

Course Description:

This course is designed to prepare students to communicate effectively in the 21st century. Students will explore complex topics by analyzing the rhetoric of both fiction and nonfiction texts from a variety of genres and time periods and learn how to apply what they learn to their own writing. Students will write analytical, argumentative, and narrative essays and strengthen their writing using thoughtful research, revision, editing, and rewriting. In a culminating activity, students will synthesize their knowledge to create a presentation that addresses a specific audience and utilizes a variety of media. This course will also focus on the skills necessary “to read primary and secondary sources carefully, to synthesize materials from [these texts] in their own composition, and to cite sources using conventions recommended by... the Modern Language Association (MLA)” (*AP English Course Description* 6).

According to the College Board upon completing AP English Language and Composition, students should be able to:

- Analyze and interpret samples of good writing;
- Identify and explain an author’s use of rhetorical strategies and techniques;
- Create and sustain arguments based on readings, research and 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 English as well as stylistic maturity in their own writings;
- Revise a work to make it suitable for a different audience;
- Analyze image as text;
- Evaluate and incorporate reference documents into researched papers (2010, p10).

In this class, these objectives will be met by:

- Establishing a pattern of outside reading;
- Recognizing, understanding, and applying rhetorical modes;
- Analyzing complex texts through close readings and formulating hypotheses;
- Participating in class discussions with a vigilant ear to others’ perspectives and offering thoughtful, polite contributions daily;
- Studying and applying appropriate vocabulary to create a specific voice;
- Researching, documenting, and producing a well-written research paper;
- Developing an advanced style of composition through the study of various writers’ styles;
- Revising multiple types of writing.

Goals of the Course

Students will be able to:

- Analyze the rhetorical strategies, techniques, and organizational modes of effective texts and be able to relate how the text addresses the author’s audience and achieves the author’s purpose.
- Create and sustain arguments based on readings, research, and personal experience and 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.
- Effectively introduce sources within their writing and properly cite primary and secondary sources in MLA format.

- 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 and make it suitable for a different audience.
- Analyze images as text.
- Utilize a wide-ranging vocabulary appropriately and effectively.
- Utilize a variety of sentence structures, including appropriate use of subordination and coordination.

Instructor's Values

1. Honesty. Honesty to yourself. Honesty to me.
2. Plagiarism ranks among the worst infractions of honesty and done at the university level results in a mandatory expulsion. Be careful how you research; do NOT present others' ideas or words as your own. If discovered, a zero will be given for the assignment, parent contact home will be made, and a referral will be written for cheating (repeated offenders), which will jeopardize your possible admittance into NHS, and the lowest possible "F" will be assigned.
3. Civility and maturity at all times. We will be reading on a wide range of topics; discussion can quickly become heated.
4. For every outside reading, you come with your notes/annotations on the text prepared for discussion. Or you honestly admit you didn't do it. This is a college level class. Weekly this class should average 5-7 hours of your free time.
5. There's the type of student who is reserved, yet has as equally wonderful thoughts as those who speak, but keeps their thoughts to themselves. Don't deprive of us of your perspective.
6. Then there's the type of student who both finds silence unbearable and absolutely must shatter the unbearableness. Persevere and remain silent. The other version of this student is the "ball hog" of discussion. Pass the ball. Let others speak. Encourage others to speak.
7. Attitude and dedication cause success as much as natural ability and intellect. When you approach a text, class, or whatever with negative expectations, you will make the experience negative. Be open. Be aware of your attitude.

Academic Honesty: Students will do their own work. Any student caught or suspected of cheating/plagiarizing will receive consequences. Academic dishonesty includes cheating, fabricating or falsifying information or sources, improper collaboration, submitting the same paper for different classes without permission, and plagiarism. Plagiarism occurs when writers deliberately or unintentionally use another person's language, ideas, or materials and present them as their own without properly acknowledging and citing the source. Cheating, plagiarism, or any form of academic dishonesty in this course results in one or more of the following consequences: failure of the assignment, parent contact, and repeated offenders will result in a disciplinary referral. Cite sources carefully, completely, and meticulously; when in doubt, cite. You are always welcome to come to tutoring for editing or have a classmate peer-review your work when you are not taking a test. Challenge yourself and do it on your own! !

Materials Needed:

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| <ul style="list-style-type: none">• One binder with dividers• College ruled paper• Pencils• Blue/black pens ONLY• Highlighters• Flashcards | <ul style="list-style-type: none">• Ream of copy paper• Sticky notes• Flash drive• Planner• 4 Composition notebooks | Parents: If you are willing to donate any extra supplies, I would appreciate it. Supplies requested: <ul style="list-style-type: none">• pencils• tissue• hand sanitizer• paper |
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Rules:

1. Always be on time and come prepared to learn and work.
2. Respect yourself, your homies, your haters, your higher ups, and your high school!
3. Keep all distractions away from the classroom.
4. Use positive and supportive language (no put downs)

Discipline:

1. Conference with student
2. Detention
3. Parent Contact/Conference
4. Referral to office

NOTE: Discipline is subject to change dependent on the situation and not in any particular order. There are situations that mandate direct referral to office. See Handbook.

Computer/Printer access: It is imperative that you have access to a computer and working printer **at all times**. Please always have extra copy paper on hand.

Organization: Organization is the key to success in this class. Write down homework assignments in your planner every day. Make sure to get the required materials listed below.

Attendance & Tardy Policy: This is a college level class. Your daily, timely attendance is required. Class will begin promptly and will last up to the dismissal bell. The instructor considers it rude when you begin packing up before class is over.

Absences: The course follows the official district policy: for every day the student has an *excused* absent, he/she has up to five days to make up his/her excused work. Make up assignments/assessments are accessible in designated areas of the classroom as well as online.

NMSI Grant: There are three Saturday sessions throughout the year. If you do not make it to the Saturday sessions, you will have to complete the assignment by yourself. Credit will be given to attend the Saturday session. There will be a MATADORY AP mock exam during second semester. Credit will also be given for this assignment.

Late/ Missing Work Policy: Assignments are due at the beginning of class. If an assignment is turned in after being collected, it is officially a day late. Late work and unexcused absences will be accepted using the following policy:

- 1 day late = 20 points reduction in grade
 - 2 days late = 40 points reduction in grade
 - 3 days late = 60 points reduction in grade
- No assignment will be collected after 3 days late.

Please Note:

1. The teacher has the choice of following the above policy or accepting late work from all students without penalty.
2. *To maintain academic integrity, the teacher may refuse late work that students attempt to turn in after the original assignment has been graded and returned to the class.
3. Submit your missing/late work in the "Late" basket. At the top of the assignment, please write how many days late it is and why it is late. Work without the number of days and the reason will not be accepted. Your honesty is appreciated. *Example: Late 3 days because I was too tired after drama rehearsal and also had to study for Calculus.*

Grading scale:

100% - 90% - A
89% - 80% - B
79% - 75% - C
74% - 70% - D
69% - 0% - F

Grade Break Down:

PBAs/Essays/Projects – 30%
Classwork/Participation/Homework – 20%
Tests/Quizzes – 30%
Benchmarks – 10%

Grade Recovery:

In an effort to help students who are behind academically, there will be different ways for credit/grade recovery. At the discretion of the teacher, this may include:

- Tutoring by appointment only (see first page of syllabus for availability)
- Retake of a quiz/test (averaged out with the original score for a final score in the gradebook)
- USATestPrep (TBD)

Extra Credit Policy

I do not give extra credit assignments to individual students. Frequently, all students will have the opportunity to earn extra points during class activities. Occasionally, a bonus question or more may appear on some exams or quizzes.

Types of Assignments:

Reading: For each reading assignment **students must identify the following:** thesis or claim, tone or attitude, purpose, audience and occasion, evidence or data, logos, ethos and pathos appeals, assumptions or warrants, style (how the author communicates his message, rhetorical mode, rhetorical devices always including diction and syntax). Sometimes this will be required upon entering class; other times you may have class time on which to work. Expect reading quizzes to include questions about words from the text.

Writing: You will write the three types of essays on the AP Lang exam. In order to meet the course description to “write prose of sufficient richness and complexity to communicate effectively with mature readers” you will write frequently. Expect mini-lessons regarding sentence type (simple, compound, complex, compound complex), sentence variety, rhetorical devices (anaphora, hypophora, polysyndeton, asyndeton, chiasmus, etc.), and revision strategies (paraphrasing vs. quoting text, transitions and connecting evidence to commentary). You will receive feedback from me, in small groups and in peer editing. Please also expect for your essay to be reviewed during class workshops. Your name may not be shared but we will constructively analyze your writing. Students will be expected to examine and create essays based on the AP language college board rubric.

AP Practice: Simulated timed writings and or multiple choice items representative of those on actual AP Lang tests. The three types of essays to expect are: argument, rhetorical, and synthesis.

Scaffolding: This could include tasks that involve individual step leading to a larger project, such as plans, research, drafts and edits of essays. It could also be mini-lessons, group work, group projects, binder checks, revising essays, quizzes on previous night’s reading, discussions and peer-revision.

Textbooks:

The American Experience. Pearson Literature. 2014

50 Essays: A Portable Anthology, Samuel Cohen, 1st Edition, 2003.

Jolliffe, David A., and Hephzibah Roskelly, eds. *Writing America: Composition in Context.* Boston: Pearson, 2014. Print.

The Language of Composition. Shea, Scanlon and Aufses. Bedford/St. Martin’s, 2008.

Major Works:

Miller, Arthur. *The Crucible*. New York, NY: Penguin, 1996. Print.

O'Brien, Tim. *The Things They Carried*. New York: Houghton Mifflin, 1990.

NOTE: Texts may change depending on the availability or at the discretion of the teacher.

Unit 1 – Patterns Create Meaning (3 weeks)

In this unit, students will learn the routines and procedures for the year, while also reading texts related to writing clearly, concisely, and precisely. In their first blog post, students will practice utilizing what they learned about effective writing. Additionally, the teacher will introduce students to ongoing class requirements: vocabulary journal, rhetorical devices exercises, ACT readiness practice, and short informal precis writings to analyze assigned readings.

Readings and Clips:

The Language of Composition (Class textbook, Chapters 1 - 3)

Writing America: Composition in Context. Chapter 3

“Punctuation Matters: A Dear John letter and a Two Million Dollar Comma”

“The Rhetorical Precis”

from *Dust Track on the Road* by Zora Neal Hurston (1987 AP English Language Exam question)

“Lincoln’s Second Inaugural Address (2002 AP Test)

President Obama Speech on Race

Bill Clinton Speeches

Campaign Speeches from Donald Trump, Bernie Sanders, Hilary Clinton, and Paul Ryan (YouTube)

“Eleven” by Sandra Cisneros

George Bush 9/11 speech

***The Language of Composition*—“Grammar and Rhetoric as Style”**

Parallel Structures Exercises 1, 2, 3 and 5: questions 1-3, and Exercise 4

Direct, Precise, and Active Verbs Exercise 1: questions 1-12; Exercises 2

Subordination in the Complex Sentence Exercises 1 and 2: 1-5 Exercise 3: 1-2

Google Docs Prompt:

- Prepare a list of *five works* (fiction, poetry, drama, history, science, engineering, or business non-fiction) that you have read over the past year that you have most enjoyed. For each piece, write 3-5 sentences about your attachment to the work. *Note with an asterisk which books were required class reading.*
 - Students will use peer conferencing and a peer conferencing handout to revise their blog posts for clarity and purpose. Students will share their blogs and read the posts of peers in order to discover worthy reading material. Students will leave comments on posts to understand how to engage in online communication.

Unit 2 – Systems define Perspectives: America’s Role in the World (6 weeks):

Students will enhance the skills they acquired in the first unit, which introduced students to rhetoric, composition, and analysis of nonfiction texts. In this unit, students will analyze more complex texts with challenging themes. Students will also research, analyze sources, use sources as support, and cite sources using MLA format to create effective arguments. Students will learn domain specific vocabulary associated with analyzing and writing arguments (i.e., deductive reasoning, inductive reasoning, syllogism, enthymeme, Toulmin, Rogerian, etc.). Additionally, students will continue ACT practice, AP Language and Composition practice to include time writes and multiple-choice, and precis writings. The teacher will

introduce students to dialectical journal writing and research and development for end-of-the-year presentations.

Readings and Clips:

Anchor Text: **The Things They Carried** by Tim O'Brien

"Letter from Birmingham Jail" by Martin Luther King, Jr.

Allegory of the Cave by Plato

"Learning to Read" by Malcolm X

"Learning to Read and Write" by Frederick Douglass

"The Morals of a Prince" by Niccolo Machiavelli

"George Bush on Iraq 2003 Speech"

"Abraham Lincoln's 2nd Inaugural Address"

Guernica by Pablo Picasso

America the Beautiful: What We're Fighting For by Dinesh D'Souza

Student Assignments and Expectations:

- Students will complete rhetorical devices exercises, record words in their vocabulary journal, write precis, and continue ACT readiness practice.
- The teacher will introduce students to the end-of-the-year presentation requirements. Students will review the [rubric](#), explore [Prezi](#), and considering ideas for their presentation.
- Students will practice for the AP Language and Composition Exam.
 - AP Exam MC Practice - "Letter from Birmingham Jail" by Martin Luther King, Jr.
 - AP Exam MC Practice - Allegory of the Cave by Plato
 - AP Exam MC Practice - "Learning to Read" by Malcolm X
 - AP Exam MC Practice - "Learning to Read and Write" by Frederick Douglass
 - AP Exam MC Practice - "The Morals of a Prince" by Niccolo Machiavelli
 - AP Exam MC Practice - "The Atlanta Exposition" by Booker T Washington
 - AP Exam MC Practice - "Declaration of Independence"
 - AP Exam MC Practice - "Ain't I a Woman"
 - AP Exam MC Practice - "Susan B Anthony speech on Women's Rights"
 - AP Exam MC Practice - "In Search of Our Mothers Garden"
 - AP Exam Analysis Practice - 2002 Second Inaugural Address Abraham Lincoln
 - AP Exam Argument Practice - 2011 Thomas Paine Rights of Man
 - AP Exam Synthesis Practice - Synthesis Essay Prompt on War

The Language of Composition—"Grammar and Rhetoric as Style"

Cumulative, Periodic and Inverted Sentences Exercises 1, 2 and 5

Appositives Exercises 1-5: questions 1-3

Pronouns Exercise 1: questions 1-5; Choose Exercise 2

Google Doc Prompts:

- Students will examine the magazine covers of *Harper's* and the *New Yorker*, which feature the covering up of Picasso's *Guernica* during the [2003 Colin Powell United Nation's speech](#). Students will analyze the elements of classic appeals in the magazine covers and write a blog post that defends, challenges, or qualifies the assertion by UN officials that the painting was covered to provide a neutral backdrop for television camera crews. Students will summarize the situation, provide a link to Colin Powell's full text speech, and insert an image and hyperlink to the famous painting *Guernica*. Students will use evidence from the speech, the painting, and magazine covers in their posts. Students will invite peers and blog readers to comment and respond on their post to generate an online discussion.

Writing Prompt:

- Write an essay in which you analyze the rhetorical strategies King uses to directly respond to the letter from the clergymen and appeal to his audience. Support your analysis with specific references to the text (Paragraphs 1 -22). This assignment requires multiple drafts for revision.

Unit 3 – Perspectives influence Decisions: How Humanity Spends Its Time (5 weeks)

Students will explore the changing way humanity spends its work and leisure time, while also considering the complexity of humanity's relationship and responsibility to the environment. Students will continue to work on vocabulary and rhetorical devices, ACT practice, AP Language and Composition practice to include time writes and multiple-choice, and precis writings.

Readings:

Anchor Text: *Having Our Say: The Delany Sisters' First 100 Year* by Sarah and Elizabeth Delany
Walden by Henry David Thoreau
“Song of Myself” Walt Whitman
“The End of Solitude” by William Deresiewicz
“Thoreau's Teachings Still Inspire Many Lives” by Jeffrey G. MacDonald
2011 Toyota Venza Commercial: Social Network - YouTube Video
“Two Ways of Seeing a River” by Mark Twain
“Superman and Me” Sherman Alexie
“I Want a Wife” Judy Brady
“Just Walk on BY: Black Men in Public Spaces” Brent Staples
“How I Learned to Ride a Bicycle”
“Dreaming America”
“Sanctuary for a Harry Potter Movie” Nikki Giovanni

Student Assignments and Expectations:

- Students will complete rhetorical devices exercises, record words in their vocabulary journal, write precis, and continue ACT readiness practice.
- Students will become more focused in their exploration of ideas for the end-of-the-year culminating multimedia presentation.
- Students will practice for the AP Language and Composition Exam.
AP Exam MC Practice - “Two Ways of Seeing a River” by Mark Twain
AP Exam MC Practice - “Lost in the Kitchen”
AP Exam MC Practice - How it Feels to be Colored Me”
AP Exam MC Practice and Analysis Practice - “The Battle of Ants” by Thoreau
AP Exam Analysis Practice - 2013 Last Child in the Woods
AP Exam Analysis Practice - 2009 The future of Life

***The Language of Composition*—“Grammar and Rhetoric as Style”**

Concise Diction Exercise 1: questions 1-5 Choose Exercise 2

Modifiers Exercises 1 and 3 Exercise 5: 1-4

Google Doc Prompts:

- A response to the article “The End of Solitude.” Agree, Disagree, or Qualify claims presented in the article and be able to explain your reasoning.

Writing prompt:

Research paper on a given topic with speech

Unit 4 – Action/Non-Action reflects Choice: The Importance of the Individual in Society (4 Weeks)

Students will explore the complexity of the individual's relationship and role in society. Students will continue to work on vocabulary and rhetorical devices, ACT practice, AP Language and Composition practice to include time writes and multiple-choice, and precis writings.

Readings:

Anchor Text: *The Crucible* by Arthur Miller
"Why I wrote the Crucible" by Arthur Miller
Arthur Miller's Obituary in the *New York Times*
Primary Sources Documents from the Salem Witch Trials
Map of Salem Village
Interactive map of Salem
McCarthyism and the Movies website cataloging movies influenced by Senator McCarthy and the House Committee on Un-American Activities (HCUA).
Bob Hope Lampoons Joe McCarthy - Primary Source Documents
Response to Senator Joe McCarthy on CBS 'See it Now' by Edward R Murrow
Proofiness by Charles Seife - "Introduction"
Jonathan Edward's sermon, "Sinner's in the Hands of an Angry God"

Student Assignments and Expectations:

- Students will complete rhetorical devices exercises, record words in their vocabulary journal, write precis, and continue ACT readiness practice.
- Students will create their drafts for the end-of-the-year culminating multimedia presentation.
- Students will practice for the AP Language and Composition Exam.
AP Exam 1996 Lady Mary Wortley Montagu
AP Exam 2003 Life the Movie: How Entertainment Conquered Reality by Neal Gabler
AP Exam Synthesis Practice - 2007 Synthesis Museum Considerations
Full length multiple choice and essay practice

***The Language of Composition*—"Grammar and Rhetoric as Style"**

Subordination in the Complex Sentence Exercises 1 and 2: 1-5; Exercise 3: 1-2

Google Doc Prompt

- Students will blog about themes discussed in *The Crucible* and the role of the individual in society. Developing the blog posts will also help students narrow down topics for their end-of-the-year presentations on a globalized world: *What it means to an American Student*.

Writing prompt:

- Synthesize at least four valid and reliable sources to analyze and explain Arthur Miller's purpose in writing *The Crucible*. The sources should explain the connections between the hysteria of the Salem witch hunt and the hysteria surrounding Senator Joseph McCarthy's communist hunt. Use MLA format to cite sources and create a works cited page.

NOTE: This syllabus is subject to change at any given time as determined by the teacher to best assist the accommodations of the students.

By signing, I acknowledge that I have read the syllabus for AP Lang, and I agree to abide by the guidelines set forth.

Signature _____ Date: _____

Parent Signature: _____ Date: _____