

AP[®] English Language and Composition

COURSE OVERVIEW

This class is intended to be an introduction to rhetorical analysis and composition. Students will read a wide variety of non-fiction essays and fictional prose, focusing on identifying the author's audience and purpose, and analyzing the rhetorical techniques the author uses to support the purpose. Students will utilize these techniques to craft essays for a variety of purposes. These purposes will include narration, description, exposition, persuasion, and analysis.

Course readings will encompass both fiction and nonfiction in a variety of genres and styles. Selections will represent different rhetorical contexts such as letters, essays, and speeches. Featured authors may include Nathaniel Hawthorne, M. Scott Momaday, Frederick Douglass, Kate Chopin, E. B. White, Edgar Allen Poe, Mark Twain, Maya Angelou, Herman Melville, Virginia Woolf, Ralph Ellison, Stephen Crane, Martin Gansberg, Edith Wharton, F. Scott Fitzgerald, George Orwell, Jamaica Kincaid, John Steinbeck, Lorraine Hansberry, and Tennessee Williams. Students enrolled in this class also must read selected texts over the summer and will be required to write analytical essays demonstrating their level of comprehension.

This class is intended to approximate a college-level class; thus the coursework is rigorous. Students are expected to commit to a minimum of four hours per week outside of class for extensive reading and/or writing. The course is constructed in accordance with the guidelines described in the AP[®] English Course Description. Successful performance on the AP[®] English Language and Composition Exam, administered nationally by the College Board, may earn students college credit.

Principal text:

Kirsner, Laurie G. and Mandell, Stephen R., ed. *Patterns for College Writing: A Rhetorical Reader and Guide 10th Edition*. Boston: Bedford/St. Martin's, 2007.

Additional readings will be drawn from a variety of supplemental texts.

COURSE PLANNER

First Quarter: Introduction to English Language and Composition: Close Reading Analysis and Rhetorical Awareness.

Theme: Personal Journey and Discovery with Emphasis on Narrative and Descriptive Modes of Discourse.

(September – November)

Students are expected to have read three classics during the summer: *Death of a Salesman* by Arthur Miller, *The Awakening* by Kate Chopin, and *Invisible Man* by Ralph Ellison. Students are expected to bring to class a completed double entry journal consisting of five quotations with significant analysis of the quotations from each of the three readings. The students should consider rhetorical context – purpose/theme, audience, and style – in completing their double entry journals. These journals will be used as textual evidence and commentary during Socratic

Seminars, small/whole group discussions, and citations in individual essays during the first three weeks of school.

The orientation to the course will include a study of the introduction to the principle text. This study will include annotating, accounting for purpose and context, and recognizing strategies and tactics.

Readings for this quarter will focus on narration and description. Selections will be from both classic writers such as William Bradford, William Byrd, and Anne Bradstreet as well as modern essayists Maya Angelou, E. B. White, M. Scott Momaday, George Orwell, Jamaica Kincaid, and Virginia Woolf. Emphasis will be on identifying subjective and objective points of view, tone, and rhetorical devices that contribute to the author's purpose.

The culminating activity for the first quarter will be a reflective essay. Using the readings from this quarter as models (Soto, Angelou, Kincaid, Woolf), students will write a narrative essay about a childhood experience which has impacted them in some way. The language of the essay should be in a mature voice reflecting the perspective of a child. The essays will be evaluated on how well students demonstrate descriptive and narrative strategies introduced in this quarter.

The nine weeks test will be a timed writing on a released AP prompt such as Eudora Welty's "One Writer's Beginnings."

Second Quarter: Accounting for Purpose, Deepening Appreciation of Rhetorical Strategies.

Theme: Role of the Individual with Emphasis on Analytical, Argumentation/Persuasion Modes of Discourse.

(November – January)

The second quarter introduces the structure of arguments and the varying styles of argumentative essays. Students will complete a researched argument essay, proceeding from the proposal stage through formative drafts to a final draft. Revision will be aided by teacher and/or peers.

Readings for this quarter will focus on argumentation and persuasion. Selections will be from both classic writers such as Frederick Douglass, Abraham Lincoln, Thomas Jefferson, Thomas Paine, and modern essayists Martin Gansberg, Oliver Stone, Martin Luther King, Jr., Gerard Jones, and Michael Zimecki.

Areas of emphasis will include all persuasive strategies and techniques as students deepen their appreciation of context, audience, and purpose. They gather and consider a variety of accessible and diverse texts in order to ponder the question: Does every text pose an argument? Upon consideration of this question, students will determine the distinction between persuasion and argument. Students will carefully evaluate, employ, and properly cite primary and secondary sources, using MLA documentation. Focusing on argument – specifically those arguments based on character, values, or emotion, and those based on facts or reason – they will begin to develop a more integrated and organic understanding of words, images, rhetoric, argument, and persuasion.

The culminating activity for the second quarter will be a researched persuasive essay. Students will need to collect, verify, and integrate relevant secondary sources to synthesize their argument. The language of this essay should reflect the rhetorical techniques explored in this instructional unit. The essays will be evaluated based on their successful defense of their positions and their demonstration of appropriate MLA citation.

The nine weeks' test will be a timed writing on a released AP prompt such as Abraham Lincoln's Second Inaugural Address.

Third Quarter: Application of Rhetorical Strategies

Theme: A Study of Justice and Punishment: Emancipation of Mind and Body with Emphasis on the Synthesis Essay.

(February – April)

The purpose of the third quarter is to prepare students to analyze information from a variety of sources in order to create a synthesis essay. Readings will be selected to broaden students' perspectives on global issues of justice and punishment. The selections will demonstrate the process by which people are classified, alienated, disenfranchised, and/or marginalized. Readings will be drawn from writers such as Stephanie Ericsson, Malcolm X, Mark Twain, Shirley Jackson, Kate Chopin, Jack London, and Ambrose Bierce.

Areas of emphasis will include guided instruction on how students can approach the synthesis essay by modeling the following examples from "Ellis Island/NPS, Key to Chalk Marks Designating Medical Conditions of Immigrants, Ellis Island (Chart), "Why Fear National ID Cards?" and "the Threat of the National ID."

The culminating activity for the third quarter will be a synthesis essay in which students will be required to gather sources to support their chosen positions on a humanitarian topic. Students must draw from a variety of written and visual materials to substantiate their viewpoint. Students will be assessed on their abilities to integrate source materials into their essays.

Fourth Quarter: Synthesis Essay, Focused Preparation for the AP[®] English Language and Composition Exam, and Understanding the Rhetoric of Drama.

Theme: Disillusionment, Alienation and Renewal utilizing All Modes of Discourse.

(April - June)

Students are expected to read and analyze *The Great Gatsby* and *The Grapes of Wrath* outside of class while work in class is focused on preparing for the AP Exam. When students are finished reading these assigned novels, the class will analyze and discuss the pieces in Socratic Seminars and/or small/whole group discussions before being tested on the works. Preparation for the exam will include focused practice of multiple choice passages, released timed writings, and test-taking strategies. After the exam in May, class time will be devoted to studying drama, specifically works by Tennessee Williams and Lorraine Hansberry.

Review and practice of all of the modes of discourse studied thus far will continue by studying selected pieces from *Patterns for College Writing*.

Readings for this quarter will focus on combining the modes of discourse. Selections will be from both classic writers such as Ernest Hemingway and William Faulkner, and modern essayists Jonathan Kozol and Brent Staples.

The emphasis in this final quarter is synthesis: combining the modes of discourse and practicing the synthesis essay required on the AP Exam.

The culminating activity will be an essay from an open-end argumentative prompt.