**AP English Language and Composition**

Holly St. Jean

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Offered semesters 1 +2 and as Every other day Year-Long Course

Prerequisites: Literature and Composition II and at least successful completion of ONE core literature elective (American, British, or World) at the honors level.

Credits: 5

Grades 10-12

**Prerequisite Reading:** *This Boy’s Life,* a memoir by Tobias Wolff.

**Description: (From the AP English Language and Composition Course Guide 2014)**

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

**Text: *AP English Language and Composition: Analysis, Argument, and Synthesis*.**

* **Brassil, John. Coker, Sandra. Glover, Carl, Ph.D. *AP English Language and composition: Analysis, Argument, and Synthesis*. New Jersey: People’s Education, Inc., 2008.**
* **Shea, Renée Hausmann., Lawrence Scanlon, and Robin Dissin. Aufses. *The Language of Composition: Reading, Writing, Rhetoric*. Boston, MA: Bedford / St. Martins, 2008. Print.**

**\* Jolliffe, David, Roskelly, Hephzibah. *Writing America:Language of Composition in Context.* Boston, MA: Pearson, 2014. Print.**

**Supplementary Course textbooks may include:** *The Elements of Style; The Craft of Revision; Voice Lessons; Everyday Use: Rhetoric at Work in Reading and Writing; Everything’s an Argument: With Readings; The Art and Craft of Memoir; The Norton Sampler: Short Essays for Composition; They Say; I Say: The Moves That Matter in Academic Writing; One Hundred Great Essays; Picturing Texts; The Language of Composition; The Bedford Reader; Creative NonFiction; The Elements of Style; MLA Handbook for Writers of Research Papers; and Themes in American and World Literature.*

**Novels:** *Brave New World,* Aldous Huxley; *The Heart is a Lonely Hunter*, Carson McCullers; and other selections at instructor’s discretion.

**Selections from Non-Fiction Works include:** *Slouching Towards Bethlehem*, Joan Didion; *An American childhood*, Annie Dillard; *Me Talk Pretty One Day*, David Sedaris; *Persepolis: The Story of a* Childhood, Marjane Satrapi, *Amusing Ourselves to* Death, Neil Postman, Selections from: “The New Yorker” magazine; “Poets and Writers” magazine; vintage “Life” magazines, and many other news sources, etc.

**Films and Visual Media Used in Course include:** *Dove Corporation - Campaign for Real Beauty –* <http://www.dove.us> ; *Invictus.* Directed by Clint Eastwood. Warner Brother Pictures, 2009. DVD; *Digital Nation.* PBS Frontline 2010. DVD; *Persepolis: The story of a Childhood*. Marjane Satrapi, 2005. DVD. *Temple Grandin.* 2010. DVD. (Other films or documentaries may be shown at teacher’s discretion.)

**AP Practice Tests from College Board sources** will be given throughout the semester.

**Course Description:** AP English Language and Composition is based on a wide variety of nonfiction works: memoir, historical speeches, journalistic articles, essays, visual documentaries, and the study of nonverbal forms of communication such as photographic images, artistic depictions, and statistical data. Although the course is primarily non-fiction, fictional works will also be analyzed and discussed.

**Course Expectations**: Rhetorical analysis and criticism is at the heart of this course. Students will learn to examine work closely, to annotate properly, and to use the Rhetorical Triangle when considering any/all pieces. The Rhetorical Triangle consists of understanding the context, being aware of ethos (credibility of the writer), logos (the message and argument strategies employed), pathos (the audience), and the overall aim/purpose of each piece. Students will strive to comprehend not only how writers say things, but how the constructions of their arguments work.

**Student Expectations**: Students at the AP level are treated as first year college students. They are expected to be enthusiastic participants and dedicated learners who care about the quality of their own writing. That said, students MUST complete all required work on time.

* **Late Homework will NOT be accepted.**
* **A penalty of a 10 point per day deduction will be incurred on Take Home Quizzes and all Major Papers (test grades).**
* **With the exception of in-class assignments, ALL work is to be TYPED.**
* **NOTE: Also, I prefer all work to be HARD COPY.**
* **PLEASE: DO NOT email your work UNLESS: 1) You are absent on a deadline day; 2) You have ABSOLUTELY exhausted all possible means of printing your work elsewhere; or 3) If I have specifically requested that you send your work electronically. (And remember, Email is NOT always reliable, so save your work to a flash drive or google.docs.)**
* **All papers must have the proper MLA format heading.** 

* **Note: (In cases of illness or other situations involving extenuating circumstances, arrangements for make-up/missing assignments MUST be made. These arrangements will involve communication among the instructor, the student, parents/guardians, and in some cases the administration.)**

**GRADING:**

* **Class work = 15% Daily active participation. (Poor attendance will affect this average).**
* **Homework = 10% Homework may not always be collected; however, it will ALWAYS be checked in-class.**
* **Quizzes = 35% - At times quizzes will be TIMED WRITINGS.**
* **Tests = 40% (Tests include written exams administered in-class and ALL MAJOR PAPERS).**

**\* At least ONE major paper will be required for each text unit. Written exams will be given for the novels.**

**Week ONE 1) Syllabus and Plagiarism Policy Reviewed.**

 **2) Test on prerequisite novel.**

 **3)** Discussion and Writing Assignments in response to prerequisite reading selection.

**4) Quiz Grade Assignment** – due:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_: Create a list of section titles (at least 5) that would be appropriate to use if you were to write your own memoir. Choose a span of time. (Ex: ages 6,7, or 10 until now). Include a brief summary of events after each section title. (1-2 paragraphs). Imagine that this might be an outline forwarded to a publisher as an actual memoir proposal. You will be sharing these with your peers. Input from your peers and a self assessment will lead to your first Formal Written Assignment.

 **The AP Text** contains two chapters on rhetoric and argument and then eight thematic units:

**Chapters 1: Modern Applications of Ancient Rhetoric**

* + 1. The Five Canons of Rhetoric
		2. Invention
		3. Arrangement
		4. Style
		5. “A Call to Unity” written by clergymen in Birmingham, Alabama – April, 12 1963
		6. “Letter from Birmingham Jail” – Dr. Martin Luther King Jr.’s rebuttal – April 16, 1963

**Chapter 2: Modern Approaches to Argument**

* The Rhetorical Triangle
* Informal Logic: The Toulmin Scheme
* A Modern Alternative
* The Text Says/Does Analysis
* Visual Arguments

  **Thematic Units:**

 **Photography:**

* **Donald Murray,** *The Stranger in the Photo Is Me*
* **Dave Eggers,** *Woman Waiting to Take a Photograph*
* **Freeman Patterson, *Barriers to Seeing***
* **N. Scott Momaday, *Shadow Catcher***
* ***LIFE Magazine, The Power of Pictures***
* **Susan Sontag,** On Photography
* **Andy Grunberg,** *Photojournalism*
* **NASA Mission Archives –** *Space Shuttle Challenger-* [www.nasa.gov/mission](http://www.nasa.gov/mission)

**The remaining units:**

* **Beauty, War, Nature, Sports, Genes, Food, Wit**

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Note: Weekly Agendas available online at the Tantasqua Regional Senior High School Teacher Webpages.

Also: Instructor after-school day - Wednesday from 2:15-3:15.