

Instructor: Sarah Davenport

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Availability: M-F 8:03-9:31

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*).

COURSE SUPPLIES

Paper

Pen or Pencil

Highlighter

Binder

ASSESSMENT

Your grade in this course will be based on the building grading policy:

- Your grade is based 100% on assessments.
- Your grade is based on 90% assessment/ 10% homework/classwork completion

Note the following:

- 1 retake is offered to all students per summative assessment; the grade will be averaged with the first exam. The second exam is based on teacher's discretion. A testing ticket must be performed BEFORE the retake is given. This can include but not limited to the following: any missed homework, any assigned supplemental work, an AC visit for help. The make-up date will be discussed on an as needed basis.
- It is the student's responsibility to verify his/her eligibility for reassessment with the teacher and to schedule the reassessment. The retest will NOT be given during class time. It must be scheduled during Academic Coaching or before/after school. Teachers will set the re-test date.
- Quizzes are not included in retakes; teacher discretion.
- When outside work is assigned, it is expected to be completed. It is practice for the subject at hand.
- Papers/ projects: With these types of assessments, points will be deducted for late submission: 1 day – 10 points; 2 days -20 points; 3- days 30- points; 4 days – 40 points. See teacher if issues arise.
- Labs – all science labs must be completed – teacher will provide the process for this on an as needed basis.

** QA scores that reflect information that have been taught and tested will count as 1 test grade per 9 week period. The finale exam for the year is not up for retake.

GRADE SCALE:

A	92.5 – 100	A-	89.5 – 92.4	B+	87.5 – 89.4	B	82.5 – 87.4
B-	79.5 – 82.4	C+	77.5 – 79.4	C	72.5 – 77.4	C-	69.5 – 72.4
D+	67.5 – 69.4	D	62.5 – 67.4	D-	59.5 – 62.4	F	0 – 59.4

AP Language and Composition Grading Rubric

Score	Percentage
9	100
8	95
7	90
6	85
5	78
4	70
3	65
2	60
1	55
No attempt	0

COURSE POLICIES

- **Attendance and Participation**

Students are expected to be on time and actively participating in every class. **ATTENDANCE**
Attendance is a PRIORITY in Wellston City Schools! EXCUSED absences will allow students to make up any missed assignments. Students will be given one day for each day each excused absent to make up work unless other arrangements are made in advance. To be successful in this course, students need to be present in this class. Please note that I do NOT vary from the school policy regarding UNEXCUSED absences. For UNEXCUSED absences, you may make up your work for partial credit; you have as many days that you missed to make it up. You can retake an assessment due to an UNEXCUSED absence, but the retake will be averaged with a zero.

- **Make Up Work**

Make up tests and quizzes resulting from excused absences should be scheduled with the teacher and completed within roughly the same number of days as the student was absent. When a student is absent their work is put into the “Make Up” folder. It is the student’s responsibility to collect their work, complete it, and hand it in. They are also responsible for scheduling missing assessments. Assessments that are not made up will eventually be given a grade of 0%. You might be scheduled to attend an AC session to complete missed work.

- **Extra Credit**

Extra credit is not given. Bonus questions may appear on assessments that are based on previously learned material.

- **Food & Drink**

Building wide: Food is not allowed in the room except for breakfast from school cafeteria, rewards issued by the teacher or the “snack shack” period. Only water in a clear bottle will be allowed in the classroom unless purchased from the “Thirsty Camel.” Teachers have a right to not allow food or drink in their classroom.

ACADEMIC INTEGRITY

You are encouraged to study together and to discuss information and concepts covered in class with other students. However, this permissible cooperation should never involve one student having possession of a copy of all or part of work done by someone else, in the form of an e-mail, e-mail attachment, text, disk, zip drive, or hard copy. Copying down something that you do not understand on homework, classwork, or an assessment is considered cheating. Cheating of any form will result in a zero; 2nd offense will result in suspension. **DON'T CHEAT!**

CELL PHONE:

All cell phones are to be off and out of sight unless they are required for a classroom activity. Students may be asked to place their phones in a secure location for the duration of the class if he/she cannot keep it out of sight. If a cell phone is out or on during an assessment, the student will receive a 0 for the test; the second time he/she is caught, the student will be suspended. Cell phones will be asked for if the cell phone is not put away properly. The cell phone will be given to the office and the office will issue discipline. This includes ear buds. Please refer to student handbook

GENERAL BUILDING RULES/CONSEQUENCES:

WHS has 3, building wide, classroom behavior expectations:

1. Follow all directions/rules
2. Respect all people and property
3. Be on time, prepared and ready to work.

**** Teachers will provide their individual rules that reflect these expectations on the first day of school.**

Classroom consequences may include but not limited to the following:

1 verbal warning may be issued, Student conference, reassigned seat/period, parental call, lunch/after/before school detention, behavior assignment and/or office write up. **The expectations for this classroom are the following:**

COURSE RULES:

1. **Be Prepared:** Bring Materials to class. If you need something then you should make me aware before class and not during.
2. **Be Respectful:** To your teachers and your classmates. This includes any belongings in my room or on my desk and other students' belongings. Keep your hands to yourself and your own things. Also, listen and pay attention when others are speaking. Raise your hand if you have something to say and inappropriate comments will not be tolerated.
3. **Be Neat:** No food or drink (unless given permission). Keep my floor and desks clean.
4. **Be Punctual:** Be in your seats, working, BEFORE the bell rings. If you are not in your seat, working, it will be counted as tardy.
5. **Be Productive:** You should be paying attention or actively working at all times. **NO SLEEPING and NO ELECTRONIC DEVICES.**

COURSE PROCEDURES:

1. **Trash:** Trash may be thrown away only when we are preparing to leave the classroom or when entering the classroom. If you do not wish to keep an assignment that is up to you but, you must wait until the end of the period to dispose of it.
2. **Absent work:** There is an absent bulletin and crate where you can find work that you missed. If you are absent you should see me before or after class to get an explanation of missed work.
3. **Hall Pass:** You will have 3 hall passes per 9 weeks.

4. End of Class: Do not pack or get out of your seat until you are given permission. No one will leave the room until everyone is seated. The clock doesn't dismiss you, I do.
5. Cell Phones: When you come into class you will place your cell phone into the provided caddy. You will be assigned a specific number/spot. If your cell phone is seen with you and not your assigned spot in the caddy it will be taken to the office.

MAJOR WORKS

Capote, Truman. *In Cold Blood*. New York: Random House, 1965. Print.
Gladwell, Malcolm. *Outliers: The Story of Success*. New York: Back Bay, 2011. Print.
Miller, Arthur. *The Crucible*. New York, NY: Penguin, 1996. Print.
Thoreau, Henry David. *Walden*. United States: Empire Books, 2012.
Zakaria, Fareed. *The Post-American World*. New York: W.W. Norton, 2008. Print.

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.
- Students will be able to create and sustain arguments based on readings, research, and personal experience and write for a variety of purposes.
- Students will be able to 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.
- Students will be able to demonstrate understanding and mastery of standard written English as well as stylistic maturity in their own writings.
- Students will be able to effectively introduce sources within their writing and properly cite primary and secondary sources in MLA format.
- Students will be able to move effectively through the stages of the writing process, with careful attention to inquiry and research, drafting, revising, editing, and review.
- Students will be able to write thoughtfully about their own process of composition.
- Students will be able to revise a work and make it suitable for a different audience.
- Students will be able to analyze images as text.
- Students will be able to utilize a wide-ranging vocabulary appropriately and effectively.
- Students will be able to utilize a variety of sentence structures, including appropriate use of subordination and coordination.
- Students will be able to develop logical organization, enhanced by specific techniques to increase coherence such as repetition, transition, and emphasis.
- Students will be able to write with a balance of generalization and specific illustrative detail.
- Students will be able to effectively utilize rhetoric, including controlling tone, establishing and maintaining voice, and achieving appropriate emphasis through diction and sentence structure.

OVERVIEW OF ASSIGNMENTS AND EXPECTATIONS

- **Vocabulary and Rhetorical Devices:** Students will develop a wide-ranging academic and domain-specific vocabulary through reading in context, understanding parts of speech, consulting reference materials, breaking down word parts, considering connotation, and analyzing rhetoric. Students will create a journal of working definitions to assist in reading comprehension. Students will also complete exercises with Rhetorical Devices from a variety of sources.
- **Blogs:** Students will follow blogs and podcasts relevant to global issues. Students will create a personal blog and write posts that develop opinions related to topics introduced in class.

- **Dialectical Journals:** Students will engage with texts by keeping journals in preparation for class discussions and writing assignments. Students will use the journal to gather textual evidence and record questions and responses to the major texts read in this class.
- **ACT Readiness Skills:** Students will complete exercises from released items to prepare for the English and Reading sections of the ACT test.
- **AP Language and Composition Exam Practice:** Students will write timed essays and practice taking timed multiple choice tests to develop the skills necessary to perform well on the AP English Language & Composition Exam.
- **Writing Portfolio:** The student Writing Portfolio, created in Google Drive, will store examples of student writing progression. Students will write multiple drafts of informative/explanatory texts to examine, explain, and relate information through a variety of modes to clearly and concisely convey ideas. Students will also write and submit multiple drafts of informed arguments that develop positions to support claims and address counter-claims through valid reasoning and researched and reliable sources using MLA citation. Students will also participate in teacher and peer review conferences throughout the writing process to understand how to use audience feedback to enhance their writing.
- **Multi-Media Presentation:** Students will work in small groups to create a collaborative multimedia presentation to present a topic of interest related to an ongoing theme explored in class: **A Globalized World: *What it means to an American Student***. Student groups will select relevant issues to research to create a presentation that effectively explains the significance of their topic. Students will use the presentation guidelines from TEDx and information from the *Presentation Zen Blog* to make informed choices that visually and rhetorically enhance their presentations. Each student will be expected to speak for 3-5 minutes during the presentation. Students will develop their presentations throughout the year. Some out-of-class collaborative group work will be required in the creation of presentations.

COURSE OUTLINE (SUBJECT TO CHANGE...)

Summer Assignment:

- Students will read *Outliers* by Malcolm Gladwell and annotate the major ideas and highlight significant supporting details. Students should reference annotations to complete the writing assignment.
- **Prompt:** Write a summary of the most significant and relevant claims presented by Gladwell. Support your summary with textual evidence from the book. Summaries should be concise but also express comprehensive reading of the text. Use MLA format to structure your paper and cite page numbers.
- Students will read *Hillbilly Elegy* and write a dialectical Journal
- **Prompt:** Choose 3 passages from each chapter of the book “Hillbilly Elegy” to dissect, analyze, and reflect.

Unit 1 - Introduction to Rhetoric & Composition (4 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. Finally, students will create an online Google Drive folder for their Writing Portfolio. In the first Writing Portfolio assignment, students will informally write about the strengths and weaknesses of their summer essay based on what they learned in this unit.

Readings and Clips:

The Language of Composition (Class textbook, Chapters 1 - 3)
“How to Say Nothing in 500 Words” by Paul Roberts in *Readings for Writers*
“How to Mark a Book” by Mortimer J. Adler
“How to Write Clearly” Edward T. Thompson in *Readings for Writers*
The Power of Words YouTube clip
Joey’s adoption letter - Friends episode YouTube Clip
Punctuation Matters: A Dear John letter and a Two Million Dollar Comma
“The Rhetorical Precis” Margaret Woodworth
Ten Tips for Writing a Blog Post by Problogger Darren Rowse
“What do students need to know about rhetoric?” by Hepzibah Roskelly
Outliers by Malcolm Gladwell
Hillbilly Elegy by J.D. Vance

Blog Post Prompts:

- 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.*
- Write a blog post detailing your expectations of junior year and your hopes for this class 300-500 words.

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.

Student Assignments and Expectations:

- Students will create dialectical journals to assist in discussions, blog posts, and a Writing Portfolio assignment as they read *Hillbilly Elegy & Outliers*.
- Students will complete rhetorical devices exercises, record words in their vocabulary journal, write precis, and continue ACT readiness practice.
- Students will complete multiple activities and assessments to help them understand Rhetoric and Close Reading from the text book *The Language of Composition*.

Unit 2 - Analyzing Satire and Humor (4 Weeks)

According to Wyatt Mason in an online article published in the *New York Times Magazine* titled “My Satirical Self,” readers in the 21st century have “taken shelter in the ridiculous.” He provides an excerpt from *The Onion*, a satirical online news source referenced as “America’s Finest News Source,” as an example of an escape from the inescapable ridiculousness of society, politics, and other vice and follies. New literacies have helped grow the genre of satire in not only *The Onion* but *The Colbert Report* and *The Daily Show*. As Americans turn to this genre as a favorite entertainment and even news source, students need to understand the core elements that create satire. This unit lesson will introduce students to the language and moves associated with satire and challenge students to not only analyze the effectiveness of satirical pieces but also to create their own. Ongoing assignments during this unit will focus on vocabulary journal, rhetorical devices exercises, ACT readiness practice, and short informal precis writings to analyze assigned readings, while also introducing students to AP Language and Composition Exam Practice.

Readings and Clips:

My Satirical Self by Wyatt Mason *New York Times Magazine*

Girl Moved to Tears by 'Of Mice and Men Cliffs Notes *The Onion*
Revolutionary New Insoles Combine Five Forms of Pseudoscience, *The Onion* (2005 AP Language and Composition Exam)
A Modest Proposal by Jonathan Swift
A Modest Proposal: Furloughing the Furloughers by Dr. Charles G Cogan
The Future of Life by Edward Wilson (2002 AP Language and Composition Exam)
Caricature - YouTube: We met at Starbucks
Caricature - YouTube: Flutter
Parody - YouTube: Too Late to Apologize: A Declaration
SNL Skits reflecting current trends in politics
White House Correspondents Dinner 2018

Student Assignments and Expectations:

- The teacher will place students into small groups and assume the persona of an editor of a new pseudo-website called *The Onion Teen* that will focus on satirizing issues that are entertaining to a teenage audience. Students will create a draft proposal in Google docs (collaboratively shared between all members in the small group and the teacher) on a satirical subject for the new website. Small groups will present their ideas.
- Students will create several precis writings to demonstrate their understanding of the satirical elements presented in the reading and video examples.
- Students will practice for the AP Language and Composition Exam.
AP Exam MC Practice - Jonathan Swift's "A Modest Proposal."
AP Exam Rhetorical Analysis Practice - 2005 "Revolutionary Insoles Combine Five Forms of Pseudoscience" *The Onion*

Blog Post Prompt:

- Students will read the online article in the New York Times by Wyatt Mason titled "My Satirical Self." Students will create a blog post response that challenges, defends, or qualifies the claims from Mason's article. Students will post their response on their blog and link it to the New York Times article.

Unit 3 - America's Role in the World (10 - 11 weeks):

Students will enhance the skills they acquired in the first two units, 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.

Readings and Clips:

The Post-American World 2.0 by Fareed Zakaria
"Letter from Birmingham Jail" by Martin Luther King, Jr.
"Small Change: Why the revolution will not be tweeted" by Malcolm Gladwell
Allegory of the Cave by Plato
"Learning to Read" by Malcolm X
"Learning to Read and Write" by Frederick Douglass
"George Bush on Iraq 2003 Speech"
"Abraham Lincoln's 2nd Inaugural Address"
America the Beautiful: What We're Fighting For by Dinesh D'Souza
Hans Rosling's 200 Countries, 200 Years, 4 Minutes, The Joy of Stats - TEDTalks

Speech to the Virginia House of Burgess, Richmond, VA (1775) Patrick Henry
General Colin Powell's 2003 Address to the United Nations Security Council
Ronald Reagan Remarks at the Brandenburg Gate June 12, 1987
"America and Anti-Americans" Salman Rushdie *Readings for Writers*
Devdutt Pattanaik: East vs west -- the myths that mystify - TEDTalks
"Why the World is Flat" Daniel H. Pink *Wired Magazine*
"The Moral Equivalence of War" by William James
RSA Animate - The Empathic Civilization

Student Assignments and Expectations:

- Students will create dialectical journals to assist in discussions, blog posts, and a Writing Portfolio assignment as they read *The Post-American World 2.0* by Fareed Zakaria.
- 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, and considering ideas for their presentation.
- Students will practice for the AP Language and Composition Exam.
AP Exam MC Practice (Minimum of 5 Passages)
AP Exam Analysis Practice - 2002 Second Inaugural Address Abraham Lincoln
AP Exam Argument Practice - 2011 Thomas Paine Rights of Man

Blog Post Prompts:

- Students will read and discuss two reviews of *The Post-American World*. Students will create a blog post that uses evidence from the reviews and the book to argue which review is the most accurate. Students will invite peers and blog readers to comment and respond to their post to generate an online discussion.
 - "Decline and Fallacy" by Martin Woollacot in the Guardian
 - "The New New World" by Josef Joffe in the New York Times
- Students will research sources for their Post-American World essays. Students will create a blog post where they summarize the source and explain why it was chosen for their essay.

Writing Portfolio prompts:

- 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.
- Consider the questions asked and the arguments made by Fareed Zakaria in his book *The Post-American World* and in other sources read in class. Then examine the most important factors the United States should consider in developing its role in relation to the rest of the world. Synthesize sources read in class and sources you researched to create your argument. Use valid reasoning and sufficient, reliable, and relevant evidence to address both supporting and opposing claims in your argument. Cite sources using MLA documentation and create a Works Cited page. This assignment requires multiple drafts for revision.

Unit 4 - The American Dream (9 weeks)

Students will continue to enhance their composition and critical thinking skills as they consider the evolution of the *American Dream*. The teacher will introduce literary criticism as students read *In Cold Blood* and Listen to the podcast *Serial*. This unit will challenge students to discuss the purpose of media. 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. Students will also create a dialectical journal writing and participate in research and development for their end-of-the-year presentation.

Readings and Clips:

In Cold Blood by Truman Capote

Serial Podcast Season 1

"The American Dream Isn't Dead, It Has Just Evolved" Gabrielle Pfeiffer HuffPost Blog

"What is DACA? Who are the Dreamers? Here are Some Answers" Caitlin Dickerson NYT

"Despite fears, Mexico's manufacturing boom is lifting U.S. workers" Natalie Kitroeff LA Times

"1 Million Workers. 90 Million iPhones. 17 Suicides. Who's to Blame?" Joel Johnson, *Wired Magazine*

"Jay Speaks" Natasha Vargas Cooper, *The Intercept*

"Is the Media Biased?" Tee Ink

"There Is No Such Thing as Unbiased Journalism, So Let's Stop Pretending" David Harsanyi National Review

"Fill the Script: Cursive sees Revival in School Instruction" Karen Matthews, *The Associated Press*

"The End of Solitude" by William Deresiewicz

"Growing up Digital, Wired for Distraction" Matt Richtel, *New York Times*

"The Soul of Man under Socialism" by Oscar Wilde

The New American Dream Courtney Martin, *TedTalk* YouTube

Student Assignments and Expectations:

- Students will create dialectical journals to assist in discussions, blog posts, and a Writing Portfolio assignment as they read *In Cold Blood*.
- Students will complete rhetorical devices exercises, record words in their vocabulary journal, write precis, and continue ACT readiness practice.
- Students will have several days to continue exploring ideas for the end-of-the-year culminating multimedia presentation.
- Students will practice for the AP Language and Composition Exam.
AP Exam MC Practice (Minimum of 3 Passages)
AP Exam Rhetorical Analysis Practice – 2018 Madeleine Albright Commencement Speech
AP Exam Argument Practice – 2010 Alain de Bottom *Status Anxiety*

Blog Post Prompts:

- Explore the different ways in which Capote could have written this piece and how they differ. Speculate Capote's purpose in writing *In Cold Blood*. Provide specific evidence in the text to support your connections. Does it cause the reader to settle for gossip about the characters instead of working through the challenge of understanding the work itself?
- How do you define the typical American life and/or dream? Provide specific evidence that supports your definition.
- Explain your feelings on DACA and immigration based on the New York Times Article "What is DACA? Who are the Dreamers? Here are Some Answers"

Writing Portfolio prompt:

- Based on the article "Can We Really Have an Unbiased Media?" by Joseph Cotto and what we have read in class, in a well-written essay, develop your position on whether it is possible for the media to report without bias. Use appropriate evidence from your reading, experience, or observations to support your argument.
- After Reading *In Cold Blood* and listening to *Serial Podcast*, in a well-developed essay, choose one of these texts to analyze the rhetorical strategies that the author uses to convey their message.

Unit 5 - The Importance of the Individual in Society (3 - 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. Students will continue to research and develop presentations and Writing Portfolios.

Readings:

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 Edwards's sermon, "Sinner's in the Hands of an Angry God"

AP Rhetorical Analysis Exam 2001

AP Rhetorical Analysis Exam 2002 Abe Lincoln, *Second Inaugural Address*

AP Rhetorical Analysis Exam 2004

AP Rhetorical Analysis Exam 2006 William Hazlitt, *On the Want of Money*

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 Argument Exam 2010 Form B Buy Nothing Day
AP Rhetorical Analysis Exam 2015 Cesar Chavez
AP Exam Synthesis Practice - 2015 Honor Codes
AP Exam Synthesis Practice - 2014 Is College worth the cost?
Full length multiple choice and essay practice

Blog Post Prompt:

- Students will blog about themes discussed in *The Crucible* and the role of the individual in society.
- Students will blog reflecting their junior year using their original post from August. Have their goals changed? Was the class beneficial? How can they use this in the future?

Writing Portfolio 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.

Unit 6 - How Humanity Spends Its Time (3 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. Students will continue to research and develop presentations and Writing Portfolios.

Readings and Clips:

Walden by Henry David Thoreau

"Song of Myself" Walt Whitman

"Thoreau's Teachings Still Inspire Many Lives" by Jeffrey G. MacDonald

"They Don't Live to Work... They Work to Live" by Anushka Asthana

"Working in the 21st Century" Bar Graph U.S. Department of Labor

"Parkinson's Law and the 4-Hour Workweek" Lifehacker Website

"The Afflictions of Affluence" Robert J. Samuleson

"Steven Levy on Letting Bots Do Our Tweeting for Us" *Wired Magazine*

2011 Toyota Venza Commercial: Social Network - YouTube Video

"Two Ways of Seeing a River" by Mark Twain

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 (Minimum of 2 Passages)
AP Exam Analysis Practice - 2013 Last Child in the Woods
AP Exam Analysis Practice - 2009 The future of Life
AP Exam Synthesis Practice - 2007 Synthesis Essay Develop a Position about Advertising

Blog Post Prompts:

- A response to the article "The End of Solitude." Agree, Disagree, or Qualify claims presented in the article.
- Write a reflection on the Contemplating a Blade of Grass assignment.

Writing Portfolio prompt:

Introduction:

Time is a universal concept. Thoreau and other writers present complex ideas about time and the human condition: What is the best use of our time? Do we control time, or does it control us?

Assignment: Read the following sources thoughtfully. Then, in an essay that synthesizes at least three of the sources for support, develop a position that considers the relationship between time and the human condition. Use valid reasoning and sufficient, reliable, and relevant evidence to address both supporting and opposing claims in your argument. Cite sources using MLA documentation and create a Works Cited page

Final Unit – Presentations and Metacognitive Essay (2 weeks) Students will finish editing their presentations and present. For the last writing assignment, students will write a metacognitive essay that examines their growth as a writer. The essay will be reflective and conversational as students identify at least three pieces of writing that demonstrate their growth. Students will use specific textual evidence from the selected pieces in their analysis.