

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

TEACHER: Christopher Prince
Email: christopher.prince@clayton.k12.ga.us
Phone: 404-386-8962
Class Website: tinyurl.com/mrprince
Class Blog: cprince5.edublogs.org
Class Textbook Site: my.hrw.com

Course Description (taken from AP Central)

The AP English Language and Composition course aligns to an introductory college-level rhetoric and writing curriculum, which requires students to develop evidence-based analytic and argumentative essays that proceed through several stages or drafts. Students evaluate, synthesize, and cite research to support their arguments. Throughout the course, students develop a personal style by making appropriate grammatical choices. Additionally, students read and analyze the rhetorical elements and their effects in non-fiction texts, including graphic images as forms of text, from many disciplines and historical periods.

AP Exam

At the end of our year together, each student will have the opportunity to register and take the AP English Literature and Composition Exam, administered by the College Board. This highly rigorous exam features both Multiple Choice and Free Response sections and places an extremely high demand on critical reading and analytic writing skills. The test is scored from 1-5, 5 being the highest, and students that score a 3 or above are granted college credit in English Language Arts classes from most institutes of higher learning.

Test Date: Wednesday, May 10th.

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. We read primary and secondary sources carefully and learn to synthesize the knowledge we gain from those sources using conventions recommended by professional organizations such as the Modern Language Association (MLA), the University of Chicago Press (*The Chicago Manual of Style*), and the American Psychological Association (APA). 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;

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- demonstrate competence with research paper techniques;
- 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 End-of-Course Test, the GHSWT, and the GHSGT. 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

Cohen, S. *Fifty Essays: A Portable Anthology*. Boston: Bedford/St.Martin's, 2004.
Georgia Collections Houghton Mifflin Harcourt. 2015.

Supplemental Material

AP workshop training materials	<i>Newsweek</i>	<i>The Onion</i>
<i>The Atlanta Journal</i>	<i>The New York Times</i>	<i>The Washington Post</i>

Grading System

Classwork 25%	Quizzes 10%	Homework 15%
Tests 20%	Projects 10%	Final Exam 20%

+++Note: Any assignment not turned in at the beginning of a class is late and will be marked down one letter grade. If any assignment is not submitted, and the student receives a zero, the assignment may be made up by the end of the semester for minimal passing credit. Please understand that this is in NO WAY an excuse to submit late work. Extra credit is not an option in AP Language.

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Communication and Assignments

In pace with our times, the vast majority of our communication will take place on multiple online platforms. Our central site for assignments and information will be through the Edmodo page, particularly in the beginning of the semester. However, we will also be utilizing the online platform of the Houghton Mifflin Harcourt COLLECTIONS series, for which students will receive user names and passwords.

It is expected that all students use an email address that contains their name within the address and signature. Students should not use parent email addresses or any email that contains nicknames or anonymous language.

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. A series of daily activities (Journal writing/ Word of the Day/ Daily Language Builder) helps to start our class each day and encourages students to think critically about the lesson to come. Through daily journal writing, students engage current socio-political topics and establish connections between world events and their own lives, while the “Word of the Day” introduces new words that relate to the day’s lesson. Through “Daily Language Builders” 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).

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.

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.

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.

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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>.

Student Materials

- **2 Composition Notebooks**

1. **Dialectical Journal** - essential component for readings. This will be collected roughly every 3 weeks for a composition credit.

Dialectical Journal Entry Requirements: Each entry for a dialectical journal must contain the following elements to receive full credit.

- Quote from the work of literature (1 line to a sentence or more – do not exceed 3 sentences) Page/Chapter/Line/Scene number when available.
- Full Original sentence paraphrasing CONTEXT – describe what is happening in the plot when the line appears.
- Full paragraph reflection on the writing. LABELED: **Experience** (the student's reaction or opinion about the line), **Interpretation** (the student's thoughts about the author's intended meaning and purpose of the line), or **Evaluation** (the student's assessment of the artistic achievement and evaluation of values presented with the line)

**These instructions and examples will be available in Edmodo and the Class websites.

2. **Daily Warm up and Vocabulary Builder** - Each day, we will conduct a warm up activity that may include: a pertinent quote from literature and a related vocabulary word, creative writing exercises, reflective pieces, or reaction writing to multimedia elements. Students are responsible for maintaining the topics and responding to each quote with at least half of a page or a fully developed paragraph of writing.

- **1 3-Ringed Binder**- For keeping returned work, handouts, and taking notes.
- **Flashdrive** - Not exactly required, but it is highly recommended, as we will be working with laptops and computers often.

Fall 2016

Semester Reading Titles—not at all an inclusive list!

- *The Souls of Black Folk*
- *Autobiography of Malcolm X*
- "A Modest Proposal," Swift
- *from The Interesting Narrative of the Life of Olaudah Equiano*, Equiano
- *The Crucible*, Miller
- "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

Spring 2016

Semester Reading Titles—not at all an inclusive list!

- *The Glass Menagerie*, Tennessee Williams
- *The Great Gatsby*, F. Scott Fitzgerald

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- *Their Eyes Were Watching God*, Zora Neale Hurston
- *The Things They Carried*, Tim O'Brien
- "Recitatif," Toni Morrison
- "Letter from a Birmingham Jail," Dr. Martin Luther King, Jr.

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)

Course Outline

****SUBJECT TO CHANGE – any changes will be posted on the Edmodo and Class Website mediums to keep all stakeholders updated.

Fall Semester

Unit Descriptions:

Unit 1: Introduction to Rhetorical Analysis- The student will be introduced to in-depth rhetorical analysis and the process of Socratic Seminar through the study of several selected essays. After this introduction, the student will have the opportunity to select a reading to analyze and teach the class through a personally designed lesson plan, to the effect of engaging the class with the main themes, techniques, and connections of the work. Additionally, the student will complete and submit Summer Reading Assignments

Unit 2: The Souls of Black Folks -

The student will read The Souls of Black by W.E.B. DuBois as an introduction to the central themes of American Literature. The text will be supplemented by historical and current readings on the issues of race, equality, and justice in American Society. Students will participate in and lead Socratic Seminars to fully develop ideas and opinions before composing original argumentative writing on the subject of justice and equality in America, citing the supplemental readings and the central text within their work.

Unit 3:

Foundations of American Literature and The Scarlet Letter and The Crucible

The student will become familiar with the literary traditions of the colonial era and before, including the mythology of Native Americans, and the primary source narratives of the early European colonists. As a study of the Puritan age, we will read and analyze *The Scarlet Letter* by Nathaniel Hawthorne and the play, *The Crucible* by Arthur Miller.

Unit 3: *The Age of Reason*

The student will read various 18th century texts from the American Revolution and conduct a comparative study with *Utopia* by Sir Thomas Moore. As a practice in creative writing and display of understanding technique, the student will draft and finalize a *Teenage Declaration of Independence*. The unit will conclude in a timed writing exam in which the student connects the themes and appeals made by Moore and at least one other author.

Unit 4: *Romanticism and Individualism*

Through an intensive study of the works of Emerson, Thoreau, Irving, Longfellow, Whitman, and Dickinson (among others), the student will further develop skills involving complex diction and syntax as well as a strong cultural understanding of the progression of philosophy and art over the course of

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generations. The student will perform individualized selections of performance tasks that both highlight individual skills and interests as well as demonstrate mastery of form and themes.

SPRING Semester

Unit Descriptions:

Unit 1: Realism, Regionalism, and Naturalism: Rhetoric of the Reformation: Through the study of late 19th and early 20th century authors such as Mark Twain, Frederick Douglass, Ambrose Bierce, and Stephen Crane, students will analyze rhetorical strategies in a variety of texts, identifying how authors explore the complications of human nature and promote social change through a variety of styles, including autobiographical account, satire, and fiction. Additionally, students will establish original opinions on necessary current social change, composing researched based arguments that synthesize multiple resources from different forms of media. An APA formatted annotated bibliography will accompany the research. The research will be used to create original documentary films that apply effective persuasive rhetoric as well as strong visual presentation of content.

Unit 2: The Harlem Renaissance, and the Birth of the American Dream. Students will conduct research on historical and cultural changes in the American landscape during the early 20th century. The poetry and essays of Harlem Renaissance figures such as Langston Hughes, Zora Neale Hurston, Claude McKay, and Arna Bontemps, among others. Additionally, the students will compose argumentative comparative literary analyses through the reading of *Their Eyes Were Watching God* by Zora Neale Hurston and *The Great Gatsby* by F. Scott Fitzgerald. The analysis papers will be supported through researched literary criticisms, and a MLA formatted bibliography will accompany the essay.

Unit 3: Modernism-Through the study of Beat Poetry, novellas by Steinbeck and Hemingway, readings from the Federal Writers Project, and selections from Journalism addressing social issues during the Mid-20th century, students will further practice rhetorical analysis and explore the modern themes of isolation in the face of expansion and progress. Students will create online galleries of written and multi-media products that display comprehension of the themes and connection to culture. Through peer and commentary and workshops, students will use feedback to revise and publish work.

Unit 4 Post Modernism and Rhetorical Strategies Review - Through studies of graphic novels and shorts, such as *Maus* by Art Spiegelman, and viewing of documentaries and films of the late 20th century, students will learn about the deconstructionist themes of the post-modern movement. Additionally, the student will go through intensive review of rhetorical analysis and synthesis in preparation for the AP Language Exam.

Unit 5: Portfolio Preparation and Presentation. Students reflect on the year's work, compiling portfolios of compositions and performance tasks that represent the independent journey of learning and expression. The student creates a presentation that highlights these tasks and clearly establishes the academic and career ready prowess achieved.

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Acknowledgment of Receipt: By emailing the following information to Mr. Prince at christopher.prince@clayton.k12.ga.us, the student and parent/guardian acknowledge that they have read and understood the contents in the 2016-2017 AP Language Syllabus

***PLEASE EMAIL the following information to MR. Prince**

Student Name _____

Student Email _____

Parent Name _____

Parent Email _____

Parent Contact #(s) _____

You may also include any questions, concerns, or comments within that message.

I sincerely look forward to working together this year to develop a mutually enlightening and productive academic experience.