Syllabus - AP English – Language and Composition
Course Guidelines and Expectations

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INTRODUCTION

Current trends at most colleges and universities now require entering freshman to successfully complete two English courses, despite their majors. The first of these courses is devoted strictly to composition, especially the various modes of writing required in later courses. Students in Composition class generally read selections from non-fiction prose models – including but not limited to – autobiography, biography, essays, articles, letters, diaries, and historical documents. English III, AP Language and Composition offers students the opportunity to fulfill this requirement.

COURSE OVERVIEW

Students enrolled in AP English Language and Composition are expected to refine their literacy skills, demonstrate critical thinking and analysis of a variety of high-level, predominantly non-fiction texts, and develop sophistication and stylistic maturity in their writing. The students will demonstrate their writing skills through journals, timed essays, multi-draft essays and an argumentative research paper that will serve as the springboard for their Senior Graduation Projects (a necessary component of meeting NC State graduation requirements). Thoughtful reading will be reflected in both objective and open-ended questions, journals, daily assignments, class discussions and group and individual oral presentations based on textual analysis. Additionally, students will be required to improve their test-taking skills through timed drills of multiple choice and essay questions. The texts that will be read in this class represent the rigor and complexity of college-level texts. Students will be required to read the text, analyze the text, and use the text to compose their own original essays and reflections. In this sense, students will see how text imitates life and other texts, and how readers can apply these principles to their own lives.

THE ADVANCED PLACEMENT (AP) EXAMINATION

The culminating experience of AP English Language and Composition is the AP Examination. The examination is a rhetorical study of non-fiction prose style: letters, speeches, editorials, etc. All students enrolled in this class are expected to take the AP Exam. In order to prepare for this exam students will:

- Become familiar with the format of the test
- Improve their test-taking skills through timed drills of multiple choice and essay questions
- Increase their comfort-level with the test and their confidence in their ability to successful pass the test; thereby, ensuring that they will achieve AP credit or advanced standing.
COURSE OBJECTIVES AND LEARNING GOALS:

I. READING
Through reading and analysis of rigorous text we will:

- Emphasize the rhetorical techniques and modes of exposition
- Improve comprehension, interpretation, and evaluation of text
- Develop and appropriately and effectively utilize wide-ranging vocabulary
- Explore ideas for discussion and models for types of papers required
- Improve critical thinking through an analysis of how language, with all its complexities, is used in a wide variety of prose styles from many disciplines and historical periods
- Decode (find meaning) visual text based on contextual clues
- Decode mature vocabulary and sentence structure to emulate in original compositions

To these ends, reading selections will illustrate the four aims of writing as well as provide models for the various rhetorical modes. In this manner, students will learn the interconnectedness of reading and writing and emulate effective writing techniques in their original compositions.

II. WRITING
As a college-level course, AP English Language and Composition will, of necessity, require more writing with emphasis on the following:

- Writing as a process. including invention, arrangement, drafting, and revision
- The four aims of writing – reflective, informative, persuasive, and literary
- The rhetorical modes of narrative, descriptive, expository, analytical and argumentative
- The research process in preparation for the Senior Exit Project (a NC State Graduation Requirement)
- Skillful and purposeful use of language (rhetoric) in writing

In addition, attention will be given to correcting common errors in grammar, spelling, punctuation, and mechanics, commonly found in college freshman papers. Students are expected to demonstrate maturity in their writing through use of effective diction, syntax, tone, figures of speech and awareness of audience. To this end, students are expected to produce 2-3 rough drafts of each major paper, edited by peers and the instructor.

All papers must be computer generated using the standard MLA format: Times New Roman, 12 pt. double-spaced throughout, and must include a works cited page (where needed). Additionally, all FINAL DRAFTS must be electronically submitted.

Papers must be submitted at the BEGINNING of the class period when they are due. Late papers—regardless of reason, including computer failure—will be penalized 10 points per day. NO EXCEPTIONS.
There will be five formal compositions (one of which will be the senior graduation project research paper).

Paper #1: Autobiographical Memoir
Paper #2: Argumentative Paper
Paper #3: Rhetorical Analysis comparing essays
Paper #4: Rhetorical Analysis of author’s style (Author Study)
Paper #5: RESEARCH PAPER (due on the last day of third quarter)

**RESEARCH COMPETENCIES:**

Students will be able to:

- Navigate, find and use credible sources
- Properly create in-text citation according to MLA rules
- Properly read and understand the function of footnotes and endnotes
- Use varied and credible sources, integrate them into the paper properly, cite properly and CONNECT the ideas (organization); including integrating quotes smoothly into textual information
- Locate, evaluate, organize and research material from electronic sources, including scholarly library databases; other official databases (e.g. federal government databases) and informal electronic networks and internet sources
- Understand how an author exploits different rhetorical strategies to support his/her claim

**THE RESEARCH PAPER**

In addition to the (4) regularly scheduled papers, each student will research and write a paper of approximately 6-10 pages based on an approved topic of student choice. The form of the paper should follow. Your instructor will spend several class periods on the techniques of writing a research paper, discussing organization, note taking and documentation. The paper will be due at the end of third quarter and is graded according to the criteria established by NC Graduation Project committee (see rubric).

**III. SPEAKING and LISTENING**

As part of AP-level enrollment students will be expected to demonstrate effective speaking and listening skills with an emphasis on:

- Perfecting the art of listening which includes hearing as well as receiving, organizing, interpreting and responding to information that is heard
- Evaluating self and others for effective speaking and listening skills
- Strengthening confidence and ability to express thoughts and interests clearly and logically to others
- Preparing various oral presentations on a wide variety of topics for various audiences

I am **SUPER-EXCITED** to announce that two local Toastmasters Clubs, Stadium Outlook and Wells Fargo, have agreed to sponsor and coordinate a Youth public-
speaking and leadership program for members of our class. This is an endeavor that will support our speaking and listening objectives. To learn more about Toastmasters International visit [www.toastmasters.org](http://www.toastmasters.org) and our class website.

**NOTE:** The objectives above have been taken in part or whole from the May 2010, May 2011 edition of the *AP English Language and Composition Course Description* published by the College Board.

**COURSE STRUCTURE**
This course will be structured, first, around the major concepts of reading and writing. As we read, we will also write. Some writing assignments will be brief, and some will be more substantial in length. Within the two very general areas of reading and writing, we will navigate our way through the following:

<table>
<thead>
<tr>
<th>Reading</th>
<th>Writing</th>
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<tbody>
<tr>
<td>Reading strategies based on purpose.</td>
<td>Writing as a process.</td>
</tr>
<tr>
<td>Focus on modes (narrative, descriptive, expository, analytical, and argumentative).</td>
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<tr>
<td>Focus on style (diction, syntax, figures of speech and other rhetorical and linguistic choices).</td>
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<tr>
<td>Recognition of standard English.</td>
<td>Use of standard English.</td>
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<tr>
<td>Building vocabulary through reading.</td>
<td>Using wide-ranging vocabulary.</td>
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<tr>
<td>Viewing and analyzing alternative texts (images, films, etc.).</td>
<td>Analyzing and writing about alternative texts (images, films, etc.).</td>
</tr>
</tbody>
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Nota Bene: Within our focus on reading and writing, units will be organized thematically to include visual and auditory text, along with varied assessments (see Course Planner)

**Required Supplies:**
- **ONE FLASH DRIVE** *(electronic saving and submissions)*
- Internet and Computer Access
- **ONE 5-SUBJECT** notebook
- **THREE** packs of Post-It Notes
- One pack of **BLUE** or **BLACK** pens
- One pack of **#2 pencils**
- One package of loose-leaf notebook paper *(college-ruled)*
- One pack of multi-colored **highlighters**
- One **personal pencil sharpener**
Assessments and Grading:
A student’s first responsibility is to be in class. In our creative class sessions students will get the total experience of the lesson as opposed to a stale reenactment. Additionally, presence and participation, makes an active learner. The quickest and easiest way for a student to lose credit is to be absent.

Final grades for AP English Language and Composition will be divided among three categories. Please note the assignment type and weight.

Tests/Major Assignments  (70%)
(AP-timed Exercises, Final-draft essays, Extended Reading & Writing Enrichment Assignments, Final Presentations and Major Papers)

Classwork  (20%)
(Group work, Peer reviews, Socratic seminars, Literary Circle Roles, Round-table discussions, Journals, Quizzes, Daily Preparation, Short Papers)

Homework  (10%)
(Independent Reading, Analysis of text and writing)

Grading Scale:
A = 93-100   B = 85-92   C = 77-84   D = 70-76   F = 69 and below

Classroom Policies and Procedures:
The acronym R.E.A.D outlines the expectations of ROOM 908 classroom work and behavior. I have provided specific examples of what each term might look like in the classroom setting.

1. RESPECT: I WILL RESPECT MYSELF AND OTHERS AT ALL TIMES!
   • I will NOT talk while someone else is talking
   • I will NOT get out of my seat unless instructed to do so
   • I will NOT tease others
   • I WILL encourage myself and my peers

2. EFFORT: I WILL TRY MY PERSONAL BEST TO ACCOMPLISH ALL TASKS!
   • I WILL come to class prepared to work
   • I WILL ask questions to enhance my understanding
   • I WILL work to my full potential

3. ATTITUDE: I WILL MAINTAIN A POSITIVE WINNING ATTITUDE!
   • I WILL have an optimistic outlook
   • I WILL offer constructive input
   • I will NOT be Negative
4. **DISCIPLINE:** I **WILL** EXERCISE SELF-CONTROL!

- I **WILL** restrain myself from using my cell phone and other prohibited electronics during class unless otherwise instructed
- I **WILL** train myself to carve out time at home to reinforce what I have learned during class

***These examples are just that, examples, and do not exhaust the possible ways to demonstrate R.E.A.D***

**Extra Credit Policy:**
If a student comes to school regularly and does what is asked of him/her, there is no need for extra credit. Furthermore, this is a rigorous college-level course with expectations to match. With this said, I do not give extra credit—NO EXCEPTIONS.

**Make Up Work:**
It is the responsibility of the student to come to me for any work that is missed during an absence. I will allow students to make up any missed classwork, homework assignment or test, provided they have an excused absence. Students have one week from the date of the excused absence to make up any missed work. After this one week period, a grade of zero will be entered for any missed assignments.

**Students with Disabilities**
The reauthorization of Individuals with disabilities Education Act (IDEA) and the implementation of No Child Left Behind (NCLB) require that schools use more inclusive practices for educating students with disabilities. The implementation of inclusive practices across CMS has created an environment where schools can successfully provide academic instruction and improve achievement for students with disabilities. The Exceptional Children’s Department will continue to provide increased access to the general curriculum with continued support from EC modifications/accommodations and EC Study Skills classes for these students with disabilities.

**Cheating**
Cheating will not be tolerated. Cheating will be dealt as a behavioral issue and will have the appropriate discipline and consequence. If a student cheats, a grade of “0” will be entered on the assignment (including tests). Some examples of what is considered cheating include:
- Talking or making disruptive noises during tests or other individual assignments
- Copying test answers from another student
- Copying classwork or homework from another student
- Stealing test answers or test copies

**Plagiarism** (work stolen from another person, such as copying and pasting Internet articles)
- A note on plagiarism: It is quite easy for me to figure out if submitted work has been copied. Students must paraphrase or quote someone else’s work and give them credit (cite). **Plagiarism is a serious offense!**
RUBRIC FOR EVALUATION OF MAJOR PAPERS

The A paper is a SUPERIOR paper in every way, marked by the following traits:
- Outstanding word choice
- Outstanding organization
- Outstanding syntax with varied sentence patterns
- Maturity of language and evidence of critical-thinking
- Elaboration and detailed development that demonstrates clear focus and purpose
- Void of major grammatical, spelling or punctuation errors

The B paper is an EXCELLENT paper, marked by the following traits:
- Good word choice, syntax and organization
- Good maturity of language and evidence of critical-thinking
- Elaboration and development that marks good focus and purpose but less-so than the superior paper
- Void of major grammatical, spelling or punctuation errors
- No more than several minor errors, depending on length

The C paper is an AVERAGE paper, marked by the following traits:
- Average word choice, often simple, immature and inappropriate
- Adequate organization
- Good syntax but sentence patterns are often simple and without variety
- Fair logic that is good enough to convey the author’s purpose
- Average maturity of thought but lacking in adequate development
- Only one major error in grammar, spelling, punctuation and/or several minor errors

The D paper is a BELOW AVERAGE paper, marked by the following traits:
- Poor word choice, misuse of words, non-standard expressions
- Minimal attempt at organization
- Fragmented and unclear sentence patterns
- Immature thinking, resulting in poorly conceived, expressed or developed ideas
- No more than two major errors and/or multiple minor errors in grammar, spelling, punctuation and mechanics

The F paper is a FAILURE, marked by the following traits:
- Poor and immature word choice
- Lack of organization
- Disconnected, unclear, and uncontrolled syntax
- Lack of logic or critical-thinking that fails to conceive, develop or state an idea
- Three or more major errors and/or multiple minor errors in grammar, spelling, punctuation and mechanics

**Major errors Include:**
- Comma splices
- Lack of subject-verb agreement,
- Lack of pronoun-antecedent agreement
- Run-on or fused sentences,
- Unjustifiable fragments
- Five (5+) or more misspelled words,
- Misuse of: too, to- their, there, they’re- it’s, its,
- Misuse of: ; , or ‘ in (plurals)(possessive nouns)(possessive pronouns)
**Unit One: Identity, Language and Culture**
Gloria Anzaldua, “How to Tame a Wild Tongue” (Patterns)
Jose Antonio Burciaga, “Tortillas” (Patterns)
Sherman Alexis, “Indian Education” (Patterns)
Maya Angelou “Finishing School” (Patterns)
Amy Tan, “Mother Tongue” (50 Essays)
Mike Rose, “I Just Wanna Be Average” (50 Essays)
Zora Neale Hurston, “How It feels to be Colored me” (50 Essays)
Dorothy Allison, “Panacea” (Patterns)
James Baldwin, “Notes of a Native Son” (50 Essays)
Gary Soto, “Like Mexicans” (The College Writer)
Brent Staple, “Just Walk on By” Black Men in Public Space (50 Essays)
Janice Mirikitani, Suicide Note (Patterns)
Bill Cosby, “Ebonics Be A Complex Issue” (Handout)
Fredrick Douglass, “Learning to Read and Write” (50 Essays)
Malcolm X “My First Conk” (Patterns)

**Visual and Auditory Text:**
Tupac Shakur, “Dear Mama” (lyrics and original video analyzed)(YouTube)
Philadelphia Murals and the stories they tell (GoogleImages)
Alex Williams, Joel Gordon, Charles Gatewood, and Bob Daemmrich “Four Tattoos” (Patterns)

**Reading Focus:** What text is (Text is anything that can be Read, Viewed or Heard), The Components of a text (Author, Audience, Message, Purpose and Rhetorical Context), Rhetorical Modes (form and organizational structure) of text, Critical Reading and Analysis of Text, PERSIA analysis of rhetorical context of text

**Visual Text:** How to Analyze Visuals Using the Optic Strategy

**Writing Focus:** The Writing Process (Invention to Delivery/Publication) and the three-part Essay: Introduction, Body and Conclusion

**Vocabulary Development:** Classify the 3-tiers of vocabulary: Basic, instructional and content specific. Going forward, the Instructor will continue facilitate instruction around basic, instructional and content specific terms as they relate to the reading and writing focus of the unit. Students will create a glossary of content-specific and advanced usage vocabulary to heighten understanding of rhetoric and improve the maturity of their original compositions.

**Assessments:**
- Analysis of Readings and Visual Text (charts and constructed-responses)
- Vocabulary Graphic Organizers (including examples, descriptions and illustrations of key terms)
- Vocabulary Quizzes (instructional, content-specific and advanced vocabulary)
- Autobiographical Memoir (Major Writing Assignment #1)…From invention to publication/delivery, students will create an autobiographical memoir modelled after text explored in the unit. Students must include a visual to accompany the memoir
- Speaking and Listening Development as measured by Toastmaster’s rubric and evaluation
Unit Two: History and Politics

“Arguments from the Heart—Pathos” (Everything’s an Argument, Ch. 2)
“Arguments Based on Character—Ethos” (Everything’s an Argument, Ch. 3)
“Arguments Based on Facts and Reason—Logos” (Everything’s an Argument, Ch. 4)
“Thinking Rhetorically” (Everything’s an Argument, Ch. 5)
“Visual Arguments” (Everything’s an Argument, Ch. 14)
Plato: “The Allegory of the Cave” from The Republic (50 Essays)
Paul Rogat Loeb excerpt “Soul of a Citizen: Living with Conviction in a Cynical Time” (The College Writer)
Martin Luther King, Jr. “Letter from Birmingham Jail” (50 Essays)
Linda Chavez, “Demystifying Multiculturalism” (The College Writer)
Henry David Thoreau “On the Duty of Civil Disobedience” (Everyday Use)
Thomas Jefferson, “The Declaration of Independence” (Patterns)
Elizabeth Cady Stanton, “Declaration of Sentiments and Resolutions” (50 Essays)
Sojourner Truth, “Ain’t I a Woman” (50 Essays)
Jonathan Swift “A Modest Proposal” (Patterns)
Jamaica Kincaid, “On Seeing England for the First Time” (Handout)

Visual and Auditory Text:
John Trumbull: The Declaration of Independence (Mural in the Capital Building, Washington, DC)
American Civil Liberties Union, “Thanks to Modern Science” (Ad) (Patterns)
“The Horse America Throwing His Master” (1779; political cartoon of King George)
I Have A Dream (Delivery of Speech)
Mr. Smith Goes to Washington (1939; video clip “Mr. Jefferson Smith takes the constitutional oath of office)
Scenes from Braveheart and Titanic (Analyze emotional appeals)
Select commercial and print advertisements that demonstrate emotional, logical, and/or ethical appeals

Reading Focus: Argumentative and Persuasive Components, Structure and Devices

Visual Text: How to Analyze Arguments and Persuasive Devices in Visual Text

Writing Focus: The Organizational Structure and Components of an Argumentative Text, Conducting Research, citing sources and MLA Documentation Form, Editing and Proofreading

Vocabulary Development: Students will continue to create a glossary of content-specific and advanced usage vocabulary to heighten understanding of rhetoric and improve the maturity of their original compositions.

Assessments:
- Argumentation Analysis Chart Creations
- Socratic Seminar Participation
- Visual Argument Presentations
- Argumentative Essay (Major Writing Assignment #2)...Students will independently read “A Case for Walmart” and “Down and Out in Discount America” (both from Patterns text) and demonstrate effective writing skills by creating an Argumentative paper that takes a stance “for” or “against” Walmart and supports that stance with details, examples and evidence from the text, along with other researched and credible sources. Students will also be required to use the opposing text as part of the counterargument (which they must refute).
- Vocabulary Graphic Organizers (including examples, descriptions and illustrations of key terms)
- Vocabulary Quizzes (instructional, content-specific and advanced vocabulary)
- AP practice tests multiple choice and argumentative and synthesis essays.
Unit Three: The Nature of Man
Style “Chapter 2” pp. 56-78 (Everyday Use)
Jonathan Kozol, “The Human Cost of Illiteracy” (Patterns)
Virginia Wolf, “The Death of the Moth” (50 Essays)
Martin Gansberg, “Thirty-Eight Who Saw Murder Didn’t Call the Police” (Patterns)
Bill McKibben, “Curbing Nature’s Paparazzi” (50 Essays)
Tanya Kowalsky, “How Prozac Saved My Marriage” (Handout)
Susan Sontag, “Regarding the Pain of others” (50 Essays)
Le Ly Hayslip, from “When Heaven and Earth Changed Places” (Handout)
John Steinbeck, “The Perfectibility of Man” (Handout)
Rebecca West, from “Greenhouse with Cyclamens-I” (Handout)

Visual and Auditory Text
Describe how the image portrayed enhances the essay written by Susan Sotang.
Kevin Carter, “Starving Child and Vulture” (retrieved from Google Images)

Reading Focus: Author’s Style: Tone, Diction, Syntax and Figures of Speech (Figurative Language) used to advance the author’s message and purpose for writing
Visual Text: Analysis of Author’s Message and the language and stylistic devices used to advance that message in visual text
Writing Focus: The instructor will focus on the writing process and grammatical constructs that are dysfunctional in the students’ individual writing. Grammar will continuously be taught in context to improve students’ writing. Students will work through multiple drafts to complete a rhetorical analysis of how a similar message is conveyed through the styles of two different authors of text explored in the unit.
Vocabulary Development: Students will continue to create a glossary of content-specific and advanced usage vocabulary to heighten understanding of rhetoric and improve the maturity of their original compositions.

Assessments:
• Speaking and Listening Development as measured by Toastmaster’s rubric and evaluation
• Letter to the author
• “Rhetorical Analysis Essay” (Major Writing Assignment #3)… Students will choose two text read that have a common message and create a composition comparing/contrasting how that message is advanced by both authors.
• Vocabulary Graphic Organizers (including examples, descriptions and illustrations of key terms)
• Vocabulary Quizzes (instructional, content-specific and advanced vocabulary)
• AP practice tests multiple choice and rhetorical analysis essays.
Unit Four: Race, Class and Gender

Margaret Atwood, “A Handmaid’s Tale” (Novel)
JoAnn Goodwin Parker “What is Poverty” (Handout)
John Kenneth Galbraith, “The Position of Poverty” (Handout)
Donna Smith-Yackel, “My Mother Never Worked” (Patterns)
Saki, “The Open Window” (Handout)
Eevan Boland, “It’s A Woman’s World” pp.226-227 (Everyday Use)
Maya Angelou, “Finishing School” pp.107- (Patterns)
Gwendolyn Brooks, “Sadie and Maud” (Patterns)
Sarah Vowell, “Shooting Dad” (50 Essays)
Jessica Gavora, “Time’s Up for Title IX Sports ” (Everything’s an Argument)
Melanie Scheller, “On the Meaning of Plumbing and Poverty” (Handout)
Bharati Mukherjee, “Two Ways to Belong in America” (50 Essays)
Flannery O’Connor, “A Good Man is Hard to Find” (Handout)

Visual and Auditory Text
Marjane Satrapi, “The Socks” (Patterns)
Ryan Keefe, “Sexism in the Media” (media Representation.wordpress.com)
“Barack Obama portrayed as Anti-American, flag-burning, terrorist Muslim”
(http://desedo.com/white-papers/islam-advertising/)

Reading Focus: Rhetoric in Narrative (Rhetorical choices for Characters, Setting, Conflict and Plot, Point-of-View and Theme)

Visual Text: What story does the visual text tell?
Writing Focus: The Structure and Components of a Narrative text and the rhetorical choices author’s make in narrative texts. Students will continue to work on editing and revising and embedded grammatical lessons.

Vocabulary Development: Students will continue to create a glossary of content-specific and advanced usage vocabulary to heighten understanding of rhetoric and improve the maturity of their original compositions.

Assessments:
- Speaking and Listening Development as measured by Toastmaster’s rubric and evaluation
- Key Elements of Narrative
- Visual Narrative Analysis: Choose a visual and write a brief description of the story it conveys, citing textual evidence to explain your thinking.
- Rhetorical Analysis of Author’s Style (Author Study) (Major Writing Assignment #4)...Students will choose an author that we have read, research other titles by that author, read at least two of those other titles, and complete a rhetorical analysis essay about the author’s style. Refer to the models of literary analysis we have dissected. Notice any reoccurring themes, characters, literary devices employed, etc.
- Vocabulary Graphic Organizers (including examples, descriptions and illustrations of key terms)
- Vocabulary Quizzes (instructional, content-specific and advanced vocabulary)
- AP practice tests multiple choice and rhetorical analysis, synthesis and argumentative essays.
Texts:


