

AP English Language and composition

2012-13 Syllabus

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Overview:

According to The College Board, “An AP course in English Language and Composition engages students in becoming skilled readers of prose written in a variety of rhetorical contexts, and in becoming skilled writers who compose for a variety of purposes. Both their writing and their reading should make students aware of the interactions among a writer’s purposes, audience expectations, and subjects, as well as the way genre conventions and the resources of language contribute to effectiveness in writing.”

This course will cover thought provoking and mature topics that necessitate a high level of discussion, contemplation, discovery, and reflection. It is imperative that the student engage his/her self in this course and take ownership in his/her growth as a writer.

Topics/ skills covered:

- In-class timed writing/responses
- Out-of-class essays
- Writing Portfolio creation
- Multi-draft writing with and without research
- Practice AP Exams
- Rhetorical terms defined and used in discussion and applied in writing
- the Rhetorical Triangle: Logos, Pathos, Ethos

Grading procedure:

-Essays will be adjudicated through the use of rubrics and *holistic scoring. Areas of development, organization, style, persuasion, mechanics/usage/spelling, and work ethic will be considered. Teacher/student conferences will be held throughout each semester to gauge strengths and areas for improvement.

***Holistic Scoring Rationale:**

“Because product-oriented writing is an immediate concern to the Advanced Placement student, AP teachers will need to implement the holistic scoring process during the course. Holistic scoring emphasizes the holistic nature of effective writing. Until students understand that the ideas, style, and the elements of writing must not be segregated parts but must form a cohesive whole, their writing will lack strength, and one means of reiterating this point is through holistic scoring. Holistic scoring also emphasizes the role of the process of writing.” (Source- Teacher’s Guide- Advanced Placement Language and composition)

The College Board Scores each essay on a scale from 0-9, thus timed-in-class essays will be scored in the same fashion.

Revision of Essays:

With every essay assigned, students will take their work through a methodical series of editing stages. Since writing in an evolving process, self-editing, peer editing, and teacher-student conferencing will assist in achieving the level of desired final draft proficiency. Each student will need to master his/her editing skills to work proficiently during the timed writing exams. These exams will demand the skill of self-editing to be mastered for each of the levels of three types of free response questions found on the AP English Language and composition exam.

Student Expectations:

- You will need a college-level dictionary to create word lists to increase your vocabulary and to look up words as you read. You are expected to do this on your own without prodding or checking. Increasing your vocabulary knowledge will help you on the AP exam and in your understanding of what you read.
- You will write several in-class and out-of-class essays throughout the course. Some essays will require a rewrite which includes a hard look at your own writing. You may, for example, change entire sections of your original essay, reorganize sentences, add new paragraphs, eliminate wordiness, work for a consistent level of intellectual thought, etc.
- You will have various homework exercises to supplement the practice of vocabulary, rhetorical terms, and annotating. The bulk of your work will come from reading and writing.
- There will be a variety of readings- you will put yourself in a deep hole if you get behind in the readings. DO NOT LET THAT HAPPEN!
- You will be expected to fully participate in class. This does not mean you are constantly talking; it means you are offering thoughtful comments on classmate's insights, your own analysis of text, and your ability to re-think an idea. Be sure to bring your intellect with you to class everyday; it is valuable.
- Conferences with your instructor regarding your essays, projects, readings and abilities in class will ultimately be an important part of your learning process. Class time may be used on occasion to facilitate these meeting, but because class time is precious, you may have to schedule a time outside of class to visit with me.
- Absences will occur-that is part of life, but remember that you are responsible for all missed work and being caught up for the day you return to class. There is no excuse acceptable for you to fall behind in your work.

Textbooks:

Lunsford, Andrea A., Ruskiewicz, John J., and Walters, Keith, Everything's An Argument. Boston: Bedford St. Martin, 2007.

Murphey, Barbara L., and Rankin, Estelle M., 5 steps to a 5: AP English Language, McGraw-Hill 2007.

Cohen, Samuel, 50 Essays A Portable Anthology- Third Edition . Boston: Bedford St. Martin, 2011.

Barton/Hudson., A Contemporary Guide to Literary Terms. Houghton Mifflin Company., 1997.

Semester 1**General Course Schedule and Assignments: (Contents by Rhetorical Mode)**

(The list is not inclusive-other works from other authors will be added according to the class discussions, relevance, and current events. Students are encouraged to research these authors and relevant articles to prepare for Socratic Seminar; the purpose is to synthesize the information into the topic being discussed.)

Ongoing study of literary terms

Through the use of textbooks, students will engage in a comprehensive study of literary terms. Weekly quizzes will be given.

Unit 1- Narration: After reading several short stories, students will be asked to comment on the story's purpose, audience, order, transitioning, selection of events, point of view, and dialogue.

Maya Angelou, Graduation p. 20

Langston Hughes, Salvation p. 179

Maxine Hong Kingston, No Name Woman p. 221

Audre Lorde, The Fourth of July p. 239

N. Scott Momaday, The Way to Rainy Mountain p. 273

George Orwell, Shooting an Elephant p. 284

David Sedaris, A Plague of Tics p. 359

Alice Walker, In Search of Our Mother's Gardens p. 420

Unit 2- Description- Students will explore various elements of description such as sensory impression, figurative language, subjective and objective description, point of view, special order and concrete language.

Annie Dillard, Seeing p. 112

Zora Neale Hurston, How It Feels to Be Colored Me p. 182

Sarah Vowell, Shooting Dad p. 412

E.B. White, One More to the Lake p. 431

Virginia Woolf, Death of the Moth p. 448

Unit 3- Process Analysis

Sherman Alexie, The Joy of Reading and Writing: Superman and Me p. 15

Frederick Douglass, Learning to Read and write p. 129

Lars Eighner, On Dumpster Diving p. 146

Malcom X, Learning to Read p. 257

Unit 4- Comparison/Contrast (unit 4 and 5 will be taught together)

James Baldwin, Notes of a Native Son p. 50

Dave Barry, Turkeys in the Kitchen p. 72

Annie Dillard, Seeing p. 112

Bharati Mukherjee, Two Ways to Belong in America p. 280

Richard Rodriguez, Aria: Memoir of a Bilingual Childhood p. 307

Henry David Thoreau, Where I Lived, and What I Lived For p. 403

Unit 5- Cause/Effect

William Buckley Jr., Why Don't We Complain? P. 76

Rachel Carson, The Obligation to Endure p. 83

Verlyn Klinkenborg, Our Vanishing Night p. 234

Cause/Effect Continued

Michael Pollan, What's Eating America p. 300

Semester 2

Unit 6- Argumentation and Persuasion-

****This unit will be divided into three principle categories: The Analysis Essay, The Argumentative Essay, and the Synthesis Essay.**

The first area of study will begin with the Analysis Essay: Students will be presented with a prose passage that can be drawn from various genres and time periods. The specific task of the student will be to discuss the prompt by utilizing analysis of language, including rhetorical strategies and stylistic elements.

The second essay is the Argumentative Essay: Students will build an argument, supporting their opinions with a variety of evidence. The lesson will cover the aspects of the argument's purpose, analysis of the argument, assembling the written argument and composing the final draft.

The third essay is the Synthesis Essay: Students are presented with an introduction to and description of an issue that has varying viewpoints associated with it. Accompanying this is a selection of sources that address the topic. These sources can be written texts that could include nonfiction, fiction poetry, or even drama, as well as visual texts, such as photos, charts, art work, cartoons, and so forth. After carefully reading and annotating the sources, the students are required to respond to the given prompts with an essay that incorporates and synthesizes at least three of the sources in support of his/ her position on the subjects. Students are required to be familiar with both analysis and argument. They are to incorporate sources into the development of a point by using attributions and the introduction of cited sources.

****Attention will be given to sample practice exams available from the College Board on line or through printed sources.**

Rachel Carson, The obligation to Endure p. 83

Stephen Jay Gould, Sex, Drugs, Disasters, and the Extinction of Dinosaurs p.169

Steven Johnson, Games P. 196

Martin Luther King, I Have a Dream- Handout

Peter Singer- The Singer Solution to World Poverty- handout

Nicholas Carr- Is Google Making us Stupid- Handout

Tad Friend- Jumpers- Handout

Thomas Jefferson- The Declaration of Independence p. 187

Stephenie Ericsson, *The Ways We Lie* p. 159

Marie Winn, *Television: The Plug-In Drug* p. 438

Unit 7- The Multi-draft Research paper

This unit will be an extensive research writing experience. The emphasis will be on the process and will include previously studied literature and concepts. This will be a culminating exercise that focuses on the student's ability to research to defend and support an argument.