

## AP English Language and Composition

2018-2019

Teacher: Laura McKenzie

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### Course Description:

The purpose of this course is to prepare students for the English Language and Composition AP Exam by emulating a college classroom in material and assignments. The student will be expected to critically and analytically respond to various written works, works of fine art, and various films. They will be expected to communicate clearly with proper usage and correctness in all written work. At the completion of this course, students will be able to communicate effectively in their personal, academic, and professional lives.

### Grading Process:

- Students will be expected to write responses to many readings, works of art, and films. Much of their writing will be completed in class and will have 3 major components.
- Students will be expected to demonstrate **pre-writing skills** in brainstorming or graphic organizers which will be catalogued in a Writer's Notebook. The students will also be expected to write **rough drafts** which will undergo peer reviews and editing. The **final draft** for each paper will be turned into the teacher and collected into a Writing Portfolio; written pieces without pre-writing or a rough draft will not be accepted.
- Students will also have tests throughout the course. The tests will consist of two parts: multiple choice and timed writing responses. These tests will serve as practice for the upcoming AP English Language and Composition Exam.
- Quizzes will check for reading comprehension and vocabulary internalization. Students should expect the quizzes bi-weekly.
- The students will keep a Writer's Notebook that will contain pre-writing for essay assignments, and SOAPSTone analyses of articles and essays assigned for outside reading. The notebook will also contain the Journal assignments listed in the units.
- Demonstration Opportunities will be provided for the student to apply skills learned in the classroom. Students will demonstrate these skills through grammar worksheets, annotation exercises, vocabulary review, critical comparisons, and classroom debates. Cooperative learning experiences between students will also be graded in this category. Students will also work on research, conferencing and other supplementary work for their essays. Demonstrations will be graded daily.

● Writing Portfolio	50%
● Tests/Quizzes	15%
● Writer's Notebook: SOAPSTone	10%
● Journal	10%
● Demonstrations Ops.	15%

### **Course Conduct:**

Students will be expected to display appropriate and authentic writing skills for AP English Language and Composition. **Plagiarism is unacceptable in any form.** To accomplish this, students will be expected to use and improve their vocabulary and grammar skills. Students are expected to develop:

- 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. (CollegeBoard AP English Course Description, May 2007, May 2008. p. 8)

We will use the analytical model of SOAPStone for scrutinizing the readings in the class. We will also use an extrapolation of SOAPStone for artwork and films.

Upon completion of the course, students will be able to perform the following tasks:

- analyze and interpret samples of good writing, identifying and explaining an
- author's use of rhetorical strategies and techniques;
- apply effective strategies and techniques in their own writing;
- create and sustain arguments based on readings, research, and/or personal experience;
- write for a variety of purposes;
- produce expository, analytical, and argumentative compositions that introduce a complex central idea and develop it with appropriate evidence drawn from primary and/or secondary sources, cogent explanations, and clear transitions;
- demonstrate understanding and mastery of standard written English as well as stylistic maturity in their own writings;
- demonstrate understanding of the conventions of citing primary and secondary sources;
- move effectively through the stages of the writing process, with careful attention to inquiry and research, drafting, revising, editing, and review;
- write thoughtfully about their own process of composition;
- revise a work to make it suitable for a different audience;
- analyze image as text; and evaluate and incorporate reference documents into well-researched papers. (CollegeBoard AP English Course Description, May 2007, May 2008. p. 9)

## **Unit 1: Pre-Assessment and Understanding the AP Exam**

Students will be given opening assignments for pre-assessment:

**Writing Prompt:** “In a 500 word essay, compare and contrast the novels *Maus I & II* to *Night* paying attention to Audience and Purpose.”

**Quiz:** Covering Grammar and Usage in a multiple choice format.

**Quiz:** Covering Reading Comprehension in a multiple choice format

**Instruction:** Understanding the AP Exam (format and scoring), Avoiding plagiarism, and MLA Style overview, SOAP Stone method of analysis

**Test:** Define plagiarism. MLA Style.

The novels are from their summer reading list. The Pre-Assessment will allow the teacher to develop specific supplemental grammar and comprehension instruction.

## **Unit 2: American Thought**

**Instruction:** Aspects of personal essay, and aspects of Rhetorical writing, continue MLA style: Resources, using SOAPStone to analyze and prepare writing rhetoric and personal essay

**Readings:**

- The Declaration of Independence by Thomas Jefferson
- “Speech in the Virginia Convention” by Patrick Henry
- Selections from “Self Reliance” by Ralph Waldo Emerson
- Selections from “Civil Disobedience” by Henry David Thoreau
- “The Communist Manifesto” by Karl Marx
- “Letter from Birmingham Jail” by Martin Luther King, Jr.
- “Hunting” by Rick Bass
- Selections from David Sedaris
- The Rants* by Dennis Miller
- Negotiating the American Identity in the National Portrait Gallery
- Online: (<http://xroads.virginia.edu/~MA98/barans/npg/home.htm>)
- “The Declaration of Independence in American” by H. L. Mencken

**Viewing:** Ghandi by Richard Attenborough

**Essay Prompt 1:** Compare the arguments in Patrick Henry’s speech to the teachings of Ghandi as portrayed in the film. Specifically evaluate the calls to action by the authors. Who is right? How can they right philosophy be applied to the Iraq War?

**Journal Prompt A:** In 300 years, you are the great minds of your society formulating a new kind of government to replace the former style of government. What kind of government are

you proposing? Describe how it would function, and how it would correct the mistakes of the previous government.

**Essay Prompt 2:** Write a personal essay concentrating on a personal struggle similar to “Letter from Birmingham Jail” by Martin Luther King, Jr. In your personal essay include an event (narrative) and a relationship that supports your central idea.

**Journal Prompt B:** Looking at your government from the previous Journal prompt, outline how you would persuade the common people of your society to follow your ideas. With that outline create one aspect of that campaign, for example, write the script to a campaign commercial, design a website, write a pamphlet, write a “campaign song,” etc.

**Essay Prompt 3:** After reading “The Communist Manifesto” and “The Declaration of Independence,” critique the use of rhetorical devices used by Marx and Jefferson. Compare devices which are used by the authors. Do both ideas sound reasonable to you?

**SOAPStone:** 2 articles due

**Quiz 1:** Grammar

**Test 1:** Rhetoric and Personal Essay

### **Unit 3: Persuasion through Poetry, Short Story and Play**

**Instruction:** Literary Devices review, Theatrical Conventions, Drama writing, Short Story conventions, Poetic conventions, Sequential art and storytelling, Using Soapstone to analyze literary works, using references to support a writer’s opinions.

**Reading:**                    *The Crucible* by Arthur Miller  
                                     Selections from Walt Whitman  
                                     Selections from Henry Wadsworth Longfellow  
                                     Selections from Langston Hughes  
                                     Selections from Saul Williams  
                                     Selections from Sage Francis  
                                     Selections from Geminieye  
                                     Selections from Carl Sandburg  
                                     “Teenage Wasteland” by Anne Tyler  
                                     “The War Prayer” by Mark Twain  
                                     *Fax From Sarajevo* by Joe Kubert

**Viewing:**                    Contemporary political cartoons  
                                     Automobile commercials  
                                     HBO’s Def Poetry Jam

**Essay Prompt 4:** “Connect Walt Whitman’s poetry to the poetry viewed on HBO’s Def

Poetry Jam. How do they relate to each other in form, function, and style?"

**Journal Prompt C:** What is something that really ticks you off? Describe something that irks you to the core of your being? Why does it bother you? Write a poem or a rap about it using five literary devices (i.e. rhythm, rhyme scheme, alliteration, metaphor, simile); 15 line minimum.

**Essay Prompt 5:** "Saul Williams uses poetry to affect change. How does the form he uses compare to the graphic style of *Fax From Sarajevo* by Joe Kubert?"

**Journal Prompt D:** Find a song lyric you enjoy listening to in your spare time. Ask an adult in your life to name one of their favorite songs from high school. Read both lyrics and demonstrate how topics have changed in popular music. Do you think the music industry should take measures beyond the parental advisories on albums? Does the government need to step in and regulate the content of the recording industry? How do your two songs support your opinions?

**Essay Prompt 6:** Compare the occasion for writing *The Crucible* with the occasion for "Psalm of Life" by Henry Wadsworth Longfellow or "The War Prayer" by Mark Twain.

**Journal Prompt E:** Pick three of the following characters: Proctor, Abigail, Elizabeth, Parris, Hale, and Danforth. What TV show characters remind you of "The Crucible" character? What events have happened in the show that reminds you? Which event in the play reminds you of the TV characters?

**Journal Prompt F:** Political cartoons have a rich history in satire. What is a hot topic that concerns you? Look online to find a cartoon about it and sketch an opposing opinion of the topic.

**SOAPStone:** 2 articles due

**Quiz 2:** Poetic forms and Literary devices

**Quiz 3:** Theatrical conventions, Short story, Sequential Art

**Test 1:** Poetic passage comprehension and literary interpretation

## **Unit 4: Novels**

**Instruction:** Novel forms, history and conventions, analysis of the novel as a literary work, analysis of the film as an artistic interpretation of a novel

**Reading:** *The Great Gatsby* by F. Scott Fitzgerald

**Viewing:** *The Great Gatsby* by F. Scott Fitzgerald

**Journal Prompt F:** In your opinion, which is better, the novel or the movie? Why do you think so?

**Essay Prompt 7:** Compare the movie *The Great Gatsby* to the novel *The Great Gatsby*. What is lost or gained by translating a novel into the visual language of a film? What scenes were left out of the film from the novel? What conclusion can you draw (excluding budget) as to why they were left out of the film?

**SOAPStone:** 2 articles due

### **Unit 5: Arguing Outside the Box: Developing and Proposing Original Ideas**

**Reading:** *Rewriting: How To Do Things With Texts* by Joseph Harris

- Chapter 4: Taking an Approach
- Chapter 5: Revising

5-10 articles or papers from credible sources on a topic of student's choice

**Journal Prompt 8:** (adapted from *Re-Writing*) See if you can keep a running log of all the work you do for the next major essay we write. This log should include your daily notes on:

- Dates and time of work
- Type of activity: locating texts, copying, reading, note-taking, planning, talking, drafting, revising, workshopping, editing, printing, etc...
- Place: library, classroom, study, kitchen, computer lab, school bus, etc...
- Technologies used: pen, paper, note cards, post-its, highlighters, books, journals, computers, printers, specific software (Drive, Docs, Adobe, etc.)

**Essay Prompt G:** Choose a topic of interest to you and identify a problem of some social importance, explain the problem, and offer a potential solution. In your essay, synthesize at least five, but no more than ten, sources to support your position and be sure to attempt to persuade the reader that your solution would be the most viable and effective available. Include an annotated bibliography in MLA format.

**Final:** Multiple Choice Questions

Timed Essays (Analysis, Argument, Synthesis)

### **Classroom Expectations:**

It is expected that students will:

- Arrive to class on time and prepared.
- Submit all homework assignments (including completing assigned reading) upon their due date. Major assignments/tests will be made up immediately upon the student's arrival back at school. You will have the number of days absent plus one day to make up all missed work. You **MUST** make up a missed test within 5 days of your return to class.
- Treat each other and me with the utmost respect. Any failure to do so will be handled accordingly.
- Adhere to all the rules of Bullitt Central High School as they are spelled out in the Student Handbook. Pay particular attention to the sections dealing with academic integrity, dress code, and the use of electronic devices.
- When absent, be able to turn work in late equal to the days they have been absent plus an additional day.
- **Any work turned in after the due date will be docked 20%. Work that is more than 2 weeks late will be docked 50%.** Work from previous grading periods will not be accepted.

Students should expect me to:

- Come to class prepared, organized, and knowledgeable.
- Grade your assignments and assessments fairly and return them to you with appropriate feedback as quickly as possible. **Grades are updated weekly.**
- Help you learn and succeed in this class. If you have any questions, need additional help, or have a special situation, let me know immediately so that we can work together!

### **Required Texts/Materials:**

- 1.5-2" 3-ring binder with 4 dividers to be labeled: Bell Ringers, Practice Essays, Notes, Graded Work
- 50 sheets of binder paper (8.5"x11" college-ruled)
- Blue or black pens

### **Classroom Policies and Procedures:**

- You will have 3 bathroom passes per semester; use them wisely. Fill out the hall pass log at the back of the classroom. Grab the bathroom pass and quietly and quickly leave and return to class. Excessive usage or absence from class will result in the loss of bathroom privileges and/or leaving the classroom for any reason. You have to be in class to learn and receive assignments. Go to the restroom between classes instead of chatting with friends.
- I will only accept homework, tests and classroom assignments in **BLUE or BLACK INK ONLY**. Pencil or colored ink will not be accepted as neither are professional, nor accepted by college professors. Come prepared with materials. I will NOT provide you with a pen. Be prepared with a pen and all other materials at the beginning of class. (As a side note, your AP essays on the May exam must be completed in blue or black ink.)
- Show respect and courtesy to yourself, classmates and me. This is a classroom of safety and integrity.

*Please access the full syllabus at <http://englishteacherterrell.weebly.com/> or on Google Classroom.*

*Return this form by Friday, August 17.*

I have reviewed the class expectations, procedures, and policies and agree to follow them throughout the year.

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Student Signature

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Date

I have reviewed the class expectations, procedures, and policies with my student and agree to contact Ms. McKenzie with any questions and/or concerns.

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Parent/Guardian Signature

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Date