

AP English Language and Composition 2021-22

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*"A little progress each day adds up to big results.
Strive for **growth**, not perfection."*

Purpose

AP English Language and Composition will enable students to read complex texts with understanding and to write prose of sufficient richness and complexity to communicate effectively with mature readers. Students will write in both informal and formal contexts in multiple drafts to gain authority and learn to take risks in writing. In addition, the informed use of research materials and the ability to synthesize varied sources (to evaluate, use, and cite sources) are integral parts of the AP English Language and Composition course. In short, students will develop a set of skills which will allow them to formulate and defend positions in various contexts, and to read critically, realizing the validity of the texts presented. AP English Language and Composition students are expected to take the AP English Language Exam at the conclusion of the year.

Guiding Questions

In any non-fiction text of quality and sophistication, what is the author's purpose? What devices or techniques are used to achieve this purpose? What is the exigence amid the rhetorical situation?

Goals for the AP Language and Composition Student

- ✓ 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 his or her 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 his or her own writing
- ✓ 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 his or her own process of composition
- ✓ Revise a work to make it suitable for a different audience
- ✓ Analyze image as text
- ✓ Evaluate and incorporate reference documents into researched papers
- ✓ Critical reading of non-fiction and fiction texts to reinforce analytical skills

Required Supplies

Three Notebooks ... **one** to use for your discussion notes and EAA notes, writing activities and pre-writing activities
... **one** to use as your Reading Journal

... **one** to use for Professional Models

Note: Be sure to purchase college-ruled notebooks with lots of pages. For Reading Journal exercises, you will need a notebook that is at least 100-150 pages. Label one as "Reading Journal," another as "Pro Models," and the third as "Class/EAA Notes." Write your first and last name, class, and period clearly in upper right corner of the cover in Sharpie!

Pocket file folders (for daily use)

Post-It Notes (at least one pack) You are encouraged to bring in packs for grade enhancement.

Pen (dark ink – blue or black)

OPTIONAL - One 2" or 3" three-ring (view pocket) binder for all class handouts (You will soon design a custom cover). Binder will house many handouts and be used to build a writing portfolio of your essays. USB Flash Drive ... label it or ID it as your own, please ... OR a reliable place to save your work

Required Textbooks

Everything's an Argument, 10th Edition, 11th Edition Andrea A. Lunsford and John J. Ruskiewicz
The Bedford Reader, 11th Edition Edited by X.J. Kennedy, Dorothy M. Kennedy, and Jane E. Aaron
The Language of Composition, 3rd Edition Edited by Renee H. Shea, Lawrence Scanlan, Robin Dissin Aufses, and Megan Harowitz Pankiewicz
Elements of Argument, 10th Edition Edited by Annette T. Rottenberg and Donna Haisty Winchell

Grading Procedures

Grading Scale:

Based on a percentage of total possible points for a nine-week period:

90-100%	= A
80-89%	= B
70-79%	= C
60-69%	= D
59% and below	= E

This is a college level course. As such, *you are responsible for your own learning*. You will receive a grade, then, on demonstration of your *initiative, development, and growth in use* of critical thinking skills in your own writing, reading and thinking throughout the course. Specifically, **rubrics and scoring guides** will be used for major assignments that will allow you to translate "growth" into point values. Multiple drafts of major essays will be required, as well as the Reading Journal.

AP Language and Composition students are expected complete assignments on time and to be prepared at all times – for discussions, with on-going assignments, and, of course, with the major papers. *Late work is not acceptable*. Unless excused due to illness or other excused absence, assignments that are not ready to present or not turned in on time will result in a 10% reduction in whatever grade the work achieved at that time, and/or adhere to the MVTHS Communication Arts Late Work Policy (August 2021). Students may request one extension per quarter if needed, and the request should be made before the due date. If issues exist beyond what is stated here, please email the instructor and a plan will be developed for the work. Do not expect to submit large amounts of late work for the entire quarter the week before the grade period ends, both at the mid quarter point and end of quarter. **Students are highly encouraged to turn in late assignments within 5 days from the due date.**

After School Grade Enhancement: One day a week will be designated for an after-school session. Most likely, it will be on Tuesdays or Wednesdays in C127 or C114. This time can be used to work on AP Lang RJ or Pro Model work, major papers, Multiple Choice practice – either individually or with other AP Lang students, or to ask questions about anything we are covering. The timeframe will run from 3:09 to 4:00 pm. Students can earn grade enhancement points (most likely 5 points per session) for attending, provided time is used productively. Sign-in and out required. Reserved for AP Lang students only, please.

IEP/504 Accommodations

Students with an IEP or 504 Plan *may* have individualized accommodations. There are some embedded features on Chromebooks which can help such as Google Read & Write (purple puzzle piece on the toolbar with an "rw") to read material aloud. Contact your teacher for due dates regarding extended time and to discuss accommodations.

Quarantine Learning Plan*

*This plan is only available to students on an approved plan through the Nurse's Office

Daily Work: Major assignments can be located on the Google Classroom

Projects: Major assignments can be located on the Google Classroom

Tests: This class does not have any tests, except for a Semester Exam

Materials: Materials can be located in syllabus on the Google Classroom

Due Dates: Due Dates can be located on the Google Classroom

Technology Assistance: Please contact Tech Services at 246-1812 or email Gina Williamson at gwilliamson@mvths.org

Semester One

Quarter 1: The Environment: What is Our Responsibility to the Natural Environment?

Major Texts and Professional Models

Reading Journal:

Chapters from *Into the Wild* by John Krakauer

Selections from *Walden* by Henry David Thoreau

"Where I Lived, and What I Lived For"

"Resistance to Civil Government" ("Civil Disobedience")

Selections from Ralph Waldo Emerson

"Fate"

Pro Models:

Didion "Many Mansions"

Emerson "Nature" (1836)

Carson "Silent Spring" (1962)

Williams "The Clan of One-Breasted Women" (1991)

Thoreau "Where I Lived, and What I Lived For"

Crumb "A Short History of America" (1979)

Pollan "Unhappy Meals" (2007)

Major Papers

Personal Narrative Exercise – Students will write an "Introductory Essay" in which their personal story is told as a friend, child/sibling, student, and learner. Key in on anecdotes and examples. Revise according to correct MLA guidelines.

Descriptive Exercise – Students will select something of relevance to them, such as a room at home, their current neighborhood, or a classroom at MV, paying particular attention to diction and tone.

Extended Definition Essay – After reading Naylor’s “Mommy, What Does ‘N-----’ Mean?” students will develop an original argument that will answer a version of the basic question “What does _____ mean?” or “What is the meaning of _____?” The argument must involve the appeals (logos, pathos, and ethos). The argument will be supported with outside research, and research must be cited according to MLA guidelines.

AP Exam Preparation – Argument Essay

Argument Essay – Think about differing views of ownership, and write an essay in which you explain your position (defend, qualify, or challenge) on the relationship between ownership and the sense of self. Use appropriate evidence from your reading, experience, or observations to support your argument. Use REHUGO to gather your evidence. (Other argument prompt(s) can be used as needed)

Argument Essay – In a well-written essay, develop a position on the ethics of offering incentives for charitable acts. Support your position with evidence from your reading, observation, and/or experience. Use REGUGO to gather your evidence. (Other argument prompt(s) can be used as needed)

Argument Essay – Write an essay that defends, challenges, or qualifies Horace’s assertion about the role that adversity (financial or political hardship, danger, misfortune) plays in developing a person’s character. Support your position with evidence from your reading, observation, and/or experience. Use REGUGO to gather your evidence. (Other argument prompt(s) can be used as needed)

Argument Essay – In a well-written essay, examine the extent to which H.L. Mencken’s observation applies to contemporary society. Support your position with evidence from your reading, observation, and/or experience. Use REHUGO to gather your evidence. (2011, Form B) (Other argument prompt(s) can be used as needed)

Quarter One Activities

Introduction to the new year at MVTHS ... policies and procedural

Start of School Activities

Collect summer assignments (*Into the Wild* Chapter Questions, AP Term Cards, and Intro Letter)

Intro to AP, the syllabus, the AP Language exam ...

Read and discuss Didion’s “Many Mansions” essay – what is analysis of language?

Review of Krakauer’s *Into the Wild* text

“Musical Mingle”

Reading Journal Questions

Introductory Writing Assignment

Mandala Activity

Time Management for the AP Student and Study Skills – Activity and Discussion

Intro to REHUGO

Argument Essay Practice/Scoring Rubrics-Practice

Terrific Tuesdays! Multiple Choice Practice

Intro to Modified Reading Journal

MAP Testing

Pre Test for AP Language

EAA, Chapter 1 ... Everything Is an Argument (Introduction to Purpose, Audience)

EAA, Chapters 2, 3, 4 ... Pathos, Ethos, Logos

EAA, Chapters 18, 19, 20 ... Finding Evidence, Evaluating Sources, Using Sources

EAA, Chapter 9 ... Argument of Definition

Quarter 2: Using Language Effectively in Rhetorical Modes: The Speech Text

Major Texts and Professional Models

Reading Journal:

"Inaugural Address" by John F. Kennedy

"On King's Assassination April 4, 1968" by Robert F. Kennedy

"Resignation Speech" by Richard Nixon

"Oval Office Address to Nation – Challenger Disaster" by Ronald Reagan

"Post 9-11 Speech to Ground Zero" by George W. Bush

"Victory Speech" by Barack Obama

"Golden Globes Lifetime Achievement Speech" by Oprah Winfrey

Pro Models:

"Neat People vs. Sloppy People" by Suzanne Britt

"Remembering My Childhood on the Continent of Africa" by David Sedaris

"Black Men and Public Space" by Brent Staples

"Homeless" by Anna Quindlen

"Behind the Formaldehyde Curtain" by Jessica Mitford

"Corn's Conquest" by Michael Pollan

Major Papers

Exemplification Exercise - Students will use family members to form an argument regarding positive and negative characteristics of Americans. Focus on development of the generalization, illustrated by rich examples.

Process Exercise – Students will write an essay about a process or procedure that should be discontinued, and they will incorporate a stylistic device as outlined in EAA Chapter 13.

Causal Analysis Essay - Students will write an original argument that will provide causes, effects or both for or of a particular issue. The argument must be supported with outside research. The argument must combine at least two rhetorical modes. Research must be cited according to MLA guidelines.

AP Exam Preparation – Rhetorical Analysis Essay

Rhetorical Analysis – After reading the "The Plastic Pink Flamingo: A Natural History" text, write an essay in which you analyze how Price crafts the text to reveal her view of United States culture. (Keep rhetorical elements of diction, tone, syntax, appeals, etc. in mind) (Other rhetorical analysis prompt(s) can be as needed)

Rhetorical Analysis – After reading the Florence Kelly text, write an essay in which you analyze how the rhetorical strategies Kelly uses to convey her message about child labor to her audience. (2011) (Other rhetorical analysis prompt(s) can be as needed)

Rhetorical Analysis – After reading the "Canterbury" Samuel Johnson letter, write an essay in which you analyze how Johnson crafts his denial. (Keep the elements of diction, tone, selection of detail, narrative structure, and exemplification in mind.) (Other rhetorical analysis prompt(s) can be as needed)

Rhetorical Analysis – After reading the “Staying Put: Making a Home in a Restless World” text, write an essay in which you analyze the strategies Sanders uses to develop his perspective about moving. (Other rhetorical analysis prompt(s) can be as needed)

Quarter Two Activities

Revisit Time Management for the AP Student and Study Skills – Discussion

Ongoing - Terrific Tuesdays! Multiple Choice Passage Practice

EAA, Chapter 6 ... Rhetorical Analysis

EAA, Chapter 7 ... Structuring Arguments

EAA, Chapter 11 ... Causal Arguments

Intro of SOAPStone Method

Rhetorical Analysis Essay Practice/Scoring Rubrics-Practice

Terrific Tuesdays! Multiple Choice Practice

The Emerson-Thoreau Scrapbook

Gallery Walk

Tone Word Paint Chip Exercise

Editorial Cartoon Unit and Analysis

Ongoing - Modified Reading Journal

First Semester Reading Journal Conference

MAP Testing

Post Test for AP Language

Semester Exam (per Exam Week schedule; can count as one-fifth of semester grade)

Possible Break Reading Assignment: Excerpts from either *The Souls of Black Folk* by W.E.B. DuBois or *In Cold Blood* by Truman Capote

Semester Two

Quarter 3: Rhetorical Modes: The Speech Text Part Two, Outliers, and SAT Prep

Major Texts and Professional Models

Reading Journal:

“Second Inaugural Address” by Abraham Lincoln

Outliers by Malcolm Gladwell

Pro Models:

“Neat People vs. Sloppy People” by Suzanne Britt

“Remembering My Childhood on the Continent of Africa” by David Sedaris

Major Papers

Comparison-Contrast Exercise – Students will compare two music acts, two films, or even contrast a sports participant (athlete) and a sports enthusiast (fan).

Classification and Division Exercise – Students will write on the aspects of snack foods, fashion styles, or even types of teachers.

AP Exam Preparation – Synthesis Essay

Synthesis Essay –In an essay that synthesizes at least three of the sources for support, develop a position on the effects of advertising. (defends, challenges, or qualifies **develops your position on**) (Other synthesis prompt(s) can be used as needed)

Synthesis Essay –In an essay that synthesizes at least three of the sources for support, take a position that defends, challenges, or qualifies **develops your position on** the claim that television has had a positive impact on presidential elections. (Other synthesis prompt(s) can be used as needed)

Synthesis Essay – After reading and breaking apart EAA Chapters 18, 19, and 20, form an argument using 3 of the 7 sources in which you address the question “What should the role of GM foods in the global food supply?” (defend, challenge, or qualify **develops your position on** the notion that _____) (Other synthesis prompt(s) can be used as needed)

Synthesis Essay – In an essay that synthesizes at least three of the sources for support, identify key issues associated with the locavore movement and examine their implications for the community. (2011, Form B) (Other synthesis prompt(s) can be used as needed)

Quarter Three Activities

Ongoing - Terrific Tuesdays! Multiple Choice Passage Practice

Ongoing - SOAPStone Method

Editorial Cartoons

Humor Columns

Tone Word Paint Chip Exercise

Ongoing – Modified Reading Journal

EAA, Chapter 10 ... Evaluations

EAA, Chapter 14 ... Visual Rhetoric

EAA, Chapter 15 ... Presenting Arguments

EAA, Chapter 16 ... Multimedia Arguments

Ongoing - SOAPStone Method

Ongoing Rhetorical Analysis Essay Practice/Scoring Rubrics - Practice

Intro of Using Sources

Synthesis Essay Practice/Scoring Rubrics - Practice

Terrific Tuesdays! Multiple Choice Practice

SAT Prep Activities

KHAN Academy SAT Prep

SAT Guest Speaker(s)

SAT Exam

Quarter 4: Rhetorical Analysis: Analysis Through Fiction

Major Texts

Reading Journal:

O'Connor, "Writing Short Stories"
O'Connor, "Good Country People"
O'Connor, "The Misfit"
Knickerbocker, "Heaven Suffereth Violence"

Pro Models:

"What's Wrong with Gay Marriage?" by Katha Pollitt
"Gay "Marriage": Societal Suicide" by Charles Colson
"Safety Through Immigration Control" by Mark Krikorian
"Not Your Homeland" by Edwidge Danticat

Major Papers

Opinion Exercise – Students will write a paper expressing their views on a relevant topic of their own choosing.

Research Paper: Students will choose one of the modes below for their research paper:

Proposal Essay - Students will write an original argument in which a call for action is made, often in response to a problem. The argument must be supported with outside research. The argument must combine three rhetorical modes. Research must be cited according to MLA guidelines.

Evaluation Essay - Students will write an original argument that will "judge" something using criteria of evaluation – quantitative or qualitative. The argument must be supported with outside research. The argument must combine three rhetorical modes. Research must be cited according to MLA guidelines.

AP Exam Preparation

Review of the Three Exam Essay Formats: Argument, Rhetorical Analysis, and Synthesis
Continued practice of Essay formats and Scoring Practice

Quarter Four Activities

Research Paper – Proposal or Evaluation Mode

Review of the Three Exam Essay Formats: Argument, Rhetorical Analysis, and Synthesis
Class Visits: Senior Panel – Veteran AP Lang to Address Your Exam Questions
AP Recruitment: Your Classroom Visits to English II
Terrific Tuesdays! Multiple Choice Passage Practice
Revisit EAA, Chapter 13 ... Style

AP EXAM WEEKS (May 2021 as of August, 2020 – subject to change due to COVID-19)

AP Language and Composition EXAM: TBA

Modified Reading Journal

First Semester Reading Journal Conference

Winding Down/Senior Mode

Write a Letter to Next Year's AP Lang Students

VZ's Course Evaluation

Closing Ceremonies/Wearing of the Traditional AP Language T Shirt

Semester Exam

Major Papers

AP Language and Composition students will receive the following point values for parts of the essay process: Proposal (10), Draft 1 (20), Draft 2 (50) and Draft 3 (Final Draft) (100). Maximum points for Draft 2 and Draft 3 (Final Draft) will be based on revisions/improvements you make to your essay. Essays will be evaluated on rhetorical strategy, content, organization, coherence, focus, support, clarity, diction and syntax. Assignment handouts will be provided for each essay. The Drafting Process will be emphasized each quarter.

Major Paper 1: Definition Essay

Major Paper 2: Causal Essay

Research Paper for Semester Two

Major Paper 3: Evaluation Essay

Major Paper 4: Proposal

Writing Workshops

The Writing Workshop will provide in-class time for writing and research for the Major Essays. Practice in specific writing skills will also occur. Peer-editing and writing conferences will also comprise Writing Workshop time. C114 and Media Center computer lab will be used.

Reading Journal

The Reading Journal is designed to help students develop critical thinking and reading skills so that they can develop and articulate legitimate readings of a text. It includes the important step of student reflection and allows students to identify and demonstrate their reading growth. Students will need to obtain a separate "notebook" (tablet, three-ring binder, journal or computer-generated) to use for the Reading Journal. The RJ has three parts: Right Side: Responses to teacher-designed questions for any given text, which will provide the basis for class discussion of the text. Left Side: Reflections on learning that has taken place after studying and discussing a particular text, after class discussion is finished.

Reading Journal Conference: This is a conference where students will posit what they have learned over a period of time about reading, using for evidence the right and left sides of the Reading Journal. Essentially, students will present an *original oral argument about their individual growth* in this conference.

AP Terminology

AP Language and Composition Terminology is essential to the AP student's analysis of texts. Students will apply the Terminology in various contexts, including quizzes, and synthesize their knowledge of the Terminology in possible PowerPoint presentations and group projects which will be presented in the AP class.

Quizzes

Each quiz will cover material discussed in AP Language and Composition. The format used will be short answer, matching or essay. Each test will be used to help you process your own learning ... they measure what you do know rather than what you don't know. If you attend class, read, write and participate, you should do well.

A Word about Plagiarism

According to the University of North Carolina at Chapel Hill, plagiarism is defined as the "deliberate or reckless representation of another's words, thoughts, or ideas as one's own without attribution in connection with submission of academic work, whether graded or otherwise." (*UNC Instrument of Student Judicial Governance*)

And, from the University of Illinois, the following are all examples of plagiarism:

- ✓ Copying the words of others, whether from a source or another student.
 - ✓ Putting your name on a paper written by someone else.
 - ✓ Purchasing or downloading in paper from the Internet and turning it in.
 - ✓ Paraphrasing (rewriting in your own words) a source and not documenting it.
 - ✓ Not using quotations marks properly when using material from another source.
- (www.library.illinois.edu)

In AP Language and Composition, plagiarism will not be tolerated in any form at any time.

Penalties for plagiarism include, according to the 2019-2020 MVTHS Student and Parent Handbook, receiving a zero on the questioned material and (possibly) having the incident reported to the Attendance Office for documentation purposes. Repeated acts of cheating or plagiarism shall be subject to Board policy for academic misconduct.

Finally, Remember This:

"All there is to writing is having ideas."

Robert Frost

"Teach them how to think, read and write, and the test will come."

Ms. Cathy D'Agostino, AP Consultant, New Trier High School

You've elected to take a very challenging course in AP Language and Composition. I want each of you to have an outstanding experience ... stick with it, ask lots and lots of questions, and seek assistance. I guarantee that you'll be amazed at your growth by the year's end.

Dr. VanZandt