

AP Language and Composition Syllabus

The AP English Language and Composition course encourages students to experience diversity in genres of writing and reading. The student learner will refine skills and increase effectiveness in written forms of narrative, expository, rhetorical, and argumentative communication. Developing the learner's ability to address several styles of compositions will increase academic and professional discourse. Reading requirements dwell on varieties of prose that demonstrate a challenge to the student's ability to recognize and address audience, purpose, and universal connections. Throughout the process of critical/analytical approaches focused on writing and reading the learner will develop increased skills in interpretation and composition.

RHETORICAL DEVICES (analysis and application)

Instruction: Lectures, reading assignments, and student presentations to expand and reinforce student knowledge and understanding of rhetorical devices. Students learn to

- consider Aristotle's rhetorical triangle (audience, purpose, subject, writer, and context)
- consider the effect of historical influence
- analyze speeches on public policies, popular culture, and personal experience
- comparison/contrast video recordings of speeches focusing on rhetoric of delivery
- connect rhetorical devices to current novel
- employ close reading and annotation skills
- analyze and imitate style of professional writers and orators.

Application/Assessment:

- Guided practice of rhetorical analysis of speeches on public policies, popular culture, and personal experience
- Comparison/contrast of video recording of speeches focusing on rhetoric of delivery
- Independent analysis of rhetorical devices in two speeches
- Socratic seminars focusing on usage of rhetorical devices in texts
- Guided and independent analysis of released AP test passages, Applied Practice passages, and other non-fiction writing (essays, journalism, speeches, political writing, science writing, nature writing, autobiographies/biographies, letters, history, and criticism)
- Apply rhetorical analysis to current novel of study
- Frequent AP style analytical and argumentative essays emphasizing
 - Influence of rhetorical devices and language usage on meaning, effect, or purpose

Texts:

- *The Language of Composition*
- *Logic and Contemporary Rhetoric: The Use of Reason in Everyday Life*
- *Everyday Use: Rhetoric at Work in Reading and Writing*
- *The Informed Argument, Seventh Edition*
- *Readings for Writers, Eleventh Edition*

AP STYLE TIMED WRITINGS

Instruction: Writing assignments based on reading representing a wide variety of prose styles and genres (please refer to the reading section of the syllabus for the reading list). Students learn to:

- apply AP style writing basics:
 - analyze the prompt to comprehend
 - the exact writing task
 - the type of essay they are to write (rhetorical analysis, argumentative, and synthesis)
 - write a concise and focused response to prompt
 - embed textual evidence into analysis
 - use both generalization and specific, illustrative detail
 - connect rhetorical devices to writer's purpose and/or overall meaning
 - organize essay to best convey thesis
 - respond to the AP synthesis prompt - Please refer to research section of this syllabus for skills taught for the synthesis prompt
- Student feedback given in the form of conferences and teacher commentary

Application/Assessment:

- Guided and independent analysis of released AP test passages, Applied Practice passages, and other non-fiction writing (essays, journalism, political writing, science writing, nature writing, autobiographies/biographies, letters, history, and criticism)
- Frequent AP style analytical and argumentative essays emphasizing
 - how rhetorical devices and language usage create an overall meaning, effect, or purpose
 - student usage of techniques of professional writers
 - writing with time constraints
 - rewriting for improvement

ARGUMENTATIVE (PERSUASIVE)

Instruction: Writing assignments based on reading representing a wide variety of prose styles and genres (please refer to the reading section of the syllabus for the reading list). Students learn to:

- use of rhetorical devices, classic appeals, and persuasion to achieve effect and purpose
- refer to rhetorical analysis notes and approach material as a writer rather than as a reader
- use and analyze basic argumentative strategies (such as syllogisms, concession, anticipation of rebuttal, inductive and deductive reasoning, faulty logic/logical fallacies, etc...)
- structure and organize ideas to develop an effective persuasive argument
- use both generalization and specific, illustrative detail
- use model argumentative essays as guidance for student writing
- read and respond to editorials
- offer ample, appropriate evidence but also sophisticated reasoning, drawing on current events, philosophies, historical events, anecdotes, public policies, popular culture and personal experiences in their responses
- Student feedback given in the form of conferences and teacher commentary

Application/Assessment:

- Guided and independent analysis of released AP test passages, Applied Practice passages, and other non-fiction writings (essays, journals, political writings, science writings, nature writings, autobiographies/biographies, letters, histories, and criticisms)
- Frequent AP style analytical and argumentative essays emphasizing
 - how rhetorical devices and language usage create an overall meaning, effect, or purpose
 - student usage of techniques of professional writers
 - writing with time constraints
 - process papers (several stages and drafts with revision by teachers and peers)
 - rewriting for improvement

RHETORICAL ANALYSIS/ ANALYTICAL

Instruction: Writing assignments based on reading representing a wide variety of prose styles and genres (please refer to the reading section of the syllabus for the reading list). Students learn to:

- read, identify, analyze, and write about rhetorical devices, classic appeals, and syntax in order to explain their relevance to the overall meaning, purpose and effect of the text
- structure and organize ideas to develop an effective rhetorical analysis paper
- use both generalization and specific, illustrative detail
- identify techniques in model rhetorical analysis essays
- read and respond to editorials
- respond to prompts requiring them to analyze how/why a writer/speaker uses rhetorical devices and strategies to achieve an overall effect, meaning and purpose
- Student feedback given in the form of conferences and teacher commentary

Application/Assessment:

- Guided and independent analysis of released AP test passages, Applied Practice passages, and other non-fiction writing (essays, journalism, political writing, science writing, nature writing, autobiographies/biographies, letters, history, and criticism)
- Apply rhetorical analysis to current novel of study
- Frequent AP style analytical and argumentative essays emphasizing
 - influence of rhetorical devices and language usage create on meaning, effect, or purpose
 - student usage of techniques of professional writers
 - writing with time constraints
 - process papers (several stages and drafts with revision by teachers and peers)
 - rewriting for improvement

EXPOSITORY/ INFORMAL

Instruction: Writing assignments based on reading representing a wide variety of prose styles and genres (please refer to the reading section of the syllabus for the reading list). Students learn to:

- use expository writing skills in conjunction with argumentative and rhetorical analysis essays
- identify techniques using prompts from overhead images, universal statements, editorials to connect thematically to a text being read in class
- respond to political cartoons in short writings to analyze the visual elements and their rhetorical effect on the cartoon
- imitate sentences from published writers to expand their syntactical strategies (concept borrowed from Don Killgallon)
- use both generalization and specific, illustrative detail
- respond to a variety of texts in collaborative writing assignments such as writing preliminary outlines in response to essay prompts
- Student feedback given in the form of conferences and teacher commentary

Application/Assessment:

- Guided and independent analysis of released AP test passages, Applied Practice passages, and other non-fiction writings (essays, journals, political writings, science writings, nature writings, autobiographies/biographies, letters, histories, and criticisms)
- Frequent AP style analytical and argumentative essays emphasizing
 - influence of rhetorical devices and language usage on meaning, effect, or purpose
 - student usage of techniques of professional writers
 - writing with time constraints
 - process papers (several stages and drafts with revision by teachers and peers)
 - rewriting for improvement

NARRATIVE

Instruction: Writing assignments based on reading representing a wide variety of prose styles and genres (please refer to the reading section of the syllabus for the reading list). Students learn to:

- consider audience, purpose, subject, persona, and context
- reveal their “voice” in diction, syntax, figurative language, detail, and organization
- use anecdotes (and dialogue) to effectively to achieve their purpose (considering it as a rhetorical strategy)
- focus on a precise moment that represents an experience
- writing with time constraints
- writing with space constraints

Application:

- Students practice writing standardized testing type narrative essays
- Students practice writing college admissions essays emphasizing
 - reading published narratives as models
 - peer revision of early drafts
 - teacher feedback on early drafts
 - revision activities focusing on
 - effective use of a wide-range of vocabulary and sentence structures to control tone, to establish and maintain voice, and to achieve purpose
- individual revising and editing
- Student feedback given in the form of conferences and teacher commentary

Assessment:

- Guided and independent analysis of released standardized test passages, Applied Practice passages, and other fiction writing
- Frequent standardized testing types of narrative essays

- process papers (several stages and drafts with revision by teachers and peers)
- rewriting to improve

Texts:

- *Understanding the Essay*
- *The Prentice Hall Reader, Eighth Edition*
- *Eight Modern Essayists, Third Edition*
- *American Voices, A Thematic/Rhetorical Reader*
- *Readings for Writers, Eleventh Edition*
- *The Informed Argument, Sixth Edition*

RESEARCH SKILLS

Instruction: Writing assignments based on synthesizing reading and formulating an argument (please refer to the reading section of the syllabus for the reading list).

Students learn to

- select, evaluate, use, and cite credible primary and secondary sources (online, books, periodicals, etc...)
 - collect, record, and organize research notes (such as note cards, outlines, etc...)
 - paraphrase and summarize notes effectively
 - cite primary and secondary sources according to MLA
 - construct a Works Cited page using the MLA as the recognized editorial style
 - present and write an original argument that includes the analysis and synthesis of ideas from published and credible sources
 - use both generalization and specific, illustrative detail
- Student feedback given in the form of conferences and teacher commentary

Application/Assessment: Students conduct both mini and full scale research projects including

- guided instruction for introductory mini-research lessons
- research project to demonstrate acquisition of independent research skills

NON- FICTION

Instruction: Students read a sampling of texts in the form of essays, journals, political writings, science writings, nature writings, autobiographies/biographies, diaries,

histories, and criticisms then explain author's use of rhetorical strategies and techniques.

Texts:

- *Narrative of the Life of Frederick Douglass*
- *100 Great Essays*
- *American Voices, A Thematic/Rhetorical Reader*
- *Readings for Writers, Eleventh Edition*
- *The Informed Argument, Sixth Edition*

FICTION

Instruction: Students read a sampling of fictional selections to help them understand how various effects are achieved by writers' linguistic and rhetorical choices.

Texts: Fiction readings from which we introduce, develop, and hone the previously listed skills:

- *The Scarlet Letter*
- *The Great Gatsby*
- *The Adventures of Huckleberry Finn*
- *Catcher in the Rye*
- *The Crucible*
- *Raisin in the Sun*

VISUAL TEXTS

Instruction: Students are exposed to a variety of visual texts such as pictures, photographs, cartoons, graphs, charts, etc... to better understand how the visual elements create an overall argument for the text. The students learn to

- use <<http://www.pulitzer.org>> as a resource for visual texts.
- select a visual text from the website and then write a paragraph that explores the elements in the visual text.
- analyze the rhetorical purpose behind the visual element choices.

Instruction: Students read a sampling of texts from various genres then use verbal communication skills to defend, challenge, or qualify an author's use of rhetorical strategies and techniques. Students learn to

- apply life connections and universal concepts through discussion of texts
- collaborate with other students to enrich their understanding of the text
- defend, challenge, or qualify comments of other students to enrich their understanding of the text

Application/Assessment:

- students participate in structured and unstructured discussion formats such as Socratic seminars and inner-outer circle discussions
- students prepare a mini-lesson to present to the class that applies a culmination of skills necessary for success on the AP test



SAT PREPARATION:

Instruction: Students are provided incremental lists of words, plus SAT level words found in current reading assignments.

Application/Assessment:

- sentence completion quizzes
- synonym/antonym usage
- apply learned vocabulary words in writing and speech
- routinely scheduled notecard tests

Text:

- *Sadlier-Oxford Vocabulary Workshop, New Edition, Level G*



CRITICAL READING AND TEST TAKING STRATEGIES

Instruction: Objective multiple-choice assignments based on reading representing a wide variety of prose styles and genres (please refer to the reading section of the syllabus for the reading list). Students learn to:

- recognize the difference between “good” and “best” answer choices
- read passages with a critical eye
- infer, draw conclusions, read context clues, identify purpose, etc...
- determine writer/narrator/character’s tone, mood, voice, intent, emotion, etc...

Application/Assessment:

- completion of Applied Practice passages
- completion of released AP test multiple choice passages
- individual practice
- partner/group practice

- class discussion of passages and answers
- explain why answer choices are right, possible, or wrong
- AP style questions on course assessments
- student created objective questions