



AP English Language & Composition

San Leandro High School

11th Grade

2019 – 2020

Ms. Brandon – Room 231

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Course Overview: This is a rigorous introductory college course that will provide you with challenging reading and writing experiences. The objectives of this course are to help you build the strongest English Language Arts background possible and to provide you with an opportunity to earn college credit. Your enthusiastic participation in class is necessary to ensure that you meet the objectives of this course.

Course Assignment Grading:

30%: Formative Assessments (daily assignments, quick writes, quizzes)

70%: Summative Assessments (tests, essays, projects, presentations)

Materials Required: one notebook, pens, post-it notes, highlighters, index cards, and a pair of earphones.

Attendance & Late Work Policy: Opportunities to learn only occur when students are present, prepared, and focused. We will cover a great deal of material in class, so attendance is mandatory. A student who is present and actively participates will most likely to be successful; however, if a student is absent, he/she has 2 school days to make up work assigned on days missed and 5 days to make up seminars and tests taken on days missed. After five days, a zero will be given for the missed work. You are still responsible for meeting due dates for major papers. You can turn in work by emailing them to jbrandon@slusd.us. This is a college-level course and instruction during class cannot be made up with a simple worksheet, handout, or reading. It is important that you are here. Please notify me by email or by telephone in the event of your absence.

Academic Integrity

Plagiarism is the practice of copying words, sentences, images, or ideas for use in written or oral assessments without giving proper credit to the source. All written assignments will be checked for plagiarism. If plagiarized work has been turned in, students will receive a zero for that given assignment and must redo the assignment using their own words and phrases. Cheating is defined as the giving or receiving of illegal help on anything that has been determined by the teacher to be an individual effort. Both are considered serious offenses and will significantly affect your course grade.

Extra Help: Office hours occur on Mondays, Tuesdays, and Fridays from 3:30 - 4:30 and on Wednesdays and Thursdays from 2:30 - 3:30. Students may obtain extra help during office hours. Please notify me ahead of time to ensure that individual attention can be given.

Course Texts: The primary text for this course will be *The Language of Composition* by Shea, Scanlon, Aufses, and Pankiewicz. Students will also read selections from *50 Essays A Portable Anthology* by Samuel Cohen and *Everything's an Argument* by Lunsford and Ruszkiewicz. Students will also read *The Narrative of the Life of Fredrick Douglas* by Fredrick Douglas and one non-fiction text, *The Great Gatsby* by F. Scott Fitzgerald.

Summer Reading

Before entering the school year, students were required to complete a summer reading assignment. The text that was assigned was J.D. Salinger's *The Catcher in the Rye*.

Students were instructed to read *The Catcher in the Rye* and then to maintain dialectical journals. In their journals, students were required to react to various literary devices. Their journals are a place to record particularly strong rhetorical techniques and to react to the texts with their own thoughts and opinions.

Learning Activities

➤ **Journal activities:** Students will be required to maintain a dedicated AP Language/Composition journal.

The journal will:

1. Maintain daily warm-up assignments to strengthen an understanding of voice. Students will receive a different quote, image, and/or poem from a well-known work of fiction or nonfiction and craft short paragraphs that address a specific issue of diction, detail, imagery, syntax, or tone.

2. Serve as a dialectical journal to use with class readings. As students will not be able to physically annotate their textbooks, thus a double-entry journal will allow students a way to record their conversations with a particular essay. Modeling will be provided to help students set up and maintain their journals.

➤ **Multiple Choice Quizzes**

➤ **Vocabulary:** Students will work with rhetorical and literary terminology, as well as vocabulary generated from the course readings, to increase their use of academic vocabulary in all classroom conversations and assignments.

➤ **Metacognitive Strategies:** On a weekly basis, students will be given strategies to decode and analyze complex text. These skills and strategies will assist students in becoming critical thinkers, readers, and writers.

➤ **Free Response Prompts:** Twice a month, students will discuss and answer essay prompts as a class, in small groups, or as an individual task, to hone their skills with timed writing tasks.

➤ **Rhetorical, Argumentative, and Synthesis Responses:** Students will regularly read a variety of speeches, articles, and essays once a week where they will write a short composition asserting ideas about particular positions or evaluating an author's rhetorical moves.

Unit One: Introduction to Close Reading and Rhetorical Awareness

➤ **Driving Question:** *What are the characteristics of good readers and writers?*

Texts: *The Catcher in the Rye* and *The Language of Composition*, Chapters 1 & 2

Premise: Students will become familiar with the basic skills needed to succeed in the AP Language and Composition course (including critically thinking about complex text, close reading, directed and purposeful focused writing, and rhetorical terminology). Students will learn to examine and apply the AP text analysis model that includes: purpose, audience, and exigence. Weekly timed writings will allow students to practice and prepare for rigorous writing tasks, and readings will be discussed and analyzed for students to understand crucial rhetorical concepts such as voice, audience, and appeals. Students will begin by exploring themselves as people, developing ideas of who

they are as readers and writers. Finally, students will develop a furthered understanding of the importance of using academic language and proper grammar; students will also learn how to use MLA format.

Formative Assessments:

- Define rhetorical situations and devices
- Identify an author's use of literary devices and effective use of rhetoric
- Critically analyze text using levels of questioning
- Write reflective journal entries analyzing one's own educational experience
- Deconstruct multiple-choice questions
- Review *The Catcher in the Rye* notes
- Create one-page visual arts-integrated notes
- Define and illustrate academic language
- Timed essay writing

Summative Assessments:

- The Catcher in the Rye* rhetorical analysis essay
 - The Catcher in the Rye* Socratic Seminar
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Unit Two: Analyzing Arguments

➤ **Driving Question:** *Unschooling: Does our public educational system live up to its ideals?*

Texts: *The Language of Composition*, Chapters 3 & 5, *The Narrative of the Life of Fredrick Douglas*, *Everything's an Argument* Chapters 1 & 5, selected readings from *50 Essays*

Premise: *Students will begin to use their knowledge from unit 1 to begin to apply this knowledge towards argumentative writing. Students will work with a variety of texts to understand the construction and effectiveness of an argument and rhetoric. Comparisons of articles from numerous standpoints on similar topics will be discussed and analyzed. Students will continue to critically think about the meaning of argument and persuasion. Timed writings will focus on an analysis of an argument and students will have opportunities to generate their own arguments, and participate in peer to peer reviews. Contemporary and classical essays, art, and political satire will be used for students to reflect about how language has influenced our world. Students must grasp concepts about the world they live in to understand how argumentation is a means of interacting with the world. Through thoughtful and critical reflection, students will be forced to reflect on their own beliefs, while also supporting their opinions with justifiable evidence and analysis.*

Formative Assessments:

- Define argumentative devices
- Identify an author's thesis and effective use of rhetoric
- Critically analyze text using levels of questioning
- Write effective thesis statements and thematic statements
- Conduct peer to peer reviews
- Use of close reading strategies to analyze and synthesize complex texts: annotation, rhetorical triangles, SOAPStone
- Timed essay writing
- Identifying fallacies, ethos, logos, and pathos appeals
- Identify strategies to answer multiple-choice questions

-Personal Progress Checks

Summative Assessments:

-FRQ's: Argumentative Essays

-Multiple-choice assessment on *The Narrative of the Life of Frederick Douglass*

Unit Three: Synthesizing Sources

- **Driving Question:** *American Dream or Nightmare: What does the pursuit of wealth and status reveal about our values and character as a society?*

Texts: *The Language of Composition*, Chapters 4, 6, & 10, *The Great Gatsby*, and selected readings from *50 Essays*

Premise: Students will continue to build upon their analytical, rhetorical, and argumentative skills while delving into the world of synthesis while preparing for the AP exam. More emphasis will be placed on the construction of their own arguments, how to synthesize evidence so it "talks" to each other, as opposed to the rhetorical analysis of other writers. This driving question, along with reading The Great Gatsby, will allow for students to explore a variety of fictional informational texts to assist them in the development of an argumentative research paper, as well as examining how our society uses persuasion and propaganda to influence a person's values and actions. Students will continue to develop mastery of grammatical structures and footnotes in print and non-print materials.

Formative Assessments:

-Critically analyze text using levels of questioning

-Journal writing using FRQ prompts

-Close reading *Say, Does, How*, strategy and analysis

-Use of close reading strategies to analyze and synthesize complex texts: annotation, rhetorical triangles, SOAPSTone

-Close reading *Yes/No/But* strategies and analysis

-Timed essay writing

-Multiple Choice quiz

-Personal Progress Checks

-Academic vocabulary practice

Summative Assessments:

-Synthesis essay and presentation

-Personal narrative essay about the American Dream

-Argumentative FRQ's

First Semester Assessment

Unit Four: Rhetorical Situation: Gender in the U.S.

- **Driving Question:** *What role does education play in gender mainstreaming?*

Texts: *The Language of Composition* Chapters 11, *Everything's An Argument* Chapters 8 & 14, selected readings from *50 Essays*

Premise: *To be a thoughtful, productive citizen in the 21st century, one must think critically about our ever-changing society and world. In doing so, students will read and analyze a combination of fiction and non-fiction readings around the topic of gender and how the ideas around how gender norms are changing national and international laws, secondary education, and our daily social interactions with each other. Students will continue to read articles from the text 50 Essays as well as analyzing visual and performing arts that uncover the ways we choose to think about gender. Students will write several essays where they will take a stand on the issue of gender mainstreaming as well as construct a personal narrative of their understanding and experience with gender norms.*

Formative Assessments:

- Identifying exigence and rhetorical situations
- Crafting well-founded thesis statements
- Strengthening introductions and conclusions with statistics, data, and intriguing anecdotes, and solutions
- Identifying the structure of an author's argument
- Say/Does/How text-based strategy and analysis
- Personal Progress Checks
- Timed writing exercises
- Multiple choice quiz
- Personal Narrative about gender norms/identity

Summative Assessments:

- Argumentative Essay
 - Rhetorical Analysis
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Unit Five: Preparing for the AP Exam

Driving Question: *What must industrialized countries do in order to develop technologies and strategies to help combat global climate change?*

Texts: *The Language of Composition* Chapters 4 (review) & 7, *Everything's An Argument* Chapters 14 & 24, selected readings from *50 Essays*

Premise: *Students will review all of the material that has been presented earlier in the course in preparation for the AP exam, as well as continuing to build on their skills to synthesize information for argumentative purposes. Students will examine the topic of climate change, through visual and print texts. Students will craft thesis statements that support their reasonings with a variety of evidence in preparation for a synthesis essay. Students will be exposed to conflicting texts and evidence that they will grapple with by participating in group discussions and essay revisions with their peers.*

Formative Assessments:

- Identify thematic statements within an argument
- Synthesize evidence from multiple sources
- Formulate credible thesis statements with evidence
- Analyze the credibility and reliability of an author and their sources
- Recognize and label biases and limitations of arguments
- Examine the use of close read strategies to analyze complex texts

- Assess inferences regarding an author's use of syntax and tone
- Personal Progress Checks

Summative Assessments:

- Synthesis essay on climate change
 - Rhetorical and argumentative FRQ's
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Unit Six: Justice or Just Us?

- Driving Question: *To what extent do our laws and politics reflect the values of a just society?*

Texts: *The Language of Composition* Chapters 12 and 50 *Essays*

Premise: *Students will incorporate the data from their Personal Progress Checks to review and identify strategies and skills that they may need to continue to practice and improve on for the remainder of the year. Students will also receive an AP Lit preview to ensure that students are academically prepared for this class.*

Formative Assessments:

- Review grammatical structures and rhetorical devices
- Identify an author's purpose using SOAPStone
- Analyze the credibility of an author
- Identify an author's style and syntax
- Journal writing
- Conduct peer to peer reviews

Summative Assessments:

- Synthesis Essay and presentation

“First and foremost, when we talk about ‘advanced placement’, some folks have an ‘advanced placement’ before they walk into your classroom.

An ‘advanced placement’ in the classroom often times comes from an ‘advanced placement’ socioeconomically and access-wise. So, the reality is that it’s not about the young folks and their potential per se, it’s about who has had ‘advanced placement’ in a world beyond the classroom and that we, as educators, just replicate those processes in the classroom.”

Dr. Chris Emdin, Professor at Teacher’s College, Columbia University