

Advanced Placement English Language and Composition Syllabus 2016-17

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Prerequisites: Recommendation of Sophomore English teacher. Upon commitment to the course, students will complete an intensive summer AP preparation project. It is mandatory to take the AP Language and Composition Examination when it is offered in order to receive AP course credit for work done during this academic year.

Course Description

This course is intended for juniors. While some imaginative works of literature are studied, the primary focus will be on non-fiction and interdisciplinary texts. American literature will be the main focus of reading and study; however, other texts from around the world may also be incorporated. The writing assignment requirements will be varied in purpose, audience, and style. The course will follow the guidelines set forth in the *AP English Language Course Description Handbook*.

The following is a portion of the official course description for *English Language and Composition* effective 2010, found in the Acorn Booklet and on the AP Central Website [<http://apcentral.collegeboard.com/apc/public/repository/ap-english-course-description.pdf>]:

An AP course in English Language and Composition engages students in becoming skilled readers of prose written in a variety of rhetorical contexts, and in becoming skilled writers who compose for a variety of purposes. Both their writing and their reading should make students aware of the interactions among a writer's purposes, audience expectations, and subjects, as well as the way genre conventions and the resources of language contribute to effectiveness in writing.

The goals of an AP English Language and Composition course are diverse because the college composition course is one of the most varied in the curriculum. Although the college course provides students with opportunities to write about a variety of subjects from a variety of disciplines and to demonstrate an awareness of audience and purpose, the overarching objective in most first-year writing courses is to enable students to write effectively and confidently in their college courses across the curriculum and in their professional and personal lives. Most composition courses emphasize the expository, analytical and argumentative writing that forms the basis of academic and professional communication, as well as the personal and reflective writing that fosters the development of writing facility in any context. In addition, most composition courses teach students that the expository, analytical and argumentative writing they must do in college is based on reading as well as on personal experience and observation. Composition courses, therefore, teach students to read primary and secondary sources carefully, to synthesize material from these texts in their own compositions, and to cite sources using conventions recommended by professional organizations such as the Modern Language Association (MLA), the University of Chicago Press (*The Chicago Manual of Style*), the American Psychological Association (APA) and the Council of Biology Editors (CBE).

As in the college course, the purpose of the AP English Language and Composition course is to enable students to read complex texts with understanding and to write prose of sufficient richness and complexity to communicate effectively with mature readers. An AP English Language and Composition course should help students move beyond such programmatic responses as the five-paragraph essay that provides an introduction with a thesis and three reasons, body paragraphs on each reason, and a conclusion that restates the thesis. Although such formulaic approaches may provide minimal organization, they often encourage unnecessary repetition and fail to engage the reader. Students should be encouraged to place their emphasis on content, purpose and audience and to allow this focus to guide the organization of their writing (The College Board, p.7).

Course Organization

Each nine-week grading period has a thematic focus and a writing focus (see Course Outline).

Each unit requires students to acquire and use rich vocabulary, to use standard English grammar, and to understand the importance of diction and syntax in an author's style. Therefore, students are expected to develop the following through reading, discussion, and writing assignments:

- a wide-ranging vocabulary used appropriately and effectively;
- a variety of sentence structures, including appropriate use of subordination and coordination;
- logical organization, enhanced by specific techniques to increase coherence, such as repetition, transitions, and emphasis;
- a balance of generalization and specific illustrative detail; and
- an effective use of rhetoric including controlling tone, establishing and maintaining voice, and achieving appropriate emphasis through diction and sentence structure.

(College Board AP English Course Description, May 2007, May 2008, p. 8)

For each reading assignment students must identify the following:

<ul style="list-style-type: none"> • Thesis or Claim • Tone or Attitude • Purpose • Audience and Occasion • Evidence or Data • Appeals: Logos, Ethos, Pathos • Assumptions or Warrants 	<ul style="list-style-type: none"> • Style (how the author communicates his message: rhetorical mode, rhetorical devices, which always include diction and syntax) • Organizational patterns found in the text, i.e., main idea detail, comparison/contrast • Cause/effect, extended definition, problem/solution, etc. • Use of detail to develop a general idea
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Grading

Advanced Placement English Language and Composition grading is on a points-total basis. The majority of a student's grade each semester will be based on writing in-class and out-of-class essays and compositions. Periodic exams, projects, presentations, vocabulary quizzes, assertion journal and/or binder checks, and discussion grades will also comprise a student's semester grade.

The grading scale for the class will be based on category points. Classwork/homework will be worth 15%. Test/quizzes are worth 45%. Writing assignments are worth 40%. A comprehensive final exam worth 20% of the semester grade will be given at the end of each semester. Both final exams will reflect the structure and measure skills that students can expect to see on the AP exam in May.

Most essays and projects will be graded based on a rubric, although some in-class writing will be graded using the holistic approach and the AP scoring criteria.

Major essays and projects are due at the beginning of the period on the date announced regardless of absences. **No late assignments are accepted.**

Extra credit is generally not given in this course, although students will have one opportunity to earn some extra credit in the spring by participating in an AP practice test activity on a Saturday morning in April. No other extra credit will be given.

All grades are a measurement of student skills.

Students and parents are encouraged to regularly monitor grades via the INOW system.

Grades will be determined using the official Floyd Central High School grading scale:

Letter	Percent	AP/Dual Credit	Letter	Percent	AP/Dual Credit
A+	100-97%	6.00	C	76.99-73%	3.00
A	96.99-93%	6.00	C-	72.99-70%	2.60
A-	92.99-90%	5.60	D+	69.99- 67%	2.00
B+	89.99-87%	5.00	D	66.99-63%	1.50
B	86.99-83%	4.50	D-	62.99-60%	1.10
B-	82.99-80%	4.10	F	59.99- below	
C+	79.99-77%	3.50			

Course Texts

Elements of Literature Fifth Course: Essentials of American Literature

Vocabulary.com

Numerous other novels, texts, essays, columns, editorials, speeches, and other works of fiction and nonfiction will be used throughout the academic year.

Assertion Journal

Students will receive one quote per week from a writer whom we will be studying sometime during the course of the year. For each quote, students must provide a clear explanation of the writer's assertion, then defend or challenge it, noting the complexity of the issue and acknowledging any possible objections to the student's point of view. These "short writes" are only 300 to 400 words, just enough to practice a key concept in argumentation: acknowledging alternative points of view. As the students become comfortable with these informal pieces of writing and as we review components of clarity and style, students must include one example of each of the following syntactical techniques in their assertion journals: coordination, subordination, varied sentence beginning, periodic sentence, and parallelism. As students develop a sense of their own style through sentence structure, they also learn organizational strategies such as parallel structure, transitional paragraphs, and appropriate balance and sequencing of generalization and specific detail.

Students must purchase a spiral notebook and bring this to class daily. This assertion journal may be periodically collected by the teacher or may be used to write Level 3 essays.

Vocabulary Development

Students will work to gain vocabulary and practice using new terms in context in order to develop a wide-ranging vocabulary used appropriately. Much of our work will focus on determining meaning from context and on analyzing writers' and speakers' use of specific vocabulary.

Students will also complete weekly units of SAT level vocabulary prep from *Vocabulary.com* and will be tested regularly.

Independent Reading and Essays

Each quarter, students will complete an outside reading assignment of a novel that reflects the chosen theme for the quarter and that will be used to introduce concepts and skills during the quarter. It is expected that the student read the chosen novel by the due date and be prepared to discuss the novel in class.

Additionally, students will write at least one essay each quarter over the independent novel, analyzing key concepts. These essays should be typed and submitted to Turn-It-In.com by the due date.

Generally, the essays will address one of the following prompts:

- Discuss the significance of the novel's title. How does the title reflect significant themes? Review the novel and find examples to illustrate your ideas. Why would another title not have conveyed the author's intent?
- Discuss the main theme of the novel. Give ample support of that theme, and discuss how the author develops the theme. Does he use subthemes to develop the main theme? How does he use symbolism, irony, satire, characterization, setting, mood, tone, atmosphere, imagery, foreshadowing, and other literary elements to develop the theme?
- What is the most significantly used literary element in the novel? Why? In what ways does the author use it?

These readings and essays will supplement our daily work in class and will be in addition to other reading, writing, and projects in class.

Specific due dates and expectations will be provided in class.

Research Paper and Presentation

Students complete a documented research essay of persuasion and synthesis in the first semester. For this paper you will choose a British author. You must research this person and read some of his or hers significant works. Then, you must decide what it is you want to prove about that person and/or his or her works and construct a working thesis statement. From that point, using critics' writings, the author's writings, biographies, and autobiographies (or any other information you deem relevant), you will write your essay to prove your thesis.

Remember, you must read some of the works of your author in order to write this paper. This documented essay will require significant analysis of your author's works and of critics' views of your author's works. Ultimately, you will need to synthesize ideas from multiple sources to construct your argument, which must be original and persuasive.

Your research essay should be between 7-9 pages in length. You will use APA style as outlined in the *Publication Manual of the American Psychological Association* and in your Longman Writer. A more detailed list of formatting instructions will be provided within the first two weeks of school in August.

Your research paper must include both primary and secondary sources.

Primary sources are original sources. These include direct information about an event and are not filtered through some other person's explanation or interpretation.

Some examples of primary sources are

- a journal of someone who witnessed an event or events
- a survey of people who have knowledge of events
- an interview with a person
- experiments to understand cause-and-effect relationships
- analyze original documents, such as the Constitution or the Magna Carta

A secondary source is not an original source. It contains information that other people have gathered and interpreted. This source is at least once removed from the original. Some examples of secondary sources include

- magazine articles and professional journal articles
- encyclopedia articles (avoid these in this paper)
- documentaries (both written and on film or cassette)
- Web sites

While some time will be provided in class to begin initial research and for peer review and revision, students should expect that the majority of this research essay will be done outside of class.

Additionally, students will present a 12-15 minute multimedia presentation outlining their thesis and conclusions about their author to the class in November, which will be a project grade on the second quarter.

Specific details and due dates about the research essay and presentation will be provided within the first two weeks of the first semester.

Strategies

During class we will use several strategies to help develop your sense and skill as a reader and a writer. These strategies are to help analyze prose and visual texts in relation to the rhetorical invention, arrangement, and style of writing. The strategies we will learn and use in this course include but are not limited to

- Three Models of Argumentation (Rogerian, Classical, Toulmin)
- Three Levels of Questions
- SOAPSTone (Speaker, Occasion, Audience, Purpose, Subject, Tone)
- OPTIC (Overview, Parts, Title, Interrelationships, Conclusion)
- Rhetorical Triangle (Message, Speaker, Audience)
- Socratic Seminar
- Writing Process (Prewrite, Draft, Edit, Revise, Publish)
- Peer Review of Writing
- Writing Conferences with the Instructor (at least one each semester)

Required Daily Materials

Students will need to have each of the following materials with them in class daily. Locker passes will not be granted to get forgotten materials.

- 1-inch three-ring binder with tabs Sections:
 - Notes
 - Handouts and articles
 - Graded tests and quizzes
 - Graded writing
- Spiral notebook (Assertion Journal)
- Vocabulary Power Plus Workbook
- Three different colored highlighters
- Paper and pens/pencil
- Required textbooks or novels
- It is also suggested that students purchase a flash drive for this course.

Academic Integrity

Floyd Central High School will be using Turnitin.com to support the implementation of the academic integrity policy and to help improve students' writing skills. Teachers may require all or some student papers to be submitted through this anti-plagiarism service. When students submit papers to Turnitin.com, the papers are compared with a large database of Internet and text sources to verify the originality of the students' writing.

All Level 3 AP essays must be submitted to Turnitin.com by the deadline. It is the student's responsibility to submit all assignments to the database by deadline.

Floyd Central Academic Integrity Policy

Academic dishonesty includes, but is not limited to:

- copying, or allowing the copying of, graded or ungraded work
- collaborating with others beyond what the classroom teacher (authorized) allows
- gaining unauthorized prior knowledge of assessments or providing such knowledge to others
- transmitting or receiving information related to the content of graded or ungraded work
- misrepresenting situations for academic gain, including as means to receive additional time to complete graded or ungraded work
- falsifying data or sources in graded or ungraded work
- relying too much on fellow group members or failing to adequately participate in or contribute to group projects
- altering a grade, whether on an individual assignment or in student records (gradebook)
- violating the rules of school-sponsored academic competitions or assignments
- Plagiarism—the stealing or using of others’ words, original ideas, or work without crediting the original source.

Cheating: A student who is caught cheating (homework, test, changing a grade, stealing a test, etc.) could be subject to a punishment that would result in being removed permanently from class and will receive an “F” on his/her transcript.

Tentative Course Outline

The following is a tentative course outline for each quarter of the academic school year. This is simply an overview and is subject to change as needed. This is not an exhaustive list of the texts we will read. As the year progresses, relevant materials can be added. This is NOT a comprehensive list of the assignments or assessments you will be asked to complete.

First Quarter: Encounters and Foundations to American Romanticism

Writing Focus: Narrative and Persuasive/Argumentative; Rhetoric

Terms and Concepts: annotation of texts, rhetoric, thesis/claim, tone, diction, imagery, figurative language, shift, detail, syntax, connotation, point of view, pacing, ethos, pathos, logos, models of argumentation (Rogerian, Classical, Toulmin)

Text	Author/Speaker	Writing/Activities
Native American Writings	Various	Narrative Rhetoric Literary Analysis
Puritan Writings		Narrative
“Here follow some verses...”	Anne Bradstreet	Rhetoric
“Sinners in the Hands...”	Jonathans Edwards	Literary Analysis
“The Interesting Narrative...”	Olaudah Equiano	
<i>The Crucible</i>	Arthur Miller	Rhetoric Literary Analysis Contextual Analysis / Synthesis
Founding Fathers		
“Speech to the Virginia Convention”	Patrick Henry	Rhetoric
“The Crisis”	Thomas Paine	Literary Analysis
The Declaration of Independence		

Declaration of Sentiments...	Elizabeth Cady Stanton	
"The Devil and Tom Walker"	Washington Irving	Rhetoric Literary Analysis Contextual Analysis / Synthesis
"Thanatopsis"	William Cullen Bryant	Literary Analysis Contextual Analysis / Synthesis

Second Quarter: American Romanticism & American Masters; Intro to Rise of Realism: The Civil War

Writing Focus: Synthesis and Persuasive/Argumentative; Rhetoric

Terms and Concepts: (Review) annotation of texts, rhetoric, thesis/claim, tone, diction, imagery, figurative language, shift, detail, syntax, connotation, point of view, pacing, ethos, pathos, logos, models of argumentation (Rogerian, Classical, Toulmin)

New: primary vs. secondary sources, source evaluation and documentation, APA format

Text	Source	Writing/Activities
"The Tide Rises, the Tide Falls"	Longfellow	Rhetoric
<i>Nature</i> "Self-Reliance"	Emerson	
<i>Walden</i>	Thoreau	
"Letter from Birmingham City Jail"	King, Jr.	
"The Pit and the Pendulum"	Poe	Rhetoric
"The Raven"		Literary Analysis Contextual Analysis / Synthesis
"I Hear America Singing"	Whitman	Rhetoric
"Song of Myself"		Literary Analysis
"A Sight in the Camp..."		
"The Soul selects her own Society"	Dickinson	Rhetoric
"If you were coming in the Fall"		Literary Analysis
"Because I could not stop for Death"		Contextual Analysis / Synthesis
"I hear a Fly buss- when I died"		
<i>Narrative of the Life of Frederick Douglass</i>	Douglas	Rhetoric Literary Analysis
"An Occurrence at Owl Creek Bridge"	Bierce	Literary Analysis Contextual Analysis / Synthesis

Third Quarter: Rise of Realism: Civil War to 1914; The Moderns 1914-1939

Writing Focus: Rhetorical Analysis and Satire; Rhetoric

Terms and Concepts: (Review) annotation of texts, rhetoric, thesis/claim, tone, diction, imagery, figurative language, shift, detail, syntax, connotation, point of view, pacing, ethos, pathos, logos, models of argumentation (Rogerian, Classical, Toulmin)

New: satire, exaggeration, incongruity, reversal, parody

Text	Source	Writing/Activities
Letter to Sarah Ballou	Ballou	Rhetoric
“War is Kind”	Crane	Rhetoric Literary Analysis Contextual Analysis / Synthesis
“Richard Cory”	Robinson	Rhetoric Literary Analysis Contextual Analysis / Synthesis
“A Pair of Silk Stockings”	Kate Chopin	Rhetoric Literary Analysis Contextual Analysis / Synthesis

Fourth Quarter: The Moderns to Contemporary Literature 1939-Present

Writing Focus: Literary Analysis; Rhetoric

Terms and Concepts: (Review) annotation of texts, rhetoric, thesis/claim, tone, diction, imagery, figurative language, shift, detail, syntax, connotation, point of view, pacing, ethos, pathos, logos, models of argumentation (Rogerian, Classical, Toulmin)

Text	Source	Writing/Activities
Various Poems	Williams	Literary Analysis Contextual Analysis / Synthesis
<i>The Great Gatsby</i>	Fitzgerald	Rhetoric Literary Analysis Contextual Analysis / Synthesis
Harlem Renaissance	Various	Rhetoric Literary Analysis Contextual Analysis / Synthesis

Note: This schedule is just a guide and is subject to change; assignments may be added or altered as needed throughout the school year.

About the AP Language and Composition Exam

The exam is three to four hours long. Be prepared to tackle a challenging exam with limited breaks. Eat a good breakfast and, if you are taking more than one exam on the same day, make sure you have lunch and snacks to keep you going (apstudentcollegeboard.org).

The first part of the exam usually consists of 55-60 multiple-choice questions. You will choose one of four or five answer choices for each question and use a pencil to bubble in your choice on your AP answer sheet. Your total exam score on the multiple-choice section is based only on the number of questions answered correctly. You won't receive or lose points for incorrect answers or unanswered questions. This section is 45% of the overall grade (apstudentcollegeboard.org).

The second part of the exam usually consists of free-response questions that require you to generate your own responses. The three essays are a synthesis essay, an analysis essay, and a persuasive essay. In most cases, you'll be writing your response in pen in the free-response exam booklet. This section is 55% of the overall grade (apstudentcollegeboard.org).

Your goal is to achieve an overall score of a 3 or higher. By doing so, you could possibly earn college credit depending on the college of your choice.

Students are **REQUIRED** to sit for the AP Language and Composition exam in May. Students are expected to prepare for that exam throughout the year and to perform at their best on the actual exam.

AP Language Terms – Learning to Talk the Talk

Primary Terms – Once you learn to intelligently and perceptively discuss the impact these elements have on a piece of writing, you will successfully be able to write an analytical essay. (Notice the terms I haven't included – plot, theme, characterization, setting – that's AP Lit.)

Diction	Detail
Imagery	Syntax
Tone	Connotation
Figurative Language	Point of View
Shift	Pacing

Secondary Terms – Some of these terms fall into subcategories of the terms listed above. Most of these terms you'll never see on the AP exam but are still important to prose analysis:

Ad hominum	Cacophony	Genre	Onomatopoeia	Sarcasm
Allegory	Chiasmus	Homily	Oxymoron	Satire
Allusion	Colloquialism	Hyperbole	Parallelism	Simile
Alliteration	Conceit	Invective	Parody	Syllepsis
Apostrophe	Cumulative sentence	Irony	Paradox	Syllogism
Aphorism	Denotation	Litotes	Pathos	Symbol
Analogy	Didactic	Logos	Pedantic	Synecdoche
Anaphora	Ellipsis	Metaphor	Periodic sentence	Style
Anecdote	Epiphany	Metonymy	Personification	Tautology
Antithesis	Ethos	Motif	Polysyndeton	Understatement
Asyndeton	Euphemism	Non sequitur	Repetition	