
AP ENGLISH LANGUAGE AND COMPOSITION

SYLLABUS FOR 2016-2017

Texts/Literary Works(may include, but not limited to):

The Language of Composition, Second Edition

The Adventures of Huckleberry Finn *Walden*

The Scarlet Letter *Angela's Ashes*

A Raisin in the Sun *Narrative of the Life of Frederick Douglass*

The Awakening *Catcher in the Rye*

The Great Gatsby *Richard II*

Their Eyes Were Watching God *1984*

***Students will also be required to read and analyze a variety of documents, essays, and speeches thematically related to the above selections.**

Course Objectives:

This course will prepare students for intermediate and college courses in English composition by making demands upon them equivalent to those of a yearlong introductory college course. The course “ requires students to become skilled readers of prose written in a variety of rhetorical contexts and skilled writers who compose for a variety of purposes”(The College Board, AP English Course Description, Fall 2014, p.9). The course is organized according to the requirements and guidelines of the current AP English Course Description, and therefore by the end of the 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;
 - 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; and
- evaluate and incorporate reference documents into researched papers (The College Board, AP English Course Description, May 2009, May 2010, p. 11).

What do you need to succeed?

1. Chromebook

A. We will be using Google Classroom to distribute and turn in the majority of work for this class.

B. We will be using Schoology to complete most summative and formative assessments

C. Whenever available we will be using hard copies of the text we read, when they are not available we will be using digital copies that will be read on your Chromebook. It will of course be your decision if you wish to purchase private copies at any time.

D. Writing assignments will be completed on computer, but for research you will need notecards and for some timed essays that will be AP prompts you will need loose leaf paper and pencil

E. Grammar: We will use a self-paced program such as No Red Ink for you to work on grammar and usage for review and brushing up on basic skills.

2. We will be using your 1:1 devices for research and to create a digital portfolio of your work.

3. Turn in work on time and make up missed work. If you have an excused absence, you have as many days as you were out to make up the work for that absence per county policy. You will be able to keep up with all assignments via Google Classroom. Any missed tests, quizzes or timed writing assignments will need to be made up after school within the prescribed time frame. THIS IS YOUR RESPONSIBILITY. Tests and quizzes must be made up within one week of the absence. A grace period of three days is provided for FINAL DRAFTS of most essay assignments with a deduction of one letter grade per day. Major papers such as research papers and speeches will not be accepted after their final due dates.

Grading Policies:

Assignments will be graded according to the AP guidelines of Fike High School.

Major assignments such as tests, writing assignments, projects, and speeches will be weighted 70%.

Minor assignments such as quizzes, homework, and classwork will be weighted 30%.

*Major projects and research papers may be weighted more heavily than other major assignments.

Writing Assignments:

Journals: Students will be required to complete dialectical journals in response to certain texts.

Analytical Essay: Students compose a rhetorical analysis from a prompt focusing on one of the summer readings.

Personal Narrative: Students compose an effective essay focusing on the significance of a single event or person in their lives.

Comparison/Contrast Essay: Students compose an essay from a prompt derived from Julius Caesar. Students will contrast the rhetorical strategies used by Antony & Brutus when addressing the citizens of Rome.

Election Project: Students compose six persuasive texts on behalf of an assigned candidate – three meant to be spoken; three meant to be read-each to specific audiences: supporters, fence sitters, and opponents. Students must submit self-annotated copies of each text highlighting the rhetorical strategies they incorporated.

Columnist Project: Students gather six columns from a columnist of their choice. For each column, they submit a précis summarizing the column as well as a single paragraph reaction to it. Finally, they compose an argumentative essay by developing an argument inspired by their selected columnist.

Synthesis Essay: Students synthesize materials from a number of sources(including visual), develop an argument, and compose an argumentative essay.

Extended Definition Essay: Students will use in-class readings and their own experiences to define freedom.

Research Paper: Students will research a controversial topic using at least five diverse sources, take a position, and compose an argumentative paper that is properly formatted according to MLA citation techniques. Students will learn how to create note and source cards, create outlines, and use rough drafts to tweak their writing.

In-Class Timed Essays: Students will respond to AP prompts under time constraints throughout the year. These essays will undergo self, peer, and teacher evaluations. Students will be afforded the opportunity to revise the essays to enhance their grade.

Unit 1: The Nature of Man/The Man in Nature

Learning Goals:

Students will understand:

- Close reading and annotation
- SOAPStone strategy
- The significance of rhetorical strategies in a variety of texts
- How writers use tools such as imagery, diction, tone, style, imagery, and figurative language to convey messages to the reader

Readings:

- *The Catcher in the Rye* by J.D. Salinger

- Walden & “Civil Disobedience” by Henry David Thoreau
- “Self-Reliance” and “Nature” by Ralph Waldo Emerson

In-Class Activities:

- Syllabus and course expectations
- Summary versus Analyzing
- Modeling of close reading and annotation
- Multiple-choice exercises
- Peer editing sessions
- AP Vocabulary
- Notes on rhetorical strategies & analysis of print and non-print ads for strategies
- SOAPSTone analysis of “Self Reliance”
- Point-of-View notes and analysis activity

Writing Projects:

- Analytical Essay
- Timed AP essay prompt
- Personal Narrative Essay
- Essay addressing Thoreau’s use of tools such as imagery, diction, style, and figurative language in *Walden*.

Unit 2: Politics and Speech/ The Power of Argument

Learning Goals:

Students will understand:

- Effective argument
- Logos, pathos, and egos
- Logical fallacies
- Claims of fact, value, and tradition
- The use of syntax to reach an audience

Readings and Supplemental Material

- Richard II by William Shakespeare
- Shakespeare Uncovered: Royal Leadership
- Shakespeare Uncovered: The Evolution of Character
- “The Gettysburg Address” & “Second Inauguration Speech” by Abraham Lincoln
- “Inaugural Address” by Barack Obama

- “Lewinsky Speeches” by Bill Clinton
- “The Ballot or the Bullet Speech” by Malcolm X

In-Class Activities:

- Analyzing appeals to logos, pathos, and ethos in a variety of print and non-print formats
- Exploring differences in rhetorical strategies in pieces meant to be heard versus those meant to be read
- *Richard II* group presentations: effectiveness of speeches
- Multiple-choice exercises
- Group editing sessions
- AP Vocabulary
- Create and deliver persuasive speeches: mark rhetorical devices employed

Writing Projects:

- Comparison/Contrast Essay: Students will contrast the rhetorical strategies used by Richard II & Bolingbroke
- Timed AP essay prompt
- Election Project
- Dialectical Journals: Richard II

Unit 3: You Say You Want a Revolution? How Words Inspire Change

Learning Goals:

Students will understand:

- Writing as a rhetorical process
- How to distinguish between argument and persuasion
- Logical fallacies
- How to identify and analyze the impact of irony and satire in text
- How to analyze visual sources
- How to develop their own argument inspired by sources

Readings:

- “Common Sense” by Thomas Paine
- “The Declaration of Independence” by Thomas Jefferson
- *Narrative of the Life of Frederick Douglass* by Frederick Douglass
- *Inventing America: Jefferson's Declaration of Independence* by Garry Wills
- *Racial Equality in America* by John Hope Franklin

In-Class Activities:

- Color marking rhetorical devices
- Analyzing appeals to logos, pathos, and ethos
- Multiple-choice exercises
- AP Vocabulary
- SOAPSTone analysis of “Common Sense”
- Getting the big picture: how to deal with complex text
- The Politics of Art: the power of political cartoons (analyzing political cartoons)
- Peer editing and revision

Writing Projects:

- Columnist Project
- Argumentative Essay inspired by columnist project referenced above
- Timed AP essay prompt
- Extended Definition Essay on freedom

Unit 4: Women in America

Learning Goals:

Students will understand:

- Symbolism in literature
- Writing as a rhetorical process
- How to incorporate external sources
- How to synthesize diverse sources
- Revision processes and strategies
- Strategies for comprehending complex diction and syntax
- Constraints surrounding audience
- Sentence structure and syntax
- How to evaluate sources for credibility

Readings:

- *The Scarlet Letter* by Nathaniel Hawthorne
- *The Awakening* by Kate Chopin

- *Their Eyes Were Watching God* by Zora Hurston
- “A Room of One's Own” by Virginia Woolf
- “A Vindication of the Rights of Woman” by Mary Wollstonecraft
- “Women's Brains” by Stephen Jay Gould

In-Class Activities:

- Creating parenthetical citations using MLA format
- Sentence structure thinking maps
- Finding credible sources using NCLIVE and NC Wise Owl
- Annotating complex text
- Multiple-choice exercises
- AP Vocabulary
- SOAPSTone analysis of “Women’s Brains”
- Group newspaper project for *The Awakening*
- Symbolism project for *The Scarlet Letter*

Writing Projects:

- Synthesis essay on feminism
- *The Awakening* newspaper group project: students will synthesize information to create a newspaper with an editorial, political cartoon, various articles, and advertisements reflective of Chopin’s time period.
- Who Wears the A Today? Essay
- Timed AP essay prompt

Unit 5: Looking Beyond the Surface: Understanding Irony, Satire, and Allegory

Learning Goals:

Students will understand:

- Satire-authorial appeals through humor
- Types of irony and effect on text
- Propaganda techniques
- Research and citation strategies
- Multiple choice strategies
- How to analyze question stems

Readings:

- “A Modest Proposal” by Jonathan Swift

- *The Adventures of Huckleberry Finn* by Mark Twain
- *A Raisin in the Sun* by Lorraine Hansberry
- *1984* by George Orwell

In-Class Activities:

- How to decode question stems and writing prompts
- Multiple-choice practice and correction of mistakes in groups
- AP Vocabulary
- SOAPSTone analysis of “A Modest Proposal”
- Analyzing satirical techniques: students will use a guide to analyze the use of satire by Stephen Colbert and The Onion.
- Identifying and analyzing propaganda techniques in advertisements
- Research for argumentative research papers
- How to create outlines for research papers
- Create rough drafts for research papers & complete peer evaluations
- Individual writing conferences with students prior to final research paper drafts
- Group irony charts for *Raisin in the Sun*

Writing Projects:

- AP Timed Prompts
- Research Papers
- Journals for *1984*

Unit 6: Life Doesn't Always Have a Happy Ending

Learning Goals:

Students will understand:

- The power of themes
- Methods of characterization
- The significance of the American Dream
- The importance of films as literature

Readings:

- *The Great Gatsby* by F. Scott Fitzgerald
- *Angela's Ashes* by Frank McCourt
- Various essays on the American Dream

In-Class Activities:

- Body biographies for *The Great Gatsby*
- Characterization project and essays for *Angela's Ashes*

- Assessment of films: comparison/contrast activity
- Theme posters for *The Great Gatsby*

Writing Projects:

- American Dream Essays