

AP ENGLISH LANGUAGE AND COMPOSITION SYLLABUS

2022-2023

Instructor: Benjamin Whitermore
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Principal: Mr. Jason Belton
Room 278
Office Hours: as requested

Course Description:

The AP English Language course provides students with the opportunity to read rigorous texts from various eras and in different genres, while analyzing the core ideas of rhetorical situation, claims/evidence, reasoning/organization, and style. Students use given texts to reach the goal of effective writing and analysis: they will read and annotate texts from a critical perspective in order to craft well-reasoned essays and personal reflections in response. The course is structured both thematically and chronologically, based on district requirements and College Board's unit guide. The overarching theme for the course is that of power. Throughout the year, students will read *The Crucible*, *To Kill a Mockingbird*, *Twelve Angry Men*, and other supporting texts. We then extend and explore the readings by asking students to work with additional artifacts that expand on the ideas stated or implied in the required texts. The textbook for the course is Bedford's Language of Composition (3rd edition), supplying many of the nonfiction readings for the course. Additional readings come from such varied sources as Project Gutenberg, current events, national publications, and any other resources that seem likely to provide for rigor, depth, and high interest.

The Exam:

On Tuesday, May 9th, 2022, you will take the AP* English Language and Composition Exam. A score of 4 or 5 on the exam is considered equivalent to a 3.3 or 4.0 for comparable courses at the college or university level. Students who earn a grade of 3 or higher on the exam will be granted college credit at some colleges and universities throughout the United States.

Core Ideas:

- Rhetorical Situation: Individuals write within a particular situation and make strategic writing choices based on that situation.
- Claims and Evidence: Writers make claims about subjects, rely on evidence that supports the reasoning that justifies the claim, and often acknowledge or respond to other, possibly opposing, arguments.
- Reasoning and Organization: Writers guide understanding of a text's lines of reasoning and claims through that text's organization and integration of evidence.
- Style: The rhetorical situation informs the strategic stylistic choices that writers make.

Approaches to Skill-Building and Understanding:

- AP Classroom
 - Daily Skill Videos and Questions-Throughout each unit, Skill Questions will be provided to help students check their understanding. The Skill Questions are especially useful for confirming understanding of difficult or foundational topics before moving on to new content or skills that build upon prior topics. Topic Questions can be assigned before, during, or after a lesson, and as in-class work or homework. Students will get rationales for each Topic Question that will help them understand why an answer is correct or incorrect, and their results will reveal misunderstandings to help them target the content and skills needed for additional practice.
 - Progress Checks- At the end of each unit or at key points within a unit, Personal Progress Checks will be provided in class or as homework assignments in AP Classroom. Students will get a personal report with feedback on every topic, skill, and question that they can use to chart their progress, and their results will come with rationales that explain every question's answer.
 - Practice Exams- Full and partial-length exams will be administered throughout the school year. Each student is required to complete at least three full length exams. One will be issued at the beginning of the

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school year. A second will be administered mid-year followed by a final practice exam in April. Students may be required to attend after school or on Saturdays to sit for these full length exams.

- Core Readings/Accountable Independent Readings- Each unit consists of core readings (mainly non-fiction), as well as an independent read (fiction). Students are responsible for reading and tracking their AIR text throughout the marking period.
- Timed and Extended Writings- Each unit requires a district Benchmark essay and Performance Task, as well as multiple other formal writings. Topics usually arise from the readings and require students to write rhetorical analysis, argument, or synthesis essays. While highlighting skills in addressing rhetorical situations, claims and evidence, reasoning and organization, and style. Sometimes, these focus on works not previously studied in class, such as those found on the AP poetry and prose question prompts. All essays prepared outside of class must be typed and MLA formatted. This class is about language and composition, so students will be expected to write often and to write thoughtfully.
- Projects and Presentations- Students will be responsible for several major projects, presentations, and tests throughout the marking period. These assignments will fall in the test/quizzes and/or authentic assessment categories. It is important for students to keep themselves aware of deadlines.
- Vocabulary- Students will work towards Tier 2 and 3 vocabulary acquisition in preparation for the exam. Students are expected to maintain a glossary in their notes.
- Homework: Homework will be assigned fairly regularly in this course. Unless otherwise instructed, homework assigned during the week will be due at the beginning of the next class. Specific homework deadlines will be posted in Google Classroom. Late homework will be accepted but will automatically drop a letter grade. It is your responsibility to turn in your homework on time. Please arrange a classroom partnership to obtain notes or homework assignments when absent.
- Reading Plus: Reading Plus insight Benchmarks will count as an Authentic Assessment score a few times per year.
- Packback: One (1) Packback post and two peer response posts per week are expected from each student. Packback will count as a weekly classwork grade throughout the year. [Click here for important information about Packback.](#)

Required Supplies:

- School-Issued Chromebook
- School-Issued Textbook (Bedford's Language and Composition)
- Three-Ring Binder with the following divisions:
 - Course Syllabus
 - Skill Video Checklist and Notes
 - Journal
 - Glossary of Literary Terms and Vocabulary
 - Notes
 - Handouts
 - Assignments
- Ink pen, highlighters (optional), and college-ruled, loose-leaf writing paper.
- It is mandatory that each student have their core text(s) and notes in class every day.

Note: Teachers and administrators will have the right to look at the students' notebooks at any time.

Grading Policy:

Grades will be given based on total completion and performance on all assignments, tests, and quizzes.

(A+ 97-100; A 90-96; B+ 87-89; B 80-86; C+ 77-79; C 70-76; D+ 67-69; D 65-66; F <65)

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Communication: Students are required to join the following:

- GOOGLE CLASSROOM: kd57xys
- AP CLASSROOM: RXV4MQ
([Click here to register for AP Classroom.](#))

Summer Reading

Between the World and Me by Ta-Nehisi Coates
The Woman Warrior by Maxine Hong Kingston

Link to [Summer Reading Assignment](#)

Major Summer Reading Assessments

Summer Reading Essay
Dialectical Journals
Socratic Seminar

Baseline Assessments

Reading Plus Insight
Full length Mock Exam (with various administrations)

Introduction to the **Big Ideas of Language and Composition**
Readings from Chapters 1-4 of *Literature and Composition*

Marking Period 1

AP Classroom Units 1-2

Justice: To what extent do our laws and politics reflect the values of a just society?

Understandings:	Skills:
<ul style="list-style-type: none">• Individuals write within a particular situation and make strategic writing choices based on that situation. (RHS-1)• Writers make claims about subjects, rely on evidence that supports the reasoning that justifies the claim, and often acknowledge or respond to other, possibly opposing, arguments. (CLE-1)	<ul style="list-style-type: none">• Explain how an argument demonstrates understanding of an audience's beliefs, values, or needs. (1.B)• Demonstrate an understanding of an audience's beliefs, values, or needs. (2.B)• Identify and explain claims and evidence within an argument. (3.A)• Identify and describe the overarching thesis of an argument, and any indication it provides of the argument's structure (3.B)• Develop a paragraph that includes a claim and evidence supporting the claim. (4.A)

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- Write a thesis statement that requires proof or defense and that may preview the structure of the argument. (4.B)

Readings

AIR Text:

To Kill a Mockingbird, *Harper Lee*

Central Essay:

From Between the World and Me, Ta-Nehisi Coates (2015)

Classic Essay:

On the Duty of Civil Disobedience, Henry David Thoreau (1849)

Truth: Remarks on the Removal of Confederate Monuments in New Orleans: Mitch Landrieu (2017)

American Justice System:

A Home for American Jurisprudence" by Earl Warren (1954)

From "Hellhole" by Atul Gawande

Kalief Browder, 1993-2015, Jennifer Gonnerman

Reconciliation with Past Injustices:

The Gettysburg Address, Abraham Lincoln (1863)

Remarks by the President at the 50th Anniversary of the Selma to Montgomery Marches Barack Obama (2015)

"Why Corrupt Bankers Avoid Jail" by Patrick Radden Keefe (2017)

Calls to Action:

"Statement on United States Immigration and Refugee Policy" by Ronald Reagan (1981)

"To Any Would-Be Terrorists," Naomi Shihab Nye (2001)

"Inaugural Address by John F. Kennedy" (1961)

"Freedom or Death" by Emmeline Pankhurst (1913)

The Limits of Free Speech

"Should Neo-Nazis Be Allowed Free Speech?", Thane Rosenbaum

"Free Speech Isn't Always Valuable. That's Not the Point." Lata Nott

"No, There's No 'Hate Speech' Exception to the First Amendment", Eugene Volokh

"The Case for Restricting Hate Speech", Laura Beth Nielsen

"Free Speech Is the Most Effective Antidote to Hate Speech", Sean Stevens and Nick Phillips

"Free Speech", Signe Wilkinson

Marking Period 2

AP Classroom Units 3-4

Gender: What is the impact of the gender roles that society creates and enforces?

Understandings:

- Writers make claims about subjects, rely on evidence that supports the reasoning that justifies the claim, and often acknowledge or respond to other, possibly opposing, arguments. (CLE-1)
- Writers guide understanding of a text's lines of reasoning and claims through that text's organization and integration of evidence. (REO-1)

Skills:

- Identify and explain claims and evidence within an argument. (3.A)
- Develop a paragraph that includes a claim and evidence supporting the claim. (4.A)
- Describe the line of reasoning and explain whether it supports an argument's overarching thesis. (5.A)
- Develop a line of reasoning and commentary that explains it throughout an argument. (6.A)
- Recognize and explain the use of methods of development to accomplish a purpose. (5.C)
- Use appropriate methods of development to advance an argument. (6.C)

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- Individuals write within a particular situation and make strategic writing choices based on that situation. (RHS-1)

- Identify and describe components of the rhetorical situation: the exigence, audience, writer, purpose, context, and message. (1.A)
- Write introductions and conclusions appropriate to the purpose and context of the rhetorical situation. (2.A)
- Identify and describe the overarching thesis of an argument, and any indication it provides of the argument's structure. (3.B)
- Write a thesis statement that requires proof or defense and that may preview the structure of the argument. (4.B)

Readings:

AIR

The Crucible by Arthur Miller

Central Essay

In Search of Our Mothers' Gardens, Alice Walker

Classic Essay

Professions for Women, Virginia Woolf

Gender and Marriage:

"I Want a Wife" by Judy Brady

From Why I am Not a Feminist: A Feminist Manifesto, by Jessa Crispin

"Letters" by John and Abigail Adams

Personal Identity, Style, and Gender

"Why Can't a Smart Woman Love Fashion?" Chimamanda Ngozi Adichie

"Just Walk on By: A Black Man Ponders His Power to Alter Public Space" by Brent Staples

"Why Wonder Woman is a Masterpiece of Subversive Feminism" by Zoe Williams

Redefining Masculinity

Marlboro Man, Leonard McCombe

From *The Myth of Male Decline*, Stephanie Coontz

The Perils of Being Manly, Roberto Ferdman

The Hard, Adrenaline-Soaked Truth about "Toxic Masculinity" Frank Miniter

Being a Man, Paul Theroux

From *Toxic Masculinity is Killing Men*, Kali Holloway

From *The Man Trap*, Emily Bobrow

Talking to Boys the Way We Talk to Girls, Andrew Reiner

Marking Period 3

AP Classroom Units 5-6

The Environment: What is our responsibility to the natural environment?

Understandings:

- Writers make claims about subjects, rely on evidence that supports the reasoning that justifies the claim, and often acknowledge or respond to other, possibly opposing, arguments. (CLE-1)
- Writers guide understanding of a text's lines of reasoning and claims through that text's organization and integration of evidence. (REO-1)

Skills:

- Identify and explain claims and evidence within an argument. (3.A)
- Develop a paragraph that includes a claim and evidence supporting the claim. (4.A)
- Describe the line of reasoning and explain whether it supports an argument's overarching thesis. (5.A)
- Develop a line of reasoning and commentary that explains it throughout an argument. (6.A)
- Explain how the organization of a text creates unity and coherence and reflects a line of reasoning. (5.B)
- Use transitional elements to guide the reader through the line of reasoning of an argument. (6.B)
- Explain how word choice, comparisons, and syntax contribute to the specific tone or style of a text. (7.A)

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| <ul style="list-style-type: none"> The rhetorical situation informs the strategic stylistic choices that writers make. (STL-1) | <ul style="list-style-type: none"> Strategically use words, comparisons, and syntax to convey a specific tone or style in an argument. (8.A) Identify and describe the overarching thesis of an argument, and any indication it provides of the argument's structure. (3.B) Write a thesis statement that requires proof or defense and that may preview the structure of the argument. (4.B) |
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Readings

AIR Text:

Brave New World by Aldous Huxley

Central Essay

From *Silent Spring* by Rachel Carson

Classic Essay

From *Nature* by Ralph Waldo Emerson

The Relationship Between Environmental Issues and Awareness

"A Moral Atmosphere," by Bill McKibben

Why Science is So Hard to Believe," by Joel Achenbach

"Our Climate Future Is Actually Our Climate Present," by Jon Mooallem

The Role of the Individual In Environmental Activism

"The Clan of One-Breasted Women," Terry Tempest Williams

"Nobel Prize Lecture," Wangari Maathai

Scientific Solutions to Environmental Issues

"Save the Galapagos with GMO Rats. What Could Go Wrong?" Sarah Xhang

"From Billions to None," Barry Yeoman

"A Biologist's Manifesto for Preserving life on Earth" E.O. Wilson

Sustainable Eating

From *Unhappy Meals*, Michael Pollan

The Locavore Myth, James McWilliams

The Carnivore's Dilemma, Nicolette Hahn Niman

Let Them Eat Dog: A Modest Proposal, Jonathan Safran Foer

A Good Food Manifesto for America, Will Allen

From *Waste Not*, Aliza Eliazarov

From *Could Insects Be the Wonder Food of the Future?* Emily Anthes

Lab-Grown Meat May Save a Lot More than Farm Animals' Lives, Bahar Gholipour

Marking Period 4

AP Classroom Units 7-9

Education: To what extent do our schools serve the goals of a true education?

Understandings:	Skills:
<ul style="list-style-type: none"> Writers make claims about subjects, rely on evidence that supports the reasoning that justifies the claim, and often acknowledge or respond to other, possibly opposing, arguments. (CLE-1) Writers guide understanding of a text's lines of reasoning and claims through that text's organization and integration of evidence. (REO-1) Individuals write within a particular situation and make strategic writing choices based on that situation. (RHS-1) 	<ul style="list-style-type: none"> Explain ways claims are qualified through modifiers, counterarguments, and alternative perspectives. (3.C) Qualify a claim using modifiers, counterarguments, or alternative perspectives. (4.C) Explain how writers create, combine, and place independent and dependent clauses to show relationships between and among ideas. (7.B) Write sentences that clearly convey ideas and arguments. (8.B) Explain how grammar and mechanics contribute to the clarity and effectiveness of an argument. (7.C) Use established conventions of grammar and mechanics to communicate clearly and effectively. (8.C) Explain how an argument demonstrates understanding of an audience's beliefs, values, or needs. (1.B) Demonstrate an understanding of an audience's beliefs, values, or needs. (2.B)

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- The rhetorical situation informs the strategic stylistic choices that writers make. (STL-1)

- Explain how word choice, comparisons, and syntax contribute to the specific tone or style of a text. (7.A)
- Strategically use words, comparisons, and syntax to convey a specific tone or style in an argument. (8.A)

Readings:

AIR Text

The Great Gatsby, F. Scott Fitzgerald

Central Essay

Fareed Zakaria, from *In Defense of a Liberal Education*

Classic Essay

Federick Douglass, *The Blessings of Liberty and Education*

"Walking the Path between Worlds," Lori Arviso Alvord

The Function and Purpose of School

"My Friend, the Former Muslim Extremist," Nicholas Kristof (2016)

"What Is Education For?" Danielle Allen (2016)

"Have We Lost Sight of the Promise of Public Schools?" Nikole Hannah-Jones (2017)

"A Talk to Teachers," James Baldwin (1963)

How Best to Structure Education and Promote Learning:

"Me Talk Pretty One Day," David Sedaris

"Why Virtual Classes Can Be Better Than Real Ones," Barbara Oakley

"I Know Why the Caged Bird Cannot Read," Francine Prose

"Education," Ralph Waldo Emerson

The Future of High School

From Report of the Massachusetts Board of Education, Horace Mann

Let Teenagers Try Adulthood Leon Botstein

Meditation in Schools Across America

Why We Desperately Need to Bring Back Vocational Training in Schools, Nicholas Wyman

From What America Can Learn from Smart Schools in Other Countries, Amanda Ripley

How High Schools Are Demolishing the Classroom, Leslie Nguyen-Okwu

From We Will Pay High School Students to Go to School. And We Will Like It, Brentin Mock

This High School Wants to Revolutionize Learning with Technology, Amy Rolph

Note to Parents/Guardians:

I am looking forward to working with your child. I strongly encourage parent/teacher conferences. If needed, a conference may be set through the counselor's office. The more you know about your child's school performance, achievement, and behavior, the more we will be able to assist him/her to obtain his/her achievement and success. Please feel free to call or email me if you have any questions about this class. I wish you and your child much happiness and success this school year!

COURSE OUTLINES/SYLLABUS AGREEMENT

I HAVE READ AND UNDERSTAND THE EXPECTATIONS OF THIS CLASS AS OUTLINED IN THIS SYLLABUS. I AGREE TO ABIDE BY THE RULES AND PROCEDURES ESTABLISHED BY THE INSTRUCTOR.

Student's Printed Name: _____

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Student's Signature: _____

Date: _____

Parent/Guardian's Printed Name: _____

Parent/Guardian's Signature: _____

Date: _____

Current Phone Number: _____

Current Email Address: _____

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