

Anderson County High School
AP English Language and Composition
Grade 11*
2012-2013 Course Syllabus

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Planning period: 1st period

Description:

This course engages students in becoming skilled readers of prose written in a variety of periods, disciplines, and rhetorical contexts and in becoming skilled writers who compose for a variety of purposes and audiences. Both their writing and their reading should make students aware of the interactions among a writer's purpose, audience expectation, and subject as well as how the generic conventions and the resources of language contribute to effectiveness in writing. Much of the class discussion will focus on the author's technique, meaning, and expression of philosophical ideas. Students should expect this course to be similar to an introductory college writing course that focuses on exposition, argument, and literary analysis.

Standards:

Upon completing the AP Language and Composition course, then, students should be able to:

- Analyze and interpret samples of good writing, identifying and explaining an author's use of rhetorical strategies and techniques.
- Apply effective strategies and techniques in their own writing.
- Create and sustain arguments based on readings, research, and/or personal experience.
- Demonstrate understanding and mastery of standard written English as well as stylistic maturity in their own writing.
- Write for a variety of purposes.
- Produce expository, analytical, and argumentative compositions that introduce a complex central idea and develop it with appropriate evidence drawn from primary and/or secondary source material, cogent examples, and clear transitions.
- Demonstrate understanding of the conventions of citing primary and secondary source material.
- Move effectively through the stages of the writing process, with careful attention to inquiry and research, drafting, revising, editing, and review.
- Write thoughtfully about their own process of composition.
- Revise a work to make it suitable for a different audience.
- Analyze image as text.
- Evaluate and incorporate reference documents into researched papers.
- Analyze the historical and cultural development of American literature with insight and clarity.
- Write under time constraints.

Textbooks:

50 Essays: A Portable Anthology
The Language of Composition
McDougal-Littell Literature: American Literature
Holt Literature: American Literature
Holt Grammar Handbook: Grade 11
A Pocket Style Manual
The Lively Art of Writing

*AP Language and Composition fulfills grade 11 English III requirement.

Class Policies and Procedures:

GRADING

Trimester grades will be based on an average of compositions, tests, quizzes, in-class writings, homework, and participation in class. An approximate break down of the weighted components is included below:

Compositions and Exams	50%
Quizzes	30%
Homework and Class Participation	20%

Attached to this syllabus is a scoring guide that further explains the grading for compositions.

WORK SUBMISSION AND MAKE-UP WORK

- All work is due on the day assigned. **NO LATE WORK IS ACCEPTED FOR CREDIT.**
- Late work will only be accepted if there is an **excused** absence. More specifically, if an assignment is due and the student is absent unexcused, the work will not be accepted for credit. However, if a student is absent with an excused absence on a day that an assignment is due, the student must email the teacher (Micki.Ray@anderson.kyschools.us) on the day it was due to receive credit.
- If there is a quiz or in-class assignment, the student will only be permitted to make up the work if the absence is excused. All in-class assignments missed with an excused absence must be made up in ESS.
- If a student is absent when an assignment is given (and the assignment is due the next day), the student has two choices: (a) call another student or email the teacher to have the assignment and be prepared for the next day of class, or (b) submit the assignment within 3 academic days. Again, only those students with an **excused** absence will be permitted to make up work for credit.
- All make-up quizzes, tests, timed writings, etc. must be made up in ESS. The responsibility falls upon the student to stay after school.

ENTERING THE CLASSROOM

As you enter the classroom, you will **immediately** begin the bellringer activity listed on the board. You may be asked to independently respond to a journal prompt, define vocabulary words, complete a grammar exercise, or take a quiz. The instructions will be on the board, and because you must complete the activities independently, there should be no talking.

CLASSROOM GUIDELINES

In order to create an environment conducive to learning, I have established the following classroom guidelines:

1. Respect the people, equipment, and furnishings of our room.
2. Be in your assigned seat when the bell rings.
3. Bring all books and materials to class each day.
4. Stay awake and alert at all times.
5. Follow staff directions the first time they are given.

*Please note that wearing hats, drinking sodas, eating food, conducting spa treatments, using cell phones, and listening to iPods are not permissible in our classroom. Please make sure your phone is on silent or powered off.

REWARDS FOR FOLLOWING THE GUIDELINES

Praise/Encouragement (daily)

A phone call home (randomly)

Various other positive perks (throughout the semester)

The joy of learning (each day of the school year)

CONSEQUENCES FOR NOT FOLLOWING THE GUIDELINES

1. Verbal Warning
2. Phone call to parent/guardian
3. Detention with Mrs. Ray after school from 3:10-3:40 (T-Th)

If a student fails to show up or is asked to leave detention for misbehavior, his or her name will be turned in to the assistant principal. Students are expected to bring work to my detentions and remain seated and quiet for the duration. Students who do not bring work will be given an assignment, and students who are late will not be permitted to stay. Their names will be turned into the assistant principal as having missed detention.

4. One detention with me and a Disciplinary Referral will be sent to office

*Students may be sent to the office immediately for severe disruptions such as damaging school property or another person's property, refusing to do what I ask, or behaving in any other way that stops class from functioning.

TARDINESS

When the tardy bell rings, I will close my door. If you arrive after the door is closed, you will be counted tardy. You are allowed one tardy per semester; subsequent tardiness will result in school disciplinary action. If you enter class late with a note, do NOT interrupt the classroom activity. Simply place the note or tardy slip in the basket on my desk and be seated.

STAYING IN CLASS

Learning takes place in the classroom. As a result, I expect you to be in class the entire time. For the OCCASIONAL emergency (restroom, phone, forgotten homework) you will be issued two hall passes for each grading period that may be used for valid reasons only. It is your responsibility to keep up with the passes--they will NOT be reissued for any reason. Your hall pass privileges may be terminated if you violate my trust. You may redeem any unused passes for extra credit (10 points each) at the end of each grading period. To leave the room, you must have the proper hall pass issued by me. After you have used your free passes, any other time out of the room will result in a tardy. HALL PASSES WILL NOT BE ISSUED THE FIRST OR LAST 10 MINUTES OF CLASS.

CLASS DISMISSAL

You may not stand at the door at the end of the period. Instead, you should remain seated until the bell rings.

EXTRA HELP

If at any time you need some extra help with your class work, you may schedule a time to meet with me before or after school. I would be happy to help you.

*****IMPORTANT*****

PLEASE KEEP THIS INFORMATION IN YOUR NOTEBOOK AT ALL TIMES.

Please sign and send this portion back to me by _____.

We have read and agree to the above classroom information. We have also reviewed the course content. By signing below, we grant our child permission to engage in these activities. We understand that we may call the classroom teacher at any time with questions or concerns on literature assignments, writing pieces, or other course work.

PARENT/GUARDIAN SIGNATURE_____

STUDENT SIGNATURE_____

Parents/Guardians are always welcome to call or make an appointment to come in for a conference. My planning period is during 1st block. I may be reached by calling 839-5118 or by emailing Micki.Ray@anderson.kyschools.us. **PLEASE, PARENTS/GUARDIANS, LIST YOUR PREFERRED METHOD OF COMMUNICATING WITH ME IN THE COMMENT SECTION (YOUR HOME PHONE NUMBER, CELL NUMBER, OR EMAIL ADDRESS). Thank you!

PARENT/GUARDIAN QUESTIONS OR COMMENTS:

Course Outline:

Each unit will include numerous readings, opportunities for discussion and debate, AP test practice (both multiple choice and timed writings), and grammar and vocabulary study.

Unit 1: Colonial/Revolutionary**Rhetorical Focus: Persuasion****Writing Skills Focus: Thesis and Topic Sentence****Grammar: Clauses and Subordination/Coordination****Major Paper: Persuasive Argument****Test Prep: Multiple Choice and Analysis**

“Of Plymouth Plantation,” Bradford

“To My Dear and Loving Husband” and “Upon the Burning of Our House,” Bradstreet

“The Spider and the Fly” and “Huswifery,” Taylor

The Scarlet Letter, Hawthorne

“Sinners in the Hands of an Angry God,” Edwards

Patrick Henry Speech/Kennedy Speech/Bush Speech

“The American Crisis,” Paine

Declaration of Independence, Jefferson

Declaration of Sentiments, Stanton

Ben Franklin selections/Malcolm X selections

“What is an American?,” Crèvecoeur

“Mother Tongue,” Tan

Skills: Imagery/Loaded Language, Persuasive devices/Rhetorical appeals, Parallelism, Repetition, Alliteration, Rhetorical questions, Metaphor, Symbol, Analogy, Effect (theme, tone/attitude, and purpose), Syntax, Point of View, Apostrophe, Antithesis, Inversion, Toulmin Model

Unit 2: American Romanticism/Transcendentalism**Rhetorical Focus: Narration, Description, Exemplification****Writing Skills Focus: Organization/Transitions/Unity****Grammar: Phrases/punctuation****Major Paper: College Application/Scholarship Essay****Test Prep: Multiple Choice, Analysis, Synthesis, and Argument**

“The Tide Rises, the Tide Falls” and “A Psalm of Life,” Longfellow

“Self-Reliance,” Emerson

From “Labour,” Carlyle

“Nature,” Emerson

“Where I Lived, and What I Lived For,” Thoreau

“An Entrance to the Woods,” Berry

“Against Nature,” Oates

From “Silent Spring,” Carson

From “Resistance to Civil Government,” Thoreau

From “On Nonviolent Resistance,” Gandhi

From “Letter from Birmingham City Jail,” Martin Luther King, Jr.

“On Being Black and Middle Class,” Shelby Steele

“The Fall of the House of Usher,” Poe

From “Danse Macabre,” King

“A Rose for Emily,” Faulkner

“I Hear America Singing,” “I Sit and Look Out,” From “Song of Myself,” Whitman

“This is my letter to the World,” “Hope is a thing with feathers,” “Success is counted sweetest,” “Much madness is divinest sense,” “My life closed twice before its close,” “After great pain, a formal feeling comes,” “I Heard a Fly buzz—when I died,” and “Because I could not stop for Death,” Dickinson

Skills: Continue building upon skills from Unit 1, Motif, Analogy, Detail/Example, Hyperbole, Understatement, Style, Dialogue, Paradox, Anecdote

Unit 3: Civil War/Realism

Rhetorical Focus: Causation/Comparison/Contrast

Writing Skills Focus: Idea Development and Support

Major Paper: Research

Test Prep: Multiple Choice, Analysis, Synthesis, and Argument

From "The Narrative Life of Frederick Douglass," Douglass

From "My Bondage and My Freedom," Douglass

Spirituals

Article, "The Most Remarkable Woman of This Age"

"The Mystery of Heroism," Crane

"Occurrence at Owl Creek Bridge," Bierce

"Gettysburg Address," Lincoln

Huck Finn, Twain

"The Lowest Animal," Twain

"A Time of Gifts," Gould

"A Modest Proposal," Swift

"Portrait of an Ideal World," Menken

Other satirical selections determined by teacher

Skills: Continue building upon skills in Units 1& 2, Irony, Satire, Diction, Time Shifts, Onomatopoeia, Euphemism, Juxtaposition

Unit 4: Naturalism/Industrialism, Harlem Renaissance, Modernism

Rhetorical Focus: Definition/Classification/Comparison/Contrast

Writing Skills Focus: Idea Development and Support

Major Paper: Definition or Comparison Essay

Test Prep: Multiple Choice, Analysis, Synthesis, and Argument

"The Story of an Hour," Chopin

"A Pair of Silk Stockings," Chopin

The Awakening, Chopin

"Mirror," Plath

"Self in 1958," Sexton

"A Vindication of the Rights of Woman," Wollstonecraft

"Professions for Women," Woolf

"Women's Brains," Gould

"Chicago," Sanburg

"Lucinda Matlock," Masters

"Richard Cory" and "Miniver Cheevy," Robinson

"Winter Dreams," Fitzgerald

The Great Gatsby, Fitzgerald

"I, Too," "Harlem," and "The Weary Blues," Hughes

"My City," Johnson

"Any Human to Another," Cullen

"If We Must Die," McKay

"A Black Man Talks of Reaping," Bontemps

"How It Feels to Be Colored Me," Hurston

"Graduation," Angelou

"Just Walk on By: Black men and Public Space," Brent Staples

"We Talk, You Listen," Deloria

"Death of the Hired Man" and "Mending Wall," Frost

"The End of Something," Hemingway

"The Love Song of J. Alfred Prufrock," Eliot

Skills: Continue building upon skills in Units 1-3, Allusion, Monologue, Ambiguity, Metonymy