AP English Language and Composition
S.Y. 2008-2009

Course Overview

AP English Language and Composition is an introductory college-level course which engages students in reading and writing about a variety of prose styles and genres. Students will read mainly non-fiction texts such as essays, speeches, political writing, science writing, nature writing, autobiographies, biographies, history, and criticism. Students will study rhetorical strategies and techniques in their readings. Emphasis will be placed on writing narrative, expository, analytical, and argumentative essays. In addition, students will study rhetoric and argument in different visuals such as labels, posters, advertisements, comic strips, videos, photographs, films, and electronic media. Research writing is required as students synthesize information from various texts.

Students in AP English are expected to commit to a minimum of one and a half hours per night for AP assignments, readings, and test preparation.


Vocabulary and Grammar- Students will study vocabulary within the contexts of their reading. Students will study, analyze, and apply rhetorical terms and terms often used in the AP Language exam. Vocabulary and grammar exercises will be implemented.

Journal Writing- Students will write a journal entry before and/or after a reading assignment. A dialectical journal may be assigned for a selection of essays.

Reading Strategies- A variety of reading strategies will be incorporated in the class readings, including SOAPSTone, Think-Pair-Share, Graffiti Board, and Save the Last Word for Me.

Discussion Strategies- Socratic Seminars, Group Collaboration, Think-Pair-Share

Visual Analysis Strategy- Students will use OPTIC as they analyze visuals. O is for overview—write down a few notes on what the visual appears to be about. P is for parts—zero in on the parts of the visual. Write down any elements or details that seem important. Consider format, color, background, etc. T is for title—highlight the words of the title of the visual (if one is available). What does the title suggest about the visual? I is for interrelationships—use the title as the theory and the parts of the visual as clues to detect and specify the interrelationships in the graphic. C is for conclusion—draw a conclusion about the visual as a whole. What does the visual mean? Summarize the message of the visual in one or two sentences.
**Essay Writing:** Students will write in different modes of discourse, often times imitating a work that is read in class. In addition, students will write analysis and synthesis essays. Timed essays will be given in class at least bi-weekly. The AP rubric for essays will be used to evaluate on a one to nine scale. A nine point essay is an “A”; a one point essay is an “F”.

**Writer’s Workshop:** Rough drafts will be edited and revised at least twice. Students will have a writer’s workshop for selected writing pieces. Major papers will be submitted to turnitin.com, a secure online essay submission database which checks for student plagiarism and which allows for both teacher and peer editing.

**Writer’s Portfolio:** A portfolio of analysis and essay pieces will be kept in a class folder so that students may monitor his or her progress. Students will assess their writing progress and continue to make necessary changes to their pieces.

**Late Work Policy:** Assignments submitted late will be deducted one letter grade. Excused absences are excluded. Assignments that will be edited by the instructor or by peers the following day will not be accepted after the due date.

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**Course Planner**

**FIRST SEMESTER**

**WHAT IS RHETORIC? HOW DO I READ AND ANALYZE RETHORIC?**

**Introduction to the AP Language course description, class syllabus, and class expectations**

**Diagnostic Tests:** A multiple choice and essay selection from the AP English Language and Composition Exam will be used at the beginning of the year to give students an idea of what to expect in the AP Exam. This provides a scaffold for understanding rhetorical terms. However, these tests are by no means the guiding factor for the class.

**LESSON ONE: Introduction to the definitions and elements of rhetoric:**
Students will understand the definitions and elements of rhetoric by reading and analyzing various texts and visuals exploring a wide range of topics.

The CD-Rom, *I-claim Visualizing Argument* by Patrick Clauss, will be used as an introductory means to explore the definitions and concepts of argument. Students will understand that arguments make claims, have context, have goals, use support, consider multiple viewpoints, and use logic. Students will also be introduced to fifty key terms from argument theory and classic rhetoric, tying each concept to a visual example in the CD-Rom.
LESSON TWO: Introduction to the Traditional Canons of Rhetoric: Invention, Arrangement, Style, Memory, and Delivery

The assignments in this lesson invite students to review the canons of rhetoric. What prompts a writer to write about a subject; the contexts? What appeal(s) do the writers make? How is the work arranged? What style of writing is used? How is the work delivered (genre)?

Readings, Visuals, and Speeches: Students will identify the speaker, occasion, audience, purpose, subject, and tone (SOAPSTone) of each reading. OPTIC will be used for visuals. Students will also identify the appeals, pathos, ethos, and/or logos. Students will use a SOAPSTone or OPTIC template to identify the rhetorical aspect of each work.

1. **Two Million Minutes** - a documentary video comparing the educational experiences of students in three different countries.
   - Journal Prompt: The documentary makes distinctions about education in the U.S., China, and India. What is the main argument in the video? Do you agree or disagree with the video’s argument? Explain.
   - Narrative Prompt: Two Million Minutes explains that students have approximately two million minutes in high school from the start of 9th grade. Many factors influence how and what each of these students are taught. Write a narrative essay describing your educational experiences as early as you can recall. What educational expectations did your family have for you? What were your expectations? Do you value your educational experiences? Recall moments in your school years that were most memorable. Who or what inspired you to do well in school? You may begin your narrative with experiences as early as preschool. End your narrative with how you intend to spend the rest of your two million minutes in high school. Narratives should be sent to turnitin.com for teacher review.

2. **“On Teenagers and Tattoos” by Andres Martin** - Students will review the following in the essay: context, voice, allusions, specialized vocabulary, dangling modifiers, passive voice, and claims and reasons. Students will then be introduced to annotating readings. A sample annotation and guidelines will be provided.

3. **“The Decorated Body” by France Borel** - Students will read and annotate “The Decorated Body.” Students will be guided in writing a precis about the essay. In the first part of their response, students will explain the essay’s rhetorical context; the second part of their response will evaluate the argument.

4. **Mary Fisher’s 1992 Republican National Convention Address**. Students will listen and watch Fisher’s address (American Rethoric.com). A printed copy of the speech will be provided. Students will be introduced to writing a dialectical journal entry (note taking as they listen to the speech and note making by commenting on their notes). Students will focus on Fisher’s argument on HIV and AIDS awareness. What does she say to support this argument?

Students will use a graphic organizer by selecting something Obama says, paraphrasing the statement, and describing the effect or function of the statement.

6. **“On Covers of Many Magazines, a Full Racial Palette is Still Rare” by David Carr** (Everything’s An Argument pp.649-653). Discussion: What is Carr’s argument? How does he incorporate statistics to support his claim?

7. **IX Visual Exercises by Cheryl Ball and Kristin Arola** – Students will be introduced to visual rhetoric as explored in this CD-Rom. A variety of photographs, mixed media, comics, and magazine covers are viewed.
   
   H.W. Find your own visuals! Students will bring at least five visuals which may be in the form or an advertisement, cartoon, business card, photograph, posters, etc. Students will collaborate in groups to review the rhetorical strategies used in the visuals. Groups will share their analysis.

   **Individual Assignment**- Students will create a personal visual which makes an argument about his or her character. The concepts of visual rhetoric discussed in class will be used. In addition to the visual, students will write a short description of the argument. The visual will be shared in class. Classmates will guess the student’s argument before the student shares his or her response.

8. **Annotate and Evaluate various speeches and U.S. Presidential and Vice Presidential Debates for the 2008 Election season.**

**LESSON THREE: A CLOSE READING ON THE TECHNIQUES OF ARRANGEMENT, STYLE, AND DELIVERY**

**Introduction to The Modes of Discourse**

Students will read, write, and analyze different modes of writing in order to understand various styles and structures in the works. Close reading is expected so students are able to evaluate the works’ rhetorical strategies. At least two rhetorical analysis papers will be written in this lesson.

Each mode is structured as follows:

1. Students will be introduced to the mode with examples of the mode’s key elements.
2. Students will read and discuss a sample essay for each mode.
3. Grammar will be explored in context.
4. Students will read and analyze at least four works from each mode.
   a. “Talk with the Text” by annotating, using a dialectical journal or graphic organizer
   b. Answer comprehension questions after each reading
   c. Identify the purpose and audience
   d. Analyze style and structure
   e. Learn vocabulary words from the work
5. Students will write in their journal answering a prompt related to the work
6. Students will write their own essays, oftentimes mimicking the author’s style and following a mode of writing.
7. Self, peer editing and teacher feedback will be communicated through turnitin.com and in-class peer editing sessions.

**NARRATIVE**

**Readings:**

Visual- From *Spider-Man* comic book. Write a narrative paragraph summarizing the story told in the panels.

Michel De Montaigne- excerpt from Book One Chapter 7
Sandra Cisneros, “Only Daughter”
Maya Angelou “Finishing School”
George Orwell “Shooting an Elephant”
Bonnie Smith-Yackel “My Mother Never Worked”

**Writing Task:** Narrative on Education (see introduction)

**Grammar Focus:** Avoiding Run-on sentences

**DESCRIPTION**

**Readings:**

Visual- Vincent Laforet, “Girls in Front of 9/11 Mural (Photo)”- Evaluate the juxtaposition of the visual and the photo.

Suzanne Berne, “Ground Zero”
E.B. White, “Once More to the Lake”
Leah Hager Cohen, “Words Left Unspoken”
N.Scott Momaday, “The Way to Rainy Mountain”

**Writing Task:** Choose one of the prompts below or on page in the Patterns textbook:

a. Locate some photographs of your relatives. Describe three of these pictures, including details that provide insight into the lives of the people you discuss. Use your descriptive passages to support a thesis about your family.

b. After reading “Ground Zero,” Write a description of a sight or scene that fascinated, surprised, or shocked you. Your description should explain why you were so deeply affected by what you saw.

**Submit your essay to turnitin.com for a peer editing workshop. You must review at least two papers. A rubric for evaluating a descriptive essay is provided. Revise your essay and submit a final essay for teacher review.**

**Grammar Focus:** Avoiding misplaced and dangling modifiers
EXEMPLIFICATION
Readings:

Visual- Alex Williams, Joel Gordon, Charles Gatewood, and Bob Daemmrich, “Four Tattoos”- Reading Images assignment.

Phil Patton, “Innovation”
Jonathan Kozol, “The Human Cost of an Illiterate Society”
Brent Staples, “Just Walk on By: A Black Man Ponders His Power to Alter Public Space,”
Dick Teresi “Star Spangled Stupidity”

Grammar Focus: Using commas in a series

PROCESS
Readings:

Visual: Nigel Holmes “How to Cover Scratches on Furniture” (Illustration)- Journal Entry task from text.

Malcolm X, “My First Conk”
Jessica Mitford, “The Embalming of Mr. Jones”
Shirley Jackson, “The Lottery” (Fiction)
Joshua Piven, David Borgenicht, and Jennifer Worick, “How to Escape from a Bad Date”

Writing Task: Write and present a process paper. Select one of the writing assignments for process on page 325, Patterns or you may select your own topic (with teacher approval). After writing the paper, create a visual which you will present with your process paper. Avoid mere “first, second, third”, transitions. Imitate one of the process papers covered in class. Your presentation will be evaluated by the instructor and your peers.

Grammar Focus: Avoiding unnecessary shifts in tense, person, voice, mood.

CAUSE AND EFFECT
Readings:

Visual: Louis Requena, “Major League Baseball Brawl” (Photo)- Reading Images and Journal Task from text.

Norman Cousins, “Who Killed Benny Paret?”
Lawrence Otis Graham, “The ‘Black Table’ Is Still There”
Janice Mirikitan, “Suicide Note” (Fiction)
Katha Pollitt, “Why Boys Don’t Play with Dolls”

Writing Task: Choose one of the prompts. Submit your essay to turnitin.com
a. Write an essay tracing a series of events in your life that constitutes a casual chain. Indicate clearly both the sequence of events and the causal connections among them, and be careful not to confuse coincidence with causality.

b. Almost half of American marriages now end in divorce. To what do you attribute this high divorce rate? Be as specific as possible, citing “case studies” of families you are familiar with.

Grammar Focus: Avoiding “The reason is because” and Using Affect and Effect Correctly

COMPARISON AND CONTRAST

Readings:

Visuals: Auguste Rodin, “The Kiss” (sculpture) and Robert Indiana, “Love Sculpture”- Compare and contrast the two sculptures. Complete the reading and journal entry assignments.

Bruce Catton, “Grant and Lee: A Study in Contrast”
Yi-Fu Tuan, “Chinese Space, American Space”
Deborah Tannen, “Sex, Lies, and Conversation
Ian Frazier, “Dearly Disconnected”

Writing Task: Write an essay comparing and contrasting the media coverage of men’s and women’s professional athletics. Use the websites listed on the Patterns Companion Site “Electronic Assignments” as references to your essay. Include a Works Cited page.

Grammar Focus: Using Parallelism

CLASSIFICATION AND DIVISION

Readings:

Visual: Ellis Island Immigration Museum/NPS, “Key to Chalk Marks Designating Medical Conditions of Immigrants, Ellis Island (Chart) and Office of the Public Health Service Historian, “Eye Exam Administered to Immigrants, Ellis Island, 1910 (Photo)- Do Reading Assignments and Journal Tasks.

Carolyn Foster Segal, “The Dog Ate My Disk, and Other Tales of Woe”
Amy Tan, “Mother Tongue”
Stephanie Ericsson, “The Ways We Lie”
Edwin Brock, “Five Ways to Kill A Man” ( Poetry)

Writing Task: Use a classification and division structure to discuss the types of music you think represent the future of the music industry. Use the Use the websites listed on the Patterns Companion Site “Electronic Assignments” as references to your essay. Include a Works Cited page.

Grammar Focus: Using a Colon to Introduce Your Categories
**DEFINITION**

Readings:

Visual: U.S. Census Bureau, U.S. Census 2000 Form (Questionnaire)- Complete the Reading Images and Journal Entry assignments on page 522.

Judy Brady, “I Want a Wife”
Gayle Rosenwald Smith, “The Wife Beater”
Paul Fussell, “Stigmatic Uniforms”
Rebecca Blood “What is a Weblog?”

**Writing Task:** In the essay, “I want a Wife,” Brady defines an “ideal wife.” Select one of the two prompts to mimic Brady’s essay. Submit your essay to turnitin.com.

a. Write an essay defining your ideal spouse.

b. Write a definition essay called “The Ideal Couple,” in which you try to divide household chores and other responsibilities between the two partners. Your essay can be serious or humorous. Develop your definition with examples.

**Grammar Focus:** Avoiding is when and is where.

**ARGUMENTATION**

Readings:

Visual- American Civil Liberties Union, “Thanks to Modern Science…”-

Elizabeth Cady Stanton, “Declaration of Sentiments and Resolutions, Seneca Falls Convention, 1848.”
Martin Luther King Jr., “Letter from the Birmingham Jail”

**Writing Task:** Write a rhetorical analysis for either Stanton or Martin Luther King Jr.’s essay. Focus on the argument of the piece, the rhetorical structure, the writer’s style, and the evidence given to support the thesis. Your analysis will be self and peer edited, revised, and a final copy submitted.

Note: Argumentation, including debate, will be explored at a greater extent during third and fourth quarter.

**COMBINING THE MODES**

Writers often employ different modes in order to make clear their purpose or argument.

1st Semester Group Assignment: Writing a rhetorical analysis essay.

Readings:
Instructor’s Example: Lars Eighner, “On Dumpster Diving”

Students will read and annotate Jonathan Swift’s, “A Modest Proposal” (with emphasis on the Toulmin Model). Students will write a rhetorical analysis paper discussing Swift’s
purpose, audience, and style and structure. Students are expected to observe the different modes of discourse used in the essay.

SECOND SEMESTER
FROM RESEARCH TO DEBATE AND PREPARING FOR THE AP TEST

THEMATIC RHETORIC, SYNTHESIS, AND THE ARGUMENTATIVE RESEARCH PAPER

By second semester students should understand how to read and analyze rhetoric in different modes of discourse. During second semester students will explore rhetoric by themes which will then lead to more practice in writing argumentative essays, synthesis essays, and research papers. Students will continue close reading. Towards the end of the third quarter students will form teams to debate on issues chosen by the class. Debates will employ full research of no less than ten sources to defend their positions.

Diagnostic Assignment: Students will be assigned a synthesis question from an AP test which will assess student’s current ability to synthesize and cite information.

Introduction to the Modern Language Association Research Paper- Students will be instructed on the steps to writing a research paper. Lessons Include:
- How to choose and limit your topic
- Conducting the preliminary research
- Writing the annotated bibliography
- Writing the thesis statement
- Selecting and using primary and secondary sources
- Forming a preliminary outline
- Using source and note cards
- Using summary, paraphrase, and direct quotation
- Weaving in quotations
- MLA paper formats
- Citing sources using in-text/parenthetical citation
- Writing the works cited page

Themes and Readings:

EDUCATION
Ralph Waldo Emerson, From Education (H)
Norman Rockwell, “The Spirit of Education” (painting)
Leon Botstein, “Let Teenagers Try Adulthood”

Synthesis Essay: As technology has advanced, the curricula in American schools have changed. Schools are increasingly using technology as a means of educating students today. Not only are schools teaching computer skills, but also class work includes the use of technology. Read the following sources carefully. In an essay that synthesizes at least
three of the sources for support, take a position that defends, challenges, or qualifies the claim that schools embracing technology are effectively teaching students the skills they need in today’s world.

Sources:

A. Elmasry, Faiza “Children can Learn from Video games”
B. Beardsley, Nancy. “Arizona High School Chooses Laptops Over Textbooks”
C. Zeebe, Bill “U.S. College Turn Portabe Music Players Into Educational Devices”
D. U.S. Department of Education. “Educational Technology Fact Sheet”
E. Johnson, Doug. “A Vision for the Net Generation Media Center.”

Mini Research Assignment: Homeschooling has become an effective alternative to public or private school for an increasingly large number of students in the United States. Research this trend by consulting at least five print and electronic resources, and if possible by interviewing someone involved with homeschooling. Would Ralph Waldo Emerson, who wrote “Education” support or oppose this method of education? Write an essay supporting or refuting the idea of homeschooling. Your argument is research-based; be sure to cite sources that you’ve used. Consider both primary and secondary sources. Use MLA format (Minimum three pages).

IDENTITY/ APPEARANCE
Dove’s “Evolution” Video
P. Brynes “It Begins” Cartoon
W. Charisse Goodman “One Picture is Worth a Thousand Diets”
“Reshaping America”- a graphic in “Science Times”
Daum Meghan “Those unnerving Ads Using ‘Real’ Women”
Trebay Guy “When did Skivvies Get Rated NC-17?”

Writing Task: Select three of the sources listed above, and at least one source from your own research. Form an argument about the affects of ads or advertisements on body image. Support your argument using the sources you’ve selected.

GOVERNMENT / POLITICS
Visual: Pablo Picasso, Guernica (Painting)

Henry David Thoreau, “Civil Disobedience”
Green, Alfred, Speech in Philadelphia in April 1861- rhetorical analysis (from AP exam)
Swift, Jonathan, “A Modest Proposal”

Synthesis Essay: Throughout the history of the United States, the country’s presidents have delivered speeches reflecting their concerns and beliefs as they lead the country. In an essay that synthesizes at least three of the sources for support, take a position that defends, challenges, or qualifies the claim that the concerns and beliefs of American Presidents have remained basically the same throughout the history of this country.
Sources:
A. George Washington’s “First Annual Message” January 8, 1790
B. Theodore Roosevelt’s “Inaugural Address” March 4, 1905
C. Harry Truman’s “Inaugural Address” January 20, 1949
D. John F. Kennedy’s “Inaugural Address” January 20, 1961
E. Ronald Regan “First Inaugural Address” January 20, 1981
F. William Clinton “Inaugural Address” January 20, 1997
G. Barack Obama, January 20, 2008

NATURE
Woolf, Virginia, “The Death of the Moth”
Linnea, Saukko, “How to Poison the Earth”
Ehrlich, Gretel “Chronicles of Ice”
Emerson, From “Nature”

POPULAR CULTURE
Pace, Andrew, “Surviving Chronic E-Mail Fatigue”
Grogan, Sarah, Ruth Evans, Sam Wright, and Geoff Hunter, “Femininity and Muscularity: Accounts of Seven Women Body Builders”
Freely, Maureen, “Designer Babies and Other Fairy Tales”
Balzar, John, “Needed: Informed Voters”
Cizek, Gregory, “Unintended Consequences of High Stakes Testing”
Angell, Marcia, “The Supreme Court and Physician- Associated Suicide- The Ultimate Right.”

DEBATE- In an effort to combine research skills, appropriate argumentation, and supporting evidence, the class will select three topics of interest to debate. Groups will be formed as students take a position on the topic. Extensive research must be conducted to persuade the other students in class to side with their view. Visuals (pictures, graphs, statistics. etc.) will be used in the presentation.

Topic selections include:
1. Should U.S. Citizens be required to carry national security cards?
2. Should gay and lesbian couples be allowed to adopt?
3. Should the draft be reinstated in the United States?
4. Does media violence cause societal violence?
5. To what extent do our schools serve the goals of a true education?
6. What is the impact of the gender roles that society creates and enforces?
7. How are advances in science and technology affecting the way we define our humanity?
8. To what extent does pop culture reflect our society’s values?
9. What is our responsibility to nature?
10. What is the nature of the relationship between the citizens and the state?
11. Who owns words and ideas, music, or the media?
12. Does the Media influence body image?
13. What does it mean to be a good parent?
14. Should assisted suicide be allowed in the medical field?
15. Should couples cohabitate before marriage?
16. Should the quantity of credit available to American consumers be significantly reduced?
17. In a Democratic society, should felons be allowed to vote?
18. Should student athletes be randomly tested for drug usage?
19. Should public schools offer contraceptives to students?
20. Other suggestions?

**AP English Language and Composition practice tests will be given: Multiple choice and essay writing (argumentative, analytical, synthesis, and free response).**

May 13, 2009 -AP English Language and Composition Exam.

**Students who opt not to take the AP Exam will take an in-class final exam similar to the AP test.**

FOURTH QUARTER: RHETORIC IN LITERATURE
Fictional work will be explored during fourth quarter. Students read and analyze Hawthorne’s rhetorical strategies in *The Scarlet Letter*.

Grading Scale
90-100% A
80-89% B
70-79% C
60-69% D
Below 60% F
This scale follows school board requirements.

Teacher Sources


Kennedy, X.D., Dorothy Kennedy, and Jane Aaron. 2009. *The Bedford Reader*.

Bedford/St. Martin’s: Boston.


