

## **Advanced Placement English Language and Composition Syllabus 2011-2012**

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Syllabus AP 11

### **COURSE OBJECTIVES**

#### ***Advanced Placement English Language and Composition***

- Teaches and requires students to write in several forms (e.g., narrative, expository, analytical, and argumentative essays) about a variety of subjects (e.g., public policies, popular culture, personal experiences);
- Requires students to write essays that proceed through several stages or drafts, with revision aided by teacher and peers;
- Requires students to write in informal contexts (e.g., imitation exercises, journal keeping, collaborative writing, and in-class responses) designed to help them become increasingly aware of themselves as writers and of the techniques employed by the writers they read.
- Requires expository, analytical, and argumentative writing assignments that are based on readings representing a wide variety of prose styles and genres;
- Requires nonfiction readings (e.g., essays, journalism, political writing, science writing, nature writing, autobiographies/biographies, diaries, history, criticism) that are selected to give students opportunities to identify and explain an author's use of rhetorical strategies and techniques. If fiction and poetry are also assigned, their main purpose should be to help students understand how various effects are achieved by writers' linguistic and rhetorical choices.
- Teaches research skills, and in particular, the ability to evaluate, use, and cite primary and secondary sources. The course assigns projects such as the researched argument paper, which goes beyond the parameters of a traditional research paper by asking students to present an argument of their own that includes the analysis and synthesis of ideas from an array of sources

**Primary Course Text:** *The Language of Composition* by Renee Shea

**The course is constructed in accordance with the guidelines described in the AP English Course Description**

<http://apcentral.collegeboard.com>

## Overview

Students are introduced to the language of rhetoric by memorizing and applying a comprehensive vocabulary list of rhetorical terms and strategies.

Students will learn the process of close reading and annotation.

Students will learn how to make a sound argument by applying several argumentative types including: Argument by analogy, cause and effect, definition, personal anecdote, and acknowledgment and response. Students will use the 2009 Argument prompt, scoring guide and sample student papers to deconstruct arguments, identify the claim, evidence and the efforts to connect the evidence to the claim

Students will learn to utilize the Toulmin Theory of Argument

Students will learn the specific ways that authors, speakers, and communities use rhetoric to achieve a specified goal.

Students will understand Aristotelian appeals and begin to develop a bank of terms they might use when discussing the persuasive value of a document or artifact.

Students will work through several rubrics related to released AP Exams. Time will be devoted to acclimating the students to the requirements of AP writing (specifically given an argumentative prompt) as well as the nature of holistic grading.

Students will work in small groups and individually developing a language for addressing the function of language in a text.

Students will learn how to work through the writing process from drafting and revision to editing and publishing.

Students will use the 2009 Synthesis prompt, scoring guide and student papers to unpack the arguments of each. Students will gain practice creating a synthesis prompt from existing documents.

Students will practice/ create AP Multiple Choice questions.

Students will learn vocabulary for describing Tone. Students will use vocabulary to label "Random Passages" appropriately. "Random Passages" may come from film, newspapers, printed radio excerpts or other media as collected by the instructor.

Students will demonstrate mastery of 10 SAT words each week.

Daily Journal exercises on identifying the manipulation and purpose of Tone by performing tasks in *Voice Lessons* (Dean, Nancy).

## Readings include the following

### essays:

“A Modell of Christian Charity”, John Winthrop

“Crisis No. 1”, Thomas Paine

*Declaration of Independence*, Thomas Jefferson

“Self-Reliance”, Ralph Waldo Emerson

“Letter to My Master”, Frederick Douglass

“What to the Slave is the Fourth of July”, Douglass

*Art of the Personal Essay*, Phillip Lopate

Theme: Growing Up

"The Lantern Bearers," Robert Louis Stevenson

"Such, Such Were the Joys", George Orwell

"Aunt Harriet", Hubert Butler

"How I Started to Write", Carlos Fuentes •

"Meatless Days", Sara Suleri -

"The Secret Life of James Thurber", James Thurber

"Notes of a Native Son" James Baldwin

Current Events articles

### **Grading Policy:**

Homework 10%

Classwork 10%

Reading 10%

Quizzes/Tests 30%

Writing 40%

### **First Semester**

**Theme: Popular Culture: To what extent does Pop Culture reflect our society’s values?**

August-September -An Introduction to Rhetoric: Using the “Available Means”; Close

Reading: The Art and Craft of Analysis

- Anchor Text: “*High School Confidential – Notes on Teen Movies*”
- Close reading: students will analyze argument, rhetorical devices of “*High School Confidential – Notes on Teen Movies*”
- Pair/Share and Pair/Square discussion groups
- Summary paragraphs, quick-writes, journal responses
- Linking Texts: *Corn-Pone Opinions* (Mark Twain); *Brent Staples Godzilla vs. The Giant Scissors cutting the Antiwar Heart of a Classic*; “*From We Talk, You Listen*”(Vine Deloria Jr.); *Dreaming America* (Danyel Smith)
- Visual Text: Mark Tansey, *The Innocent Eye Test* (painting)
- Conversation: Focus on Television
- **Writing Assignment:** Students will respond to the following 2003 AP prompt: In his 1998 book *Life the Movie: How Entertainment Conquered Reality*, Neal Gabler wrote the following:

One does not necessarily have to cluck in disapproval to admit that

entertainment is all the things its detractors say it is: fun, effortless, sensational, mindless, formulaic, predictable, and subversive. In fact, one might argue that those are the very reasons so many people love it.

At the same time, it is not hard to see why cultural aristocrats in the nineteenth century and intellectuals in the twentieth hated entertainment and why they predicted, as one typical nineteenth century critic railed, that its eventual effect would be "to overturn all morality, to poison the springs of domestic happiness, to dissolve the ties of our social order, and to involve our country in ruin."

Write a thoughtful and carefully constructed essay in which you use specific evidence to defend, challenge, or qualify the assertion that entertainment has the capacity to "ruin" society.

### **Play: *The Crucible* (Arthur Miller)**

#### October-November

##### **Theme-What is the relationship between the citizen and the state?**

- Close reading: students will analyze argument/counter argument, rhetorical devices of *On Seeing England for the First Time* (Jamaica Kincaid);
- Linking Texts: *A Modest Proposal* (Jonathan Swift); *From The Destruction of Culture* (Chris Hedges); *National Prejudices* (Oliver Goldsmith); *Thoughts on Peace in an Air Raid* (Virginia Woolf); *On the Duty of Civil Obedience* (Henry David Thoreau); *Every Dictator's Nightmare* (Wole Soyinka); *On the Rainy River* (Tim O' Brien)

- **Writing Assignment –Students will respond to the following 1997 prompt**

In the following passage, the contemporary social critic Neil Postman contrasts George Orwell's vision of the future, as expressed in the novel *1984* (written in 1948, with that of Aldous Huxley in the novel *Brave New World* (1936). Read the passage, considering Postman's assertion that Huxley's vision is more relevant today than is Orwell's. Then, using your own critical understanding of contemporary society as evidence, write a carefully argued essay that agrees or disagrees with Postman's Assertion.

#### December- January

- **Theme: How do the values of sports affect the way we see ourselves?**

- Anchor Text: *The Silent Season of a Hero* (Gay Talese)
  - Close reading: Students will annotate, dialectical journal writing, word trace
  - Linking Texts: *The Proper Place For Sports* (Theodore Roosevelt); *Kill 'Em, Crush 'Em, Eat 'Em Raw!* (John McMurtry); *How I Learned to Ride the Bicycle* (Frances Willard); *A Spectator's Notebook* (Kris Vervaecke); *The Real New York Giants* (Rick Reilly); *For Fasting and Football, a Dedicated Game Plan;* (Samuel G. Freedman); Visual Text *Untitled* by Edward Koren.
  - Conversation: Focus on Body Image
  - Discussion technique: Socratic Seminar.
  - Rhetorical Analysis: comparing strategies in paired passages:
  - **Writing Assignment: Students will respond to the following 2006 prompt**  
For years corporations have sponsored high school sports. Their ads are found on the outfield fence at baseball parks or on the walls of the gymnasium, the football

stadium, or even the locker room. Corporate logos are even found on players' uniforms. But some schools have moved beyond corporate sponsorship of sports to allowing 'corporate partners to place their names and ads on all kinds of school facilities –libraries, music rooms, cafeterias. Some schools accept money to require students to watch Channel one, a news program that includes advertising. And schools often negotiate exclusive contracts with soft drink or clothing companies.

Some people argue that corporate partnerships are a necessity for cash-strapped schools. Others argue that schools should provide an environment free from ads and corporate influence. Using appropriate evidence, write an essay in which you evaluate the pros and cons of corporate sponsorship for schools and indicate why you find one position more persuasive than the other.

**Novel – Novel: *A Lesson Before Dying* (Ernest Gaines)**

**SEMESTER EXAM: ONE PASSAGE, MULTIPLE-CHOICE QUESTIONS, ESSAY**

### **Second Semester**

January – February

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

- Linking and Discrepant Texts: “Women’s Brains” (Gould), “Professions for Women” (Woolf); “Letters” (Adams), “About Men” (Ehrlich), “The Myth of the Latin Woman” (Cofer), “Being a Man” (Theroux), “Aids Has a Woman’s Face” (Lewis), “There is No Unmarked Woman” (Tannen)
- Linking Poetry: “Barbie Doll” (Piercy)
- Timed Writings
- **Writing Assignment:** Students will write a researched argumentative paper based on a gender issue. The paper will incorporate a balance of paraphrasing, summary, and quotations from multiple sources. Students will use these sources to analyze and synthesize ideas as support for their own argument. Students must use MLA-style citations throughout the paper and include a works cited page.  
\* Students **will receive instructor and peer feedback, and then revise the essay.**

**Novel: *A Lesson Before Dying* (Ernest Gaines); *Native Son* (Richard Wright)**

March – April

- **Theme: Education – To what extent do our schools serve the goals of a true education?**
  - Linking Essays: “I Know Why the Caged Bird Cannot Read” (Prose), “Education” (Emerson), “Superman and Me” (Alexie), “Best in Class” (Talbot), “A Talk to Teachers” (Baldwin), “School” (Mori)
  - Linking Poetry: “The History Teacher” (Collins)

- Linking Visuals/Audiovisuals: “Spirit of Education” (Rockwell), “Reading at Risk” (National Endowment for the Arts); “Make You Think” (Seinfeld); *Freedom Writers* (2007) clip
- Perspectives: Six short readings/visuals to scaffold work on synthesis
- Timed Writings

**Writing Assignment: Students will respond to the following 2009 Synthesis**

**Question.** Mass public schooling has traditionally proclaimed among its goals the following; (1) to help each student gain personal fulfillment and (2) to help create good citizens. These two goals –one aimed at the betterment of individuals and the other aimed at the betterment of society –might seem at odds with one another. At the very least, these two goals are a cause of much tension within schools at every level; schools want students to be allowed or encouraged to think for themselves and pursue their own interests, but schools also believe that it is right in some circumstances to encourage conformity in order to socialize students.

Read the sources that follow. Then choose an issue related to the tension in schools between individuality and conformity. You might choose an issue such as dress codes, mandatory classes or the structure of the school day. Then write an essay in which you use this issue to argue the extent to which schools should support individuality or conformity. Synthesize at least three of the sources for support.

**\*Students will receive instructor and peer feedback, and then revise the essay.**

**Novel: *The Great Gatsby* (F. Scott Fitzgerald)**

May - June

- **Preparation for the AP Exam**
  - Practice MC questions
  - Deconstructing essay prompts
  - Mock Exam

## Selected Bibliography

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