

Advanced Placement Language and Composition 2017-2018

Hawaiian Mission Academy
Instructor: Jana Edge

edgej@hawaiianmissionacademy
edgehomework100@yahoo.com

Main Text: Shea, Renee H. and Lawrence Scanlon and Robin Dissin Aufses. *The Language of Composition*. 2nd Edition, Bedford/St. Martins, 2013.

Additional Resources: *Picturing Text, Everything's an Argument, Every Day Use* and selected articles and documents.

Overview/ Objectives:

Upon completing the AP English Language and Composition course students should be able to:

- 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 researched papers.

The preceding objectives are stated in the English Language and Composition Course Description published by the College Board's Advanced Placement department. Below is the specific manner in which Hawaiian Mission Academy's English Department intends to meet these objectives.

Daily Classroom Procedures:

- Each class period will begin with a question, a quote or a visual that each student must address in his/her notebook for this class. The topics will frequently be related to the homework assignment. Notebook assignments will include selecting a previous entry and rewriting it for a different audience and will also be a place where students reflect on their own writing.
- Current news articles related to the topic will be analyzed thematically and rhetorically. Articles will be supplied by both teacher and students.
- Readings will be discussed by the class as a whole, in small groups and as individuals. Students will often be asked to present their answers to reading questions in class.
- Visual rhetoric will be examined using *Picturing Texts* (W.W. Norton) and current visuals in the media.
- Mini-lessons teaching grammar as a rhetorical choice will be given at least weekly.
- Additional rhetorical strategies will be introduced as we encounter them in our reading.
- Lexicon – Each student must keep a separate notebook of words discovered in class readings or personal reading that he/she wishes to learn. Each entry must have the word, the definition, a sentence using the word and where the word was found or heard. Students are required to have at least 100 entries for their lexicons each semester. Lexicons will also be used for in-class activities for participation credit. Rhetorical terms may be included in this notebook but they will not be counted toward the 100 required entries.

Grading:

Daily in-class assignments, participation, activities and evidence of preparation: 15%

Papers: 50%

Tests and Quizzes: 30%

Vocabulary: 5%

Quarter 1

Unit 1 - Community Unit - What is my personal responsibility to my community?

Introduction to Rhetoric - *The Language of Composition*

The following pieces will be used to examine the relationship between the individual and the community:

Martin Luther King, Jr. "Letter from Birmingham Jail"; Henry David Thoreau "Where I Lived, and What I Lived for"; Richard Rodriguez, Aria: "A Memoir of Bilingual Childhood"; Ellen Goodman, "The Family that Stretches (Together)"; Lori Arviso Alvord, "Walking the Path between Worlds"; Robert Putnam, "Health and Happiness"; Dinaw Mengestu, "Home at Last"; Scott Brown, "Facebook Friendnomics"; Malcom Glandwell, "Small Change: Why the Revolution Will Not be Tweeted" and additional text as needed.

Novel: *Lord of the Flies* by William Golding

Essay #1 What is my personal responsibility to my community?

This is a personal narrative using ideas from the unit's readings to inform a personal philosophy. References must be made to at least three of the pieces studied in this unit using MLA format.

The first draft will be evaluated in small peer groups according to a predetermined rubric.

Students will revise their essay according to feedback and then submit a second draft along with the first and the notes from the peer group.

The teacher will hold individual conferences with students after evaluating each paper. All students will be allowed to revise to further meet the standards; some students will be required to revise in order to meet the standards of this course.

After the first draft is evaluated but before the second draft is due, students will be required to generate at least 10 *good* questions related to this topic and hold a Socratic Seminar. Instruction will be given regarding what qualifies as a *good* question as well as how to conduct a Socratic Seminar.

A quarter test will be given that will evaluate the students ability to identify use of rhetoric in excerpts of passages that we have studied during the quarter and some that we did not study. Each student will be asked to choose one of the passages and write a short essay describing the effects of the rhetorical strategies.

Quarter 2 – Sports- How do the values of sports affect the way we see ourselves?

The following readings will provide the context in which to discuss answers to the question above:

Central Essay: Gay Talese “The Silent Season of a Hero”; Theodore Roosevelt The Proper Place for Sports”; Grantland Rice, “The Four Horsemen”; William Faulkner, “An Innocent at Rinkside”; Joyce Carol Oats, “The Cruellest Sport”; Kris Vervaecke, A Spectator’s Notebook; Jane Smiley, “Barbaro, the Heart in the Winner’s Circle”, Malcolm Gladwell, Offensive Play; How Different Are Dogfighting and Football?”; Rick Reilly, “Why I Love my Job”; Caroline Alexander, “The Great Game” and additional text as assigned.

The same strategies used during quarter one will be used during this quarter including: journal topics at the beginning of class, news articles, class, group and individual reading and presentations, grammar as a rhetorical strategy, visual rhetoric and a lexicon.

Group and individual practice in sentence imitation will be part of the in-class activities this quarter.

After reading most of the articles students will again generate at least 10 good questions related to the essential question in the sports unit. A Socratic Seminar will commence.

Essay #2 – Select a question on this topic that will serve as a guide for a comparison/contrast essay or a classification essay. You may generate a new question regarding this topic.

Examples: How do the values of racecar driving, surfing and golf affect the way I see myself? How do the values of sports in childhood, adolescence and adulthood affect the way we see ourselves?

Your essay must reference at least 3 sources studied in class and at least 3 additional sources. One of these sources must be a visual. Please use MLA format.

As you write, make intentional choices regarding punctuation, syntax and diction.

This essay will be evaluated through the same process as essay #1.

Unit #3 Popular Culture- To what extent does popular culture reflect society’s values?

Readings:

James McBride, Hip Hop Planet; Mark Twain “Corn-pone Opinions”; Davide Denby, High-School Confidential; Notes on Teen Movies; Robin Givhan, “An Image a Little Too Carefully Coordinated”; Steven Johnson, “Watching TV Makes You Smarter”; Daniel Harris, “Celebrity Bodies”; Chuck Klosterman, “My Zombie, Myself: Why Modern Life Feels Rather Undead”; Hans Ostrom “Emily Dickinson and Elvis Presley in Heaven” (poetry); and additional text as assigned.

Essay #3 -Exporting American pop culture has had primarily a positive impact on global culture.

OR: Exporting American pop culture has had primarily a negative impact on global culture.

Each student will be assigned one of the topics above.

Since this is meant to be an argumentative essay remember to establish your claims and evidence, take alternatives into account, refute the opposition, and come to some conclusions about the issue.

Your essay must reference at least 3 sources studied in class and at least 3 additional sources. Please use MLA format.

Semester Exam – The semester exam will be comprised of 2 multiple choice passages and 1 argumentative essay topic.

Unit #4 Politics- What is the nature of the relationship between the citizens and the state?

Readings as a class:

“On Seeing England for the First Time” by Jamaica Kincaid

“A Modest Proposal” by Jonathan Swift

Reading options for presentations:

Chris Hedges from “The Destruction of Culture”; Oliver Goldsmith “National Prejudices”; Virginia Woolf “Thoughts on Peace during an Air Raid”; Henry David Thoreau “On the Duty of Civil Disobedience”; Wole Soyinka “Every Dictator's Nightmare” Tim O'Brien “On the Rainy River” (fiction) Yevgeny Yevtushenko “Conversation with an American Writer” (poetry) Pablo Picasso “Guernica” (painting); *The New Yorker*, March 17, 2003 (cover) *Harper's*, April, 2003 (cover); George Orwell “Shooting an Elephant”; Chinua Achebe “The Empire Fights Back”; National Park Service “Christiansted: Official Map and Guide” (travel brochure); Eavan Boland “In Which the Ancient History I Learn Is Not My Own” (poetry); Bombay Furniture Co. “What Part of You Lives in Bombay?” (advertisement); Laura Blumenfeld “The Apology: Letters from a Terrorist”, Sarah Vowell “The Partly Cloudy Patriot”; Mariane Satrapi “The Veil” and additional texts as assigned.

Assignment #4 Rhetorical Analysis

Students choose a selection from *The Language of Composition* textbook in the Politics Unit.

Examine how the author uses rhetoric to reveal the nature of the relationship between the citizen and the state in the context of that article.

Student pairs will give a power point presentation with examples and explanations.

Students will also create a visual that represents the central idea of the written piece.

A Socratic Seminar will conclude this unit.

Unit #5 Science and Technology

How are advances in sciences and technology affecting the way we define our humanity?

Most of the articles in this unit will be read and analyzed independently. Certain articles will be used as a spring board for discussions and comparison.

News articles and stories on the topic of American Eugenics from 1910-World War II and beyond will also be examined.

Essay #5 Research Paper

Students will use their experience of generating questions to develop an original question/topic for research related to science, technology and humanity.

The instructor must approve each student's research question, keeping in mind that this question may change during the research process.

The instructor will be available for feedback on each student's essay in progress as needed.

Students will be guided through the research process and shown how to use the state library online access to peer reviewed journals.

Students will be given a handout regarding what constitutes a primary source and a secondary source in scientific literature.

The requirement for this paper is at least 2 primary sources, 4 secondary sources and 1 visual source. MLA style is expected.

The purpose of this paper is not to summarize the sources but to demonstrate how they support your unique perspective. Acknowledging and briefly addressing counter arguments is appropriate.

AP Exam Practice

Students will complete timed free response questions in class without putting their names on the paper. The essays will then circulate around the class; peers will write what they like about the essay and what could have been included that was not.

Different practice activities will be utilized including multiple choice responses.

Graded Exam

The semester exam for class credit will consist of 2 sections of multiple choice questions and one argumentative free response. Students will have two hours to complete this exam.

*Note: This syllabus may be adapted and adjusted to best fit the needs of the course and the students.