

AP ENGLISH LANGUAGE AND COMPOSITION SYLLABUS

2019-2020

COURSE OVERVIEW

In Advanced Placement Language and Composition, students will be challenged to read and write at the college level and to identify, employ, and analyze the elements of effective writing. By adhering to the requirements described in the *Advanced Placement Course Description: English*, the curriculum encourages students to perform at academic levels comparable to their most talented peers throughout the country. This course will be considerably more challenging than the alternative literature course offered at this gifted magnet high school. This course is designed to provide students with the opportunity to carefully analyze a wide range of nonfiction prose and poetry as well as canonical works of fiction for rhetorical purposes. Students will read the selected texts and discuss which rhetorical mode fits each piece and why. Students will utilize the SOAPStone technique and apply it to works of fiction and nonfiction. Although students will have the opportunity to write in a variety of genres, the majority of writing assignments will tackle persuasive or analytical tasks. Students also will develop research skills and utilize them in a variety of assignments

COURSE OBJECTIVES

- *Students will identify the author's style in terms of sentence structure, diction, tone, and figurative language.
- *Students will identify simple and complex rhetorical devices used such as: allusions, analogies, antithesis, repetition, alliteration, parallel structure, metonymy, anaphora, apostrophe, and zeugma.
- *Students will utilize close reading of texts to identify specific rhetorical patterns by stating the page number, line number, column or paragraph where the rhetorical device is located.
- *Students will study rhetoric analyzing visual media and images such as advertisements, cartoons, films, and photographs for form, function and appeals of pathos, logos, and ethos. Additionally, students will review magazine and newspaper ads to discuss which logical fallacies might be used.
- *Students will write at least one paper from four of the eight rhetorical forms discussed in their primary text, *The Language of Composition*: narration, description, process analysis, exemplification, comparison and contrast, classification and division, cause and effect, and definition. These four essays will be written in class or as an overnight homework and graded as rough drafts. The drafts will then be peer edited during conferencing periods and students will submit a final draft that will be evaluated utilizing the AP scoring guide. Completed pieces will be kept in each student's writing portfolio.
- *Students will write two research papers – one each semester. Each paper will be based on the readings, rhetorical forms, and an author. Students will be required to find and use both primary and secondary source information from the author's background to connect to the text

they are writing about in their research paper. All research papers must employ the conventions to cite sources as well as structure their papers according to MLA guidelines.

*Students will work independently on sample writing questions provided by the College Board as part of their weekly review activities. Answers will be reviewed as to why one is more correct than another, etc. to insure students grasp the nuances of the responses.

*Students will learn a vast array of rhetorical vocabulary, gleaned from various collections of literary terms and rhetorical techniques.

*Students will practice identifying a variety of sentence structures as well as subordination and coordination. Additionally students will review writing strategies such as organization, coherence, paragraph unity, etc. that will connect to the day's readings.

*Quizzes will be used primarily to check for reading and basic understanding of a selection. Vocabulary, grammar, and mechanics will be quizzed through the use of practice tests from AP workbooks. Tests will be based on rhetorical forms, stylistic devices, and rhetorical devices in specific reading passages.

FIRST QUARTER (September – early November)

Lessons will include activities to review grammar, syntax, and vocabulary; introducing students to rhetorical devices; teaching research skills and strategies involved with in-text citations, works cited, and primary and secondary sources. Students will also learn annotation and note taking skills, as well as journaling techniques. After reading the selections, discussion to include analysis of general and specific details authors use to address their topics, style elements, figurative language, tone, audience and purpose.

Readings:

Fiction:

Giovanni's Room by James Baldwin (summer reading assignment)

The Scarlet Letter by Nathaniel Hawthorne

"The Lady, or The Tiger" by Frank Stockton

"The Devil and Tom Walker" by Washington Irving

"The Legend of Sleepy Hollow" by Washington Irving

"The Fall of the House of Usher" by Edgar Allan Poe

"A Good Man is Hard to Find" by Flannery O'Connor

Nonfiction:

"There is No Unmarked Woman" by Deborah Tannen

"How to Say Nothing in 500 Words" by Paul McHenry

"Sinners in the Hands of an Angry God" by Jonathan Edwards

"Sarah Pierrepont" by Jonathan Edwards

"Nature" by Ralph Waldo Emerson

"Self-Reliance" by Ralph Waldo Emerson

Excerpts from *Walden* by Henry David Thoreau

"I Want a Wife" by Judy Brady

"The Ways We Lie" by Stephanie Ericsson

“Why Johnny Won’t Read” by Bauerlein and Stotsky
“Mind Over Muscle” by David Brooks
“Putting Down the Gun” by Rebecca Walker

Poetry:

“Huswifery” by Edward Taylor
“On the Burning of My House” by Ann Bradstreet
“The Raven” by Edgar Allan Poe

Visuals:

“The Legend of Sleepy Hollow” by Washington Irving
Graphic organizers for Narration and Description

Assessments:

- *Quizzes on readings to check for understanding of meaning and strategies.
- *Quizzes on vocabulary from the student list.
- *Writing component will include a narration or description essay based on the reading selections that will go through the writing process of drafting, a peer editing conference, a second draft, a teacher/student conference, a self-revision draft, and a final essay for evaluation. Feedback will include a review of standard English practices, clear transitions, specific evidence of thesis, as well as sustained argument or point if applicable.
- *Two persuasive essays advocating each possible solution to Stockton’s “The Lady, or the Tiger.”
- *A persuasive essay arguing the relative depth of the vices of the main characters in *The Scarlet Letter*.

SECOND QUARTER (early November – late January)

Students will be introduced to the rhetorical aspects involved in using pathos, ethos, and logos to craft a well-developed speech. After reading the selections, discussion to include analysis of general and specific details authors use to address their topics, style elements, figurative language, tone, audience and purpose.

Readings:

Fiction:

The Great Gatsby by F. Scott Fitzgerald
“Winter Dreams” by F. Scott Fitzgerald
“The Sensible Thing” by F. Scott Fitzgerald

Nonfiction:

“On Compassion” by Barbara Lazear Ascher
John F. Kennedy’s inauguration speech
“The Gettysburg Address” by Abraham Lincoln
“I Have a Dream” by Martin Luther King, Jr.

Excerpts from *Why We Can't Wait* by Martin Luther King, Jr. "On Cloning a Human Being" by Lewis Thomas
"Fearing the Worst Should Anyone Produce a Cloned Baby" by Philip Boffey "Pet Clones Spur Calls for Limits" by Rick Weiss
"More Couples Screening Embryos for Gender" by Marchione and Tanner

Poetry:

Edna St. Vincent Millay poetry (notably "First Fig" and "Second Fig")
"Stopping By Woods on a Snowy Evening" by Robert Frost

Visuals:

El Greco's painting *Vista de Toledo*
"The Great GAPsby," cartoon by Jeff Parker
Graphic organizers for Definition and Exemplification

Assessments:

- *Student-provided visual media for analysis and discussion in class groups as the piece reflects and/or connects to *The Great Gatsby*
- *Quizzes on readings to check for understanding of meaning and strategies.
- *Quizzes on vocabulary from the student list.
- *Comparison paper connecting components of *The Great Gatsby* to a non-literary source (art, television, song, etc.) that will go through the writing process of drafting, a peer editing conference, a second draft, a teacher /student conference, a self-revision draft, and a final essay for evaluation. Feedback will include a review of standard English practices, clear transitions, specific evidence of thesis, as well as sustained argument or point as applicable.

THIRD QUARTER (late January – March)

Lessons will include regular activities to review grammar, syntax, and vocabulary. Discuss the use of diction to convey tone and create atmosphere in literature, and analyze author's style for figurative language. After reading the selections, discussion to include analysis of general and specific details authors use to address their topics, style elements, figurative language, tone, audience and purpose.

Readings:

Fiction:

Beloved by Toni Morrison
"Sweat" by Zora Neale Hurston

Non Fiction:

"Speech at the Women's Convention" ("Aren't I a Woman") by Sojourner Truth
"Letter to his Nephew" by James Baldwin
"Learning to Read" by Malcolm X
"On Keeping a Notebook" by Joan Didion
"Once More to the Lake" by E.B. White

“Shooting an Elephant” by George Orwell
“The Empire Fights Back” by Chinua Achebe
“Shooting Dad” by Sarah Vowell
“Hunger” by Ann Lamott
“Me Talk Pretty One Day” by David Sedaris

Visuals:

Chapter 5 of the movie *Beloved* (Beloved’s introduction to the house).
Series of political cartoons and propaganda regarding American slavery
Graphic organizers for personal essay

Assessments:

*Quizzes on readings to check for understanding of meaning and strategies.
*Quizzes on vocabulary from the assigned list.
*Writing Component will include a Common App-style personal essay that can work for college applications the following year. This will involve multiple drafts and regular conferences with peers and instructor in class and available time outside of class with the instructor.

FOURTH QUARTER (April – June)

Lessons will include daily practice of AP questions, including one timed-writing per week on a practice AP essay question until the AP Language and Composition exam. Students will discuss the impact of print advertising, major magazine covers, and front-page photos of newspapers. Students should be able to identify the rhetoric in each piece presented. After reading the selections, discussion to include analysis of general and specific details authors use to address their topics, style elements, figurative language, tone, audience and purpose.

Readings:

Drama:

Macbeth by William Shakespeare

Nonfiction:

“A Modest Proposal” by Jonathan Swift
“The Art of Political Lying” by Jonathan Swift
“Politics and the English Language” by George Orwell
“How Much Wallop Can a Simple Word Pack” by Geoffrey Nunberg
“The War of Words: A Dispatch from the Front Lines” by Daniel Okrent (and response letters)
“Pride to One is Prejudice to Another” by Courtland Milloy
“2004 Nobel Peace Prize Speech” by Wangari Muta Maathai

Fiction:

The Brief Wondrous Life of Oscar Wao by Junot Diaz (after the AP exam is complete) (or another student-selected rigorous text)

Visuals:

“Show and Tell” (graphic essay) by Scott McCloud
“Kindred Spirits” (painting) by Asher Durand
Cloud the Issue or Clear the Air (advertisement for Shell)
Act I, scene i of *Macbeth* by four different directors
Graphic organizers for Process Analysis essay

Assessments:

- *Quizzes on readings to check for understanding of meaning and strategies.
- *Quizzes on vocabulary from the readings and the student text.
- *Test – Create a visual – may be a photograph, drawing, cartoon, etc. that depicts a process or is a representation of cause and effect. Must include a written component explaining how the visual reflects/represents the main idea.
- *Writing Component will include a Process Analysis essay based on the reading selections that will go through the writing process of drafting, a peer editing conference, a second draft, a teacher/student conference, a self-revision draft, and a final essay for evaluation. Feedback will include a review of Standard English practices, clear transitions, specific evidence of thesis, as well as sustained argument or point if applicable.
- *The students will prepare a production of a scene from *Macbeth*, making dramatic choices that elucidate the rhetorical skills used by Shakespeare.
- *After the AP exam in May, students will read a contemporary text, such as *The Brief Wondrous Life of Oscar Wao*. They will regularly discuss the rhetorical devices used in this contemporary novel, and they will write extensively on the rhetorical choices made by the author, Junot Diaz.

TEXTS REQUIRED:

Shea, Renee H., Lawrence Scanlon, and Robin Dissin Aufses, *The Language of Composition: Reading, Writing, Rhetoric*. Boston: Bedford/St. Martin’s, 2008.

Cohen, Samuel, ed. *50 Essays: A Portable Anthology*. Boston: Bedford/St. Martin’s, 2004.

Elements of Literature: Essentials of American Literature. Fifth Course. Orlando: Holt, Rinehart and Winston, 2005.

GRADING GUIDELINES

While each quarter’s grade will be based on a total points model, the allocation of points will follow these general guidelines:

Tests and In-Class Essays 35%

Major Essays 35%

Classwork 30%

None of the above syllabus is written in stone; all is subject to adaptations and variations.