

AP English 11 Syllabus

Certificated Teacher:

Date: 2015-2016

Desired Results

Course Title/Grade Level: AP English 11 – Language and Composition

Credit: _____one semester (.5) _X_ two semesters (1)

Estimate of hours per week engaged in learning activities:

5 hours of class work per week.

Prerequisites and/or recommended preparation: None

Instructional Materials:

All learning activity resources and folders are contained within the student online course. Online course is accessed via login and password assigned by student's school (web account) or emailed directly to student upon enrollment, with the login website address.

Students have online access to 15 periodicals, including *Washington Post*, *New York Times*. Along with the non-fiction study, there will be intensive study of two novel length works during the year. It is suggested that students consider obtaining personal copies of the texts to practice the active reading skills taught during the course. If available, all titles may be found in the school or local library. The second text may be accessed through an online library:

*Fast Food Nation, Schlosser

*Narrative of the Life of a Slave, Douglass

Essays

Editorials

Two Novels

Course Overview:

The College Board offers two advanced placement courses in English: Language and Composition, and Literature and Composition. An AP course in English Language and Composition engages students in becoming skilled readers of prose written in a variety of periods, disciplines, and rhetorical contexts, and in becoming skilled writers who compose for a variety of purposes. Both the reading and writing should make students aware of the interactions among a writer's purposes, audience expectations, and subjects, as well as the way generic conventions and the resources of language contribute to the effectiveness in the writing.

The

content focus of the class is not the literary texts you are used to reading in the English classroom, but rather the nonliterary texts often ignored. These texts, including essays, biographies, speeches, and reviews; as well as alternative texts, including advertisements, graphic images, cartoons, and photographs, will help us study the fundamental elements of rhetoric.

Establish Goals: (Grade Level Expectations)

The student will know:

- *the role of rhetoric in shaping an argument and potentially an opinion.
- *alternate forms of text (graphics, visual images) have rhetorical value.
- *rhetorical/ persuasive techniques and strategies purposefully contribute to an author's style.
- *a writer's stylistic choices are selected for persuasive effect on the audience.

The student will be able to:

- *become active and critical readers of nonliterary texts.
- *develop a system for analyzing with a rhetorical eye and writing with rhetorical effect.
- *deconstruct text employing a variety of close reading strategies to analyze for rhetorical value.
- *identify, analyze, and explain the purposeful use of rhetorical strategies by authors.
- *construct text employing a variety of writing strategies to increase rhetorical value.
- *develop skills for constructing argumentative and expository essays under timed constraints.
- *develop a "mature perspective" toward thoughtful, analytical, but possibly negative or controversial, essays without succumbing to immediate and overly emotional responses.
- *synthesize the skills of construction and deconstruction in a rhetorical situation.

Understandings

- Through language we understand ourselves and contribute to society
- Essential to our society is its' language which defines and connects us as citizens.
- Alternate forms of text: ie. graphics, visual images, graphs have rhetorical value.
- All persuasion involves interpretation of material and that presentations can

Essential Questions

- Do I use rhetoric everyday?
- Is every piece of text a rhetorical text?
- Is there any practical or intellectual value in have rhetorical and argumentative value
- Is a text, utterance, or visual image convincing in and of itself?
- What persuades us that a text, utterance, or visual image is correct or true?
- Why research?

lead to different kinds of conclusions from different audiences.

- Manipulation of sentence structure often results in a different effect and an alternate expression often results in a different meaning.
- Being conscious of how rhetoric is employed can transform our thinking, reading, and writing making us more able communicators and more discerning citizens.
- Each element, and the cumulative process, of completing formal, or informal, research is essential to effective understanding and synthesis of information.

Evidence of Assessment

Performance Tasks:

Students will:

- *provide dialectical notes to demonstrate various close reading strategies.
- *complete graphic organizers to demonstrate various close reading strategies.
- *compose informal argumentative essays on assigned topics.
- *compose formal essays demonstrating stylistic maturity on assigned topics.
- *move effectively and independently through the all stages of the writing process and provide evidence of this independence.
- *complete extended responses in a timed format to past AP testing prompts.
- *access web pages to garner salient information for assigned tasks.
- *research and synthesize information from a variety of sources into a single cogent argument.

Other evidence that will be collected to show student understanding will be individual self-assessments for each unit as well as reflections on discussion board dialogue/questions with the class. There will be in-person proctoring for end of unit tests.

Types of Learning Activities:

As this is a language and a composition course, you will be expected to use every assignment that involves writing to practice your best composition skills. Composition assignments will include: statements, paragraphs, timed writes (essay tests), and formal essays (personal, expository and argumentative). No matter the kind of writing assigned, your best composition skills should be practiced. We

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| will work with various composition constructions, Standard Written English, sentence variety, and word choice. | | | | |
| Direct Instruction | Indirect Instruction | Experiential Learning | Independent Study | Interactive Instruction |
| Structured Overview Mini Presentation Drill & amp; Practice Demonstrations Other (List) | Problem-based Case Studies Inquiry Reflective Practice Project Paper Concept Mapping Other (List) | Virt Field Trip Experiments Simulations Games Field Observ, Role-playing Model Bld, Surveys Other (List) | Essays Self-paced Computer Journals Learning Logs Reports Directed Study Research Projects Other (List) | Discussion Debates Role Playing Panels Peer Partner Learning Project team Laboratory groups Think, Pair, Share Cooperative Learning Tutorial Groups Interviewing Conferencing Other (List) |

1st Semester AP Language and Composition Learning Activities

Units of Study

- *Orientation
- *What is Rhetoric and Where did it Come From?
- *Is Everything an Argument?
- *Rhetoric and Terminology—The Forest
- *Rhetoric and the Reader
- *Rhetoric and the Synthesis of Texts

Readings

- *Schlosser, Eric. *Fast Food Nation*.
- *Aristotle. from *Rhetoric*.
- *Gladwell, Malcolm. "The Trouble with Fries."
- *Sinclair, Upton. from *The Jungle*.
- *Lincoln, Abraham. "The Gettysburg Address."

- *Donne, John. "Song."
- *McManus, Jeanne. "How to Carve in a Bite-size, Boneless World."
- *Truth, Sojourner. "Ain't I a Woman?"
- *Douglass, Frederick. from *The Narrative of the Life of a Slave*.
- *Stevenson, Adalai. "Cat Bill."
- *Sipher, Roger. "So that Nobody Has to Go to School If They Don't Want To."
- *Mooallem, Jon. "The Last Supper: Living by One-Handed Food Alone."

Readings for Synthesis

- *Campbell, Angus. from "Has Television Reshaped Politics?"
- *Hart, Roderick P., and Mary Triece. from "U.S. Presidency and Television."
- *Menand, Louis. from "Masters of the Matrix: Kennedy, Nixon, and the Culture of the Image."
- *Ranney, Austin. from "Channels of Power: The Impact of Television on American Politics."
- *Koppel, Ted. from "Off Camera: Private Thoughts Made Public."
- *Nielsen Media Research. "Television Ratings for Presidential Debates: 1960-1996."

Viewing

- *Discovery Channel. from *Aristotle*
- *Spurlock, Morgan. dir. *Supersize Me*.
- *Valderrama, Willmer, et. al. dir. *Fast Food Nation*.

Terminology Study

In order to fully enjoy, appreciate, and understand a discipline of study, a familiarity with the terminology, or jargon, of the discipline is necessary. Although an understanding of the jargon is important, it must not be looked upon as an end in itself. Just as we can speak and write our native language without knowing the names of the parts of speech so can we use and respond to rhetoric without knowing the specific names of the various elements. Nomenclature, in any study, is a convenience for purposes of classification and discussion, but an awareness of the various terms can increase our verbal resources, and if a conscious effort is made to learn the terms, it is likely they will more often be utilized. This familiarity with jargon is also important considering that the year-end AP exam will in part test the knowledge of definitions and examples in a multiple-choice format. In the first semester of study the students are introduced to:

- *The Forest of Rhetoric: (a "forest-tree-flower-weed" metaphor has been borrowed from Gideon Burton

at Brigham Young University and used on his web site titled [Silva Rhetoricae](#)) includes the canons and subjects of rhetoric, as well as rhetorical appeals and the different types of rhetorical support.

- *The Trees of Rhetoric: includes the modes / patterns / methods of rhetorical organization and development.

Syntax Study

Mini lessons throughout the semester will lead students from the review of the simple parts of speech to the more sophisticated syntactical strategies used by authors studied during the year. Students will also participate in imitation activities to practice utilizing the syntactical strategies in their own writing.

Assessments

*Quizzes: students are given AP style multiple choice questions on many of the readings checking for comprehension of basic ideas as well as analytical understanding of the various rhetorical elements of the text.

*Active Reading: students are regularly asked to read and analyze rhetorical texts using a wide variety of active reading strategies including, but not limited to: SOAPS, Levels of Questions, Toulmin Model, Rhetorical Precis, Rhetorical Triangle, and the Graff Template. These activities are collected to check for student progress in rhetorical analysis.

*Terminology and Syntax Activities: Throughout the year different types of tasks and quizzes are used to check for student understanding of these focus areas.

Compositions

Composition assignments in this course require students to write both formal and informal compositions of a variety of lengths. Each composition should include a wide-ranging vocabulary, a variety of sentence structures, logical and effective organization strategies, specific and illustrative detail, a variety of support and evidence, and effective use of rhetorical strategies such as tone, diction and metaphoric language.

*Journal: while reading Fast Food Nation students analyze each chapter for claim, types of support, tone, and style. Students also attempt to connect each chapter to the work as a whole. This is completed after each reading session in an informal “reading journal” of their initial thoughts and reactions.

*Movie Review: After viewing a documentary, possibly multiple times, students write a critical analysis, movie review, of 300-400 words in length. For more information, assistance, and examples on the content, organization, expectations, and length of a typical movie analysis, many internet resources are utilized and sample essays reviewed.

*Synthesis Essay: *Television has been influential in United States elections since the 1960's. But just what is this influence, and how has it affected who is elected? Has it made elections fairer and more accessible, or has it moved candidates from pursuing issues to pursuing image? Please refer to direct and indirect sources cited, both those provided, or those personally collected, to support your position using MLA format. Avoid mere summary or paraphrase.* After reading six pieces of text, including an “alternative text”

or statistical chart, students are asked to present an argument of their own that includes the analysis, selection, and synthesis of ideas from the selections.

*Timed Essay: a variety of past AP writing prompts are utilized for students to improve skills necessary to be successful on the spring exam.

2nd Semester AP Language and Composition Learning Activities

Units of Study

- *Rhetoric and Terminology—The Trees
- *Rhetoric and Methods of Development
- *The Writing Process and Rhetorical Modes
- *Rhetoric and Terminology—The Flowers
- *Rhetoric and the Synthesis of Texts---Again
- *Rhetoric in Novel Form

Readings

- *Gregory, Dick. "Shame."
- *Hughes, Langston. "Salvation."
- *Brady, Judy. "Why I Want a Wife."
- *Pizzi, Christopher M. "Doorways: A Visual Essay."
- *Roberts, Paul McHenry. "How to Say Nothing in 500 Words."
- *Buckley, William F. "Why Don't We Complain?"
- *Thoreau, Henry David. "Where I Lived and What I Lived For." from *Walden*
- *Tan, Amy. "Mother Tongue."
- *Halpern, Sue. "Recipe for Change." from motherjones.com
- *Staples, Brent. "Just Walk on By: Black Men in Public Spaces."
- *Douglass, Frederick. *Narrative of the Life of a Slave*.

Readings for Synthesis

- *Clayton, Mark. "Has Equality in Sports Gone Too Far?"
- *Zucker, Brad. "Women Merit Equality in Sports."
- *United States of America. Office of the Assist. Sec. for Administration and Management.
Dept. of Labor. Title IX, Education Amendments of 1972.
- *Rosania, Jenna. "Women vs. Their Society."
- *Swartz, Larry. "Billy Jean Won for all Women."

*Lancaster, Mike. "Title IX and its Effects on College Athletic Programs."

Alternative Texts

*Hopper, Edward. "Nighthawks."

*Seurat Georges-Pierre, "Sunday Afternoon on the Grand Jatte."

*Van Eyck, Jan. "The Betrothal of the Arnolfini."

*Wyeth, Andrew. "Christina's World."

*Monopoly Board

*various political cartoons

*Motion Pictures Association of America. "Rating System."

Syntax Study

Mini lessons throughout the semester will lead students from the review of the simple parts of speech to the more sophisticated syntactical strategies used by authors studied during the year. Students will also participate in imitation activities to practice utilizing the syntactical strategies in their own writing.

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*Expository Essay: Expository writing, the form usually required in academic work, can be structured in a variety of ways. Effective organization grows out of the writer's subject matter and purpose. Skillful writers consider the nature of their material and then identify an appropriate organizational approach for the most artful presentation of material. The traditional rhetorical modes represent established strategies for shaping writing and focusing on the relationship between structure and purpose. This essay helps use multiple rhetorical modes to build an effective researched essay and present a vivid portrait of a time period based on primary and secondary research about the era when the student was born. The student will use the writing process of research, organize, prewrite, edit, revise, and submit.

*Synthesis Essay: *After Title IX was implemented by the federal government, many colleges fielded additional women's sports teams to fulfill the requirement for more equality between men's and women's collegiate sports. How has Title IX been beneficial to women in sports? Has Title IX created equality in sports between men and women or has it furthered the inequalities? Please refer to direct and indirect sources cited, both those provided, or those personally collected, to support your position using MLA format. Avoid mere summary or paraphrase.* After reading six pieces of text, including an "alternative text" or statistical chart, students are asked to present an argument of their own that includes the analysis, selection, and synthesis of ideas from the selections.

*Timed Essay: a variety of past AP writing prompts are utilized for students to improve skill necessary to be successful on the spring exam.