**Course**: Advanced Placement Language and Composition

**Instructor**: Brittany S. Mullins

**School Year**: 2008/2009

Course Description

According to Collegeboard.com: “An AP course in English Language and Composition 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. Both their writing and their reading should make students aware of the interactions among a writer’s purposes, audience expectations, and subjects as well as the way generic conventions and the resources of language contribute to effectiveness in writing.”

\*Note: Because this class is designed as a college level course, the expectations are higher and the work load will be heavier. Collegeboard.com states that students should enroll in Advanced Placement courses only if they “are willing to accept the challenge of a rigorous academic curriculum”; therefore, students enrolling in this course should be prepared to put extra effort into their work and studies.

Advanced Placement Testing Information

Date of Test: May 2009

Exam Fee: $85 per exam

Payment Deadline: January 2009

Required Materials

Three-ring binder

Loose-leaf paper

Pencil or pen (blue or black ink only)

Appropriate text

Reading List

Selections from the following textbooks:

Cohen, Samuel. *50 Essays: A Portable Anthology*. 2nd ed. Boston, Bedford/St. Martin’s, 2004.

Lundsford, Andrea A., John J. Ruszkiewicz, and Keith Walters. *Everything’s an Argument*. 3rd ed. Boston: Bedford/St. Martin’s, 2003.

Meyer, Michael. *The Bedford Introduction to Literature*. 8th ed. Boston: Bedford/St. Martin’s, 2008.

Novels:

Fitzgerald, F. Scott. *The Great Gatsby*. New York: Simon & Schuster, 1995.

Hawthorne, Nathaniel. *The Scarlet Letter*. New York: Simon & Schuster, 2004.

Hurston, Zora Neale. *Their Eyes Were Watching God*. New York: Perennial Classics, 1998.

Twain, Mark. *The Adventures of Huckleberry Finn*. New York: Bantam Books, 1981.

\*Note: Students will also use additional source material in the form of handouts from various literary anthologies to supplement the given textbook.

\*\*As this Advanced Placement course provides students with the opportunity to attain college credit at the high school level, college level material is used as part of the instruction. Such material may contain adult themes and/or language. If you have a question or a concern about any material covered, please see me. Alternate assignments are available.

Classroom Decorum

Students should show respect for the teacher and fellow classmates. Because we will all be learning together, it is important that each individual feels comfortable and safe in class. Any comments or actions that could make any individual (including the teacher) feel unsafe or uncomfortable will not be tolerated. This includes remarks which show a lack of respect for the feelings of others, as well as any remarks which demean others in any way. Students are welcome to disagree with one another, but different views can be discussed in a manner which is not a personal attack or power-based. If, after a verbal warning, the disruptive behavior persists, you may be referred to the administration.

Expectations

* Students should come to class on time each day. If a student is not in his or her assigned seat when the bell rings, he or she will be marked tardy.
* Students should come to class each day prepared. This includes having the required materials, appropriate textbook(s)/supplement(s), and assignments for the day.
* Each student is responsible for his or her own work. I do not drop lowest grades and I do not offer extra credit opportunities. The student is responsible for making sure all work is completed and turned in by its due date.
* All cell phones and other electronic devices should be turned off before entering class; otherwise I reserve the right to confiscate them. All confiscated items will be given to the administration. If class is in a computer lab, please exercise common courtesy; do not check your e-mail, web surf, or play games during class.
* Students should remain in their seats and not pack up their things until class is dismissed.

Consequences

* Verbal Warning
* Student/Teacher Conference
* Call to Parents
* Send to Office

\*Note: Consequences will be followed in chronological order with one exception—open defiance. If a student openly refuses to follow instructions, he or she will be sent directly to the office. I will personally call the parents immediately after the incident.

Late Work

It is your responsibility to be present every day for class. If you are absent for any reason, you are responsible for the work you miss. Students will have one day for each excused absence to make up work.

\*Note: All assignments are due at the beginning of class. If the assignment is not given to the teacher at the beginning of class, it will be considered late. Late assignments will not be accepted. Extensions may only be requested prior to an assignment’s due date.

Students must make up work before or after school. A student may not make up work during class. If work is not made up during the allotted time, the student will receive a zero on all uncompleted assignments, including tests and quizzes.

Participation

Class discussions are an important part of this course. Therefore, class participation is crucial and will be graded. To receive full credit for participation the student must be in class on time, be prepared (this includes having assignments and textbooks), and actively participate in class discussions.

Grading System

* Homework grades count one time each. As the purpose of homework is to either prepare to learn or to practice a new skill, homework is checked for completion and effort, not accuracy.
* Quiz grades count twice. During the course of the school year, some essays and other homework assignments will be given the worth of a quiz grade. Students will always be informed of this grading procedure when instructions are given for these assignments.
* Test and project grades count three times.

Grading Scale

Students participating in AP Classes are graded on a ten point scale:

90-100=A, 89-79=B, 78-68=C, 67-57=D, 57 and below=F. Students’ papers are graded using the 1-9 AP rubric with 9 being the highest score. Students are provided with a copy of the rubric prior to the first in-class essay assignment.

Plagiarism and other Academic Dishonesty

Plagiarism will not be tolerated. Students are expected to adhere to an Honor Code. If any student attempts to take someone else’s work or ideas and pass it off as his or her own, the student will be charged with plagiarism and referred to the administration. The student will also receive an F for the particular assignment.

Journals and Freewrites

For most lessons, students will be asked to write a journal entry or compose a freewrite. Freewrites may either be directed or undirected. These writings should help students develop their own voice. By writing quickly, you do not have time to become self-conscious and your true voice resonates. These compositions will be checked for completion only. On occasion, students will often be allowed to share what they have written for class discussion.

Compositions

All essays must include:

-Introduction:

* An attention-getter that is general and interesting. The attention-getter should draw the reader in. It should also connect thematically to the thesis.
* Author’s name (if applicable)
* Title of work (if applicable)
* Brief plot summary (if applicable)
* Description of topic (if applicable)
* Thesis

-Body paragraphs:

* Topic Sentences: should have the topic of perspective taken and the limited idea of example provided in the paragraph.
* Introduce examples and quotes. Put the example or quote provided, into context. You may not just put a quote down.
* Quote or example.
* Analysis of quote or example. After an example or quote is provided, you must spend a few sentences explaining how the example or quote supports the topic sentence.

-Conclusion

* Restate your thesis. Restate, not rewrite.
* Move into a brief discussion of perspective taken and its importance to the text.
* Your last impression to the reader should relate back to the attention-getter.

-Works Cited page (if secondary material is used)

A rough draft of all essays will be peer reviewed in a student workshop before the final draft is turned in.

Nine Week Grading Period Objectives

First Nine Weeks

*Primary* *Readings*

Nathaniel Hawthorne-*The Scarlet Letter* (independent reading)

Edward Taylor-“Huswifery”

Anne Bradstreet-“To My Dear and Loving Husband” & “Before the Birth of One of Her Children”

Jonathan Edwards-excerpt from “Sinners in the Hands of an Angry God”

Arthur Miller-*The Crucible*

Olaudah Equiano-selection from *Interesting Narrative of the Life of Olaudah Equiano*

Harriet Jacobs-selection from *Incidents in the Life of a Slave Girl*

Phillis Wheatley-“A Hymn to the Evening” & “To His Excellency, General Washington”

Dr. Martin Luther King Jr.-“Letter from Birmingham City Jail”

Patrick Henry-selection from “Speech in the Virginia Convention”

Benjamin Franklin-“Speech in the Convention”

Jonathan Swift-“A Modest Proposal”

Vicki Hearne-“What’s Wrong With Animal Rights?”

* Selections from Taylor, Bradstreet, and Edwards will place emphasis on the Puritan Plain Style and what being a “good Puritan” entails. Students will discuss how Bradstreet’s poetry fits with this genre.
* Edwards’ selection will lead to discussion on sermons and oratory.
* Selections from Equiano and Jacobs will familiarize students with slave narratives and emotional appeals.
* Selections from King, Henry, and Franklin put emphasis on persuasion.
* Swift’s “A Modest Proposal” will familiarize students with satirical writing.

*Supplements*

* Information on McCarthyism and the Red Scare.
* *History Channel*’s *Salem Witch Trial* video
* Witch cake recipe and discussion
* 1996 film version of *The Crucible*
* Diary entries writing in the voice of Hester Prynne
* Discussion of modern day “witch hunts”
* Visuals: Diagram of an Eighteenth-Century Slave Ship & 1784 Slave-Auction Advertisement

*Compositions*

* Argumentative essay-Students will write an argumentative essay using Miller’s *The Crucible* using the following prompt: Who bears the most guilt for the fate of those accused at the Salem Witch trials-the girls who falsely accused townspeople or the judges who carried out the sentencing? Argument should include convincing evidence to support the proposition or main idea being argued.
* Persuasive essay using appeals: Students will write an essay that supports or refutes a particular subject. These essays must have a clear, cogent argument and relevant support. Essays should:

-Focus on a statement of opinion about a timely subject

-Contain details to support opinion

-Contain a logical argument

 -Maintain a clear, consistent stand from start to finish

 -Include a clear introduction, strong support in the body paragraphs, and a convincing conclusion

-Arrange ideas in an organized manner

-Speak in a convincing way, using an appropriate (formal) tone

-Show that the writer feels strongly about his or her position

-Flow smoothly from one idea to the next (good transitions and topic sentences)

-Display varied sentence beginnings and lengths

-Have an appropriate title

-Adhere to basic rules of grammar and punctuation

-Follow proper MLA format

* Journal entries and freewrites

*Assessments*

Quizzes-will be given on most assigned readings and vocabulary

Tests-will be given upon completion of independent readings and rhetorical and poetic terms

Compositions

Second Nine Weeks

 *Primary Readings*:

F. Scott Fitzgerald-*The Great Gatsby* (independent reading)

Edwin Arlington Robinson-“Richard Cory”
Henry Wadsworth Longfellow-“A Psalm of Life” & “The Tide Rises, The Tide Falls”

William Cullen Bryant-selection from “Thanatopsis”

Oliver Wendell Holmes-“Old Ironsides”

James Russell Lowell-“The First Snowfall”

Edgar Allan Poe-“The Fall of the House of Usher” & “The Raven”

Nathaniel Hawthorne-“The Minister’s Black Veil”

Ralph Waldo Emerson-excerpt from “Self-Reliance”

Henry David Thoreau-excerpt from *Walden* & “Civil Disobedience”

Emily Dickinson-selected poems

Walt Whitman-excerpt from *Leaves of Grass*, excerpt from “Song of Myself” & I Hear American Singing”

Jo Ann Beard-“The Fourth State of Matter”

*Supplements*

* Information on the Roaring 20s and the Jazz Age.
* *A & E*’s *The Great Gatsby* film.
* A Sample Response-“Irony in Edwin Arlington Robinson’s ‘Richard Cory’”
* Herman Melville’s essay “On Nathaniel Hawthorne’s Tragic Vision”
* Gaylord Brewer’s essay “‘The Joys of Secret Sin’”
* Dylan Thomas’ essay “On the Words in Poetry”
* Paula Bennett’s essay “On ‘I Heard a Fly buzz-when I Died-’”
* Martha Nell Smith’s essay “On ‘Because I could not stop for Death-’”

*Compositions*

* American Dream Argumentative Essay: Using Edwin Arlington Robinson’s poem “Richard Cory” and F. Scott Fitzgerald’s *The Great Gatsby*, explore the idea of the American Dream by discussing each author’s interpretation of it. Students must include two examples from each work as support for their opinion, and they must have a thesis statement as the last sentence in the introductory paragraph and a concluding sentence for the conclusion.
* Students will create a 1920s style publication. The publications will contain each of the following sections:

-Essay: explores how the decade is depicted within *The Great Gatsby*.

-Arts & Entertainment: reports on life in the 1920s. This section should be comprised of information about 1920s nightlife, popular actors/actresses, writers, and popular trends.

-Biography: Write a biography on a person that was very influential in the 1920s. Investigate his or her life and the reasons why he or she was so important to this decade.

-Original cover and table of contents: Create a cover with an original title. Include a table of contents page within your publication.

-Works cited page: Projects should include a works cited page with proper MLA documentation.

-Oral presentation: will be given on the day project is turned in to the teacher.

* Journal entries and freewrites.

*Assessments*

Quizzes- will be given on most assigned readings and vocabulary

Tests- will be given upon completion of independent readings and rhetorical and poetic terms

Compositions

Third Nine Weeks

*Primary Readings*

Mark Twain-*The Adventures of Huckleberry Finn* (independent reading)

Ambrose Bierce-“An Occurrence at Owl Creek Bridge”

Katherine Anne Porter-“The Jilting of Granny Weatherall”

Abraham Lincoln-“The Gettysburg Address”

Robert E. Lee-“Letter to His Son”

Warren Lee Goss-“Recollections of a Private”

Randolph McKim-“A Confederate Account of the Battle of Gettysburg”

Stonewall Jackson-“An Account of the Battle of Bull Run”

Sojourner Truth-“An Account of an Experience with Discrimination”

Jack London-“To Build a Fire”

Kate Chopin-“The Story of an Hour”

Charlotte Perkins Gilman-“The Yellow Wallpaper”

Deborah Tannen-“Aren’t I a Woman?”

Edgar Lee Masters-“Lucinda Matlock” & “Richard Bone”

Ernest Hemingway-“The Snows of Kilimanjaro”

*Supplements*

* Thomas Jefferson’s short essay “On the Dangers of Reading Fiction”
* A Sample Paper-“Differences in Responses to Kate Chopin’s ‘The Story of an Hour’”

*Compositions*

* Personal narrative-Students will compose an autobiographical essay, in which they retell a personal experience.
* Compare or contrast-Students will compare or contrast two short stories included in the primary readings section, using quotes from each work to support their point. Essays must include all requirements listed under the Compositions section of the syllabus.
* Journal entries and freewrites

*Assessments*

Quizzes- will be given on most assigned readings and vocabulary

Tests- will be given upon completion of independent readings and rhetorical and poetic terms

Compositions

Fourth Nine Weeks

 *Primary Readings*

Zora Neale Hurston-*Their Eyes Were Watching God* (independent reading)

T.S. Eliot-“The Love Song of J. Alfred Prufrock” & “The Hollow Men”

William Carlos Williams-“The Red Wheelbarrow” & “This Is Just to Say”

H.D.-“Pear Tree” & “Heat”

Robert Frost-selected poetry

E.E. Cummings-selected poetry

William Faulkner-“A Rose for Emily” & “Barn Burning”

Flannery O’Connor-“The Life You Save May Be Your Own” & “Revelation”

Stephen Crane-“The Bride Comes to Yellow Sky”

Langston Hughes-“Salvation” & selected poetry

Zora Neale Hurston-“How It Feels to Be Colored Me”

W.H. Auden-“Musee des Beaux Arts”

*Supplements*

* Michael L. Baumann’s essay “The ‘Overwhelming Question’ for Prufrock”
* Robert Sward’s essay “A Personal Analysis of ‘The Love Song of J. Alfred Prufrock’”
* Richard Poirier’s essay “On Emotional Suffocation in ‘Home Burial’”
* Flannery O’Connor’s essay “On the Use of Exaggeration and Distortion”
* Clarie Kahane’s essay “The Function of Violence in O’Connor’s Fiction”
* Jane Hiles’ essay “Blood Ties in ‘Barn Burning’”
* Benjamin Demott’s essay “Abner Snopes as a Victim of Class”
* Richard Wright’s essay “The Ethics of Living Jim Crow”
* James A. Emanuel’s essay “Hughes’s Attitude toward Religion”
* Writing about art (using Auden’s “Musee des Beaux Arts” as a model)
* *Their Eyes Were Watching God* film
* *Their Eyes Were Watching God* post-reading compositions

*Compositions*

* Literary analysis: Throughout *Their Eyes Were Watching God*, the protagonist, Janie Crawford, journeys through various environments. Using examples from the text, students will write an essay that discusses the effect each environment has on Janie.
* Formal research paper- The research project for this class will allow students to explore a topic of interest and learn more information on that topic. Students will be reading and analyzing a variety of informational materials, evaluating them for accuracy, reliability, and bias. Most importantly, they must smoothly integrate these sources to make their point. Students must also document your sources in according to Modern Language Association (MLA) standards.
* Journal entries and freewrites

*Assessments*

Quizzes- will be given on most assigned readings and vocabulary

Tests- will be given upon completion of independent readings and rhetorical and poetic terms

Compositions