**AP Syllabus for Unit I: An Introduction to Rhetorical Modes & Readings from the Colonial, Revolutionary, and Nationalist Periods (1607 – 1828)**

|  |
| --- |
| ***AP Concepts***  General Review: Basic Literary, Stylistic, and Rhetorical Vocabulary  Introduction to Modes of Discourse, Terms of Discourse for Argumentation, and Common Rhetorical Fallacies |
| ***Film***  Arthur Miller, The Crucible & William Shakespeare, The Tempest |
| ***Nonfiction***  Mary Rowlandson from A Narrative of the Captivity and Restoration of Mrs. Mary Rowlandson  Jonathan Edwards “Sinners in the Hands of an Angry God”  Patrick Henry “Speech to the Virginia Convention”  Thomas Paine from “The Crisis, No. 1”  Olaudah Equiano from The Interesting Narrative of the Life of Olaudah Equiano, or Gustavas Vassa, the African, Written by Himself |
| ***Selected Poetry TBA***  Anne Bradstreet, Edward Taylor, & Phillis Wheatley |
| ***Assignments***  SAT & AP Diagnostics  American Literature Objective Unit Tests: Colonial & Revolutionary Periods  Argumentative Essay: A Contemporary Issue  Group Activity: A Synthesis Activity in Preparation for the Seminar  Synthesis Seminars: The Tempest & Style and Patterns & Trends in Literature before 1820 |
| **Summer Assignments**  Reading and annotation of *The Tempest -- Test --* Friday, September 9th  One choice novel or non-fiction text – *Group Project* -- Tuesday, October 4th |
| **Please note:** On syllabus documents **bold and/or underlined** activities represent tasks that **will be collected, scored, or both**. Though I often don’t assign explicit homework readings or activities, **you are expected to make AP Language activities a part of your daily routine**. The extent to which you do manage these activities and plan ahead will determine the degree to which you experience success in the course. **Time management is essential** in AP courses. |

|  |
| --- |
| **WEEK ONE** |
| ***8/28 Monday***  Course Overview, Briefly Discuss Summer Reading & Coming Group Assignment; What is Style Handout? Introduce and begin reading Shakespeare’s The Tempest.  ***8/29 Tuesday***  Begin introduction Colonial Period & of 4Step for Textual Analysis – 4Step (including an ACE paragraph) for Colonial writings of Bradstreet & Taylor – Continue evaluating literature in this manner and be prepared to discuss readings in class when discussion is listed on the syllabus; Discuss & continue reading The Tempest.  ***8/30 Wednesday***  **Diagnostic Writing Assessment (50 minutes)**; Discuss 4-Step Analyses of poems for Taylor (“Upon a Wasp Chilled with Cold”) & Bradstreet (“Some Verses Upon the Burning of Our House”); Continue reading The Tempest.  ***8/31 Thursday***  Review Bradstreet & Taylor – Writing an ACE Paragraph; How to “Read” Film: A Brief Introduction & Practicum; Discuss & continue reading The Tempest.  ***9/1 Friday***  **AP Reading & Multiple Choice Practice (AP Diagnostic – 15 minutes)**; Continue - How to “Read” Film: A Brief Introduction & Practicum (continued) Film Analysis Activity – Discussion of Style & All Quiet on the Western Front; Complete The Tempest by the next class (use online resources). |

|  |
| --- |
| **WEEK TWO** |
| ***9/4 Monday (Holiday)***  ***9/5 Tuesday***  Introduce Julie Taymor’s The Tempest – Review Style handout & Begin Screening  ***9/6 Wednesday***  Screen The Tempest- Students are actively engaged in critical examination of Taymor’s style in the film  ***9/7 Thursday***  Complete The Tempest (as needed); Film Analysis Activity – Discussion of Style & Taymor’s The Tempest  ***9/8 Friday***  **Test Part One: Colonial Writings, Style, and *The Tempest*** |
| **WEEK THREE** |
| ***9/11 Monday***  Introduce & Discuss Modes of Discourse (SAS Curriculum Pathways) in Conjunction with Discussion of Style; Begin review and study of Basic Literary Vocabulary & AP Vocabulary Resources; Discuss Edwards (With nonfiction or fiction, like “Sinners in the Hands of an Angry God,” be certain you have annotated the text prior to class) and Modes of Discourse;  ***9/12 Tuesday***  Short Paragraph Identification: Review of Modes of Discourse; Review diagnostics results; Discuss Rowlandson (A Narrative of the Captivity and Restoration of Mrs. Mary Rowlandson) and Modes of Discourse; Note: We will begin viewing The Crucible next week, so you are encouraged to read the play between now and next week, along with Arthur Miller’s essay, where he presents his reasons for composing the play.  ***9/13 Wednesday***  Screen Sequence from The Tempest for close examination & review of film concepts; Discuss Equiano (The Interesting Narrative of the Life of Olaudah Equiano) & Wheatley (“Upon Being Brought from Africa to America”) and Wheatley’s poems (Synthesis Activity: Connections to The Tempest?)  ***9/14 Thursday***  **Test Part Two: Colonial Era Writings and Modes of Discourse**  ***9/15 Friday***  Introduce Book Circles summer assignment group activity; Contextualize The Crucible with Colonial Period Background & Discuss Miller’s “Why I Wrote The Crucible” |
| **WEEK FOUR** |
| ***9/18 Monday***  Bring choice book every day - Book Circle Activities (30 minutes); Begin viewing The Crucible (Students are actively engaged in critical examination of The Crucible as they did with The Tempest)  ***9/19 Tuesday***  Book Circle Activities (30 minutes); Continue Viewing The Crucible  ***9/20 Wednesday***  Book Circle Activities (30 minutes: Group discussions of The Crucible: Style & Technique & Purpose of Choice?; Discuss writing assignment for The Crucible.  ***9/21 Thursday (Workday)***  ***9/22 Friday***  BYOD Book Circle group activity (Entire Period); ( **Note**: After this period, please continue Book Circle Activities outside of class – Presentations will be in two weeks) |
| **WEEK FIVE** |
| ***9/25 Monday***  Introduce Revolutionary Period Historical Context; Complete discussion of Wheatley (as needed) with particular focus on (“To His Excellency, General Washington”); Discussion of Rhetorical Terms & the Argument Essay Assignment(Jefferson’s “Declaration of Independence” used as a model); Discussion of 4Step for Henry (“Speech to the Virginia Convention”) & Paine (“The Crisis, Number One”) with focus on application of rhetorical terms & the Argument Essay assignment  ***9/26 Tuesday***  Finalize discussion of Henry’s and/or Paine’s speech; OPTIC Introduced & practiced; Seminar Protocols Introduced and discussed; **Seminar Preparation Activity**  ***9/27 Wednesday (Interim Reports)***  **Synthesis Seminar: The Colonial, Revolutionary, & Nationalist Periods**  ***9/28 Thursday***  Review of recent assessments; Test Review; Discuss presentation format and expectations  **Note**: Final versions of presentations must be shared with me by midnight next Tuesday.  ***9/29 Friday (ER Day)***  **Test: The Crucible & Film Appreciation and Revolutionary Era Writings** |
| **WEEK SIX** |
| ***10/2 Monday***  **Computer Lab 107 – Entire Period:** Finalize Book Circle Activities (Though you will have the whole period, DO NOT procrastinate thinking you will be able to complete the project in class on this date!)  ***10/3 Tuesday***  **Book Circle Group VIRTUAL Presentations in class** (All groups must be prepared to share their websites today – group evaluations for the websites of by least two other groups must be completed in class and must be ready to submit to Mr. Phillips **by 10/4, the** **following class period**)  ***10/4 Wednesday***  **Collect Student Evaluations** – Syllabus update today; **Argument Essay – Collected on Friday 10/6.** |