



Learning Power Course: AP® English Language and Composition

Deanna Mauck, Instructor

Mailing address: NSU
1200 So. Jay St.
Aberdeen. SD 7401

E-mail address: mauckd@northern.edu
Phone: 605.626.3391

Course Overview: To be a thoughtful, productive citizen in the 21st century, an individual must think critically, read widely with full comprehension, and write from a perspective of strength and conviction. The AP English Language and Composition course “engages students in becoming skilled readers of prose written in a variety of periods, disciplines, and rhetorical contexts, and in becoming skilled writers who compose for a variety of purposes” (The College Board, *AP English Course Description*, May 2007, May 2008: 6).

Course objectives are based on those outlined by the *AP English Course Description*. At the end of the academic year, students should

- read astutely, think critically, and write clearly, developing their voices to communicate understanding, discovery, and persuasion;
- analyze and interpret samples of good writing, identifying and explaining an author’s use of rhetorical strategies and techniques;
- apply effective rhetorical strategies and techniques in their own writing;
- write narration, description, and exposition, using effective rhetorical strategies to accomplish a desired purpose for an identified audience;
- create and sustain arguments based on readings, research, and/or personal experience;
- produce compositions that introduce a narrative point, a thesis, or a claim and develop them with appropriate evidence, cogent commentary, and clear transitions;
- demonstrate understanding and mastery of standard written English as well as stylistic maturity in their own writings, using a variety of sentence structures and effective vocabulary;
- evaluate and incorporate reference documents into researched papers;
- demonstrate understanding of the components of citations, endnotes, and footnotes;
- analyze image (cartoons, graphs, pictures) as text;
- reflect and write thoughtfully about their own writing process; and
- critique constructively their own writing and that of peers.

Required Texts:

Cohen, Samuel, ed. *50 Essays, 2nd edition*. New York: Bedford/St. Martin's, 2007.
 ISBN: 0-312-44698-5
 Cost: \$24.38

Lunsford, Andrea A., John J. Ruszkiewicz, and Keith Walters. *Everything's an Argument with Readings, 4th edition*, 2007.

ISBN: 0312447507

Cost: \$60.63

Ordering Information:

Bedford/St. Martin's
 75 Arlington Street
 Boston, MA 02116

Additional Works: (available in libraries or bookstores)

Krakauer, Jon. *Into the Wild*

O'Brien, Tim. *The Things They Carried*

Works found Online or on the Content Module of Desire2Learn:

Essays

Ibsen, Henrik. *A Doll House*

The **course is organized** by modes of discourse with assigned readings, followed with students writing compositions in the various modes.

First Semester

The first semester focuses on basic *rhetorical strategies* and the various *modes of discourse*.

- **Introductory Information**
 - Highlights of Course: Challenges and Expectations
 - Avoiding Plagiarism/Plagiarism Contract
 - Diagnostic Tests
 - AP Multiple-Choice
 - AP Essay
 - Basic Rhetorical Terms
 - AP Scoring of Essays

- **Weekly Practices includes any of the following:**
 - Critical reading: annotation and identifying points of the Rhetorical Triangle
 - Identifying the rhetorical appeals: Ethos, Pathos, Logos
 - Lessons in Voice: Diction, Detail, Imagery, Syntax, Tone
 - Working with common errors: pronoun/antecedent agreement, the ambiguous "it," and the like
 - Sentence variety through imitation and practice
 - Evaluating sources, including visual texts
 - Cartoon analysis worksheet
 - Timed writings focusing on essays read in *50 Essays, Samuel Cohen, ed.*

- **Independent Reading of a Memoir or Autobiography**

Suggested books:

Black Like Me, John Griffin
Night, Elie Wiesel
Warriors Don't Cry, Melba Patillo Beals
I Know Why the Caged Bird Sings, Maya Angelou
An American Childhood, Annie Dillard
Growing Up, Russell Baker
Memories of a Catholic Girlhood, Mary McCarthy
The Woman Warrior, Maxine Hong Kingston
Autobiography of Malcolm X, Malcolm X
The Road from Coorain, Jill Ker Conway
Travels With Charley in Search of America, John Steinbeck
Hunger for Memory: The Education of Richard Rodriguez,
 Richard Rodriguez
The Liar's Club: A Memoir, Mary Karr
Angela's Ashes, Frank McCourt
The Greatest Generation, Tom Brokaw

Reading cadres will be formed for discussion on the Discussion Board. Included will be discussion in writing of the author's style, diction, tone, and purpose; identification of significant quotations; response to controversial or significant passages; and brief research on a topic that surfaces from the reading.

- **Rhetoric of Letters** with focus on the Rhetorical Triangle: writer, audience, subject, purpose, context, and genre
 A variety of letters that will be read, and will include a couple from past AP Exams.

Assignment to follow daily reading of letters and identification of key points of the rhetorical triangle:

Students will write a letter of two-three pages for a clearly identifiable *audience* with a distinct *purpose*. They will follow a required letter format.

- **Modes of Writing** (Essays or page numbers of those listed will be revised to meet alignment with the second edition of the *50 Essays* text.) Students will read 2-3 essays in each mode, followed with writing a composition each mode. (Assessments follow at the conclusion of the listed essays.)

1. Description

"Father," Jan Gray (Content Module on Desire2Learn)
 "Flavio's Home," Gordon Parks (CM)
 "How It Feels to Be Colored Me," Hurston, p. 158 (*50 E*)

2. Narration

"The Chase," Annie Dillard (CM)
 "Graduation," Maya Angelou, p. 9 (*50 E*)
 "Shooting an Elephant," George Orwell, p. 276 (*50 E*)

Exposition: Prose writing that explains (or exposes) its subject. Its function is to inform, to instruct, or to set forth ideas. Expository writing that we will cover include at least three of the following exposition modes:

3. Definition

“She: Portrait of the Essay as a Warm Body,” C. Ozick (CM)
 “In Search of Our Mother’s Gardens,” A. Walker, p. 425 (50 E)
 “So This Was Adolescence,” Annie Dillard (CM)

4. Cause and Effect

“Why Don’t We Complain? W.F. Buckley, p. 64 (50 E)
 “Just Walk on By: Black Men and Public Space,” B. Staples,
 p.362 (50 E)
 “The Plug-In Drug,” Marie Winn, p. 465 (50 E)

5. Process Analysis

“Learning to Read and Write,” F. Douglass, p. 100 (50 E)
 “Learning to Read,” Malcolm X, p. 245 (50 E)
 “On Dumpster Diving,” Lars Eighner, p. 207 (50 E)

6. Comparison and Contrast

“Two Ways to Belong in America,” B. Mukherjee, p. 272 (50 E)
Into the Wild, nonfiction novel by Jon Krakauer
 “Where I Lived, and What I Lived For,” Thoreau, p. 416 (50 E)

Assessment for above **readings** will include any of the following:

- M/C questions in AP exam format
- Annotation checks
- Identification of role of writer, purpose of essay and effective rhetorical strategies that advance that purpose
- Reader response
- Reading checks
- (Points given will be between 5-15 points.)

Assessment for student composition in the various modes:

Invention

Each essay must have tangible evidence of invention/pre-writing. If the invention involves graphics, the student will show me the pre-writing on the document camera *or* projected from the Tablet PC.

Draft and Peer Editing

The draft will be posted to an assigned Writing Cadre on the Discussion board of Desire2Learn for peer editing and teacher commentary.

Final Copy

Final copy receives a holistic score based on the rubric for the mode. Two critiques from the Writing Cadre must accompany the final copy.

Reflection

A reflection sheet is due upon receipt of the corrected essay. These sheets are found under “Online Reflection” under the heading Modes of Writing on the Content Module of Desire2Learn.

All parts of each essay will be saved in an online folder (an electronic portfolio) and will be submitted as an attachment to an e-mail on Desire2Learn for final assessment.

Scoring for the writing of each of the above essays is based on the 9-point AP scoring rubric and then transposed to the following 50 point scale:

9 = 53 pts.	There are 4 parts to each paper. (See above. Any missing component will lower your score by one AP number and its transposed points.
8 = 50 pts.	
7 = 47 pts.	
6 = 44 pts.	
5 = 41 pts.	
4 = 39 pts.	
3 = 36 pts.	
2 = 33 pts.	
1 = 30 pts.	

- **Rhetorical Strategies, Their Effectiveness, and Voice**

- ✓ Adopt a Columnist Activity

Students will adopt a columnist who writes for a national publication. They will read and *annotate* a minimum of five columns. In writing, they will identify and discuss the columnist's *focus* as political, social, cultural, or the like. They will highlight and identify the *rhetorical appeals* of ethos, pathos, and logos and will identify effective *rhetorical strategies* to the overall *purpose* and *tone* of the column. Finally, students will respond in the *voice* of their chosen columnist to two contemporary issues that will be posted on the Discussion Board of Desire2Learn. A rubric clearly delineates expectations.

- **Introduce the Synthesis Essay**

Students will become familiar with the synthesis essay by writing a composition that synthesizes three sources as an introduction to a larger synthesis essay with multitude sources to follow in the second semester.

Play: *A Doll House* by Henrik Ibsen

Essay: "The Angel in the House," Virginia Woolf (CM)

Poem: "Phenomenal Woman," Maya Angelou, plus others

Plus one graphic selected by the students

Second Semester

- **Weekly Activities to include any of the following:**

Complex readings for annotation and rhetorical analysis

Timed writing prompts, particularly those requiring an argument based on past AP exams

Test strategies and practice

Research skills, particularly in evaluating Internet resources

Student presentation and explanation of visual texts: pictures, graphs, and cartoons as they can be used as support for an argument

- **Argument**

- ✓ Purposes of Argument
- ✓ Strategies for Argument
 - Inductive and Deductive Reasoning
 - Syllogism and Enthymeme
 - Toulmin Model
 - Logical Fallacies
- ✓ Texts of Argument
 - “Speech to the Virginia Convention,” Patrick Henry (CM)
 - “I Have a Dream,” Martin Luther King, Jr.
 - “Letter from Birmingham Jail,” Martin Luther King, Jr.
 - Readings from *Everything’s an Argument*
 - The Media for Argument: Visual Texts
- ✓ Constructing Arguments
 - Classical Arrangement
 - Rogerian Argument

- **Writing a Researched Argument**

- Write a researched argument
- Choose a current event/issue.
- Engage in both primary and secondary research by conducting interviews or some other venue of primary research and by reading critically by annotating, summarizing, and synthesizing a variety of sources to provide evidence of support for claims made.
- Take careful notes, citing sources accurately using MLA format.
- Establish a claim/position and develop an argument based on research.
- Support the position with credible source, attributing credit for both direct and indirect citations, using MLA format.
- Conclude with minimal summary and an appeal to the audience for belief in your claim and/or action.
- Create a Works Cited page using MLA format.
- The writing process will be followed with prewriting, rough draft, several revisions, final copy, and a written reflection on the process.

Additional resources:

- Analyzing primary resources
 - Types of primary sources found on the Content Module of Desire2Learn <http://www.edteck.com/dbq/more/analyzing.htm#quests>
- Conventions of Argument: Evidence, Fallacies, Using and Documenting Sources, *Everything’s an Argument*.

A narrative assessment sheet will be handed out with necessary criteria.

- **Writing the Synthesis Essay**

Students will read about a contemporary issue from a set of given resources, two of which will be visual text: graphs, pictures, or cartoons. Photograph and cartoon

analysis worksheets are found on the Content Module of Desire2Learn. In addition, students will look at the site “Images as Political Tools”:

<http://www.pbs.org/howartmadetheworld/episodes/persuasion/>.

Students will then create an argument using three-four of the given resources to support their argument.

Depending on time, a first synthesis essay will be assigned as homework; further synthesis essays will be timed writings so that students learn to read quickly and formulate coherent argument on the spot using given resources.

- **Front Page News**

Students will read headlines and front page text of newspapers from around the United States, identifying repetitive topics of interest. Students will analyze three articles a week for two weeks, summarizing key messages and effective rhetorical strategies. Students will also take two or three articles on the same issue and will identify the tone of each and how diction, syntax, or imagery changes the tone. Finally, the student will write an editorial of 2.5-3 pages that argues for or against an issue based on his/her readings.

- **Photo Essay**

This essay will be a culminating activity to be worked on as students are in review for the AP exam in the spring. Students will take a series of at least eight pictures to create a photo essay which clearly lifts up theme and tone. The subject can be of their choosing. The photo essay will be scanned and posted on the Discussion Board for student and teacher commentary. Each student will then self assess the project through an assessment sheet (a copy of which the student will have at the outset of the project) and write a reflection on the process and what he or she learned.

Student Evaluation

Students’ grades are based on an accumulated point system. Each graded assignment or project is assigned a certain number of points based on its complexity and overall importance to the objectives of the course. Students have daily access on Desire2Learn to their current average which is determined by dividing the number of points earned by the number of points possible.

Grades are mostly earned through essays written out-of-class, some multiple-choice questions and timed writings, as well as projects.

Grades are based on points that are translated into percentages:

- A 90 – 100
- B 80 - 89
- C 70 - 79
- D 60 - 69
- F 0 - 59

Notes on the AP Exam:

In September, please tell your school counselor to access the following site:

<http://www.northern.edu/elearning/k12/courses.html>

Scrolling down the page, one can find the Advanced Placement (AP) Test Instructions which give the necessary steps and timeline for your school to register students to take the AP exam in May.

Test date for AP English Language and Composition: **Wednesday, May 13, 2009**

On a Final Note:

Students have an opportunity to grow tremendously as a reader, writer, and critical thinker in this course. I challenge all students to put forth their best effort. I can be reached via Desire2Learn e-mail with any questions or concerns. I check my e-mail regularly throughout the day and between the evening hours of 7:30-8:30 p.m. Mon., Tues., and Thurs. I can also be reached by phone at school most afternoons between 1:30-3:30 p.m.