

AP Language and Composition Syllabus 2018-19

Course Description:

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 English Course Description published by the College Board.

The following syllabus is designed in accordance with the AP English Course Description of the Language and Composition Course quoted above. The objectives and choice of texts are based on the representative authors list found therein. With the exception of the final unit, all authors chosen for the course are predominantly nonfiction. In addition, since the stated purpose of the course is to emphasize “the expository, analytical, and argumentative writing that forms the basis of academic and professional communication,” it is most appropriate that the reading selections provide models for such writing. The course texts, along with complete publication data, are listed in the Text Selections section at the end of this syllabus.

Course Planner

Term 1: Introduction to Rhetoric and AP English Language

This module introduces the basic elements and habits of mind of the course, including rhetorical analysis, close reading, on-demand writing, the AP English Language test, and the vocabulary and independent reading projects. Key concepts and activities include:

- I. Diagnostics
 - A. “Cold” timed write on rhetorical analysis (Question 2) and/or argument (Question 3)
 - B. Full AP Multiple-Choice Test
- II. Summer Reading, including an introduction to Text Connections
 - A. Explore connections between their summer reading assignment and themselves, other texts, and the world.

- B. Basis for a long-term research project that will span both Terms 1 and 2.
 - 1. Students will work to choose and narrow a research topic/question for inquiry in terms 1 and 2
 - 2. Construct a multiple source research paper in term 3
 - 3. Develop a presentation of their findings for an audience in term 4
- III. Introduction to Rhetoric and Rhetorical Analysis (Roskelly, Hephzibah and David A. Jolliffe. *Everyday Use: Rhetoric at Work in Reading and Writing*. New York: Pearson Longman, 2005, Chapters 1-6)
 - A. Rhetorical Triangle
 - B. The Five Canons
 - C. Importance of Delivery
 - D. Rhetorical Analysis Arch Method
 - E. Précis Writing
 - F. Charting
 - G. Various texts used—consult text selection list
- IV. On-going Strands:
 - A. On-Demand Writing Practice—3-5 Passage Analysis timed prompts, Question 2, informal quick-writes, response journals
 - B. Introduction to a word-rich classroom—vocabulary building
 - 1. Analyze word usage for denotation, connotation, morphological elements, etymological patterns
 - 2. Classification of words according to Hayakawa’s Levels of Abstraction
 - 3. Use of words in sentences involving varied syntactic structure
 - C. Introduction to the Independent Reading Project—Follow a columnist
 - 1. Choose a prominent news columnist from an approved list
 - 2. Write a brief biographical sketch
 - 3. Read three articles by chosen article-one every two weeks
 - 4. Compose a precis and annotated rhetorical analysis of each article
 - 5. Write a brief synthesis of the chosen columnist’s style, argumentation, philosophy, and a personal reflection of the columnist
 - D. Multiple-Choice practice
 - 1. Working with Stems, a test-preparation strategy: introduce or review and practice
 - 2. Bracketing, a test-taking strategy: introduce or review and practice

Term 2: Argument—Famous Arguments

This module continues with important course strands started in Term 1 and explores argumentation. Selected readings from Benjamin Franklin, Patrick Henry, Thomas Jefferson, Thomas Paine, Jonathan Swift, and other nonfiction. Key concepts and activities include:

- I. Argument as exploration
- II. 4-Corners Discussions
- III. Deeper understanding of audience—sympathetic, antithetic, apathetic
- IV. Logic Fallacies
- V. Reading and rhetorical analysis of visual “arguments”
- VI. Various texts used—consult text selection list
- VII. Persuasive Speech Project
 - A. Choose an approved speech
 - B. Complete a rhetorical annotation
 - C. Compose delivery notes
 - D. Construct a response
- VIII. On-going Strands:
 - A. On-Demand Writing Practice—3-5 Argument prompts, Question 3, informal quick-writes, response journals
 - B. Vocabulary building
 1. Analyze word usage for denotation, connotation, morphological elements, etymological patterns
 2. Classification of words according to Hayakawa’s Levels of Abstraction
 3. Use of words in sentences involving varied syntactic structure
 - C. Independent Reading
 1. Choose a second prominent news columnist from an approved list—preferably from a different political stance
 2. Write a brief biographical sketch
 3. Read three articles by chosen article—one every two weeks

4. Compose a precis and annotated rhetorical analysis of each article
 5. Write a brief synthesis of the chosen columnist's style, argumentation, philosophy, and a personal reflection of the columnist
- D. Multiple-Choice practice
1. Working with Stems practice
 2. Bracketing practice
- E. Research on Summer Reading Related Topic
1. Refining a research topic, constructing a research question and focus
 2. Source credibility and bias
 3. Annotated Bibliographies
 4. Citing Sources
 5. Organization Strategies—note pages, outlines

Term 3: Synthesis and Research

This module focuses on students' abilities to connect varied sources to construct an argument. Key concepts and activities include:

- I. Synthesis Question reading and prompt attack strategies
- II. Student-created synthesis questions
- III. Various texts and prompts-consult text selections list
- IV. On-going Strands:
 - A. On-Demand Writing Practice—1-2 Synthesis Prompts , Question, informal quick-writes, response journals
 - B. Vocabulary building
 1. Analyze word usage for denotation, connotation, morphological elements, etymological patterns
 2. Classification of words according to Hayakawa's Levels of Abstraction
 3. Use of words in sentences involving varied syntactic structure
 - C. Multiple-Choice practice
 1. Working with Stems practice
 2. Bracketing practice

D. Research on Summer Reading Related Topic

1. Thesis Statements
2. Structure and Function of Paragraphs
3. Incorporating Sources
 - a. Citation
 - b. Plagiarism
4. Student writing conferences

Term 4: Modes and Literature

This term will first focus on major modes of writing with students writing in various modes including narration, process analysis, comparison/contrast, definition, and cause and effect. Second, this term will include reading, writing, and analysis of works of American literature.

I. Introduction of Modes Assignment

- A. Groups assigned by mode and required to write a definition of the mode based on an exemplar
- B. Groups present their findings to class
- C. Each student will choose a topic on which to write a brief composition in three of the five modes presented
- D. Example: Topic of Dating
 1. Narration—My First Date
 2. Process Analysis—Online Dating: A How To
 3. Comparison/Contrast—How Dating Has Changed
 4. Definition—What is dating in the 21st century?
 5. Cause and Effect—The Effect of Tinder on Dating
- E. Revision and Peer Editing Groups
- F. Student Teacher Conferences

II. American Literature analysis

- A. *The Crucible* –analysis through the lens of the rhetorical triangle
- B. Short Stories—“Young Goodman Brown”, “A Good Man is Hard to Find”, “The Lottery” –analyzed for thematic and rhetorical connections to *The Crucible*

- C. Poetry—Bradstreet, Whitman, Dickinson, Ginsberg, Piercy—analyzed for thematic and rhetorical connections

III. On-going Strands

- A. On Demand Writing—2-3 Rhetorical Analysis Prompts using American literature, informal quick-writes, response journals
- B. Vocabulary building
 - 1. Analyze word usage for denotation, connotation, morphological elements, etymological patterns
 - 2. Classification of words according to Hayakawa's Levels of Abstraction
 - 3. Use of words in sentences involving varied syntactic structure
- C. Multiple-Choice practice
 - 1. Working with Stems practice
 - 2. Bracketing practice
- D. Research on Summer Reading Related Topic
 - 1. Review Principles of Delivery
 - 2. Student Choice and Development of Product
 - 3. Research Presentations –school-wide in library

Teaching Strategies

These teaching strategies will be used throughout the year to support students reading and writing.

- I. Reading
 - A. SOAPSTone—graphic organizer guiding students to analyze subject, occasion, audience, purpose, speaker, and tone.
 - B. SMELL—graphic organizer guiding students to analyze—sender/receiver relationship, message, emotional strategies, logical strategies, language
 - C. OPTICS—graphic organizer guiding students in analysis of a visual text—overview, parts, title, interrelationships, conclusion.
 - D. Arch Method—What is the author doing and how is he/she doing it? Developed by Valerie Stevenson, Patrick Henry High School, 12 May 2017

- E. Charting and Double Entry Journals –annotation strategy which can be adapting for multiple reading purposes—text summary, analysis, evaluation.
- II. Discussion
 - A. Socratic Seminar—students develop multiple levels of questions based on a text (Costa’s Levels of Questioning), students direct conversation around questions chosen from those submitted, focus on elaboration, clarity, evidence
 - B. Fishbowl Discussions—similar to Socratic Seminar, students divided into two circles, one circle interacts with question/text while other circle scripts, circles trade places
 - C. ROE—method to share evidence from Reading, Observation, and Experience, especially when responding to Argument prompt
 - D. Four-Corners—Students choose stance on arguable statement issue (Strongly Agree, Agree, Disagree, Strongly Disagree), each side thoroughly presents reasoning one at a time—helpful as pre-writing activity to Argument prompt
- III. Writing
 - A. Conferences—Student to Teacher
 - B. Peer Review—Student to Student or Student to Group
 - C. Groups Essays, Partner Writing –by sentence and paragraph
 - D. Glossing—revision annotations
 - E. Student Models of Writing: class revisions
 - F. Observation Notes—during and after timed writing
 - G. TIQATIQAC, TIDE paragraph organizers writing strategies
 - H. Scaffolding with handouts/writing aids during timed writing—word banks, organizers, mini-conferences

Grading Overview

Writing assignments will be graded using the AP College Board 9 point rubric.

Students’ grades will be calculated on total points using weighted categories:

Writing: 40%--includes timed writing, precis, research, and columnist synthesis

Assessment: 40%--all multiple choice, tests, quizzes

Skills Practice: 10%--daily classwork and homework

Final Exam: 15% of total grade. Those students who take the AP Language and Composition Exam in May will be exempt from the final. Those not exempt will take a shortened two-part AP Language Exam with both a multiple choice and writing portion.

Text Selections

Alexander, Jonathan, et al. *Understanding Rhetoric: A Graphic Guide to Writing*. 2nd ed. Boston: Bedford/St. Martin's, 2017.

Alter, Adam. *Irresistible: The Rise of Addictive Technology and the Business of Keeping Us Hooked*. New York: Penguin Books, 2017.

Angelou, Maya. *I Know Why the Caged Bird Sings*. New York: Ballantine Books, 2009.

Arp, Thomas R. and Gregory Johnson. *Perrine's Literature: Structure, Sound, and Sense*. 12th ed. Stamford, CT: Cengage Learning, 2015.

Atwan, Robert. *America Now: Short Readings from Recent Periodicals*. 7th ed. Boston: Bedford/St. Martin's, 2007.

Aufses, Robin Dissin, et al. *Conversations in American Literature: Language, Rhetoric, and Culture*. Boston: Bedford/St. Martin's, 2015.

Birkenstein, Cathy and Gerald Graff. *They Say/ I Say: The Moves That Matter in Academic Writing*. New York: W.W. Norton and Co, 2014.

Capote, Truman. *In Cold Blood*. New York: Random House, 1993.

Coates, Ta-Nehisi. *Between the World and Me*. New York: Spiegel and Grau, 2015.

Cohen, Samuel. *50 Essays: A Portable Anthology*. 5th ed. Boston: Bedford, Freeman, and Worth High School Publishers, 2017.

Cooley, Thomas. *Back to the Lake: A Reader and Guide*. 3rd ed. New York: W.W. Norton and Co., 2017.

Gladwell, Maxwell. *The Tipping Point: How Little Things Can Make a Big Difference*. New York: Little Brown and Company, 2002.

Grann, David. *The Killers of the Flower Moon*. New York: Doubleday, 2017.

Grann, David. *The Lost City of Z*. New York: Vintage Departures, 2005.

Hayakawa, S.I. *Language in Thought and Action*. New York: Harcourt Brace and Co, 1941.

Hochschild, Adam. *King Leopold's Ghost*. Boston: Houghton Mifflin Harcourt, 1999.

Jameson, Robert U. *Essays Old and New*. 3rd ed. New York: Harcourt, Brace, and World, 1957.

Kennedy, X. J., et al, Ed. *The Bedford Reader*. 9th ed. Boston: Bedford's St. Martin, 2009.

Lansing, Alfred. *Endurance: Shackleton's Incredible Voyage*. New York: Basic Books, 2014.

Larson, Erik. *The Devil in the White City: Murder, Magic, and Madness at the Fair that Changed America*. New York: Random House, 2003.

McCuen-Metherell, Jo Ray and Anthony C. Winkler. *Readings for Writers*. 15th ed. Boston: Cengage Learning, 2016.

Miller, Arthur. *The Crucible*. New York: Penguin Books, 1952.

Montefiore, Simon Sebag. *Speeches That Changed the World*. London: Smith Davies, 2005.

Orleans, Susan. *The Orchid Thief*. New York: Ballantine Books, 2003.

Orwell, George. *Homage to Catalonia*. Lexington, KY: Will Jonson & Dog's Tail Books, 2018.

Ravitch, Diane. *The American Reader: Words That Moved a Nation*. 2nd ed. New York: Harper Perennial, 2000.

Roach, Mary. *Stiff*.

Rodriguez, Richard. *The Hunger for Memory*.

Roskelly, Hephzibah and David A. Jolliffe. *Everyday Use: Rhetoric at Work in Reading and Writing*. New York: Pearson Longman, 2005.

Satrapa, Marjane. *Persepolis: The Story of a Childhood*. New York: Pantheon, 2003.

Shirky, Clay. *Here Comes Everybody*. New York: Penguin Books, 2008.

Skloot, Rebecca. *The Immortal Life of Henrietta Lacks*. New York: Broadway Paperbacks, 2011.

Stevenson, Valerie. *AP English Language Summer Institute Materials*. College Park, GA. Woodward Academy. Summer, 2018.

Vance, J. D. *Hillbilly Elegy*. New York: Harper Collins, 2016.

Vowell, Sarah. *Assassination Vacation*. New York: Simon and Schuster, 2005.

Yousefzai, Malala with Christina Lamb. *I Am Malala*. New York: Back Bay Books, 2015.

News/Periodicals:

Texts may be selected by teacher or student from a wide range of news sources/periodicals, depending on task and purpose. As a teacher, I try to present multiple and contrasting viewpoints as well as supply texts that are relevant.

Possible sources include: *The New York Times*, *The Washington Post*, *The Wall Street Journal*, *National Review*, *Boston Globe*, *Los Angeles Times*, *Atlanta-Journal Constitutional*, *Atlantic Monthly*, *Associated Press*, *The Economist*, *Newsweek*, *Time*, *The Week*.