

Advanced Placement English Language and Composition



Course Description:

AP English Language and Composition is designed for students willing to accept an intellectual challenge and is intended to engage higher order analytic and synthetic thinking and writing skills. Students will experience, interpret, and evaluate primarily nonfiction readings of recognized importance and styles from different time periods covering multiple disciplines. In addition, the critical examination of the contextual relationship among graphics and visual images to text and as stand-alone messages will be mastered. Readings will be challenging, complex, and rich; collegial discussions amongst the students will deepen their understanding of the use, structure, and impact of language embodied in a work. Wide reading will provide students the opportunity to explore and appreciate trends in linguistic styles across time. In addition to reading primarily nonfiction materials, students may read poetry and fiction to determine the impact of a writer's "linguistic and rhetorical choices."



Students will write in informal and formal contexts to become competent in their personal writing and proficient in expository, analytical, and argumentative assignments. Evaluation and use of primary and secondary sources in addition to learning multiple methods to cite sources will be learned in this course. Timed responses mirroring the demands of the AP exam will be a frequent form of evaluation.

Though the system has an open enrollment policy, students should understand this is a college class taught in a high school classroom and is designed to culminate in the AP Language and Composition Exam. Those who are enrolled in AP Language and

Composition may expect a more intense workload; the breadth, pace, and depth of material covered exceeds the Standard English class. This course is the equivalent of an introductory college level composition class with college level requirements. It is intended to be both rigorous and challenging.



Course Philosophy and Goals:

Philosophy

The class is an interactive learning community in which both student and instructor become deeply engaged in the reading, discussion, production, and analysis of prose from a variety of sources and time periods. Because this is an introductory college level course, students will read broadly from primarily nonfiction material. They will also exchange ideas and understandings with their peers, learn the critical skill of synthesizing information from their readings to produce a fresh perspective, and incorporate this skill in their writing. Both their writing and reading should make students aware of the interactions among a writer's purposes, audience expectations, and subjects as well as the way "generic conventions and the resources of language contribute to effectiveness in writing." Risk taking and questioning are encouraged.

Goals

Students will:

- Actively participate in group discussions and critique prose styles selected from a range of disciplines and rhetorical contexts written during various time periods.
- Apply the writing process to interpret, experience, evaluate, and emulate examples of high quality writing leading to the development of "stylistic maturity."
- Write expository, analytical, and argumentative assignments and manipulate compositions to account for varying audiences, contexts, and goals.
- Use language effectively and cogently in both the personal and academic realms.
- Critically examine the contextual relationship among graphics and visual images to text and as stand-alone messages.
- Assess and incorporate primary and secondary sources into research projects and cite all sources appropriately.
- Learn the critical skill of synthesizing information from their readings to produce a fresh perspective.

Conceptual Organization:

This course is generally organized around the historical development of both fiction and non-fiction works of well know writers who contribute in some unique way to a thorough understanding of the practical and useful application of rhetorical strategies for specific purposes and effect. Although, the course involves a study of literature, language, and visuals from the 18th, 19th, 20th and 21st centuries sequentially, specific passages, both

fiction and non-fiction and novels under study are not arranged chronologically, but rather, in regard to their complexity and the likelihood of benefit to the students as they develop their critical reading and writing skills. The course assumes that students already use adequate Standard English grammar with a basic understanding of purpose and effect. Thus, the intense concentration on language use in this course is organized to enhance the student's ability to use grammatical conventions both appropriately and with sophistication as well as to develop stylistic maturity in prose.



Course Format and Policies:

Classroom instructional strategies will involve a variety of approaches including, but not limited to, lecturing, guided reading and writing, teacher analysis / modeling, self & peer assessing for learning, research-oriented literacy-based projects, student / teacher conferencing, and multi-media presentations. Each quarter will include A.P. College Board formatted multiple-choice exams and essays, warm-up work, grammar practice, quotation collecting/responding, reading quizzes, independent reading logs, etc.... Students will read a variety of related works: poems, short stories, speeches, essays, letters, editorials, cartoons, biographies, autobiographies, memoirs, etc. Students will have a minimum of 15 grades each quarter.

Grading

Grading will adhere to school requirements, with grades calculated as a percentage of the total possible points, in conjunction with scoring / grading procedures of the College Board for Advanced Placement Exams. Generally, writing assignments, class work / homework, projects, presentations, etc... will be based on accuracy / quality, completeness, and neatness. Specific work normally will have a rubric for determining scores / grades as necessary, especially for written assignments with a rubric based on College Board detailed explanations for scoring essays. Grading specific work, including but not limited to class work, homework, tests, and essays, will take into account student level of skill attainment / development with an expectation for reasonable skill development progress for an advanced placement student.

Grade	Percentage	Grade Point Value	Weighted Point Value
A	90-100%	4.0	5.0
B	80-89%	3.0	4.0
C	70-79%	2.0	3.0
D	60-69%	1.0	2.0
F	59% and below	0.0	0.0

Weighted grades are calculated for students completing and taking the requisite exam of an AP Course.

Unweighted Scale A=4	Weighted Scale A=5
Unweighted Scale B=3	Weighted Scale B=4
Unweighted Scale C=2	Weighted Scale C=3
Unweighted Scale D=1	Weighted Scale D=2
Unweighted Scale F=0	Weighted Scale F=0

Late Work

I do accept late work but reserve the right to assess a 10% penalty for each day an assignment is late. But, please know, that all work must be completed, regardless of how long it takes.

Make-up Work

School policy applies. You should remember that making up missed assignments is **always** your responsibility. If you know in advance that you will be absent, you should ask for assignments ahead of time and have them completed when you return to class.

Behavioral Expectations

The students will actively and effectively participant in all classroom endeavors, independently and within group settings; will complete all class work / lab. work / homework / projects, / reading & writing assignments, etc... as instructed; will secure and maintain all supplies and materials as needed to meet the learning objectives. Because this is a **college-level class**, the students should conduct themselves in a manner appropriate to the best universities: careful listening, mutual respect, and extreme courtesy are essential in maintaining a class where all members feel comfortable participating. Guidelines:

- Be on time.
- Be prepared.
- Be quiet.
- Be seated.
- Be respectful of yourself, others, and property.

Infractions of school and class room rules of appropriate behavior will be handled in the following manner: First infraction - Student / Teacher conference; Second infraction - Student / Teacher conference with optional parental notification; Third infraction – Student / Teacher conference, parental notification, and optional office referral. Additional infractions result in Student / Teacher / Parent conference and definite office referral. Any and all infractions are accumulative within any given semester.



Textbooks, Materials, and other Resources:

Adopted Text

Trimmer, James F. and Maxine C. Hairston. *The Riverside Reader*. 7th ed. Boston: Houghton Mifflin, 2002.

Supplemental Texts

Cohen, Samuel. *50 Essays: A Portable Anthology*. Boston: Bedford/St.Martin's, 2004.

McCuen, Jo Ray and Winkler, Anthony eds. *Readings for Writers*, 9th ed.

Hunt, Douglas and Perry, Carolyn. eds. *The Dolphin Reader*, 3rd/4th eds.

Novels

Although some copies of these novels are available at school, I strongly encourage you to buy your own copies of these works so you can highlight and annotate them. Written book reports on the following novels are required:

- *The Great Gatsby*, F. Scott Fitzgerald
- *The Crucible*, Arthur Miller
- *The Glass Menagerie*, Tennessee Williams
- *Death of a Salesman*, Arthur Miller
- *The Scarlet Letter*, Nathaniel Hawthorne
- *Bless Me, Ultima*, Rudolfo Anaya OR *Their Eyes Were Watching God*, Zora Neale Hurston
- *The Night Thoreau Spent in Jail*, Jerome Lawrence & Robert E. Lee

Materials (Required):

- Packet of loose-leaf notebook paper
- 3" three hole binder
- Divider tab sectionals
- Blue or black pens and #2 pencils with erasers
- Various colored highlighters

Study Aides available on-line or at school:

Though not required, you will find these works useful to have at home and in college:

- college-level dictionary
- *The Synonym Finder*, J. I. Rodale (or another thesaurus)
- *The Elements of Style*, Strunk and White
- *The M.L.A. Handbook*
- *5 Steps to a 5: AP Language*, Barbara Murphy and Estelle Rankin
- *5 Steps to a 5: Writing the AP English Essay*, Barbara Murphy and Estelle Rankin



AP English Language and Composition Course Outline

Course Content Outline: The course content adheres to College Board higher learning expectations and the DODEA Standards (the course content and sequence is subject to change.)

First Semester

First Quarter Focus: Developing Critical Reading Skills / Identifying Rhetorical Strategies / Argument Analysis

Week 1 – Week 9:

- Literary terminology (simile, diction, tone, mood, theme, metaphor, hyperbole, allusion, personification, point of view, irony, imagery, paradox, personification, pathetic fallacy, ethos, pathos, logos, satire)
- Grammar – Complex sentences, Adjectival clauses, Person, Verbs, Transitional words and phrases, Spelling, Punctuation, E4a 1-4, E4b, 1-7
- *The Great Gatsby*, Project & Presentation E1a, E1b 1-5, E1c 1-4
- 18th Century Fiction & Non-fiction (Queen Elizabeth I, Lady Mary W. Montague) E1a, E1b 1-5, E1c 1-4
- Introduction to visuals and related readings (The Onion, The Washington Post, NY Times, The Austin Herald, Funny Times) E1a, E1b 1-5, E1c 1-4, E6a 1-11, E6b 1-4, E7a 1-5, E7b 1-5
- Contemporary essays - critical reading, notations, MC quiz & writing assignments: E1a, E1b 1-5, E1c 1-4
Graduation, Maya Angelou, Worksheet A, Writing Assignment A, E5a 1-11, E5b
On Compassion, Barbara Ascher, Worksheet B, Writing Assignment B, E5a 1-11, E5b
Lost in the Kitchen, Dave Barry, Worksheet C, Writing Assignment C, E5a 1-11, E5b
- Timed writing—argument analysis essay, E2a 1-7, E2b 1-7, E2c 1-8, E2d 1-7,
- Reflective writing – personal essay, E2f 1-6

Second Quarter Focus: Developing Critical Reading Skills/ Identifying and Using Rhetorical Strategies / Argument Analysis

Week 10 – Week 18:

- Literary terminology (alliteration, repetition, oxymoron, juxtaposition, sarcasm, antithesis, anaphora, colloquial language, anecdote, parallel diction, vivid description, stereotype)
- Grammar – Complex sentences, abnormal syntax, Pronoun/Antecedent agreement, Modifiers, Spelling, Punctuation, E4a 1-4, E4b, 1-7
- *The Great Gatsby* Exam, E1a, E1b 1-5, E1c 1-4
- *The Great Gatsby* Argument Project & Presentation, E1a, E1b 1-5
- 18th Century Non-fiction, E1a, E1b 1-5, E1c 1-4
- *The Crucible* Report / Exam, E1a, E1b 1-5, E1c 1-4
- *The Crucible* Argument Project & Presentation, E3a 1-5, E3b 1-9, E3c 1-6, E3d 1-4, E3e 1-4
- Introduction to visuals and related readings (The Onion, The Washington Post, NY Times, The Dallas Morning News, Funny Times) E1a, E1b 1-5, E1c 1-4, E6a 1-11, E6b 1-4, E7a 1-5, E7b 1-5
- 19th Century Fiction & Non-fiction E1a, E1b 1-5, E1c 1-4
- Contemporary essays - critical reading, notations, MC quiz & writing assignments: E1a, E1b 1-5, E1c 1-4
Why Don't We Complain, William F. Buckley, Worksheet D, Writing Assignment D E5a 1-11, E5b
The Myth of the Latin Woman: I Just Met a Girl Named Maria, Judith Ortiz Cofer, Worksheet E, Writing Assignment E E5a 1-11, E5b
On Keeping a Notebook, Joan Didion, Worksheet F, Writing Assignment F E5a 1-11, E5b
- Timed writing—argument analysis essay, E2a 1-7, E2b 1-7, E2c 1-8, E2d 1-7

Assessments:

- Quizzes / Examinations
- Writing Assignments (emphasizing various stages of the writing process)
- Subjective Interpretation of literature via visual products
- Critical Reading Assignments / Critical Reading Logs and Notations
- Projects- Group & Individual
- Presentations and Performances
- Research Paper
- Other activities



Second Semester

Third Quarter Focus: Developing Critical Reading Skills / Demonstrating Rhetorical Strategies / Argument Analysis

Week 19 – Week 27:

- Literary terminology (apostrophe, onomatopoeia, polemic, metonymy, connotation, denotation, assertion, cultural assumption, understatement, pragmatic, asyndeton, polysyndeton, didactic, epithet, euphuism)
- Grammar – Complex sentences, Adverbial clauses, Subject & Verb agreement, Spelling, Punctuation E4a 1-4, E4b, 1-7
- *The Scarlet Letter*, E1a, E1b 1-5, E1c 1-4
- *The Scarlet Letter*, Essay/Project & Presentation, E3a 1-5, E3b 1-9, E3c 1-6, E3d 1-4, E3e 1-4
- 19th Century Non-fiction, E1a, E1b 1-5, E1c 1-4
- Understanding visuals — persuasive essays (The Onion, Funny Times, The Washington Post, The International Herald Tribune) E1a, E1b 1-5, E1c 1-4, E6a 1-11, E6b 1-4, E7a 1-5, E7b 1-5
- Choice novel—*Bless Me*, *Ultima* or *Their Eyes Were Watching God*
- 20th Century Non-fiction, E1a, E1b 1-5, E1c 1-4
- Contemporary essays - critical reading, notations, MC quiz & writing assignments: E1a, E1b 1-5, E1c 1-4
The Stunt Pilot, Annie Dillard, Worksheet G, Writing Assignment G, E5a 1-11, E5b
Learning to Read and Write, Frederick Douglas, Worksheet H, Writing Assignment G, E5a 1-11, E5b
The Ways We Lie, Stephanie Ericsson, Worksheet H, Writing Assignment H, E5a 1-11, E5b
- Research Paper (or organizational sponsored essay contests)
- Timed writing—argument analysis essay, E2a 1-7, E2b 1-7, E2c 1-8, E2d 1-7

Fourth Quarter Focus: Developing Critical Reading Skills / Demonstrating Rhetorical Strategies / Persuasive Writing

Weeks 28 – Week 36:

- Literary terminology (analogy, counterargument, criticism, prejudices, cause & effect analysis, either-or fallacy, pedantic, social commentary, abstractions, anthropomorphism, parenthetical remark, philosophical musings, enigmatical – hypothetical, ana phone, cynical)
- Grammar – Compound/complex sentences, Modifying phrases, Conjunctions, Spelling, Punctuation, E4a 1-4, E4b, 1-7
- *Death of a Salesman*, E1a, E1b 1-5, E1c 1-4
- *The Glass Menagerie*, E1a, E1b 1-5, E1c 1-4
- 20th & 21st Centuries non-fiction E1a, E1b 1-5, E1c 1-4
- Understanding visuals – persuasive essays (The Onion, Funny Times, The Washington Post, The International Herald Tribune) E1a, E1b 1-5, E1c 1-4, E6a 1-11, E6b 1-4, E7a 1-5, E7b 1-5

- Contemporary essays - critical reading, notations, MC quiz & writing assignments: E1a, E1b 1-5, E1c 1-4
Women's Brains, Stephen Jay Gould, Worksheet I, Writing Assignment I, E5a 1-11, E5b
What's Wrong with Animal Rights, Vicki Hearne, Worksheet J, Writing Assignment J, E5a 1-11, E5b
Dwellings, Linda Hogan, Worksheet K, Writing Assignment K, E5a 1-11, E5b
Salvation, Langston Hughes, Worksheet L, Writing Assignment L, E5a 1-11, E5b
- Persuasive Writing Project & Presentation, E3a, E3b 1-9, E3c 1-6, E3d 1-4, E3e 1-4
- Timed writing—persuasive essay, E2e 1-9

Assessments:

- Quizzes / Examinations
- Writing Assignments (emphasizing various stages of the writing process)
- Subjective Interpretation of literature via visual products
- Critical Reading Assignments / Critical Reading Logs and Notations
- Projects- Group & Individual
- Presentations and Performances
- Research Paper / Essay contests
- Other activities

Supporting Services:

The OAHS Information Service Center provides ample resources, material, and professional assistance for students to engage in course activities before, during, and after normal school hours. Students are encouraged to utilize this center for additional help and support.



Instructor Information

Teacher / Contact Info:

Omitted

Favorite Links:

- <http://www.collegeboard.com/splash/>
- <http://www.collegeboard.com/student/testing/ap/sub>

