

AP English Language and Composition Syllabus

Course Overview

The AP® English Language and Composition course, an introductory college level English course, provides students with numerous opportunities to read, analyze, and respond to a variety of prose sources on a variety of subjects with an emphasis on nonfiction and argumentation. Students will examine writing from a multitude of authors from different time periods in order to deepen their understanding of academic and professional communication. While examining exemplar expository, analytical, and argumentative writing forms, students will continually develop their own diverse forms of writing based on the course requirements set for by the College Board and by using the feedback of their peers and teacher.

Course Approaches:

Close reading: The students examine a variety of texts (both fiction and nonfiction) on a variety of subjects using strategies designed to help them identify the relationship between the author's rhetoric and intent such as SOAPStone and PATTR. They receive instruction in selective and purposeful emphasis of text. (SC 7)

Journal writing: The students continually interact with text by keeping journals of their reading experiences. These journals require that the students comment on specific examples of text in order to identify the technique, use of language, rhetorical devices, argument, or intent of the author. Depending on the specific assignment, the students may summarize text, provide dialectical entries in response to specific questions, provide dialectical entries in response to more general guidelines (i.e., — finding argument, rhetoric, vocabulary, etc.), analyze purpose, or make comparisons to other readings. (SC 3)

Essay writing: The students write in a variety of settings and discursive forms from longer essays formed through a process to timed writings done in class in addition to informal journal writing. Students will write in several forms including narrative, expository, analytical, and argumentative. The students must engage in process writing, taking selected essays through several drafts that are evaluated by peers, the teacher and themselves at different stages of the writing process. This will help students to develop a wide-ranging vocabulary, develop a variety of sentence structures, develop logical organization, develop a balance of generalization and specific detail, as well as help students notice their common errors in order to continually advance their writing. Students will continually apply the rhetorical strategies learned with exemplar texts in their own writing. The students also must research and document essays in accordance with the requirements of the Modern Language Association. The students respond to a variety of prompts designed in the style of the AP Language and Composition test. For instance, they must take critical positions on the texts they read; demonstrate an ability to examine language, rhetorical strategies, or style; evaluate arguments. (SC 1, 2, 4, 5, 6, 12, 13, 14, 15, 16)

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Discussion: The students participate in small and large group discussions over their readings using the Socratic Seminar technique and adaptations of Burke's "reading circles" technique. Discussion provides opportunities for modeling and perfection of Toulmin's model, the rhetorical triangle, rhetorical strategies, etc. Discussion at all times, like their journal writing, moves from specific detail to larger ideas such as argument, analysis, and persuasion.

Research: As well as completing a multi-source research paper using MLA conventions, students will also complete smaller research assignments over various readings and class discussions. Each research assignment will require students to understand the importance of evaluating sources as well as the importance of using primary and secondary sources for various effects. (SC 9, 10, 11)

American Literature Studies: Students will complete units documenting the evolution of American literature.

Visuals: Students will analyze rhetoric of documentary films as well as the effects of visuals in various readings. When creating multiple projects, students will need to use visuals to accomplish a specific purpose. (SC 8)

Evaluations: The students are evaluated in a variety of ways consistent with the evaluations that appear on the AP Language and Composition test. They must write essays, journal entries, and short responses based on the texts they have read. Their journal entries are evaluated as part of the writing process looking for significant detail and evaluation of that detail. When verbal presentations are evaluated, they are evaluated elements similar to those found in College Board essay rubrics. They must answer multiple choice questions designed in the style of a College Board test as well. The teachers provide ongoing assessment of the students during all phases of the writing process including conferences, written notes, models, and final assessments. (SC 10)

STUDENT EVALUATION

Student's grades will be based on a percentage of 100 and broken up as follows.

Tests, Essays, and Projects: 45%

Major tests involve AP® style essay questions on reading selections and may include style analysis questions. Other essays are expository or narrative in focus. Projects include research and synthesis of information into expository, analytical, or argumentative writing as well as oral and visual presentations for the class. In all writing, students evaluate their own and/or peers' use of the techniques and devices of writing that we have studied and discussed in literary exemplars. Projects provide opportunities for introspection as well as requiring application of the same principles to characters in literature studied. All works Consulted and Works Cited attachments will be in MLA format, unless otherwise denoted.

Quizzes: 35%

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Some quizzes are to insure that students have read each assignment. Others are AP® practice objective items to determine students' ability to apply their knowledge of techniques and devices to written selections. Additional quizzes demonstrate mastery of vocabulary being studied.

Daily: 20%

This category consists of preparation for and discussion of reading assignments, grammar reviews, and completion of daily activities.

Course Planner

Unit 1: The American Dream

Major Goals

- Understand and define the concept of the American Dream
- Synthesize a variety of sources
- Use primary sources in a survey
- Understand the rhetorical triangle
- Introduce schemes and tropes in style and structure

Major Readings

- A Raisin in the Sun* by Lorraine Hansberry
- The Great Gatsby* by F. Scott Fitzgerald
- Nickel and Dimed: On (Not) Getting By in America* by Barbara Ehrenreich
- "The Trial of Martha Carrier" by Cotton Mather
- "Moral Perfection" by Benjamin Franklin

Major Assignments

- Create and Present a Survey
- Writing Synthesis Essay
- Socratic Seminar- The American Dream: Dead or Alive?
- Weekly AP® Practice Questions
- In Class Timed Essay using AP® Prompt

Unit 2: American Forums: The Marketplace of Ideas

Major Goals

- Develop the ability to express judgements

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Analysis use of logic, evidence, and rhetoric

Refute positions of others

Apply satirical techniques

Understanding rhetorical appeals, fallacies, enthymemes and syllogisms

Major Readings

Various articles from magazines and newspapers

Political Cartoons

Major Assignments

Creating an Op-Ed Page

Writing an Expository Essay

Writing a Parody

Writing a Satirical Piece

Columnist Project

Weekly AP® Practice Questions

In Class Timed Essay using AP® Prompt

Unit 3: The Power of Persuasion

Major Goals

Relate main ideas from literary text to primary sources of its historical and cultural setting

Relate literary text to historical, social, and economic ideas of its time

Define and apply devices of rhetoric

Analyze, create, and present persuasive speeches

Major Readings

The Crucible by Arthur Miller

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

"Half-Hanged Mary" by Margaret Atwood

"The Lessons of Salem" by Laura Shapiro

"Speech to the Virginia Convention" by Patrick Henry

Major Assignments

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Writing an Argumentative Essay
Creating and Presenting a Persuasive Speech
Creating and Performing a Dramatic Scene
Weekly AP® Practice Questions
In Class Timed Essay using AP® Prompt

Unit 4: An American Journey

Major Goals

Analyze a writer's rich and complex writing style as a model for making deliberate stylistic choices
Understanding tone (in both text and visuals)
Understanding author's style and how it reflects identity

Major Readings

"How It Feels to Be Colored Me" by Zora Neale Hurston
Their Eyes Were Watching God by Zora Neale Hurston

Major Assignments

Writing an Analytical Essay
Media Presentation
Weekly AP® Practice Questions
In Class Timed Essay using AP® Prompt

Unit 5: The Pursuit of Happiness

Major Goals

Analyze and Evaluate structural and stylistic features
Create an essay that employs stylistic techniques
Ability to synthesize sources
Ability to analyze an argument based on errors of judgment

Major Readings

Excerpts from *Walden* by Henry David Thoreau
Excerpts from *Self-Reliance* by Ralph Waldo Emerson

Excerpts from *The Autobiography of Benjamin Franklin* by Benjamin Franklin

Major Assignments

Writing a Personal Essay

Writing a Multi-Genre Research Project

Weekly AP® Practice Questions

In Class Timed Essay using AP® Prompt

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