

Syllabus: AP English 11: Language and Composition**Course Objectives:**

The AP Language and Composition course is a college-level rhetoric course designed to prepare students for analytical, argumentative, and expository writing, and to teach students the importance of these modes as a “basis of academic and professional communication, as well as the personal and reflective writing that fosters the development of writing facility in any context.” The course is organized by modes of discourse and theme encompassing the three specified categories of writing and including a variety of nonfiction and some fiction selections.

Upon completion of this course students will be able to identify and explain an author’s use of rhetorical strategies and techniques as they analyze and interpret samples of good writing, create and sustain arguments based on reading and/or research, demonstrate understanding and mastery of standard written English as well as stylistic maturity in their own writings, produce expository and argumentative compositions that introduce a complex central idea and develop it with appropriate, specific evidence, and finally, move effectively through the stages of the writing process with careful attention to inquiry and research, drafting, revising, editing, and review.

Grade Composition:

- Class Participation/Attendance 10%
- Literature/Language Comprehension (Homework) 15%
- Literature/Language Analysis (Quiz) 30%
- Writing (Test) 45%

Instructional Readings/Anthologies:

- *There Are No Children Here* (Kotlowitz)
- *1984* (Orwell)
- *Brave New World* (Huxley)
- *Narrative of the Life of Frederick Douglass, An American Slave* (Douglass)
- *English Language and Composition: Analysis, Argument, and Synthesis* (Brassil)
- Supplementary handouts supplied by the instructor from various works

Course Policies:

- Students must be willing to provide active participation: students must add to discussions in class on a regular basis.
- **No late work will be accepted. (If a student is absent on the day a major composition and/or project is due, students must email the instructor that day, no later than 9:00am.)**

- Students will work at an accelerated pace and must be “active” learners.
- Students will present in front of the class on a regular basis.

*See “Program of Studies” and school policies/ rules in “Handbook” for other information.

Major Writing Assignments: to be composed primarily outside of class:

- **Analytical Essays:** Students compose a rhetorical analysis from a prompt focusing on one of the summer reading selections.
- **Personal Narrative:** Students compose an effective essay focusing on a past memory or time focusing on the significance in regard to their future.
- **Compare/Contrast Argumentative Essay:** Students compose an essay from a prompt derived from speeches by John F. Kennedy and Ronald Reagan. Students will contrast the rhetorical strategies used by Kennedy and Reagan when addressing the nation regarding the space program.
- **Persuasive Composition/Speech:** Students will compose an effective piece focusing on a public discourse topic of their choice. Students will also present major points to the class demonstrating clarity of speech and rhetorical strategies.
- **Synthesis Essay:** Students synthesize materials from a number of sources (including visual), develop an argument and compose an argumentative essay. Students will cite sources using a recognized editorial style, i.e., Modern Language Association (MLA) and will be able to identify each source through various writing and citing activities.
- **Open Topic/Research Essay:** Students compose a meaningful essay on a topic of their choice using the five canons of rhetoric: invention, arrangement, style, memory, delivery. Students will submit a self-annotated copy of the essay highlighting the rhetorical strategies they incorporated. They will share their papers by presenting them to the class.
- **In-class Practice AP Language and Composition Exams:** Students will familiarize themselves with the formal process and execution of an actual AP Language and Composition exam.
- **Personal Credo/Final:** Students will compose a personal essay using a giving prompt focusing on a belief and must support this belief through individual credibility, experiences, and philosophy.

**Each essay composed outside of class will be subjected to various self-evaluations, questioning the overall process and personal thoughts on student ideas.

**Rough drafts of essays composed outside of class are subject to in-class peer review and teacher review as a full class and one on one. Various drafts of essays will be required for this course.

**Each formal essay will be graded on a 0-9 scale, relating to the AP Exam expectations and grading rubric to help familiarize students with expectations and benchmarks for improvements

in students' writing.

**For a majority of writing assignments, the teacher will provide instruction and feedback on students' writing assignments, both before and after the students revise their work, ultimately helping to develop wide-ranging vocabulary that is used appropriately and effectively.

**Annotations will be required for most, if not all, essays, per teacher discretion.

**Students will be required to lead a “sparking” discussion (a different student each day) focusing on a current issue or topic in society. Students must engage the class with a short activity or teaching aid/tool gearing discussion and active participation for all other students.

In-class Timed Essays – Responding to AP prompts/Exams: 40 minutes

During the course of the year, students are regularly required to respond to a prompt under time constraints. During the first half of the year, students will share their responses in groups, with the instructor, and with the entire class as a means of reviewing and improving the writing process, all prior to revising and resubmitting the paper for assessment. Students will also be encouraged to perform an outline review as a whole class and to see examples of model writing. During the second half of the year, students have fewer opportunities for reassessment and revising.

Assessments:

The papers composed in and out of class are the primary assessments. They illustrate student understanding of the concepts taught. These papers are assessed on the 0-9 AP scale and will be averaged into the students' overall grade as either a test or quiz depending on formality of assignment. Additional assessments include quizzes on readings, multiple-choice tests and exercises, practice AP exams, and a final exam for the course: a complete AP Language test.

Summer Reading Requirements:

- *Eats, Shoots and Leaves – Lynne Truss*
- *In Cold Blood – Truman Capote*

Students are required to annotate both texts and explicate for rhetorical strategies throughout their summer reading. This will be checked on the first day of class.

**In regard to analyzing various texts focusing on public discourse and current issues, this syllabus is tentative. There will be times in which the class will discuss and analyze current event issues as well as school-related activities. Therefore this has some flexibility. Each term is broken down by theme and/or focus for roughly five weeks. Furthermore, consistent writing to prompts and multiple-choice exercises supplement the major writing projects. Each term/theme in AP English Language and Composition builds on previous ideas and/or focuses, therefore the learning objectives/goals are cumulative and will be addressed and assessed throughout the

course.

Term I: Man's Independence (Applications of Rhetoric)

Analysis, Argument, and Synthesis: Chapters 1 & 2: Focus – Ancient rhetoric and Argument

Readings:

- *Women in the 19th Century*, Fuller
- *Why I Want a Wife*, Brady
- *Can't Die for Trying*
- *Dove Beauty Campaign*
- *On Natural Death*, Thomas
- *Affirmative Action: The Price of Preference*, Steele
- *Self Reliance*, Emerson
- *The Stranger in the Photo is Me*, Murray
- *Inaugural Address*, Kennedy
- *Inaugural Address*, Obama

Supplementary Handouts/Readings/Lessons:

- Close reading and annotations
- The Rhetorical Matrix
- Passive and active voice
- Image analysis (*The New Yorker*)
- Various analyses of articles from *The New York Times*
- Multiple Choice exercises/activities
- Group/Peer editing
- Vocabulary study and exercises
- AP Practice Exams

Writing Assignments:

- **Analytical Essay:** An analysis focusing on both summer reading selections(In class writing).
- **Rhetorical Analysis Essays:** An analysis focusing on the various language techniques writers implement, focusing also on context, purpose, audience, and effect.
- **In-class Timed Essays:** Addressing AP prompts and archaic prose.
- **Personal Narrative:** Essay focusing on past memory applying the applications of rhetoric.

Term II: Time and the Effects on Diversity (Approaches to Argument)**Readings/Materials:**

- *Letter from Birmingham Jail*, MLK
- *The Meaning of a Word*, Naylor
- *Superman and Me*, Alexie
- TedTalk: Do Schools Kill Creativity?, Robinson
- *Narrative of the Life of Frederick Douglass, An American Slave*, Douglass
- *Space Speech*, Kennedy
- *The Space Shuttle “Challenger” Address*, Reagan
- *Independent Non Fiction Selection*
- *There Are No Children Here*, Kotlowitz
- Selections from *The Virtue of Selfishness* (Chapters 1 and 3 and 17)

Supplementary Handouts/Readings/Lessons:

- Syntax for cohesion
- Parallel structure
- Antecedents
- Developing tone and establishing credible voice with argument(s)
- Analyzing appeals to logos, pathos and ethos and developments of meaningful texts (credibility of rhetor)
- Multiple Choice exercises/activities
- Group/Peer editing
- Vocabulary study and exercises
- Excerpts from AP Exam to count as Mid-Term exam grade

Writing Assignments:

- **Compare/Contrast Argumentative Essay:** Students compose an essay from a prompt derived from speeches by John F. Kennedy and Ronald Reagan. Students will contrast the rhetorical strategies used by Kennedy and Reagan when addressing the nation regarding the space program.
- **Persuasive Composition/Speech:** Students will compose an effective piece focusing on a public discourse topic of their choice. Students will also present major points to the class demonstrating clarity of speech and rhetorical strategies.
- **Rhetorical Analysis Essays:** analysis of speeches studied in class.
- **In-class Timed Essays:** Addressing AP prompts and archaic prose.

Term III: Satire (Wit and Humor as Rhetoric)

Analysis, Argument, and Synthesis: Chapters 2, 8, and 10

Readings:

- *Letter to William Dean Howells*, Twain
- *Letter of Recommendation*, Franklin
- *Breaking the Hungry Teen Code*, Goodman
- *Girl Moved to Tears By Of Mice and Men* *Cliff Notes*, The Onion
- *Advice to Youth*, Twain
- *A Meditation Upon a Broom-Stick*, Swift
- *Why the Able-bodied Still Don't Get It*, Dubus
- *Letter to Gas Company*, White
- Articles from *The Onion*
- *Tweet Nothings*
- *Welcome to Night Vale* (Podcast)

Supplementary Handouts/Readings/Lessons:

- Various analysis of articles from *The Onion*
- Various analysis of articles from *The New Yorker/The Boston Globe*
- Analysis of various television commercials
- Context clues as a means to interpret archaic prose
- Constraints surrounding audience
- Peer editing and review
- Multiple Choice exercises/activities
- Group/Peer editing
- Vocabulary study and exercises
- AP Practice Exams

Writing Assignments:

- **Argument Essay/Rhetorical Analysis Essay/Synthesis Essay**
- **Research Essay:** Students will be required to research a topic and find opposing arguments using both primary and secondary sources to analyze and help facilitate their own opinion/argument on the topic. Student will also be required to cite their sources using MLA format.
- **Wit and Humor Response:** Students will compose a piece satirizing a piece/concept from “mainstream culture” and will supply an annotated copy illustrating their points and purpose of satirical piece.
- **In-class Timed Essays:** Addressing AP prompts and archaic prose.

Term IV: Dystopian Thought (Synthesis and Effective Communication)**Readings/Materials:**

- *The Allegory of the Cave*, Plato
- *In Plato's Cave*, Sontag
- *Language and Thought*, Langer
- *Signs*, Sanders
- *Brave New World*, Huxley
- *Various Selections*
- Banneker Letter
- *1984*, Orwell
- *Shooting an Elephant*, Orwell
- *Virtue of Selfishness*, Rand (Chapter 14)

Supplementary Handouts/Readings/Lessons:

- The concept of semiotics and effective communication
- Form and Function
- Syntax
- Footnotes
- Peer editing and review
- Multiple Choice exercises/activities
- Group/Peer editing
- Vocabulary study and exercises
- AP Practice Exams
- Research method(s)
- Full AP Practice exam

Writing Assignments:

- **Synthesis Essay:** Students synthesize materials from a number of sources (including visual), develop an argument and compose an argumentative essay.
- **Analytical/Connotative Essay:** Students compose an analysis focusing on Huxley's *Brave New World* or *1984* in which they will connect Huxley's satire to various aspects of today's society.
- **In-Class AP Language and Composition Exam:** Students will familiarize themselves with the formal process and execution of an actual AP Language and Composition exam. This exam will be timed and will count towards their final exam grade for the end of the year.
- **Personal Credo Essay/Final:** Students will compose a personal essay using a given prompt focusing on a belief and must support this belief through individual credibility, experiences and philosophies.