COURSE OVERVIEW

AP Language and Composition is a college-level course focusing on critical reading, rhetorical analysis, argumentation, and composition. Throughout the year, students read a variety of college-level (and beyond) works of fiction and non-fiction and develop writing skills through a series of assignments in and out of class. This course aims to prepare students for life and college by exposing them to great writing and inspiring them to move beyond rudimentary assumptions and expression into higher-level insight and writing. The pieces we read will be challenging. The writing is frequent and rigorous and requires students to respond to readings that we have worked with in and out of class. Expect this class to be both demanding and rewarding.

Learning Outcomes:
Upon successful completion of this course, students will:
1. Demonstrate knowledge of individual and collaborative writing processes.
2. Develop ideas with appropriate support and attribution.
3. Write in a style appropriate to audience and purpose.
4. Read, reflect, and respond critically to a variety of texts.
5. Use Edited American English in academic essays.

COURSE CALENDAR

- Unit One: Space Exploration – Course Orientation, Close Reading, and Rhetorical Analysis
- Grammar Focus: Appositive Phrases, Participial Phrases

Essential Questions: What is the AP Language & Composition exam? What are the goals of this course? What is close reading and how does it differ from everyday, informal reading? What questions will a successful reader ask? What is rhetoric? What are the five rhetorical canons? How is rhetoric at work all around us (in conversations, films, books, advertisements, art, etc)? What is the relationship between speaker, audience, and subject? How do decisions about diction, syntax, figurative language, and tone impact the audience’s understanding of a text? How do speakers use the rhetorical appeals to achieve a particular purpose? How does an understanding of rhetorical context impact the audience’s understanding and interpretation of a text?

Major Assignments:
1. 1st Six Weeks Assessment: What is Rhetoric – a multiple-choice test designed to evaluate student mastery of content related to the essential questions.
2. Possible Unit One Project – The class will create a soundtrack for The Martian Chronicles. Songs will be selected to highlight a particular tone evident in the text. Each class will, then, be divided into groups, and each group will produce a music video for a song on the soundtrack. Music videos must use imagery and visual rhetoric that emphasizes tone and must show a deep understanding of plot, setting, characterization, and point of view. Each student will write a rhetorical analysis of his/her groups music video, paying particular attention to the video’s use of imagery and visual rhetoric.

Key Texts:
- The Martian Chronicles, by Ray Bradbury
- “The Declaration of Independence”
- Speeches by JFK, Ronald Reagan, and George W. Bush
- Selections from Stephen Hawking, Carl Sagan, and

Important Dates:
- Summer Test 1
- Summer Test 2
- Diagnostic
- WWTW 1
- WWTW 2
- WWTW 3
- WWTW 4
- Literary Terms Quiz 1
- Literary Terms Quiz 2
- Grammar Quiz 1
- 1st Six Weeks Test
- IRA 1
- IRA 2
- IWA 1
- Unit One Project
- Robert Heinlein
  ✓ Various poetry
Unit Two: The Science of Food – Exploring the Rhetoric of Film, Understanding and Developing Argument

Grammar Focus: Absolute Phrases, Prepositional Phrases

Essential Questions: What is an argument? What is a claim? What is the Toulmin Scheme? What types of evidence can be used to support an argument? How can you determine the validity and significance of a claim and/or evidence? What are opposing views and how do you address them effectively? How do speakers establish authority and credibility? How do speakers use appeals to logic, character, and emotion to strengthen an argument? How do filmmakers use rhetoric to advance an argument?

Major Assignment:
1. 2nd Six Weeks Assessment: Basic Argumentation – a multiple-choice test designed to evaluate student mastery of content related to the essential questions.
2. 3rd Six Weeks Assessment: Composing Arguments – a multiple-choice test designed to evaluate student mastery of content related to the essential questions.
3. Unit Two Project – Our school cafeteria is being accused of contributing to poor student performance by continuing to offer unhealthy lunch options. The students will stage a Mock Trial. Students will choose roles as prosecuting attorney, defending attorney, expert witnesses for the prosecution or the defense, representatives of the school district and other stakeholders. Prosecuting teams will make a case against the school cafeteria. Defending teams will attempt to show that the prosecution’s claims are wrong or invalid. Each student will then write a Closing Argument for the side of his/her choosing. The Closing Argument must be a well-written essay offering a persuasive claim supported by evidence presented during the trial.

Key Texts:

- *The Jungle*, by Upton Sinclair
- Selections from *Fast Food Nation*
- Selections from *The Omnivore’s Dilemma*
- *Food, Inc* (film)
- *Supersize Me* (film)
- Various newspaper and magazine articles (student selected)

Important Dates:

- WWTW 5
- WWTW 6
- WWTW 7
- Literary Terms Quiz 4
- Literary Terms Quiz 5
- Literary Terms Quiz 6
- Literary Terms Quiz 7
- Grammar Quiz 2
- Grammar Review
- 2nd Six Weeks Test
- 3rd Six Weeks Test
- IRA 3
- IWA 2
- IWA 3
- Unit Two Project
- Semester Final Exam
Unit Three: The Environment and Green Engineering – Synthesizing Arguments

Grammar Focus: Adjective Clause, Adverb Clause

(January 20 – March 26)

**Essential Questions:** How can many arguments be parsed, analyzed, and combined to form a wholly new argument? How does a speaker use a variety of sources to support his/her assertion? What is the difference between defending, challenging, and qualifying? What is MLA citation? What methods can be used to incorporate source material, directly and indirectly?

**Major Assignments:**

1. **4th Six Weeks Assessment: Synthesis** – a multiple-choice test designed to evaluate student mastery of content related to the essential questions.
2. **Unit Three Project** – Each student will create a “Going Green” marketing campaign product (i.e., a t-shirt, bumper sticker, poster, etc) to promote a slogan designed to persuade others to adopt a more environmentally friendly point of view. In support of his/her slogan, the student will select a series of short primary and secondary texts that will used, additionally, to create an AP exam-style synthesis question.

**Key Texts:**

- “The Night Thoreau Spent in Jail”
- *The Lorax*, by Dr. Seuss
- Selections from *Silent Spring*, by Rachel Carson
- Selections from *Walden*, by Henry David Thoreau
- Selections from *Pilgrim at Tinker Creek*, by Annie Dillard
- Selections from *Hot, Flat, and Crowded: Why We Need a Green Revolution--and How It Can Renew America*, by Thomas L. Friedman
- Various newspaper and magazine articles (student selected)
- Various poems

**Important Dates:**

- WWTW 9
- WWTW 10
- WWTW 11
- WWTW 12
- Literary Terms Quiz 9
- Literary Terms Quiz 10
- Literary Terms Quiz 11
- Grammar Quiz 3
- IRA 4
- IWA 4
- 4th Six Weeks Test
- Unit Three Project
Unit Four: Ethics of Science and Technology – Focused Preparation for the AP English Language & Composition Exam
Grammar Focus: Sentence Variety

Essential Questions: Review – What knowledge and skills has AP Language & Composition presented? What strategies will increase exam scores? Individualized Instruction – How can I take my essays to the next level? How do I address specific weaknesses related to multiple choice tests?

Major Assignments:
(1) 5th Six Weeks Assessment: Multiple Choice Blitz – a multiple-choice test designed to evaluate student mastery of content related to the essential questions.
(2) 6th Six Weeks Assessment: Cumulative Vocabulary – a multiple-choice test designed to evaluate student mastery of content related to the essential questions.
(3) Unit Four Project – In groups, the students will create movie trailers advertising AP Language & Composition as a genre movie (i.e. Hollywood Blockbuster, thriller, romance, adventure, crime drama, period piece, horror movie, science fiction). Creation of the trailer should serve as a review of the course in advance of the AP exam. Trailers should include a description of the summer reading assignment for the next class of AP Language & Composition students as well as tips for a successful year. Current Pre-AP II students will vote on the most compelling movie trailer.

Key Texts:
- Johnny Got His Gun, by Dalton Trumbo
- Selections from Plato, Rousseau, Darwin, Freud, and Nietzsche
- Various newspaper and magazine articles (student selected)
- College Board test prep materials

Important Dates:
- WWTW 13
- WWTW 14
- WWTW 15
- Literary Terms Quiz 12
- Literary Terms Quiz 13
- Literary Terms Quiz 14
- Literary Terms Quiz 15
- Grammar Quiz 4
- Grammar Cumulative Test
- 5th Six Weeks Test
- 6th Six Weeks Test
- IRA 5
- IRA 6
- IWA 5
- Unit Four Project
POLICIES & PROCEDURES

- **Evaluation**
  
  Student grades will be determined as follows:
  
  Essays (IWAs & Timed Writings)  30%
  Tests & Quizzes  30%
  Major Assignments (Projects & IRAs)  30%
  21st Century Skills  10%

  21st Century Skills grades will be based on Work Ethic and Communication & Collaboration. Work Ethic is determined according to academic honesty, participation/engagement, and preparation. Communication & Collaboration is determined according to teacher observation and peer assessment.

- **Attendance, Tardies, and Make-Up Work:** Attendance is EXTREMELY important. We will be working every day. One absence will set you back. If you do miss class for an excused absence, you will have two days for every day missed to make up work; if you do not talk to me about missed work within two days, you will not be able to make it up. You are responsible for making and keeping an appointment to take a missed test or quiz. Tardies are not acceptable. Arriving to class more than ten minutes late constitutes an absence. Tardies will be handled according to Berkner High School disciplinary procedures.

- **Late Work:** Late work will be accepted the following class meeting with a ten-point penalty applied to 21st Century Skills grades. If a student wishes to submit an assignment more than one day late, the student must come to tutoring. Major Assignments may NOT be turned in late.

- **Tutoring:**
  
<table>
<thead>
<tr>
<th>Day</th>
<th>Time</th>
<th>Tutoring</th>
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<tbody>
<tr>
<td>Monday</td>
<td>4:15 to 4:45</td>
<td>MC Tutoring</td>
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<tr>
<td>Tuesday</td>
<td>8:15 to 8:45</td>
<td>IWA Tutoring</td>
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<tr>
<td>Thursday</td>
<td>4:15 to 4:45</td>
<td>Grammar Tutoring</td>
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- **Texts:** We will be reading extensively in this course. Annotation of texts is a key component of the class; therefore, students are required to purchase copies of all major key texts. Students who choose to purchase digital copies of texts must keep a dialectical journal.
  
  ✓ *The Martian Chronicles*, by Ray Bradbury (summer reading)
  ✓ *The Jungle*, by Upton Sinclair
  ✓ *The Night Thoreau Spent in Jail*, by Robert Edwin Lee and Jerome Lawrence
  ✓ *Johnny Got His Gun*, by Dalton Trumbo

- **Supplies:** In addition to the supplies listed below, please be prepared to bring your STEM laptop daily.
  
  - Notebook Paper (wide ruled)
  - Blue or Black Pens
  - Composition Book
  - High Lighters (assorted colors)
  - Post-It Notes