

## **Advanced Placement Language and Composition**

**Credits: 5.00**

*Prerequisite: Successful completion of English III with a minimum grade of B+ and approval of English Department Supervisor; completion of Honors English III is strongly recommended, as students are expected to enter the class prepared for college level work.*

**General Course Description:** (adapted from the September 2010 College Board *AP Course Description*) AP 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.

**AP Language and Composition:** This course will introduce students to college level rhetorical analysis while providing writing experiences designed to promote optimum fluency, clarity, and confidence. This means writing often, well, and with a minimum of anxiety. Students enrolled in AP English Language and Composition will develop their ability to analyze texts through close reading of complex texts from different historical time periods as well as different rhetorical modes. The students will evaluate the way writers' choices function in a given piece. By focusing on critical reading skills and rhetorical strategies, students will develop their abilities as writers of expository, analytical, and argumentative pieces. In addition, students will have an opportunity to develop skills in writing personal and reflective pieces.

**Course Objective:** Students will be able to write college level essays and research papers that display a variety of rhetorical strategies and indicate an increased awareness of technique, tone, and syntactical style. A variety of writing and reading assignments are designed to develop analytical and critical thinking skills.

**Student Learning Outcomes:** Upon successful completion of this course students will:

- Effectively utilize the writing process with an emphasis on multiple draft revision;
- Use MLA and APA format to smoothly integrate research into academic writing;
- Show an increased knowledge of the conventions of college and professional writing regarding grammar, usage, and organization;
- Experiment with tone and voice in an effort to craft an individual writing style;
- Intelligently evaluate the work of professional writers and peers;
- Understand and employ several methods of literary criticism and rhetorical analysis;
- Be familiar with the language of rhetorical analysis and its use in evaluating arguments and ideas;
- Attain college level writing competence in four modes of written discourse: narrative, expository, analytical, and argumentative;
- Learn to recognize and produce many types of essays including process analysis, cause and effect, description, division and classification, illustration and example, definition, comparison and contrast, deductive and inductive arguments, and appealing to emotions and ethics to persuade;
- Evaluate and explicate visual media such as political cartoons, advertisements, photographs, websites, etc.;

- Significantly expand their vocabularies with words they are likely to encounter on the AP Language and Composition test;
- Prepare for the AP test by regularly taking timed sample tests;
- Demonstrate a critical awareness of major issues, interests, and problems through oral and/or written reflection;
- Formulate and clarify their views on issues related to politics, social issues, gender roles, civil rights, and environmental and technological responsibility; and
- Use spoken, written, and visual language to accomplish their own purposes.

**Main Text:**

Shea, Renee, Lawrence Scanlon, and Robin Aufses. *The Language of Composition*. New York: Bedford/St. Martin's, 2007. Print.

**Ancillary Readings and Materials:**

Blaisdell, Bob, ed. *Great Speeches of the Twentieth Century*. Mineola, NY: Dover, 2011. Print.  
 Plato, *The Trial and Death of Socrates: Four Dialogues*. Trans. Benjamin Jowett. Mineola, NY: Dover, 1992. Print.

Murphy, Barbara L. and Estelle Rankin. *5 Steps to a 5 AP English Language, 2012-2013 edition*. New York: McGraw-Hill, 2011. Print.

Shakespeare, William. *Coriolanus*. ed. Tom Crawford. Mineola, NY: Dover, 1992. Print.  
 Sophocles. *The Theban Plays: Oedipus Rex, Oedipus at Colonus, and Antigone*. Trans. Sir George Young. Mineola, NY: Dover, 2006. Print.

**Readings for thematic units will include:**

**Education**

*Essential Question: To what extent do our schools serve the goals of a true education?*

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

Ralph Waldo Emerson, "Education"

Sherman Alexie, "Superman and Me"

Margaret Talbot, "Best in Class"

James Baldwin, "A Talk to Teachers"

Kyoko Mori, "School"

*Sample Writing Topics:*

Comparison/Contrast Essay: Education in the United States and Japan.

Style Essay (narrative): Emulate Sherman Alexie's style in "Superman and Me," making sure "structure mirrors content."

**Work**

*Essential Question: How does our work shape or influence our lives?*

Tillie Olsen, "I Stand Here Ironing" (fiction)

Jean Toomer, "Harvest Song" (poetry)

Barbara Ehrenreich, from "Serving in Florida"

Booker T. Washington, from "The Atlanta Exposition Address"

Richard Selzer, "The Surgeon as Priest"

Claudia O'Keefe, "The Traveling Bra Salesman's Lesson"

*Sample Writing Topics:*

Comparison/Contrast Essay: Barbara Ehrenreich's and Booker T. Washington's view of labor.  
Expository Essay: Formal response to the following quotation: "Never work just for money or for power. They won't save your soul or help you sleep at night." Marian Wright Edelman.

**Community**

*Essential Question: What is the relationship of the individual to the community?*

Martin Luther King, Jr., "Letter from Birmingham Jail" and "I Have a Dream"

Eight Alabama Clergymen, "Public Statement"

Henry David Thoreau, "Where I Lived, and What I Lived For"

Jane Howard, "In Search of the Good Family"

Amitai Etzioni, "The New Community"

*Independent Reading: Sophocles: Oedipus the King*

*Sample Writing Topics:*

Analytical Essay: How do the rhetorical strategies used by Martin Luther King in "Letter from Birmingham Jail" differ from those used in "I Have a Dream"?

Argumentative/persuasive Essay: Does Oedipus deserve banishment from Thebes?

**Gender**

*Essential Question: What is the impact of gender roles that society creates and enforces?*

Lori Arviso Alvord, "Walking the Path between Worlds"

Marge Piercy, "Barbie Doll" (poetry)

Cathy Guisewite, Cathy (cartoon)

Edwidge Danticat, "New York Day Women" (fiction)

Stephen Jay Gould, "Women's Brains"

Virginia Woolf, "Professions for Women"

*Independent Reading: Sophocles: Antigone*

*Sample Writing Topics:*

Narrative Essay: Describe your response to gender roles and expectations using examples from your own experiences.

Style Essay: Write an updated version of Woolf's "Professions for Women."

**Language and Culture**

*Essential Question: How does the language we use reveal who we are?*

Lan Cao, from *Monkey Bridge* (fiction)

Chang-Rae Lee, from *Native Speaker* (fiction)

Naomi Shihab Nye, "For Mohammed Zeid of Gaza, Age 15" and "Why I Could Not Accept Your Invitation (poetry)"

Richard Rodriguez, "Aria"

George Orwell, "Politics and the English Language"

Amy Tan, "Mother Tongue"

Ngugi wa Thiong'o, from "Decolonising the Mind"

Marjorie Agosin, "Always Living in Spanish"

S.I. Hayakawa, "Bilingualism in America: English Should Be the Official Language"

*Independent Reading:* Plato: Selections from *Three Dialogues of Socrates*

*Sample Writing Topics:*

Expository Essay: Is Orwell's statement, "The English Language is in a bad way," true in 2012?

Argumentative/persuasive Essay: Should language be legislated?

Analytical Essay: Is Socrates a person to be feared or valued?

## **Technology**

*Essential Question: How are advances in science and technology affecting the way we define our humanity?*

Edgar Allan Poe, sonnet "To Science" (poetry)

Brian Aldiss, "Supertoys Last All Summer" (fiction)

Loren Eiseley, "The Bird and the Machine"

Thomas Henry Huxley, "The Method of Scientific Investigation"

Jacob Bronowski, "The Reach of Imagination"

Mihaly Csikszentmihalyi, "The Future of Happiness"

Steven Pinker, "The Blank Slate"

Lewis Thomas, "On Cloning a Human Being"

*Sample Writing Topics:*

Analytical Essay: Evaluate the positive and negative aspects of technology described in an assigned reading.

Expository Essay: Do you see nature or nurture as the dominant force in human development? Explain using support from the assigned readings.

## **Social and Environmental Responsibility**

*Essential Question: What is an individual's responsibility to society and the natural world?*

Jamaica Kincaid, "On Seeing England for the First Time"

Jonathan Swift, "A Modest Proposal"

George Orwell, "Shooting an Elephant"

Rachel Carson, from *Silent Spring*

Wangari Muta Maathai, "2004 Nobel Peace Prize Speech"

*Independent Reading:* Shakespeare's *Coriolanus*

*Sample Writing Topics:*

Style Essay: Write an update of Carson's "A Fable for Tomorrow"

Analytical Essay: Evaluate the ethos of an author of one of the assigned readings. Be sure to demonstrate how the author's character helps or hinders his or her arguments.

## **Politics and Public Speaking**

*Essential Question: How can oratory inform, inspire, and manipulate audiences?*

Douglas A. MacArthur, "Duty, Honor, Country"

Cesar Chavez, "The Mexican-American and the Church"

Shirley Chisholm, "Equal Rights for Women"

Ronald Reagan, "The Berlin Wall"

Rudolph Giuliani, "9/11"

Barrack Obama, "Presidential Election Night Speech"

### *Sample Writing Topics:*

Analytical Essay: Evaluate the use of ethos, logos, and pathos in an assigned speech.

Persuasive essay: After researching the context and the immediate reaction to an assigned speech, write a rebuttal or critical response.

**Note:** Each unit will include an in-class synthesis essay based on graphics and brief readings from the textbook.

### **Strategies will include the following:**

Explication of assigned readings using SOAPS Tone (Subject-Occasion-Audience-Purpose-Speaker-Tone)

**Speaker**—the individual or collective voice of the text.

**Occasion**—the event or catalyst causing the writing of the text to occur.

**Audience**—the group of readers to whom the piece is directed.

**Purpose**—the reason behind the text.

**Subject**—the general topic and/or main idea.

**Tone**—the attitude of the author.

Analysis of visual images using OPTIC (Overview-Parts-Title-Interrelationships-Conclusion). The following method will be used to promote full understanding of the advertisements, the reproductions of artwork, and the political cartoons in *The Language of Composition*.

**Overview**—Write down a few notes on what the visual appears to be about.

**Parts**—Focus on the parts of the visual. Note elements that seem important.

**Title**—Highlight the words of the title of the visual (if one is available).

**Interrelationships**—Detect and specify the interrelationships in the graphic.

**Conclusion**—Summarize the theme of the visual.

**Major Papers:** Each paper will be in development for 3-5 weeks and will reflect the essential question from a thematic unit. Students will use comments generated during peer edits and teacher conferences to revise and edit their papers through multiple drafts.

**Multi-Genre Research Paper:** The culminating project of the course involves exploration of a student generated topic via an MLA research paper and at least four of the following genres:

- Newspaper Article
- Obituary/Eulogy
- Poster
- Advertisement
- Brochure
- Greeting Card

- Cartoon
- Editorial
- Letter to the Editor
- Advice Column
- Graph
- Map
- Interview
- Survey/Questionnaire
- Trivia Game
- Timeline
- Directions
- Resume
- Encyclopedia Entry
- Skit
- Song
- Poem
- Short Story
- Personal Narrative
- Conversation/Monologue
- Diary Entry
- Letter
- Speech

All self-contained components of this project must support a central thesis or controlling idea which reflects the student's analysis of his or her research. Each student will present a genre portfolio to the class. Note: Traditional or overused research topics will not be permitted. Ideally, students will consider investigating issues, events, persons, and trends introduced in assigned readings or class discussions, but they are encouraged to delve into substantial topics of their own choosing.

**Oral Presentations:** Students will complete oral presentations covering an independent analysis of an issue raised in an assigned reading. Possible areas of focus will include:

- cultural setting;
- thematic focus;
- characterization;
- techniques and Style; and/or
- author's attitude towards subject matter.

**AP Test Practice:** Throughout the course, students will practice objective and timed open-ended AP test questions related to the curriculum. Ample time will be devoted to effectively responding to the synthesis essay. Materials will be taken from the teacher's edition of *The Language of Composition* and ancillary test preparation workbooks.

**Rhetorical/Grammatical Terms and Concepts** (introduced and/or reinforced during each unit)

alliteration	assumption	denotation.	juxtaposition
allusion	asyndeton	diction	logos
analogy	attitude	documentation	metaphor
anaphora	authority	elegiac	metonymy
anecdote	bias	epigram	narration
annotation	claim	ethos	nominalization
antecedent	close reading	explication of text	occasion
antimetabole	colloquial/ism	figurative	omniscient
antithesis	common ground	hortatory	narrator
aphorism	complex sentence	hyperbole	oxymoron
appositive	concession.	imagery	pacing
archaic diction	connotation	imperative	paradox
argument	context	sentence	parallelism
Aristotelian	coordination	induction	parody
triangle	counterargument	inversion	pathos
assertion	deduction	irony	periodic sentence

persona	rhetoric	speaker	thesis statement
personification	rhetorical modes	straw man	tone
polemic	rhetorical triangle	style	trope
polysyndeton	satire	subordination	understatement
premise	sentence patterns	syllogism	voice
propaganda	sentence variety	syntax	zeugma
refute	source	synthesize	

**Grammar/syntactical topics covered in textbook assignments and classwork:** Students will identify effective examples of effective and faulty use of appositives, fragments and run-on sentences, parallel structure, active verbs, concise diction, modifiers, cumulative and periodic sentences, and inverted syntax. Professional and student models will serve as exemplars of creative and appropriate language usage.

### **Holistic Scoring Rubric for Essays**

#### **PASSING SCORES**

A **90-100** essay demonstrates a high degree of competence in response to the task. An essay in this range generally has the following features:

- Contains a clear, concise, and arguable thesis that directly relates to the question;
- Is clearly well-organized and coherently developed; and
- Is free from errors in mechanics, usage, and sentence structure.

An **80-89** essay demonstrates clear competence in response to the assignment. An essay in this range has the following features:

- Contains a clear thesis that directly relates to the question;
- Is generally well-organized and coherently developed; and
- Contains few medium-order errors in mechanics, usage, and sentence structure.

A **70-79** essay demonstrates competence in response to the task. An essay in this range generally has the following features:

- Contains a thesis that relates to the writing prompt question/s;
- Is adequately organized and developed; and
- May display some medium-order or a few high-order errors in mechanics, usage, or sentence structure but not a consistent pattern of such errors.

#### **FAILING SCORES**

A **60-69** essay demonstrates some degree of competence in response to the task but is clearly flawed. An essay in this range reveals one or more of the following weaknesses:

- Poor/confusing thesis that does not relate to question;
- Is inadequately organized or developed; and
- Reveals a pattern or accumulation of medium-order or high-order errors in mechanics, usage, or sentence structure.

A **50-59** essay demonstrates only limited competence and is seriously flawed. An essay in this range reveals one or more of the following weaknesses:

- Lacks thesis or thesis is completely off-topic;
- Lacks organization and development; and
- Displays serious medium-order and high-order errors in mechanics, usage, or sentence structure.

A **0-50** essay demonstrates fundamental deficiencies in writing skills. An essay in this category reveals one or more of the following weaknesses:

- Does not contain a thesis and is off-topic;
- Is undeveloped (sorely lacking in quality and quantity); and
- Is incoherent.

**NOTE ON ERRORS:**

**Medium-order:** apostrophe errors, subject-verb agreement, run-ons, comma splices, and consistency of tense.

**High-order:** sentence fragments, basic capitalization, frequent misspellings and frequent confused word errors.

**Evaluation:** The purposes of evaluation are to provide information about student progress and to determine whether or not students have learned the subject matter taught. Methods of evaluation include the following: in-class essays and formal papers, subjective and objective tests and quizzes, oral questioning, class participation, homework, oral presentations, and journals.

**Additional Assessments:** Students are required to submit a "vocabulary notebook" each marking period. In the notebook the students record words they cannot define that they have found in newspapers, magazines, scholarly texts, textbooks, etc. The students must then define each word; 50 words are required each marking period. In addition, students take short answer and multiple choice exams on some of the works studied. Periodically, the students take multiple choice quizzes in which they answer questions found in part 1 sections of previous Advanced Placement Language and Composition Exams as well as various AP review books and materials. While we read and discuss various works of fiction, the students record facts, feelings, and questions in a literature journal. This journal can be used as a study guide for exams on the novel or play. The journals can also be used in the writing of literary argument pieces.

**Grading:**

Writing 25%

Tests/Projects 30%

Quizzes 25%

Homework/Class Participation/Journals 20%

The students are graded primarily using a 100 point scale. Prior to due dates for major writing assignments, the students are able to meet with me during their free periods, before school, and after school to proofread and edit. There are several opportunities throughout the year for students to evaluate each other's work using the Advanced Placement Language and Composition scoring guides or rubrics. These scoring guides and rubrics are presented to the students prior to the assignment. The students are also permitted to rewrite particular essays.