

**AP English Language and Composition/ American Literature
2011-2012**

Teachers: Ms. Angela Satterfield and Ms. Kimberly Oliver

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AP English Language and Composition – the rhetoric course—emphasizes the elements of audience, purpose, and context in primarily nonfiction texts. Students learn how to analyze, synthesize, and evaluate nonfiction texts: essays, biographies, autobiographies, speeches, sermons, and passages from writings in the arts, history, social science, politics, science, and other areas of study. Students learn to evaluate and construct arguments drawn from articles found within newspapers, magazines, and online. The course is interdisciplinary, immersing students in a variety of sources. The course explores visual media, including advertising and the Web. Students construct arguments drawn from their own observations, experiences, and readings; they learn to synthesize as a result of their own research opportunities; and they learn to analyze arguments both for their appeals – ethos, logos, pathos – and for the contexts in which these arguments appear. Additionally, the students will read a variety of texts from American Literature and will be held accountable for standards that dictate American Literature as mandated by the Georgia Department of Education. Please realize that the AP Curriculum far exceeds those standards.

Course Overview: All the work we do in class is to prepare students to pass the AP English Language and Composition exam as well as the American Literature EOCT that occur in May. The course focuses on expository, analytical and argumentative writing assignments that are heavily based on readings representing a wide variety of prose styles and genres, emphasizing **nonfiction**. As this is a college-level course, performance expectations are appropriately high, and the workload is challenging. Students are expected to commit to a **minimum of three to five hours of course work** (includes reading) per week outside of class.

Course Objectives – The student will

- Read critically, think analytically, and communicate clearly.
- Analyze and interpret complex texts orally and in writing.
- Understand relationships among an author’s purpose, audience, and subject.
- Develop stylistic consciousness in both reading and writing.
- Evaluate and write expository, analytical, and argumentative essays.
- Apply effective writing strategies and techniques.
- Collaborate in small groups on oral presentations and written assignments.
- Develop research skills, particularly evaluating and integrating information.

Course Textbooks:

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

Literature: Timeless Voices, Timeless Themes—The American Experience, New Jersey, 2002.

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

Grading Calculations:

Course Average = 40% (1ST Sem. Course Work) + 40% (2ND Sem. Course Work) + 20% EOCT

1ST & 2ND Semester Course Work = 75% Summative + 25% Formative

Concept of formative assessment: <http://pareonline.net/getvn.asp?v=8&n=9>

Grading Policy:

A = 90 – 100

B = 80 – 89

C = 70 – 79

Failing = Below 70

Formative assessments:

- Vocabulary quizzes
- Reading check quizzes
- Timed writings (AP Essays)
- Class participation
- Questions on readings from textbooks
- Journal entry assignments
- Multiple choice practice tests
- Harkness tables
- Socratic seminar

Summative assessments:

- Novel tests
- Rhetorical terms test
- Out of class essays
- Timed writings (AP Essays)
- AP multiple choice tests
- Out of class projects
- Research/Debate paper and presentation
- Synthesis project

Course Objectives:**Style and Rhetoric:**

The first twelve weeks are dedicated primarily to developing the reading and writing skills necessary for the depth of writing and analysis required to pass the AP exam in May. During the first twelve weeks, students will build a “tool box” of skills they will utilize throughout the year. For each of our assigned readings, we will focus on how the author’s rhetorical or stylistic choices convey the purpose of his/her piece.

- Overview of rhetoric and style (the rhetorical triangle)
- DIDLS (Diction, Imagery, Detail, Language, Syntax) analysis
- Writing the analysis paragraph
- Close reading skills
- Rhetorical terms
- SOAPSTone technique of analysis
- Writing the rhetorical précis
- from *The Language of Composition*:
 - Ch. 1 An Introduction to Rhetoric
 - Ch. 2 Close Reading; The Art and Craft of Analysis
 - Ch. 3 Synthesizing Sources

Minor Works: Minor works are generally essays taken from our various texts and sources that have been selected on the basis of their richness and depth. For every minor work read, students will do one or more of the following: write a rhetorical précis, answer stylistic/analysis questions, answer AP style multiple choice questions, or write a 200 word journal entry. Additionally, all articles should be annotated for rhetorical and stylistic devices unless denoted by the teacher.

Major Works: (The following list includes the possible novel choices for this class.)

Grapes of Wrath, John Steinbeck
Glass Castle, Jeanette Walls
Scarlet Letter, Nathaniel Hawthorne
The Crucible, Arthur Miller
Catcher in the Rye, JD Salinger
In Cold Blood, Truman Capote
Into the Wild, John Krakauer
Nickel and Dimed, Barbara Ehrenreich
The Things They Carried, Tim O'Brien
The Great Gatsby, F. Scott Fitzgerald

Writing Assignments: Writing will focus on the writing process (including revision) of student drafts in various modes of discourse. Our ideal is to form a "writing community" within our classroom utilizing peer and self analysis to better improve our writing skills. Our ultimate goal will be successful writing to the AP prompts that will make up the bulk of the AP exam in May. Grading of essays is based on the standards of the AP rubric created by the College Board.

Thematic Units: Most of our readings will come from *The Language of Composition* textbook and will focus around the following themes:

- Education:** To what extent do our schools serve the goals of a true education?
- Work:** How does our work shape or influence our lives?
- Community:** What is the relationship of the individual to the community?
- Gender/Race/Identity:** How do society's roles define who we are?
- Nature:** What is our responsibility to nature?
- Popular Culture:** To what extent does pop culture reflect our society's values?
- Politics:** What is the nature of the relationship between the citizen and the state?

Argument and Synthesis:

The AP English Language and Composition course highlights research skills that will help align the AP course with first-year courses in college composition. Begun in 2007, the free-response section of the exam contains, as one of the three questions, a synthesis essay that asks students to use sources in support of an argument. This question will contain four to seven sources and a prompt that relates to these sources. At least one of these sources will be an image (e.g., photo, cartoon, graph). Students will be asked to write essays that incorporate three to four of the sources into an argumentative or analytical response; the sources must support the student's particular argument or position. This revised emphasis of the English Language and Composition course will also be reflected in the multiple-choice section of the exam, which will contain questions about documentation or citations found in a passage.

AP English Language and Composition exam date: Wednesday, May 16, 2012.

Classroom Rules and Procedures:

- **Attendance** is critical. Please try to be in class and on time every day.
- **Behavior:** Respect is crucial and I expect everyone to be treated with respect.
- **Missing Work:** ANY missing work will be posted in the grade book as "Missing" and calculates as a zero. For any work missing due to excused absences, students will have five days upon return to turn it in for no penalty. After five days, ten points will be deducted for each day late with a maximum/minimum assigned grade of 50 for late work. Any work more than two weeks late will NOT be accepted. Please utilize ANGEL for missing assignments.
- **Make-up Work:** Because we only have a classroom set of textbooks, if you miss a reading assignment that requires use of the book (article cannot be found on-line), you must come in either before or after school in order to complete the assignment.
- **Infinite Campus:** Grades are posted on a regular basis. Please check your grade on Infinite Campus frequently to avoid surprises at the end of the grading period. Please do not throw away a graded assignment that I return to you until you verify that it is posted correctly in IC. I will not take your word for it that you turned in work if my paperwork indicates otherwise.
- **Academic Honesty:** Students will do their own work. Period. Any student caught or suspected of cheating will receive a zero/cheat for that assignment. I will call parents upon the very first offense. Second offense will result in a disciplinary

referral. Blatant plagiarism, downloading essays from the internet and copying another student's homework or essays are all considered cheating. Challenge yourself and do it on your own! Students will be required to submit all essays written outside of class to *Turnitin.com*.

- **Computer/Printer access:** It is imperative that you have access to a computer and working printer **at all times**. Please always have extra ink on hand.
- **Organization:** Organization is the key to success in this class. All students are required to keep a notebook with tabs as we have many handouts and assignments that need to be referenced throughout the year. Students will need a 3 ring binder, tabs, paper, black or blue pens, pencils, and highlighters. Write down homework assignments in your agenda every day.

Students,

It is our goal to help you be successful in this class, but we cannot do it alone. We need your full commitment to keeping an open mind and a willingness to work. You will enjoy and benefit from class discussions if you come prepared each and every day. If there is something you don't understand, please do not hesitate to contact us via email or set up a time to meet. Please share this syllabus with your parents. Then, please sign the form and have your parents sign it.

Regards,

Ms. Satterfield
Ms. Oliver

AP Language and Composition/American Literature

I have read and shared the syllabus and rules and procedures with my parent(s). I will comply with all of the rules and procedures you have established for this class.

Student Name (print)

Student Signature

Parent Name

Parent Signature