

**AP English Language and Composition/GSW 1110 & 1120
Syllabus 2017-18**

Instructor: Stephanie Hotz

Location: room 208

Office Hours: 2:30-2:50 M-F and by appointment

Contact Information: shotz@huronhs.com

Required Course Texts:

Cohen, Samuel. *50 Essays: A Portable Anthology*, 5th edition. Boston: Bedford/St. Martin's. 2017. Print.

Fox, Steven. *Advanced Composition Skills 20 Lessons for AP Success*. Saddle Brook, NJ: Peoples Education, 2009. Print.

Required Materials:

Large three ring binder (2 inch?)

Dividers

Loose leaf paper

Single subject notebook

Writing utensils, blue or black ink pens

Course Description

The purpose of the AP Language and Composition class is to provide students with an introduction to a college-level course that prepares the students for the AP English Language and Composition Exam. An exceptional score on the test may result in advanced placement in college, college credit, or both. A grade of C or higher will also award guarantee Bowling Green college credit for GSW 1110 and 1120 college level course work. Preparation for this test will include reading and analyzing challenging non-fiction and fiction texts in multiple genres such as: journals, essays, letters, speeches, images, films, poetry, and short stories. Authors for these texts will span multiple countries and multiple eras. Such authors will include but will not be limited to: Dave Berry, Frederick Douglass, Thomas Paine, Thomas Jefferson, Barbara Lazear Ascher, James Boswell, William F. Buckley, Jr., Alan Burdick, Nicholas Carr, Ta-nehisi Coates, Barbara Ehrenreich, Lars Eighner, Stephanie Ericsson, Malcolm Gladwell, Langston Hughes, Zora Neal Hurston, Stephen King, Audre Lorde, Nancy Mairs, Malcolm X, George Orwell, Plato, Mike rose, Brent Staples, Jonathan Swift, Henry David Thoreau, E.B. White, and many more. Students will do frequent, close, analytical reading deciphering the author's purpose, audience, strategy, and use of rhetorical devices, such as diction, syntax, and tone.

In reading and analyzing the work of others, students will gain the skills to strengthen the use of rhetorical strategies in their own writing. Students will compose many forms of formal and informal writing such as: expository, critiques, analytical, personal, argumentative, narrative, synthesis, and research based. A holistic rubric scoring system will be used to evaluate student work that is much like the holistic scoring rubric students will encounter on the AP English Language and Composition test. This scoring rubric will be modified as needed for each assignment given. Self-assessment and peer-editing will be utilized as well. Students can expect to write and rewrite two to three papers outside of class and five to ten in-class essays (rhetorical, argumentative, synthesis, or analysis) and to complete a variety of quiz/short test assignments per quarter. Comments on all papers encourage students to vary sentence length, structure, and diction. Particularly well-constructed phrases and apt word choices,

subtle and appropriate transition statements, effective use of rhetoric to establish voice, and original illustrative details are encouraged. Students must state their thesis statement indicating how well the writing style (tone, diction, sentence structure, and choice of examples) achieve their stated purpose. The following GSW and BGP Learning Outcomes will also be covered in this course:

1. Demonstrate rhetorical knowledge through writing in a variety of academic genres and to a variety of academic audiences.
2. Develop critical thinking, reading, and writing skills through approaching academic writing assignments as a series of cognitive tasks, engaging in multiple modes of inquiry, synthesizing multiple points of view, critiquing student and professional writing, and assessing source materials.
3. Understand the processes entailed in academic writing including recursive processes for drafting texts, collaborative activities, the development of personalized strategies, and strategies for identifying and locating source materials.
4. Demonstrate knowledge of the conventions of academic writing including format and documentation systems, coherence devices, conventional syntax, and control over surface features such as grammar, punctuation, mechanics, and spelling.
5. Engage in the electronic research and composing processes by locating, evaluating, disseminating, using and acknowledging research, both textual and visual, from popular and scholarly electronic databases.
6. Understand the importance of values systems in academic writing including the abilities to write effectively to audiences with opposing viewpoints, to participate in an active learning community which values academic honesty, and to value the place of writing within learning processes.

The AP English Language and Composition learning outcomes are blanket (or include) the GSW 1110 and 1120 learning outcomes as well as the BGP learning outcomes of English Composition and Oral Communications. In other words, when a student is engaged in AP course work, he or she is also engaged in GSW 1110 and 1120 course work.

Being that this is a college level class, the expectations for this class are high and the material is challenging; therefore, a minimum of 5 hours of work a week outside of class should be expected by the student. Time management is important as essays and readings will be on-going processes. Students will be expected to bring prior knowledge to the class including a command of grammar, reading skills, motivation, and ability to discuss and offer insights on readings.

Assignments:

Students will be completing the following types of assignments and essays through the course

- Multi-draft essays
 - Argument
 - Analysis (fiction and non-fiction)
 - Expository
 - Narrative
 - Synthesis
 - Research
- AP Test Practice
 - Throughout the course, students will practice both objective and timed open-ended AP test questions related to the curriculum. College Board materials will be provided

including marker papers for students' understanding and revision. The students will be assessed according to AP provided rubrics.

- Critical Reading
 - Readings for the course include excerpted as well as full-length fiction and non-fiction texts. Students are expected to do readings outside of class and come prepared to discuss the texts beyond the superficial level.
- Discussion
 - Discussion in class will take various forms ranging from graded formal discussion to informal classroom chat. Students will be assessed on their meaningful contribution to discussions at all levels.
- Writing Work Shop
 - Students will participate in multi-step revision processes of their writing including teacher conference, peer editing, and re-writing essays using teacher feedback.

Tentative Schedule

This is only a general outline of the course of study and will inevitably be deviated from during the school year.

- First Nine Weeks: **Reading for literal comprehension (Analysis)** Double-Entry Journal note taking (SOAPS3Tone) “You are not Special” read, reaction, watch “The Ways We Lie”, Stephanie Ericsson from *Rosa Parks*, Douglas Brinkley from *Narrative of the Life of Frederick Douglass, An American Slave*, FD William Bradford and John Smith In class writing assignment #1 and #2-

1. How does the author's choice of details communicate his attitude toward his subject? (rhetorical analysis after reading “from *Narrative of the Life of Frederick Douglass, An American Slave*)

2. Explain the author's purpose in recounting the details of Douglass's early childhood. Support your observations with details from the narrative. (rhetorical analysis after reading “from *Narrative of the Life of Frederick Douglass, An American Slave*)

On importance of audience. How does reading “You are not special” vs. watching the speech given by McCullough change the reaction of the audience?

Essay assigned after analysis of the speech being read as text only and after analysis of watching the speech given. Use of personal experience encouraged. Proper MLA will be used to cite information used to support their claims.

Close Reading, with attention to diction (Argument)

from *The Crisis*, Thomas Paine “Manners,” from *Notes on the State of Virginia*, Thomas Jefferson “The Plastic Pink Flamingo: A Natural History”, Jennifer Price

In class writing assignment #3- 3. Think of a practice or behavior with which you are familiar from your own experience, and write an argument showing it to be justified or unjustified. (argument after reading Thomas Jefferson's *Notes on the State of Virginia*)

Reading with Awareness of the author's assertions (Argument with attention to rhetorical questions)

"The Perils of Indifference", Elie Wiesel In class writing assignment #4-

4. Choose a general topic on which you have a strong opinion and can form an argument. Then write an argument on this topic and explain how you want others to think about it. (Argument after reading Elie Wiesel's speech "The Perils of Indifference")

Reading with an awareness of the author's implications (Argument with attention to connotations of words)

"Words Sometimes Convey More Than Literal Meaning", Ted Diadiun "The Doctor Will See You For Exactly Seven Minutes", Peter Salgo "I Wanna See You Be Brave", Sara Bareilles (poem/song)

In class writing assignment #5- 5. Some people feel that our society needs to be more vigilant about the potentially negative effects of some speakers' and writers' language, and others feel as though pressure to avoid offending anyone inhibits the expression of passionately held ideas. On which side of this debate do you find yourself? Write an essay in which you explain your position on this topic and why you feel as you do. (argument after reading Ted Diadiun's *Words Sometimes Convey More Than Literal Meaning* and Peter Salgo's *The Doctor Will See You For Exactly Seven Minutes*)

Essay assignment #2- Song/Video analysis "I Wanna See You Be Brave", Sara Bareilles

Students will discuss how the lyrics of this song and images in the video apply to this rhetoric class, to the global community, and to them personally. Proper MLA will be used to cite information used to support their claims.

Understanding the character of the writer in non-fiction (Analysis of the character of the writer through diction)

from *The Jungle*, Upton Sinclair "The Doctor Won't See you Now", James Gorman

In-class writing assignment #6 and #7- 6. Explain what effect the author's diction has on you. (rhetorical analysis after reading from Upton Sinclair's *The Jungle*) 7. What is the overall effect of James Gorman's presentation in "The Doctor Won't See You Now"? How does his diction communicate his attitude toward his fellow physicians and the demands our society makes on them? Write an essay that provides specific answers to these questions. (rhetorical analysis after reading from Sinclair's *The Jungle*)

Essays #3 and #4-

Essay entitled "What is goodness?" Students will draw parallels and distinctions between works thus far read and analyzed such as, MLK Jr., Thomas Paine, Thomas Jefferson, Rosa Parks, Frederick Douglass, etc. They will discuss the definition of goodness on a personal and global level and support it with evidence they glean from the novel and works read. Proper MLA will be used to cite information used to support their claims.

Second Nine Weeks:

Understanding the role of syntax (Analysis of syntax)

from "The Tell Tale Heart", Edgar Allan Poe from *The Scarlet Letter*, Nathaniel Hawthorne

In-class writing assignment #8- 8. Study the passage and then write an essay in which you explain how the writer's style indicates the mental state of the speaker. (rhetorical analysis after reading Edgar Allan Poe and Nathaniel Hawthorne).

Understanding figurative language in non-fiction; comprehending the language of the eighteenth and seventeenth centuries (Argument using analogy, hyperbole, metaphor, or irony)

from *The Autobiography of Benjamin Franklin* "The Ephemera: An Emblem of Human Life" by Benjamin Franklin from "Meditation XVII", John Donne

In class writing assignment #9- 9. Write an essay in which you choose two virtues that you believe are essential for your purpose, define them, and explain how you would set about to achieve them or at least to make progress toward improving yourself with regard to them.

Recognizing classic rhetorical devices (Analysis of the rhetorical devices in speeches)

Gettysburg Address, Abraham Lincoln Inaugural Address, John F. Kennedy "I Have a Dream", Martin Luther King, Jr.

In class writing assignment #10 and #11-

10. Choose one or two rhetorical devices that you see used significantly in Kennedy's Inaugural Address. Write an essay in which you determine the purpose of Kennedy's speech, and explain how these devices help him to achieve his purpose.
11. Write an essay in which you identify how King describes and illustrates that "shameful condition," and show how he uses carefully arranged rhetorical devices to dramatize that effect.

Understanding the purposes of specifically chosen words and phrases (Analysis of the author’s word choices)

from “Self-Reliance”, Ralph Waldo Emerson (and from “Nature”) from *Pentimento*, Lillian Hellman from “Walden” and from “Civil Disobedience”, Henry David Thoreau

In class writing assignment #12- 12. Write an essay that explains what effect you believe Lillian Hellman achieved in her description, how the words you chose contribute to that effect, and how the synonyms you imagine for them would have changed the passage’s impact.

Essay #4- “What are you?” (Transcendentalist or anti-Transcendentalist) Students will identify and support, using evidence from our reading, which philosophy by which they would most likely govern their own lives. Proper MLA will be used to cite information used to support their claims.

Reading with an awareness of audience (Analysis of the relationship between audience and text)

Graduation Address by Franklin Delano Roosevelt

In-class writing assignment #13- 13. Write an essay in which you analyze the relationship between the speech’s audience and its content. Be sure to explain how it was affected by its intended audience.

Semester Exam: Practice AP test with two essays, rhetorical analysis and argument

3rd Nine Weeks:

Reading with an awareness of the author’s attitude toward the subject (Analysis of tone)

from *Tom Jones*, Henry Fielding “How It Feels to Be Colored Me”, Zora Neale Hurston from *Of Plymouth Plantation*, William Bradford “Checks and Balances”, Tom and Ray Magliozzi (Click & Clack)

In class writing assignment #14 and #15- 14. In this essay the author communicates her attitude not only toward the subject of her race but also toward other people’s feelings and experiences. Write an essay in which you determine what those attitudes are and how Hurston uses the language and content of her essay to reveal what her attitudes are toward herself and the people she knows.

15. After reading the columnists’ response to the question, determine what you see as their attitude toward the father and toward the son. Write an essay in which you explain how Ray and Tom Magliozzi use the writer’s resources regarding tone to communicate not only the information they want to share but also how they feel about their subject and their audience.

Understanding the organization of a reading selection (Argument in favor or against the author's view; Analysis of diction and arrangement of material)

from *How the Other Half Lives*, Jacob A. Riis Speech at the Women's Convention by Sojourner Truth

In-class assignment #16 and #17-

16. Consider what Riis has written and write an essay in which you defend, challenge, or qualify his opinion about the natural characteristics of young children. Use your other readings and your experiences to defend your position.
17. Write an essay in which you explain how Sojourner Truth uses diction and arrangement of material to establish the tone of her speech.

Observing repeated imagery and patterns (Analysis of how rhetorical strategies reveal attitudes)

from *Bleak House*, Charles Dickens

In-class assignment #18- 18. Write an essay in which you analyze how Dickens's rhetorical strategies reveal his attitude toward the legal system of his day.

Recognizing abstract and concrete language; Reading nineteenth and seventeenth century prose (Synthesizing from several details)

from "Rip Van Winkle", Washington Irving from *Wonders of the Invisible World*, Cotton Mather

In-class assignment #19 and #20-

19. Read the excerpt from the story and synthesize in writing a character description of Rip. Use only the information provided, and refer to specific language in the story when writing your essay.
20. Consider the facts presented in the trial, and determine what conclusions can be drawn from them. You do not have to conclude that Bridget Bishop was a practicing witch. You might read all of this and arrive at some very different conclusion. Once you have thought the matter through, write an essay in which you synthesize your response from the sources provided in Cotton Mather's report. Explain your position.

Understanding how the author creates atmosphere (Analysis of rhetorical strategies; observing details)

from "Sinners in the Hands of an Angry God," Jonathan Edwards Diary, 12 August 1863 by Walt Whitman

In-class essay #21 and #22-

21. Write an essay in which you analyze how Edwards uses rhetorical strategies to communicate his vision.
22. For this writing task, spend some time observing the people with whom you come into contact on a fairly regular basis. Concentrate on one whom you do not know personally very well. Write a description, as Whitman did, of the times when you see that person, and what you believe that person's appearance tells about his or her true self.

Image analysis essay #6- Students will look at the famous black and white photo of President Abraham Lincoln sitting for a picture and the colorized version of the same picture by Dana Keller. They will compare and contrast the mood, attitude, appearance, and personality revealed in each picture and compare and contrast the difference of the image in black and white vs. in color.

4th Quarter:

Responding to the author's pathos and ethos (Analysis of the author's emotional appeal; Synthesizing opinions from several sources)

"I Will Fight No More Forever," Chief Joseph "The Death of Miles," Marc Gellman "When Life Makes You Cry Uncle," Eugene Robinson "Freedom of Hate and Speech," Jeff Jacoby "Divisive in Any Language," E.J. Dionne, Jr.

In-class writing assignment #23 and #24- 23. Write an essay in which you analyze how the emotional appeals of Gellman's letter helped him achieve his purposes.

24. Read the three essays and then synthesize from them a position on the limits of free speech, They, with specific and direct reference to at least two of the three readings, write an essay that supports, challenges, or modifies the statement: "Entirely free speech is no longer in the national interest." Cite your sources by referring in parentheses to the author's name.

Observing the author's style (Analysis of how an author creates a style; Argument in response to a person's beliefs)

from *The Samurai's Garden*, Gail Tsukiyama from *God and My Father*, Clarence Day, Jr.

In-class writing assignment #25 and #26- 25. Show how the author used various techniques of language

to create

the overall effect of the passage. 26. Write an essay in which you show what the father's position is and explain whether you would defend, challenge, or qualify his beliefs.

Determining the author's purpose (Analysis of the purpose and how it is achieved; Analysis of the relationship between purpose and theme)

"Child in Corner to Exact Revenge As Soon As He Gets Out" from *The Onion* "Everyday Use", Alice Walker

In-class writing assignments #27 and #28-

27. Explain how the author uses various resources of language to achieve that purpose or combination of purposes.
28. Write an essay in which you consider how each of these characters feels about the quilts and what, ultimately, the author is seeking to accomplish by telling us the story of Mama, her daughters, and these quilts. Consider such elements as diction, syntax, figurative language, rhetorical devices, and tone.

Recognizing the character of the speaker (Analysis of the personality behind the author's voice)

"A Letter to His Wife," John Winthrop from "On Women's Right to Vote," Susan B. Anthony Preface to *Doubt* by John Patrick Shanley

In-class writing assignment #29- 29. What do these pieces tell us about the character of the person behind

the writing? Choose one of the three and compose an essay in which you analyze the writer's ethos, paying special attention to the actual text that provides that information for you. Do not concern yourself with what else you might know about your subject. Rely only on the text you have just read.

Reading holistically; appreciating the overall effect of a writer's achievement (Analysis of how rhetorical strategies contribute to a writing's overall effect; Argument with reference to a writer's assertions; Synthesizing a solution to a complex problem)

"Ode to Thanksgiving," Michael Arlen "Autobiographical Notes," James Baldwin "A Modest Proposal," Jonathan Swift "Once More to the Lake," E.B.White

In-class writing assignment #30, #31, and #32- 30. Write an essay in which you demonstrate how the

author uses particular rhetorical strategies to achieve his purpose regarding his description of his family's Thanksgiving dinner. 31. Write an essay in which you defend, challenge, or qualify Baldwin's assertion. Develop your argument with reference to your reading, your experience, and your conversations with other people.

TEST WEDNESDAY MAY 16, 2018

After test:

Research paper