsequent chapters present an essential question around a certain topic.

Activity:  The various texts are followed by questions for discussion, ideas for exploring the text, and/or writing prompts.  Students will engage with these questions and ideas in a variety of ways including written reflections and discussions.

**Supporting Literature:**

Excerpts from *Literature: The American Experience*, Prentice Hall, New Jersey, 2010.

*The Scarlet Letter* by Nathaniel Hawthorne

*The Good Earth* by Pearl S. Buck

*The Old Man & the Sea* by Ernest Hemingway

*The Great Gatsby* by F. Scott Fitzgerald

*The Crucible/Death of a Salesman* by Arthur Miller

**Other Readings**

Besides the readings offered in their textbooks, current events articles will be part of the curriculum as well.  Both textbooks offer primary and historical source documents as well.

**Visual Texts**

Students will be exposed to various visual texts including advertisements, cartoons, and graphic illustrations.  Students will learn how to recognize the techniques that the author of such texts used in order to achieve his/her purpose.

**Writing**

Students will write on a daily basis.  Every two weeks there will be either a timed AP style essay, an out-of-class typed essay, or an in-class essay.  Writings will be peer evaluated, self evaluated, and teacher evaluated.

**Vocabulary**

Vocabulary will be taught contextually (including rhetorical terms and vocabulary from readings) as we progress through the course.   Students will be asked to use the words in context (including telling sentence writing exercises) and in a variety of sentence patterns.

**Assessments will include:**

Vocabulary usage

Check tests for reading

Class participation

Quote Analysis

Questions on readings

Quote entry assignments

In-class written responses

Telling Sentences

Multiple choice practice tests

Graded discussions:

Socratic Seminar

Think/Pair/Share

Student-led

Jigsaw

Others

Novel tests/essays

Rhetorical terms test

Essays/Papers:

definition

narration

compare/contrast

persuasion

argument

rhetorical analysis/style analysis

timed writings (AP Essays)

research paper on current events topic

AP multiple choice tests

**Grading**

Assignments  30%

Essays/Multiple choice/Tests 60%

Attendance   10%

Trimester Exam 20%

**1st TRIMESTER**

**In general, organization for each class period for the first trimester will be as follows:**

**1.**      **Quick Quote Analysis**

 All students responsible for daily writing assignment--a quote analysis consisting of:

Writing quote

Paraphrasing quote

Stating whether they agree or disagree

Providing specific support for position including counter argument.

Students will keep quotes in notebook.  Each day a student will orally present his/her quote to class.

**2.**    **Rhetoric**

**3.**    **Literature**

**4.   Grammar/Vocabulary**

Summer Reading Writing Assignment:  Analysis **essay** on the author’s style and how that style contributes to the meaning and purpose of the book.  We will discuss and share book choices after essay.  This essay will give me an idea of each student’s writing skills.

**Unit 1 = 4 weeks**

**Rhetoric**

**Chapter 1 An Introduction to Rhetoric: Using the “Available Means”**

* Activity — Understanding Civil Discourse

**The Rhetorical Situation**

Occasion, Context, and Purpose

The Rhetorical Triangle

* Activity — Analyzing a Rhetorical Situation

SOAPS

* Activity —*9/11 Speech*, George W. Bush

**Appeals to Ethos, Logos, and Pathos**

Ethos

* Activity — Establishing Ethos

Logos

* Activity —from King Coal: Reigning in China, George Will

Pathos

* Activity —*Order of the Day,* Dwight D. Eisenhower

Combining Ethos, Logos, and Pathos

* Activity — Appealing to Ethos, Logos, and Pathos

**Rhetorical Analysis of Visual Texts**

* Activity — World Wildlife Fund, Protecting the Future of Nature (ad)

**Determining Effective and Ineffective Rhetoric**

* Activity — Tamar Demby, Alarmist or Alarming Rhetoric?(student essay)
* Activity — Federal Highway Administration, Stop for Pedestrians (advertisement)

**Culminating Activity** -- Read 4 selections and determine the purpose of each text

and how the interaction among speaker, audience, and subject affect the text.  How does each text appeal to ethos, pathos, logos?  Finally, how effective is each text in achieving its purpose?

**Writing Assignment:**  Definition Essay--Choosing an abstract term (e.g., happiness, honor)  750 words.

**Literature Gathering of Voices:  Meeting of Cultures**

Early Native American myths

Museum Indians” by Susan Power

  “from Of Plymouth Plantation” by William Bradford

Descriptive writing

**Grammar/Vocabulary**Glossary of Rhetorical Terms

**Writing Assignment:**  Narration essay--College Essay Prompt

**Chapter 2 Close Reading: The Art and Craft of Analysis**

**Analyzing Style**

A Model Analysis

* Activity — Looking at Rhetoric and Style
* Activity — *Blood, Toil, Tears, and Sweat,* Winston Churchill

**Talking with the Text**

Asking Questions

* Activity —*from On Bird, Bird-Watching and Jazz,*  Ralph Ellison

**Annotating and Using a Graphic Organizer**

* Activity — *The Death of the Moth*, Virginia Woolf

**Writing a Close Analysis Essay**

Developing a Thesis Statement

A Sample Close Analysis Essay

* Activity — Christopher Morley, On Laziness

**Close Reading a Visual Text**

* Activity — Girl Scouts, What Did You Do Today?(advertisement)

**Writing Assignment: Culminating Activity  -** Read 3 selections (an article, a speech, and a photo).

Consider the style, note passages that stand out, etc.  Develop a thesis statement for and write an essay that **compares and contrasts** the style of the three documents.

* John F. Kennedy, Inaugural Address
* Eleanor Clift, Inside Kennedy’s Inauguration, 50 Years On
* U.S. Army Signal Corps, Inauguration of John F. Kennedy

**Literature** “To My Dear and Loving Husband”

“from Sinners in the Hands of an Angry God” by Jonathan Edwards

* Activity - analyze Sinners for rhetorical elements

**Grammar/Vocabulary:**Glossary of Style Elements

**Writing Assignment:  Description/Using rhetorical devices**

**Chapter 3 Analyzing Arguments: From Reading to Writing**

**Writing Assignment/Argument:  This chapter begins with a student selecting a topic for an essay in progress during the course of the chapter.**

**What Is Argument?**

* Activity — Finding Common Ground
* **Essay in Progress: Selecting a Topic**

**Staking a Claim**

* Activity — Identifying Arguable Statements

**Types of Claims**

**Claims of Fact**

**Claims of Value**

* Activity — Analyzing a Review
* Activity — New York Times Editorial Board, Felons and the Right to Vote
* **Essay in Progress: Staking a Claim**

**From Claim to Thesis**

* Activity — Developing Thesis Statements
* **Essay in Progress: Developing a Thesis**

**Presenting Evidence**

**Logical Fallacies**

* Activity — Identifying Logical Fallacies
* Activity — Dana Thomas, Terror’s Purse Strings
* **Essay in Progress: Using Evidence**

**Shaping Argument**

* **Essay in Progress: Shaping an Argument**
* Activity — Elizabeth Cady Stanton, The Declaration of Sentiments

**Using the Toulmin Model**

* Activity — Identifying Assumptions

**From Reading to Writing**

* Activity — Using Argument Templates

**Analyzing Visual Texts as Arguments**

* Activity — U.S. Postal Service, The Heroes of 2001(stamp)
* **Essay in Progress: Using Visual Evidence**

**Culminating Activity**

*Heavy Medal,* Tom Toles (cartoon)

*Comment: Absurd Decision on Obama Makes a Mockery of the Nobel Peace    Prize,*Michael Binyon

**Essay in Progress: First Draft/Peer Revision/Teacher Conference**

**Final Draft**

**Literature** A Nation is Born

Speeches, primary/secondary historical documents from the American Revolution

**Grammar/Vocabulary:**Glossary of Argument Terms and Fallacies

**Unit Two = 4 weeks**

**Rhetoric**

**Chapter 4 Synthesizing Sources: Entering the Conversation**

* Activity — Reflecting on Sources

**Using Sources to Inform an Argument**

* Activity — Gerald L. Early, from A Level Playing Field

**Using Sources to Appeal to an Audience**

* Activity — Examining a Columnist

**Conversation: Mandatory Community Service**

**Writing a Synthesis Essay**

**Identifying the Issues: Recognizing Complexity**

**Formulating Your Position**

* Activity — Supporting a Thesis
* Activity — Using Sources Effectively

**A Sample Synthesis Essay**

**Writing Assignment:**

**Culminating Conversation**: The Dumbest Generation?  Read the eight sources provided.  Then synthesize information from at least  three of them and incorporate those sources into a coherent, well-developed essay that evaluates the claim.

**Writing Review:**

Fundamentals of Effective Writing

o   Unity

o   Emphasis

o   Concision

o   Avoid mere summary

o   Avoid mere summary endings

o   Syntax, sentence structure, parallelism, etc.

o    How to begin an essay

o   How to end an essay

o   Use of illustrations

**Argument vs. Persuasion**

**Writing Assignment:  Process writing:  Voice of Democracy audio/essay contest:**

Topic:  What is My Responsibility to America?

Students will write a draft of their essay which will first be peer evaluated.

2nd draft due and teacher will conference with each student.

3rd and final draft will be read orally to the class and graded using the rubric provided by Voice of Democracy contest

**After chapter four in the core text, the chapters are organized thematically around an essential question, and the course will begin to reflect that thematic approach.**

**Unit Three = 4 weeks**

**Rhetoric**

**Community:  What is the relationship of the individual to the community?**

**Chapter Six *Language and Composition***

*Letter from Birmingham Jail,* Martin Luther King, Jr.

* Activity:  Discussion and Questions on Rhetoric and Style

*Where I lived, and What I Lived for,* Thoreau

* Activity:  Discussion and Questions on Rhetoric and Style

*New York Day Women,* Donticat

* + - * *Explore the text through questioning*

**Entering the Conversation**

*The Happy Life,* Bertrand Russell

*The Singer Solution to World Poverty,* Singer

*Lifeboat Ethics,* Hardin

*In Westminster Abbey, Betjeman*

**Writing Assignment:** Enter into the Conversation with the above pieces.  Students will be assigned one of the writing prompts given at the end of the chapter.  Using two of the four sources given, they will write an essay on the assigned prompt.  Students who write on the same topic will then peer evaluate each other before turning in a final draft.

**Literature**

*The Scarlet Letter*Chapter readings and discussions with a focus on style and purpose.  The novel also addresses the essential question regarding community.

**Grammar/Vocabulary:**Grammar as Rhetoric and Style:  Parallelism/Clauses/Phrases

**Trimester Exam:  Includes AP essay prompt**

**2nd TRIMESTER**

Quote analysis replaced by CNN for students:  Current Events

Students will listen to broadcast, making note of points of interest.

**Research/Synthesis Assignment:**

**Students  will write a 5-6 page research paper on a teacher-approved topic of their choice.**

**Students will meet the following checkpoints:**

* Choose topic, decide on purpose and audience
* Gather initial research
* Narrow topic.
* Continue research. Primary and secondary sources required. Evaluate sources, take notes.
* Final thesis statement and outline
* 1st draft = self-evaluation
* 2nd draft = peer-evaluation
* 3rd draft = teacher/student conference
* Final draft due

**Unit 1 = 4 weeks**

**Rhetoric**

**Environment: What is our responsibility to the natural environment?**

**Chapter 12 *Language and Composition***

*Silent Sprint, Rachel Carson*

*From Nature, Emerson*

*The Land Ethic, Leopold*

* Activity:  Discussion and Questions on Rhetoric and Style

*Natural Man, Thomas*

* Activity:  Discussion and Questions on Rhetoric and Style

*From The End of Nature, McKibben*

* Activity:  Discussion and Questions on Rhetoric and Style

*Save the Whales, Screw the Shrimp, Williams*

* Activity:  Discussion and Questions on Rhetoric and Style

Visual Text:  *A Short History of America (cartoon)*

***Let’s Go ,* Royal Dutch/Schell (advertisement)**

**Writing Assignment:**  Entering the Conversation.  Choose one of the given writing prompts.

**Literature**

Romanticism, Transcendentalism

**Grammar/Vocabulary:**Cumulative, Periodic, and Inverted Sentences

**Unit 2 = 4 Weeks**

**Rhetoric**

**Gender  What is the impact of the gender roles that society creates and enforces?**

**Chapter Eight *Language and Composition***

*Women’s Brains,* Gould

* Activity:  Discussion and Questions on Rhetoric and Style

*Professions for Women,* Woolf

* Activity:  Discussion and Questions on Rhetoric and Style

*John and Abigail Adams Letters*

* Activity:  Exploring the text

*I want a Wife,* Judy Brady

* Activity:  Exploring the text

*Just Walk on By,* Staples

* Activity:  Exploring the text

*The Myth of the Latin Woman,* Cofer

* Activity:  Exploring the text

*Are Women Really More Talkative Than Men?,* Mehl

* Activity:  Exploring the text

*Barbie Doll,* Pierce

* Activity:  Exploring the text

**Paired Visual Texts**

*Chancellor Seguier at the Entry of Louis XIV into Paris in 1660,* Brun (painting)

*Chancellor Seguier on Horseback,* Wiley (painting)

**Entering the Conversation:  Defining Masculinity**

*Marlboro Man,* McCombe

*Being a Man,* Theroux

*About Men,* Ehrlich

*Putting Down the Gun,* Walker

*Why Johnny Won’t Read,* Bauerlein/Stotsky

*Mind over Muscle,* Brooks

**Writing Assignment:**  Entering the Conversation.  Choose one of the given writing prompts.

**Literature**

*The Yellow Wallpaper,* Perkins

*The Story of an Hour,* Chopin

**Grammar/Vocabulary:** Pronouns

**Rhetoric**

**Language:  How does the language we use reveal who we are?**

**Chapter 10 *Language and Composition***

*Mother Tongue, Amy Tan*

* Activity:  Discussion and Questions on Rhetoric and Style

*Politics and the English Language, Orwell*

* Activity:  Discussion and Questions on Rhetoric and Style

*Slang in America, Whitman*

* Activity:  Discussion and Questions on Rhetoric and Style

*How to Tame a Wild Tongue, Anzaldua*

* Activity:  Discussion and Questions on Rhetoric and Style

*The “F Word”, Dumas*

* Activity:  Exploring the Text

*In Plain English:  Let’s Make It Official, Charles Krauthammer*

* Activity:  Exploring the Text

**Visual Text:***U.S. Census Bureau, Language Use in the United States*

*Jim Cummins, The Effects of Bilingualism (cartoon)*

**Writing Assignment:  Entering the Conversation.  Choose one of the given writing prompts.**

**Literature**

*The Great Gatsby,* Fitzgerald

**Grammar/Vocabulary:**Grammar as Rhetoric and Style:  Concise Diction

**Unit Three**  **= 4 weeks**

**Rhetoric**

**Sports:  How do the values of sports affect the way we see ourselves?**

**Chapter 9 *Language and Composition***

*The Silent Season of a Hero, Talese*

* Activity:  Discussion and Questions on Rhetoric and Style

*The Four Horsemen, Rice*

* Activity:  Discussion and Questions on Rhetoric and Style

*The Proper Place for Sports, Roosevelt*

* Activity:  Discussion and Questions on Rhetoric and Style

*An Innocent at Rinkside, Faulkner*

* Activity:  Exploring the Text

**Writing Assignment from *Language and Composition*: Process Paper:  Compare/Contrast classic appeals used by two or more authors in unit***.*

**Literature**

*The Old Man and the Sea, Hemingway*.

**Grammar/Vocabulary:**Direct, Precise, and Active Verbs

**Rhetoric**

**Politics: What is the nature of the relationship between the citizen and the state?**

**Chapter 13 *Language and Composition***

*On Seeing England for the First Time, Kincaid*

* Activity:  Discussion and Questions on Rhetoric and Style

*On the Duty of Civil Disobedience, Thoreau*

* Activity:  Discussion and Questions on Rhetoric and Style

*The Gettysburg Address, Abraham Lincoln*

* Activity:  Exploring the Text

*Thoughts on Peace in an Air Raid, Woolf*

* Activity:  Exploring the Text

*The Destruction of Culture, Hedges*

* Activity:  Exploring the Text

*The Apology Letters from a Terrorist, Blumenfeld*

* Activity:  Exploring the Text

**Visual Text**

*Guernica, Picasso*

*New Yorker (cover)*

*Harper’s (cover)*

*Writing Assignment:  Entering the Conversation:  Colonialism*

*Sources:*

*Letter to King Ferdinand, Columbus*

*The Requerimiento, Ferdinand*

*Defense of Native American Religion, Red Jacket*

*Shooting an Elephant, Orwell*

*Concerning Violence, Fanon*

*The Empire Fights Back, Achebe*

*Christiansted:  Official Map and Guide, National Park Service*

**Entering the Conversation:  Writing:  Respond to one of suggested writing prompts.**

**Literature***The Good Earth, Pearl Buck*

**Grammar/Vocabulary:** Subordination in the Complex Sentence

**Trimester Exam:  Includes Timed Writing Prompt**

**3rd TRIMESTER**

This trimester will continue to reinforce the previous lessons with a focus on test preparation.  The literature element will be suspended until after the AP test on May 10th.

**Woven throughout the next six weeks will be past AP tests, both essay and multiple choice, that students will take and analyze to prepared for the test.**

**Unit 1 = 6 weeks**

**Rhetoric**

**Education: To what extent do our schools serve the goals of a true education?**

**Chapter 5 *Language and Composition***

*I Know Why the Caged Bird Cannot Read*, Francine Prose,

* Activity:  Exploring the text questions, Rhetoric and Style questions, Suggestions for writing

*from Education,* Ralph Waldo Emerson,

* Activity:  Exploring the text questions, Rhetoric and Style questions, Suggestions for writing

*A Talk to Teachers,* Baldwin

* Activity:  Exploring the text

*School*, Kyoko Mori

* Activity:  Exploring the text

*Superman and Me*, Sherman Alexie,

* Activity:  Exploring the text

*Me Talk Pretty One Day,* David Sedaris,

* Activity:  Exploring the text

*Best in Class,* Margaret Talbot,

* Activity:  Exploring the text

*This Is Water,*David Foster Wallace,

* Activity:  Exploring the text

**Visual Text**

*The Spirit of Education,* Norman Rockwell (painting)

* Activity:  Exploring the text

*What I Learned*, Roz Chast(cartoon)

* Activity:  Exploring the text

**Conversation: The American High School**

**Writing Assignment:  Entering the Conversation.  Choice of 4 writing prompts based on readings.**

**Grammar/Vocabulary:**Grammar as Rhetoric and Style Appositives

**Rhetoric**

**Popular Culture: To what extent does pop culture reflect our society’s values?**

**Chapter 11 Language and Composition**

*Hip Hop Planet,* James McBride

* Activity:  Discussion and questions on Rhetoric and Style

*Corn-Pone Opinions,* Mark Twain

* Activity:  Discussion and questions on Rhetoric and Style

*From Show and Tell,* McCloud

* Activity:  Exploring the text

*High School Confidential,* Denby

* Activity:  Exploring the text

*An Image a Little Too Carefully Coordinated,* Givhan

* Activity:  Exploring the text

*Watching TV Makes You Smarter,* Johnson

* Activity:  Exploring the text

*My Zombie, Myself,* Klosterman

* Activity:  Exploring the text

**Visual Text**

*Myths,* Warhol *(painting)*

* Activity:  Exploring the text

*The Innocent Eye Test,* Tansey (painting)

* Activity:  Exploring the text

**Conversation:  Exporting American Pop Culture**

*The Revolution Is U.S.,* Friedman

*Besieged by “Friends”,* Havrilesky

*Cultural Hegemony: Who’s Dominating Whom?,* Straughan

*The Case for Contamination,* Appiah

*The Perils of Soft Power,* Joffe

*The U.S. Can Reclaim “Smart Power”,* Nye

*Slovakian Soccer Fan at 2010 World Cup in South Africa,* Ammar (photo)

**Entering the Conversation:  Analyzing satire considering the above texts.**

**AP Language and Composition exam on May 10.**

**Following the test, the class will shift its focus to literature in order to prepare students for AP Literature and Composition, which they will take in their senior year. We will read *The Crucible* by Arthur Miller, considering not only the elements of the play, but also the effects of McCarthyism on Miller’s decision to write the play.This will be followed up by Miller’s *Death of a Salesman* and the *Tragedy of the Common Man.***

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