

AP English Language & Composition w/ an American Literature Focus
Syllabus

Teacher(s): Mrs. C. Bell

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Room Number: 116

Phone Number: (770) 389-2784

Semester: 2016 - 2017

Tutorial Days: Wednesdays, 3:30 – 4:30 (24-hour teacher notification required)

Textbook: *The Language of Composition*

Tutorial Location: 116

Textbook Price: Various Textbooks

GOAL OF THE COURSE

Advanced Placement courses offer a student the opportunity to work at an accelerated pace with other peers who have similar interests and academic goals. This class will explore different modes of discourse with an intense study on tone, diction, imagery, details, language, and style. The students will read modern essays as well as selections from an American literature anthology. The course focuses on the study of rhetoric and composition. Students will read various genres, including nonfiction, fiction, poetry, drama, essays, etc. Students will be able to discuss their ideas openly and without prejudice. Writing is a mandated part of this curriculum, with the focus on prose analysis and synthesizing. Also, students are given ample opportunities for revision and improvement. We validate sources and explore the concept of argument through an exploration of articles and sources necessary to synthesize a topic. We examine the canons of argument and rhetoric. With a thorough study of the characteristics of the different modes of discourse, students will learn terminology necessary to allow them to express their ideas with the language of rhetoric. Through the exposure of different writers and views, students will become global learners.

OBJECTIVES

By the end of this course, you should be able to:

- identify the stylistic devices that affect a piece of literature;
- understand the structure of different literary genres and modes of discourse;
- analyze how a writer's rhetorical strategies influence the meaning of a work;
- employ your own rhetorical strategies as you develop your voice as a writer;
- evaluate an argument cogently;
- write effective analytical, persuasive, reflective, and descriptive essays;
- create and sustain arguments based on readings and observations;
- formulate a thesis statement and support it with specific, relevant evidence;
- demonstrate competence with research paper techniques;
- demonstrate competence of using both primary and secondary sources and citing sources appropriately according to MLA style citation guidelines;
- follow the writing process, with special emphasis on constructive revision; and
- use appropriate grammatical conventions.

COURSE OVERVIEW

Students in this introductory college-level course read and carefully analyze a broad and challenging range of nonfiction prose selections, deepening their awareness of rhetoric and how language works. Through close reading and frequent writing, students develop their ability to work with language and text with a greater awareness of purpose and strategy, while strengthening their own composing abilities. Course readings feature expository, analytical, personal and argumentative texts from a variety of authors and historical contexts. Because this course must meet Georgia Standards for American Literature, students will examine and work with both nonfiction (essays, letters, speeches, and images) and imaginative literature to prepare for the American Literature GA Milestone. Featured authors include: Henry David Thoreau, W.E.B. DuBois, Arthur Miller, Zora Neale Hurston, William Faulkner, and Toni Morrison. Summer reading and writing are required. Because students live in a highly visual world, we also study the rhetoric of visual media. Students will prepare for the AP English Language and Composition Exam and may be granted advanced placement, college credit, or both as a result of satisfactory performance.

ADDITIONAL COMMENTS

In addition, we are mandated by the standards set forth by the State. The AP curriculum far exceeds those standards. All AP students must do outside reading, and the homework load is heavier than an honors or college preparatory class. Students must be dedicated to reading and writing. Reading materials used for this class are often for a mature audience. A thorough study of readings and the use of rhetoric are major components of this class. Because writing is a critical component of this course, feedback (Notes on Writing) is provided in a timely manner. Furthermore, students are given ample opportunities to rewrite essays and to improve writing. These opportunities are given over at least 90% of the writing assignments. Peer editing and one-on-one writing conferences with me are also major components of the class.

TEXTBOOKS

Applebee, A., et al. *The Language of Literature*. Evanston: McDougall Littell, 2000.
Cohen, S. *Fifty Essays: A Portable Anthology*. Boston: Bedford/St. Martin's, 2004.
Hacker, D. *A Pocket Style Manual*. 4th edition. Boston: Bedford/St. Martin's, 2004.
Lunsford, A. A. & Ruskiewicz, J. J. *Everything's an Argument*. Boston: Bedford/St. Martin's, 2007.
Shea, R.H., Scanlon, L., & Aufses, R.D. *The Language of Composition: Reading, Writing, Rhetoric*. Boston: Bedford/St. Martin's, 2008.

SUPPLEMENTAL MATERIAL

AP workshop training materials

Newsweek

The Onion

The Atlanta Journal

The New York Times

The Washington Post

PROVIDED BY STUDENT:

- Three-ring binder (for English class ONLY) with dividers (minimum 9 dividers)
- Loose-leaf paper (NO SPIRAL NOTEBOOKS)
- Journal Composition Notebook (remains in class)
- Pens and Mechanical Pencils
- Flash drive (may be used for multiple classes)
- Index cards (when prompted)
- Select novels (titles and due dates will be provided)
- Willingness to learn and grow as a student and as an individual

INDEPENDENT READING PROGRAM

Students are REQUIRED to engage in independent reading (in addition to daily assignments, projects, homework) throughout the entire year. Novel choices and assessment instructions will be provided.

I. READING LIST

	Title (700L - 1340L)	Author
1.	<i>The Scarlet Letter</i> (1340L)	Nathaniel Hawthorne
2.	<i>The Awakening</i> (960L)	Kate Chopin
3.	<i>The Great Gatsby</i> (820L)	F. Scott Fitzgerald
4.	<i>Native Son</i> (700L)	Richard Wright
5.	<i>1984</i> (1090L)	George Orwell

***Non-Fiction texts will be addressed throughout the year using various articles

II. ASSESSMENT SCHEDULE (Dates are subject to change – notification will be provided either way)

1 st Term	Selected Text	Assessment Date
1 st Book	<i>The Scarlet Letter</i>	Thursday & Friday, August 4 th -5 th
2 nd Book	<i>The Awakening</i>	Thursday & Friday, September 29 th – 30 th
	Fall Midterm (AP Multiple Choice Exam)	Friday, October 7 th
3 rd Book	<i>The Great Gatsby</i>	Thursday & Friday, December 1 st -2 nd
	Final Exam (AP Multiple Choice Exam)	On Final Exam Day (December 12 th - 13 th)
2 nd Term		
4 th Book	<i>Native Son</i>	Thursday & Friday, February 16 th – 17 th
	Spring Midterm (AP Multiple Choice Exam)	Friday, March 10 th
5 th Book	<i>1984</i>	Thursday & Friday, April 13 th – 14 th
	AP Language and Composition Exam	Wednesday, May 10 th at 8am
	AP Language and Composition Portfolio DUE	Monday, May 15 th
	Final Exam	On Final Exam Day (December 12 th - 13 th)

*** Students are responsible for purchasing novels (preferred method for annotation purposes) or checking them out from the school or local library. ***

CLASSROOM EXPECTATIONS

- E** Every student is expected to secure all snacks, food, and beverages prior to entering class (including water). In other words, snacks, food, and beverages should be out of sight in the classroom. Grooming is also prohibited.
- N** No cellular phones and other electronic devices are to be seen in the hallway or classroom, unless otherwise instructed.
- G** Growing academically to optimal level requires you to complete all homework and class work; therefore, no assignment is optional.
- I** It is mandatory for all students to observe all policies and regulations of Woodland High School as expressed in the handbook.
- N** No student may leave the classroom during instruction (or the first and last 20 minutes of class). Do **NOT** ask.
- E** Every student is expected to arrive to class on time, be seated, and begin working on the bell-ringer by the ringing of the bell.
- E** Every student is expected to respect yourself, your classmates, your teachers, and the staff at Woodland High School.
- R** Recognize your potential and have fun learning!

MAKE-UP WORK POLICY

All students with an excused absence will be given the opportunity to make up the work missed as follows:

- Please note that make-up work will only be given for a documented excused absence. No late work will be accepted, except in the case of extreme emergency. Please see *Late Policy* section below for more information.
- The student has one day to make the necessary arrangements with his/her teacher.
- The student is responsible for completing the work missed in three (3) days after returning to school.
- Students anticipating long-term absences (3 or more days) are to call the counselor's secretary at (770) 603-5121 to make arrangements to obtain class assignments.
- Make-up work must be completed after or before school, **NOT** during valuable class time.

LATE ASSIGNMENT POLICY

Each student is expected to complete all assignments in the allotted time. Only major projects will be accepted after established deadline and will be penalized, minus (10) points, each day the assignment is late.

HOMEWORK

Homework is expected to be done at home and individually unless otherwise specified as a group project. It is due the next day of class unless otherwise provided with an extended deadline. You will be expected to do an extensive amount of reading on your own at home and in a timely manner. If a student is caught cheating or copying any other student's homework, both students' grades will result in a zero. **No exceptions.**

STUDENT EMAIL ADDRESS

Students are required to create a professional email address to be used for submitting typed/electronic assignments in this class.

Example: c_bell@gmail.com.

INSTRUCTIONAL STRATEGIES

SOAPStone

Socratic Seminar

The Arch Method

Bloom's Taxonomy

The Rhetorical Triangle

Four Corners

ESSAY WRITING

All essays are accompanied by an information page and a rubric. Rubrics may have a self-assessment component to help students learn how to be better assessors of their own writing development. To this end, all students must participate in processed writing experiences which allow them to develop their research skills and revision techniques (approximately 3 per semester). Moreover, each student must also participate in peer editing and writing conferences with the instructor. These peer editing and writing conferences will be scheduled in advance, at my own discretion. Failure to participate in either of these activities will result in a lower grade on the overall writing assessment.

Students will also complete timed writings (approximately 4 per semester). Students will be encouraged to place their writing emphasis on content, purpose, and audience and to allow this focus to guide the organization of their writing, instead of a formulaic 5-paragraph essay. All essays, whether timed or process (out of class), will be graded using the College Board's standard essay scale of 0-9. Detailed explanations of essay scoring will be provided prior to the first writing assessment.

PLAGIARISM POLICY

Plagiarism is using another person's thoughts and accomplishments without proper acknowledgement or documentation. It is an unconscionable offense and a serious breach of honor. Students will receive a zero for the plagiarized work. This includes unauthorized collaboration with another student in which you both submit the same or similar document. It should be assumed that all assignments are independent unless specifically stated by the instructor. For more information or further explanation of my academic honesty policy, please visit this link to Georgia State University's website: <http://www2.gsu.edu/~wwwfhh/sec409.html>.

ASSESSMENT

A	90	D	70
B	80	F	69 or below
C	74		

GRADING SYSTEM

Semester Final Average:

Final exam/Milestone-20%

Course Final Average- 80%

Formative assessment:

- Practice (i.e., classwork/homework)- 20%

Summative assessment:

- Quizzes/labs- 35%
- Major tests/projects- 45%

Course Final Average-Semester 1 Average (50%) and Semester 2 Average (50%)

*Note:**the Formative and Summative Assessments equal 100% but fall under the category of Course Final Average which is 80% of the Semester Final Average.

*Grades for each 9 week grading period should include a minimum of the following: 3 tests in the summative assessment/Test category, 3 labs/quizzes in Lab/Quiz category and 9 Practice grades.

+++Note: Any assignment not turned in at the beginning of a class is late and will be marked down one letter grade. Late work is accepted only up until one week past the due date for extenuating circumstances. Extra credit is not an option in AP Language, unless explicitly stated by the instructor.

WRITING REVIEW/INSTRUCTION

The goal of this course is to move students past a basic understanding of standard English grammar and usage into a more mature, developed style. Students will review grammar, focusing on topics such as passive and active voice, parallel structure, complex sentences, and punctuation. Students will discuss syntax and the impact of sentence structure and imitate different structures that they might use in their own writing.

Following the College Board's guidelines for developing stylistic maturity, this class will focus on the following tasks during writing instruction:*

1. developing a wide-ranging vocabulary with appropriate and effective use;
2. developing a wide variety of sentence structures;
3. developing logical organization (i.e., coherence) within writing;
4. developing a balance of generalization and specific illustrative detail; and
5. developing an effective understanding of the use of rhetoric (including tone, voice, diction, and sentence structure).

*adapted from the AP English Language and Composition Summer Institute Workshop Handbook 2009-2010.

The first writing assignment will be based on the book that students read over the summer. This essay will be assessed by the instructor and used as a baseline measurement.

The following texts will serve as models:

- Cohen, S. *Fifty Essays: A Portable Anthology*. Boston: Bedord/St.Martin's, 2004.
- Osborne, E., & Moliken, P. (eds). *Vocabulary from Latin and Greek Roots: Book 1*. Clayton, DE: Prestwick House, 2004.

SUMMER READING TITLES

- *Souls of Black Folk*, W.E.B. DuBois
- *Annie John*, Jamaica Kincaid
- *Up from Slavery*, Booker T. Washington
- *The Color Purple*, Alice Walker
- *A Vindication of the Rights of Women*, Mary
- *Incidents in the Life of a Slave Girl*, Harriet Wollstonecraft Jacobs
- *Ceremony*, Leslie Marmon Silko
- *The Story of My Life*, Helen Keller
- *A Lesson before Dying*, Ernest Gaines

SUMMER READING ASSIGNMENT

I. The Scarlet Letter

1. Read *The Scarlet Letter* in its entirety except for "The Custom House—Introductory."
2. Post a blog responding or reacting to each group of three chapters.
3. Post a blog responding or reacting to another student's blog for each group of three chapters.
4. Finish by first day of school.

II. The memoir of your choice.

1. Select an appropriate memoir.
2. Submit the title to me for approval via text or email.
3. Read the memoir.
4. Complete the paper following the guidelines provided.
5. Turn in the first day of school.

FALL

Semester Reading Titles—not at all an inclusive list!

- “Aeropagitica,” Milton
- “A Modest Proposal,” Swift
- Appeal in Four Articles, D. Walker
- from The Interesting Narrative of the Life of Olaudah Equiano, Equiano
- The Crucible, Miller
- De Doctrina Christiana, St. Augustine
- Incidents in the Life of a Slave Girl, Jacobs
- “Lecture to a Missionary,” Red Jacket
- The Republic, Plato
- Sartor Resartus, Thomas Carlyle
- The Scarlet Letter, Hawthorne
- “Sinners in the Hands of an Angry God,” J. Edwards
- Utopia, Sir Thomas Moore
- Civil Disobedience, Thoreau
- Walden, Thoreau
- “Thanatopsis,” Bryant
- “The Declaration of Independence,” Jefferson
- “Letter to Rev. Samson Occum,” Wheatley
- “Letter to John Adams,” Abigail Adams
- “Speech in a Virginia Convention,” Henry
- Various sermons and speeches: G. Whitefield, J. Lee, F. Harper, E. Cady Stanton, S. Anthony, and F. Douglass

To begin with what students already know, they will start with some literary analysis, based on a summer reading selection that most students will be expected to complete by the first day of school. Students will review literary terms (connotation, denotation, analogy, simile, metaphor, allusion, personification, imagery, hyperbole, understatement, symbol, motif, archetype, oxymoron) and use these terms in analysis of their summer reading assignment and other selections. Special focus will be placed on style, tone, and diction.

OUTSIDE READING PROJECT & SOCRATIC SEMINAR FACILITATION

L.E.A.P. (Literary Exploration Accountability Project) – classic literature.

Students choose a book to read from the district-approved list of recommended novels. Students are given 6 weeks to read the book, to which they annotate and write reflective questions in preparation for facilitating a Socratic seminar with a group of fellow AP students whom have read the same text.

- o While reading, student facilitators:
 - . Annotate their book using précis
 - . Anticipate and write questions they still have about the book
 - . Write questions to which students could give thoughtful responses

While all AP students are asked to write four reflective journals in which they will briefly summarize what they have read to that point, give analysis of the author’s writing style, character analysis, etc., using direct quotations from the novel as support, and a personal reaction on the novel, the AP student facilitator is asked to assess the critical thinking and writing skills in his/her fellow AP students’ journals, and give specific feedback and direction to improving these skills.

During week 8, as a LEAP (Literary Exploration Accountability Project) facilitator, AP students will engage in a one-on-one experience with 3 to 4 classmates; however, students are acting as the advisor to these learners and an advocate to increase student-learning experiences.

- Facilitate a 45-50 minute Socratic seminar where facilitators:
 - o Talk about the novel
 - o Ask questions about the novel
 - . Develop critical thinking skills
 - . Enhancing “reading between the lines” and “reading beyond the lines” as part of the Socratic seminar experience
 - o Answer questions about the novel
 - . Not just answering questions per se, but facilitating learners in their own development of “finding the answer”
 - o Talk about the students’ thesis statements for their literary analysis
 - . This discussion should follow these primary objectives:
 - Develop an arguable thesis
 - Increase student awareness of writing levels
 - Enhance students’ understanding of Common Core expectations

In compliance with the SIP (School Improvement Plan) for writing and reading, which augments the Common Core objectives set forth by the state, LEAP allows students to learn in a diverse environment that is separate and beyond the scope of the classroom, yet still allows for development of critical thinking and analytical writing skills.

EXPOSITION

Students will read and analyze a series of narrative essays and poems and discuss use of literary devices, style, and tone in pieces such as:

- “Dover Beach” by Matthew Arnold
- “Finishing School” by Maya Angelou
- “Eleven” by Sandra Cisneros
- “Shame” by Dick Gregory

They will learn to annotate the selections as they read and be prepared to discuss in groups, Socratic seminars, and whole class discussions. Students will follow the writing process and begin to work in peer editing groups. Another early assignment will be a narrative essay that students may adapt for their college entrance essays.

ORGANIZATIONAL STRATEGIES

Students will read and analyze essays that use other structures: description, illustration, cause and effect, comparison and contrast, definition, and order of importance. The following essays may be used:

- “The Human Cost of an Illiterate Society” by Jonathan Kozol—cause/effect
- “The Death of the Moth” by Virginia Woolf—description
- “Learning to Read and Write” by Frederick Douglass—process analysis

Students will choose one of the organizational strategies and model the organizational pattern in their own essay. Students will add a visual component to their presentation.

VISUAL RHETORIC/ADVERTISEMENTS & PROPAGANDA ART

Discussion of rhetoric will include claims that are made in advertising and strategies employed by advertisements to persuade consumers to purchase goods or to support particular causes. Students will carefully read and analyze advertisements and propaganda from sources such as:

- *Consumer Reports*
- *The New Yorker*
- *Newsweek*
- *Parenting*
- *People*
- *The Boston Review*
- *Essence*

Students will create their own advertisement for an article of clothing using www.glogster.com. In addition to creating the visual image, students will complete an assignment, which reflects their understanding of the target audience for their advertisement, distribution plan for their product to best reach their target audience, and design components of their advertisement.

Students will create their own propaganda poster that supports a particular cause. In addition to creating the visual image, students will complete an explication assignment that reflects their understanding of the cause, understanding of the target audience for the poster, distribution plan for the poster to best reach their target audience, and design components of the poster.

WRITTEN RHETORIC

Discussion of rhetoric will include claims that are made in oral and written discourse. Students will study terms such as stylistic schemes and tropes, and identify claims, data and warrants (Toulmin Model of Argumentation) made by these writers.

- “Ain’t I A Woman” by Sojourner Truth
- “Where I Lived and What I Lived For” by Henry David Thoreau
- “Religious Experience and Journal of Mrs. Jarena Lee, Giving an Account of her Call to Preach the Gospel” by Jarena Lee
- “Eulogy of Henry Clay” by Abraham Lincoln
- “A Letter from George Whitefield to the Rev. Mr. John Wesley” by George Whitefield

TIMED WRITING

To prepare for the AP exam and the GHSWT, students will begin to respond to writing prompts in class to demonstrate their understanding of how language is employed. The following writing prompts from former AP exams will be assigned:

- 1997 Fault Lines excerpt by Meena Alexander (narrative)
- 1999 “Okefenokee Swamp” (compare/contrast)
- 2003 “Flock of Birds” by John James Audubon and Annie Dillard (compare/contrast)

Students will read and discuss sample responses from former AP test takers. Upon completion, students will self-assess their essays using the same AP Scoring Guide.

Georgia Milestone Exam & American Literature EOCT Preparation

This course will also prepare the students for the American Literature Milestone Exam. Therefore, we will be utilizing the USA TestPrep online learning tool extensively. Students will complete benchmark quizzes and tests to familiarize them with the types of questions they are likely to see on the Milestone Exam.

SPRING

Semester Reading Titles—not at all an inclusive list!

- *As I Lay Dying*, William Faulkner
- *The Autobiography of Malcolm X*, Malcolm X
- *For Colored Girls...*, Ntozake Shange
- *The Glass Menagerie*, Tennessee Williams
- *The Great Gatsby*, F. Scott Fitzgerald
- *Their Eyes Were Watching God*, Zora Neale Hurston
- “Recitatif,” Toni Morrison
- “Letter from a Birmingham Jail,” Dr. Martin Luther King, Jr.
- “Father’s Day Speech,” Barack Obama

During second semester students will be exposed to a variety of public speaking experiences, ranging from their peers to politicians, present and past. The following may serve as models of argumentation:

- “Ask Not” by John F. Kennedy
- “Give ’em Hell, Harry” speech by Harry Truman
- “Harlem Speech” by Malcolm X
- “I Have a Dream” by Martin Luther King Jr.
- “Impromptu Eulogy” by Robert F. Kennedy (upon hearing of the death of Martin Luther King Jr.)
- “Old Soldiers Never Die . . .” by General Douglas MacArthur
- “State of the Union” by Franklin Delano Roosevelt (given after the bombing of Pearl Harbor)

By focusing on the various modes of writing, students will learn the components of constructing arguments:

- understanding composing as inquiry
- defining a topic
- identifying an audience
- Concession-Rebuttal
- understanding audience expectation

In addition, they will learn how to structure an argument:

- Classical arrangement
- Rogerian argument
- Logical arrangements

Upon learning to identify arrangements, students will employ these strategies in their own argumentative essays/speeches. Students may choose topics about popular culture or community concerns. They must formulate a point and carry it out in their formal presentation, written and oral.

MODES WRITING PROJECT

In this unit students will read and write across seven modes of development. Students will 1) read many essays, following their own interests, 2) understand the purpose, effect, and strategies particular to the modes, 3) see how these modes manifest in AP prompts, 4) learn to write rhetorical précis to synthesize and verify their reading, and 5) apply the conventions of the modes to their own writing. (4—6 weeks minimum)

THREE MAIN STEPS IN THE PROCESS

1. Students read seven modes on one topic to see professional models of the papers they will write as a unit project. Verify this reading with a reading test.

2. Students choose and read two additional essays of each mode in their readers and write précis for each. While students do this work at home, we are studying the various modes in class. Before writing each mode, review the individual chapters for tips on purpose, audience, strategies, and pitfalls, especially focusing on the “Key Points to Remember” charts.

The following AP prompts work well for in-class work on the mode to show students “how this mode might appear on the AP test.”

- . “Paret was a Cuban” (Description/Narration)
- . Mary Oliver’s “Owls” (Description/Narration)
- . Audubon & Dillards’ “Birds” (Description/Narration)
- . Didion’s “Santa Ana Winds” (Description/Narration)
- . Woolf’s “Memoir” (Description/Narration)
- . Gallapagos Islands (Compare/contrast & Division/Classification)
- . Momaday/Brown (Compare/contrast & Division/Classification)
- . Satellites (Compare/contrast & Division/Classification)
- . Okefenokee Swamp (Compare/contrast & Division/Classification)
- . “Cripple” (Definition)
- . Persuasion/Argument.

There are too many to list.

Take your pick from years of argument prompts.

3. Students write seven brief (2 pages maximum) papers on a topic of their choice, each demonstrating the key characteristics of a different mode.

4. We will then form seven expert groups, one for each mode. Students turn in a first draft separated into modes. Expert groups peer review every paper in their modes. Papers are returned to writers. Writers revise and submit final papers.

Additional Comments:

- All student papers (for each mode) must include at least one cited source (primary or secondary), according to MLA style formatting.
- MLA Style Formatting Guide Resource: <http://owl.english.purdue.edu/owl/resource/747/01/>
- MLA Style In-Text Citation Resource: <http://owl.english.purdue.edu/owl/resource/747/02/>
- MLA Style Works Cited Page Resource: <http://owl.english.purdue.edu/owl/resource/747/05/>
- Papers are due at the beginning of class on the established due date.

Rhetoric

Students will continue their study of rhetoric in second semester. They will continue to study terms, carefully read and analyze selections such as:

- “The Combahee River Collective Statement” by The Combahee River Collective
- “How to Shoot an Elephant” by George Orwell
- “Me Talk Pretty One Day” by David Sedaris
- “What Can I Say” by Pearl Cleage

They will annotate the selections as they read and be prepared to discuss in groups, in Socratic seminars, and whole class discussions.

TIMED WRITING

Students will continue to complete writing prompts in class to demonstrate their understanding of how language is employed. The following writing prompts from former AP exams will be assigned:

- 2004 Days of Obligation excerpt by Richard Rodriguez
- 2004 “Lord Chesterfield’s Letter”

Students will read and discuss sample responses from former AP test takers. Upon completion, students will self-assess their essays using the same AP Scoring Guide.

MULTIPLE CHOICE

Students will engage in analysis of multiple choice questions from former AP and SAT exams. They will craft their own text to write multiple choice questions on.

SYNTHESIS QUESTION PRACTICE

Students will read and analyze material that conveys multiple perspectives about the same topic. They will seek out their own visual and written materials from which they will craft multiple choice questions. They will then write a synthesis prompt and essay. Students will also complete the 2006 Practice Synthesis Exam Question from AP Central.

USEFUL WEBSITES

- <http://owl.english.purdue.edu> (Purdue’s Online Writing Lab)
- <http://www.americanrhetoric.com> (rhetorical devices in sound, speeches, and assorted fun stuff)
- <http://bcs.bedfordstmartins.com/pocket4e/> (Diana Hacker’s Pocket Style Menu with quizzes)
- <http://grammar.ccc.commnet.edu/grammar/> (excellent resources for grammar/usage)
- <http://www.fas.harvard.edu/~wricntr/resources.html> (The Writing Center at Harvard)

COMMUNICATION

Obtain a classmate’s phone number so you can keep up with any work you miss due to absences. Check the course website <http://schoolwires.henry.k12.ga.us/Domain/6929> frequently for updated weekly syllabi and important information. You are responsible for arranging any quiz or test make-ups as well as any information you miss—within 3 school days of your return to my class. You can usually find me in my room, 327. Check my website for monthly course schedules and important links. The school’s main number is (770) 389-2784; my professional email address is cassandra.bell@henry.k12.ga.us. All student work should be submitted to engineeringforsuccess@gmail.com.

COURSE OUTLINE

Because this course is usually taken concurrently with AP US History, the course has been designed to flow chronologically. Therefore, we will make the most of both primary and secondary sources in our exploration of American literature and rhetoric. Here are the units as we will study them, but please be advised that this schedule is subject to change at any time.

Unit 1: Intro to AP Language and Composition w/American Literature Focus (4 weeks)

- history of rhetoric
- AP Language and Composition test overview
- rhetorical analysis, close reading
 - o The 5 Cannons
 - o Rosenblatt’s Transaction Theory (text connections)

- o Rhetorical Triangle
- o Rhetorical Analysis Arch Method
- GHSWT preparation (on-demand writing)
- Selected nonfiction
- Native American and Pre-Colonial literature
 - o archetypes
 - o primary and secondary sources
 - “Of Plymouth Plantation” vs. “Women and Children First...”
 - o memoir, creative nonfiction

Unit 2: Religious Rhetoric (6 weeks)

- Sermons—J. Edwards, C. Mather
 - o rhetorical strategies
- Poetry—A. Bradstreet
- Prose—O. Equiano
 - o Slave narrative, rhetoric of self-definition
- Drama—Miller’s *The Crucible*
 - o Four Corners Activities
 - o primary sources “The Examination of Sarah Good”
- Novel—Hawthorne’s *The Scarlet Letter*
- Rhetorical Analysis Essay Practice
- L.E.A.P. project due

Unit 3: Colonialism & Revolutionary Rhetoric (3 weeks)

- Definition—“What is an American,” J. de Crevecoeur
- Parallelism and Repetition—Declarations (“... of Rights of Woman,” “...of Rights of Man,” and “...of Independence”)
- Allusion—“Speech in a Virginia Convention,” P. Henry
- Letters—P. Wheatley and A. Adams
- Appeals (Logos, Ethos, Pathos)
- Argument Essay Practice
- Satire—“A Modest Proposal,” J. Swift
- Selected nonfiction

Unit 4: Romanticism & Transcendentalism (4 weeks)

- Anti-slavery rhetoric—“Walker’s Appeal in Four Articles...” D. Walker
- Nature Writing and Civil Disobedience—selected readings from Bryant, Emerson, Thoreau, & Whitman
- The Great Awakening—selected sermons and speeches from G. Whitefield, J. Lee, S. Truth, and F. Harper
- American Gothic—E. Poe
- Poetry—E. Dickinson
- Narrative—W. Irving
- Creative Nonfiction—*Our Nig*, H. Wilson
- Selected nonfiction
- Synthesis Essay Practice

Unit 5: Realism/Naturalism/Regionalism (4 weeks)

- Intro to Methods of Development (Modes of Writing Project)
- Autobiography—F. Douglass
- Speeches—A. Lincoln, M. Terrell, B. T. Washington, I.B. Wells, W.E.B. DuBois, E. C. Stanton, and S. B. Anthony
- Short Stories—C.W. Chestnutt, M. Twain, A. Bierce, B. Hart, E. Wharton, and S. Crane
- Journalism—J. London
- Selected nonfiction

Unit 6: American Modernism—20th Century Dreams and Disillusionment (8 weeks)

- The Roaring 20’s
 - o Margaret Sanger and the Birth Control Debate
 - o Prohibition—rum runners and bootleggers
 - o Migration
 - o *The Great Gatsby*, F. Fitzgerald
 - o Selected nonfiction
- The Harlem Renaissance
 - o Selected poems—L. Hughes, C. Cullen, and C. McKay
 - o Essays—A. Locke, W. Thurman, C. G. Woodson, and J. Fauset
 - o Federal Writer’s Project—Unchained Memories (LOC slave narratives project)
 - o Visual Rhetoric—W. Johnson, C. Van Vechten, J. Van Der Zee, A. Schomberg, and J. Lawrence
 - o Speeches—A. Garvey, M. Garvey, A. Powell, and W.E.B. DuBois
 - o Selected nonfiction

Unit 7: American Movements & Marginalization (3 weeks)

- Feminism

- Civil Rights (African American, Gay/Lesbian Rights, Disability Rights, Native American, Latino, Asian American)
- Vietnam War, Iraq War
- Religious freedom post-9/11
- Selected nonfiction
- AP Language Multiple Choice Intensive
- Modes of Writing project due

Unit 8: AP Language and American Lit EOCT Review (2 Weeks)

- Review of American Literary periods
- Timed Writing
- Visual Rhetoric Intensive
- Review of Essay Writing (Argument, Rhetorical Analysis, & Synthesis)

Unit 9: America in Poetry, Short Story, and Film (After the AP exam—2 weeks)

- Selected readings from Hemingway, O’Conner, Williams, A. Walker, T. Morrison
- Selected films by K. Burns

ACKNOWLEDGMENT OF RECEIPT

By signing below, the student and parent/guardian acknowledge that they have read and understood the contents in the 2016-2017 **AP English Language & Composition w/ an American Literature Focus syllabus and handbook**.

PLEASE SIGN & RETURN TO Mrs. C. Bell by Wednesday, August 3, 2016.

Student's Name (Print) _____ Date _____

Student's Signature _____ Date _____

Student's Professional Email _____

Parent's Name (Print) _____ Date _____

Parent's Signature _____ Date _____

Parent's Email _____

Parent's Contact # _____

I am in Mrs. Bell's _____ period class.

Students are required to keep the syllabus as the first page in their binder. More information will be provided about AP Language notebook/portfolio during the first week of school.

*We are **ENGINEERING FOR SUCCESS!!!***

