

Advanced Placement English Language and Composition

Hazelwood East High School

Course Syllabus

Fall 2019 / Spring 2020

Instructor: Ms. Hollins

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COURSE DESCRIPTION/OBJECTIVES

"The AP English Language and Composition course aligns to an introductory college-level rhetoric and writing curriculum, which requires you to develop evidence-based analytic and argumentative essays that proceed through several stages or drafts. This course requires you to evaluate, synthesize, and cite research to support your arguments. Throughout the course, you will develop a personal style by making appropriate grammatical choices, and will 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."

<https://apstudent.collegeboard.org/apcourse/ap-english-language-and-composition>

As this is a college-level course, performance expectations are appropriately high, and the workload is challenging. You are expected to commit to a minimum of 4 hours of coursework per week, outside of class, as well as a minimum of 8 hours of reading. Because of the demanding curriculum, you must bring to the course sufficient command of mechanical conventions and an ability to read critically and discuss prose beyond surface assessments. Dedication and effective time management will be integral for your success. This course encourages and expects you to challenge and question everything that you consume as readers.

Activities will focus on improvement of writing, analytical, presentation, debate, discussion, and listening skills. You will read college-level material with mature content, respond to AP-style essay prompts, and generate college-level work. You will mostly read non-fiction texts. This course helps you to prepare for the AP English Language and Composition Exam. Each semester, you will be required to create a presentation, write at least two rhetorical analyses, two arguments, and at least one synthesis paper. You will be encouraged to take the optional AP exam in the spring. Six hours of college credit will be available pending the successful completion of both semesters and the passing of the AP exam.

*Please note, you *MUST* contact your potential colleges/universities and verify what types of credit they will accept.

College Board Curricular Expectation for AP English Language and Composition	Classroom activities / Assignments / Teacher assessment and evaluation strategies
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<p>(SC1) The course 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).</p>	<p>1st. Quarter- Rhetorical Analysis on Florence Kelley’s Speech at the Convention of the National American Woman Suffrage Association in Philadelphia 2nd Quarter- Argument essay on what would “heal” the world Text - “Tolerance” by E. M. Forster 3rd Quarter- Expository essay - The History of Protest - “The Art of Protest” political posters - “Protest Nation” by Bryan Brown 4th Quarter- Synthesis Essay</p> <p>Students will practice narrative writing through weekly journaling activities</p>
<p>(SC2) The course requires students to write essays that proceed through several stages or drafts, with revision aided by teacher and peers.</p>	<p>Students will follow the writing process and participate in peer edit and revision activities for each major writing assignment (1 per quarter), in addition to teacher conferencing.</p>
<p>(SC3) The course 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.</p>	<p>Students will maintain a weekly journal for imitation exercises (I Do, We Do, You Do) and in-class responses.</p> <p>Summer Assignment: Students complete a dialectical journal to track their thinking and understanding of the following texts:</p> <ul style="list-style-type: none"> - Fast Food Nation by Eric Schlosser - Nickel and Dimed by Barbara Ehrenrich
<p>(SC4, 5, 6) The course requires expository, analytical, and argumentative writing assignments that are based on readings representing a wide variety of prose styles and genres.</p>	<p>Rhetorical Analysis and Argumentative Essay- “‘What to the Slave is the Fourth of July?’” By Frederick Douglass Is this a relevant argument in 2017?</p> <p>Theme: “The History of American Protest”- the relationship between citizen and state</p> <p>Expository and Synthesis Essay- Students will choose an American protest to explain and defend or qualify.</p> <p>Quick write from the 2016 AP exam prompt: In 1891, Irish author Oscar Wilde (1854-1900) observed, “Disobedience, in the eyes of anyone who has read history, is man’s original virtue. It is through disobedience that progress has been made, through disobedience and through rebellion.” Wilde claims that disobedience is a valuable human trait and that it promotes social progress. What do you think? Explain your perspective using appropriate examples from your reading, experience, or observations to support your argument.</p> <p>Essential Questions: -What are your news sources? -Do you evaluate news sources? -How does bias impact the news? Examples? -How does bias affect our world?</p> <p>Analysis of propaganda posters and news clips regarding the following protests: → Women’s Rights</p>

- Occupy Wall Street
- Oregon Standoff
- Nuclear Energy
- Arms Race
- Vietnam War
- Detroit Riots
- Animal Rights
- The Million Man March
- Civil Rights
- Standing Rock
- Black Lives Matter
- Colin Kaepernick
- Muslim Ban
- LGBTQ Rights
- Charlottesville

Texts:

- They Thought They Were Free
- "The Art of Protest" political posters
- "Protest Nation" by Bryan Brown
- "A Definition of Justice" by Aristotle
- "Civil Disobedience" by Henry David Thoreau
- Orwell, "Politics and the English Language"
- Vowell, "The Partly Cloudy Patriot"
- S.I. Hayakawa The Story of A-Town and B-Ville
- "The Ballot or the Bullet" by Malcolm X
- Kent State Photo
- "My Two Second Protest from the Hallway" by Emily Lesk (in American Voices)

then....

- "Why Don't We Complain?" by William F. Buckley

"Why America Isn't the Greatest Country in the World" Newsroom clip

<https://www.youtube.com/watch?v=VMqclUqYqrs>

Definition and Argument- What Makes a Country Great?

Since an effort is being made to "Make America Great Again," use your definition to explain at what point in history was America great?

- The students must complete an argumentative essay in which they defend, challenge, or qualify a position from a text studied in class.

<p>(SC7) The course 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' rhetorical choices. (Note: The College Board does not mandate any particular authors or reading list.)</p>	<ul style="list-style-type: none"> - "What to a Slave is the 4th of July" by Frederick Douglass - Florence Kelley's speech on Woman Suffrage - "Ain't I a Woman?" by Sojourner Truth - Nightwalker by Brent Staples - "Ballot or Bullet" by Malcolm X - "Letter from a Birmingham Jail" by MLK Jr. - "Civil Disobedience" by Henry David Thoreau - Kent State Photo - "My Two Second Protest from the Hallway" by Emily Lesk (in <i>American Voices</i>) <p>then....</p> <ul style="list-style-type: none"> - "Why Don't We Complain?" by William F. Buckley - Shooting an Elephant <p>- Students will read A Plea for Captain John Brown by Henry David Thoreau and either argue for against nonviolent protest in response to oppression, citing specific details from the text and from other works of the canon to support their argument</p> <p>- After reading On the Death of Martin Luther King, students must write an informal essay in which they evaluate Kennedy's response, and determine whether or not Kennedy was able to effectively use the moment to create something positive.</p>
<p>(SC8) The course teaches students to analyze how graphics and visual images both relate to written texts and serve as alternative forms of text themselves.</p>	<p>- Students will analyze visual texts, and will respond in writing to identify the purpose and audience, and to evaluate choices made by the author.</p> <ul style="list-style-type: none"> ● Super Bowl Ad Analyses ● Newsroom clip ● Why We Fight clip ● Triumph of the Will clip ● Pig Saves goat Nathan 4 You clip ● Debate clip ● Political Poster Analyses
<p>(SC9 and 10) The course 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 asks students to present an argument of their own that includes the analysis and synthesis of ideas from an array of sources.</p>	<ul style="list-style-type: none"> ● Synthesis Paper ● Evaluating sources
<p>(SC11) The course teaches students how to cite sources using a recognized editorial style guide (e.g. <i>MLA Style Guide, The Chicago Manual of Style</i>).</p>	<ul style="list-style-type: none"> ● MLA Formatting and the Works Cited page

<p>(SC 12, 13, 14, 15, 16) The AP teacher provides instruction and feedback on students' writing assignments, both before and after the students revise their work, to help students develop mastery of a variety of sentence structures, including appropriate use of subordination and coordination, develop logical organization, enhanced by specific techniques to increase, develop a balance of generalization and specific, illustrative detail, and that help the students develop effective use of rhetoric, including controlling tone, establishing and maintaining voice, and achieving appropriate emphasis through diction and sentence structure.</p>	<ul style="list-style-type: none"> ● Teacher will use conferencing and google docs to provide feedback on students' writing throughout their writing processes, and will utilize the 6 writing traits strategies to assist students in strengthening their work. - Students will participate in several writing activities in which they must write an essay or response to an essay, story, text or excerpt (from works read in class and from essays written by peers) using a specific syntactical structure or pattern. Teacher will also conference with students individually about writing in which rhetorical strategies, organization, and transitions are discussed. Students will receive instruction and feedback on using a variety of sentence structures as well as a balance of generalization and detail in their writing. - Mechanics, grammar, and style will also be addressed through mini-lessons - The students will use vocabulary journals throughout the course for reading and writing assignments in order to enhance and revise. Teacher suggests vocabulary for the journal, along with the vocabulary students glean from the readings.
<p>In this course, students have ready access to texts that include, but are not limited to:</p>	<ul style="list-style-type: none"> ● Lundsford, Andrea A., John J. Ruszkiewicz, and Keith Walters. Everything's an Argument: With Reading. 6th ed. Boston: Bedford/St. Martin's, 2013. ● Jacobus, Lee A., ed. A World of Ideas: Essential Reading for College Writers. 9th ed. Boston: Bedford/St. Martin's, 2013. ● Shea, Renee H., Scanlon, Lawrence, Dissin Aufses, Robin. The Language of Composition: Reading, Writing, Rhetoric Second Edition.
<p>Additional student and teacher resources may include:</p>	<ul style="list-style-type: none"> - Cohen, Samuel. 50 Essays: A Portable Anthology. Nov 4, 2016 - Cohen, Samuel. Teacher's Manual 50 Essays: A Portable Anthology. Nov 4, 2016 - Robin Dissin Aufses and Renee H. Shea. Conversations in American Literature: Language, Rhetoric, Culture. May 16, 2014 - The New York Times "Upfront" Magazine - X. J. Kennedy and Dorothy M. Kennedy. The Bedford Reader. Oct 14, 2016. - Diana Hacker and Nancy Sommers. A Writer's Reference with Exercises with 2016 MLA Update. Jul 22, 2016 - Various Handouts and Supplemental Texts (Provided by instructor)

Course Curriculum Map

Week 1: Introduction to AP Lang

- Keeping a journal
- Close reading- the importance of reading actively and thinking critically
- Annotating, taking notes, and questioning the text

Unit 1: "Understanding Rhetoric"

Weeks 2-5:

- 5 traditional Canons of Rhetoric
- Rhetorical Analysis (Triangle)
 - Ethos (speaker), Logos (Message), Pathos (Audience)
 - Rhetorical Analysis Essay
 - The Writing Process

Major Assignment One: *Rhetorical Analysis* – Due Friday, September 14th

Task: Lincoln's Second Inaugural Address was a short speech in which he contemplated the effects of the Civil War and offered his vision for the future. Analyze the rhetorical strategies Lincoln used to achieve his purpose.

Texts: Nickel and Dimed (Summer Assignment)

Fast Food Nation (Summer Assignment)

Small Change by Malcolm Gladwell

Independence Day by Dave Berry

Of our Spiritual Striving by W.E.B. Dubois

What to the Slave is the 4th of July by Frederick Douglass

Florence Kelley's speech on Woman Suffrage

Ain't I a Woman? by Sojourner Truth

Video: Waiting for Superman directed by Davis Guggenheim and produced by Lesley Chilcott

Unit 2: Reading and Analyzing Arguments

Weeks 6-9:

- The Purpose of Argumentation
- The Language of Argument
- Appeals to Reason, Emotion, and Ethics
- Understanding claims and warrants
- Reasoning from Evidence
- Writing Powerful Arguments

Major Assignment Two: *Argument Essay* – Due October 12th

*In-class timed writing assignment- Using your own knowledge and experience, defend, challenge, or qualify Lewis Lapham's view of "the American faith in money" from *Money and Class in America*.

Purpose: Attempting to develop your awareness of one's role as an American citizen, I want you to consider the impact of the rhetoric of protest. The clustered readings are chosen with the goal of diversity- not only with the components of the rhetorical triangle, but also with the span of historical occurrence.

Texts

- "Ain't I a Woman?" by Sojourner Truth
- "Civil Disobedience" by Henry David Thoreau
- Kent State Photo
- "My Two Second Protest from the Hallway" by Emily Lesk (in *American Voices*)
then....
- "Why Don't We Complain?" by William F. Buckley

Super Bowl Ad Analyses

Essay: Do you agree with Buckley's assertion that we as Americans have become complacent/silent? Do we have an obligation to do more? Use examples from the texts and life to reinforce your position. *Assessed using the AP rubric.

*In class timed writing assignment- After reading his paragraph, defend, challenge, or qualify James Baldwin's ideas about the importance of language as a "key to identity" and social acceptance. Use your observation, experience, or readings.

Texts: What to the Slave is the 4th of July by Frederick Douglass
Civil Disobedience by Henry David Thoreau
The Ballot or the Bullet by Malcolm X
Letter from a Birmingham Jail by MLK Jr.
On the Death of Martin Luther King by Robert F. Kennedy
Florence Kelley's speech on Woman Suffrage
Ain't I a Woman? by Sojourner Truth

Video: Debate Clip

Unit 3: Argumentative Synthesis

Weeks 10-15:

- Critiquing
- Making Your Argument Central
- Types of Evidence
- Evaluating Sources (Primary and Secondary)
- Writing a Research Paper
- Documenting Sources
 - MLA Formatting and Works Cited page

Major Assignment Three: *Argumentative Synthesis*— Due November 30th

Based on six sources regarding the future of Colin Kaepernick's NFL career, synthesize information from at least three of the sources and incorporate it into a coherent, well-developed essay in which you develop a position on the NFL owner's reluctance in signing him.

*In class timed writing assignment- From talk radio to television, from popular magazines to Web blogs ordinary citizens, political figures, and entertainers express their opinions on a wide range of topics. Take a position on the value of such public statements of opinion.

Texts: The Last Discovery of America (Richard Rodriguez)
The Devil is A Busy Man (David Foster Wallace)
Benjamin Franklin and the Invention of America (Walter Isaacson)
The Second Inaugural Address of Abraham Lincoln
Excerpt from Walden (Henry David Thoreau)

Unit 4: Analyzing Propaganda

Weeks 16-18:

- Nazi
- Communism
- Black Panther

- Alt Right
- America First

Major Assignment Four: - Due December 14th

Unit 5: Everything's an Argument

Weeks 19-22:

- Debate format
- Formal and informal
- Proposition

Major Assignment Five: - Due February 1st

Current Debate Topics

Public Forum Debate

October 2017

Resolved: Deployment of anti-missile systems is in South Korea's best interest.

Lincoln-Douglas Debate

September/October 2017

Resolved: In the United States, national service ought to be compulsory.

Policy Debate

2017 - 2018 Resolution

Resolved: The United States federal government should significantly increase its funding and/or regulation of elementary and/or secondary education in the United States.

Unit 6: Black History

Weeks 23-26:

- Who is James Baldwin (Author Study)
- "I am not Your Negro"- Argument
- "Negro Anthem"- Rhetorical Analysis

Major Assignment Six - Due March 29th

After reading his paragraph, defend, challenge, or qualify James Baldwin's ideas about the importance of language as a "key to identity" and social acceptance. Use your observation, experience, or readings.

Unit 7: Portfolio Reflection- Synthesis Essay and Test Preparation

March-April:

- Multiple Choice Strategies
- Timed exams
- Students will complete portions of released AP exam items and will write timed writings using AP essay prompts from released AP exams. These timed writings will rotate between the three different essay types from the AP Language exam. Students will also spend time in class editing and peer reviews of these essays after they have been scored.

Mid Term and Final - Digital Portfolio Due Last Day of Each Semester

Grading Scale:

90-100% A

80-89% B

70-79% C

60-69% D

0-59% F

Important Grading Notes:

* Major writing assignments will be graded with a "Six Traits of Writing" scoring guide given before the start of the assignment.

* Major assignments will not be accepted late

* Classwork and other tests will only be accepted up to three days after the due date, and will have ten percent deducted for each day late.

* Missed tests must be made up within one week of return to class.

* Students are responsible for any work missed during absences and all work can be accessed via Google Classroom.

AP Exam & Scoring

AP Exams are taken the first two weeks of May. Raw scores are converted into a composite AP Exam score of 5, 4, 3, 2, or 1. Below is a table indicating the college equivalent of each AP score with a descriptive qualifier:

AP Score	Qualification	College Equivalency
5	Extremely well qualified	A
4	Well qualified	A- to B+
3	Qualified	B- to C+
2	Possibly Qualified	C- to D+
1	No recommendation	D- to F

All this information and more may be found at apcentral.collegeboard.org.

Assignment Submission Policy

Major writing assignments must be turned in via Google Classroom by 11:59 pm on the due date. However, I am not responsible for incorrectly submitted or "late" assignments. If you have any doubts about the receipt of your Google Classroom submission, please email me.

When typing your essays, label your attachment with your last name, class and assignment title.

Example: HollinsAPLangThisIBelieve.doc

Do not "share" a Google doc with me. Use Google Classroom to submit all major writing assignments (See instructor for more details).

Guidelines For Typed Essays (MLA Format)

- Ø Calibri or Times New Roman font
- Ø 12 point font
- Ø 1-inch margins
- Ø Black ink only
- Ø Correct heading in the correct place (single spaced)
- Ø Indent paragraphs
- Ø Double space whole paper (except for heading)
- Ø Do NOT skip an extra line between paragraphs

Further instructions and expectations for writing assignments will be given as the course progresses, but the assignments will focus on the critical and rhetorical analysis of texts and will include expository, synthesis, analytical, and argumentative essays. The goal of this course is to help you develop stylistic maturity and to increase your ability to explain clearly, convincingly, and even elegantly, your understanding about what you read and how it impacts the world around you. In writing, you will also work to use well-chosen, specific textual references to support your specific interpretations and arguments.

In writing critically about a text, you will be asked to analyze and interpret aspects of language, structure and style, explain judgments of the work's artistry and explore its social/historical context. Writing assignments will focus on organization, audience, purpose, and style; they also involve careful attention to editing and revision to help you become conscious of your diction, syntax, organization, attention to detail and effective use of rhetoric. Expect the writing you produce in this course to reinforce your reading as the two are closely interconnected.

Your out-of-class writing will need to be typed on a Google doc (Google Slide for presentation) with appropriate MLA formatting. This will make proofreading, peer editing, and revisions of your paper easier to accomplish. Some class time will be allotted for typing and publishing your work, however be prepared to type your papers before or after school, or at home.

Assignments

§ In-class writing—this will include responses to essays or articles, free-writing, quick reflections in preparation for discussion, and timed essays based on various prompts in order to prepare for the AP exam which requires you to write effectively under time constraints. Be prepared to share some of these pieces with the class.

§ Major essays—typically 750-1500 words (3-5 pages) in length, but the synthesis paper will be longer. *I care more about the quality of your work than the quantity! Each essay will require you to develop a thesis or an argument in response to the text using clear, coherent, and persuasive language. We will discuss a variety of critical approaches. Some of these essays will involve research beyond the primary works.

§ Exams—exams may consist of passage-identification questions, multiple-choice questions, short-answer questions, and essay questions similar to what students would see on the AP exam.

§ **Oral presentations**— students will be asked to present observations, inferences, analyses and criticisms in both formal and informal situations. Expect to participate in debates and Socratic Seminar discussions, and to be asked to facilitate these discussions. You are expected to communicate effectively both orally and through writing. In addition, you will be required to work cooperatively with classmates to design and present material to the class.

§ **Class participation** —students should complete all assigned readings prior to class, and they should also be prepared to discuss specific passages from the works as they relate to our topical focus, so please make sure to always have the assigned text with you. I will give quizzes (announced and unannounced) throughout the course, and we will do some in-class writing.

Text Information

Reading for AP English Language and Composition

- Lundsford, Andrea A., John J. Ruskiewicz, and Keith Walters. *Everything's an Argument: With Reading*. 6th ed. Boston: Bedford/St. Martin's, 2013.
- Jacobus, Lee A., ed. *A World of Ideas: Essential Reading for College Writers*. 9th ed. Boston: Bedford/St. Martin's, 2013.

These textbooks will be issued to you. You are to bring them to class each day unless you are instructed otherwise. Other texts may be issued to you during the course of the year. You also may be responsible for securing specific texts on your own through the school/county library or through purchase.