

**Scope of the Course:**

This course is designed to teach students how to become active, critical readers of nonfiction passages, along with fiction, poetry, and images, and to become competent writers of argumentative and evaluative essays. To accomplish these goals, students will be provided with the necessary tools to think critically and to respond appropriately when they are confronted with unfamiliar texts or unfamiliar writing prompts that require them to articulate their views in concisely and precisely phrased responses. This training, which will be delivered with the rigor of a college course, will prepare students for successful completion of the Advanced Placement or AP Exam in May of this school year. Successful completion of this course and the exam will certify that the students are ready to read and respond at college level. **Be sure to look at the College Board’s description of the course.**

This course is also a chronological survey of American literature from the early seventeenth century to the twenty-first century. The following sequence of authors, topics, and tasks indicates possible readings, which we may or may not have time to address, and activities, which we will complete as time allows. When possible our study of American literature will serve as a means to discuss topics relevant to our study of rhetoric and our pursuit of critical reading & response strategies.

**Grading Scale**

A 100-90	<u>Major Assignments:</u>	60% Tests/Essays & AP Timed Writings/Projects/Presentations
B 89-80		
C 79-70	<u>Minor Assignments:</u>	30% Quizzes/Practice AP Tests & AP Timed Writings/Seminars & Seminar Preparation
D 69-60		
F 59-Below	<u>Participation:</u>	10 % Homework & Daily Class Activities

**Course Syllabus: Sequence of Readings and Tasks**

**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 & Drama

*Arthur Miller	<u>The Crucible</u>
William Shakespeare	<u>The Tempest</u>

Nonfiction

Mary Rowlandson	from <u>A Narrative of the Captivity and Restoration of Mrs. Mary Rowlandson</u>
Jonathan Edwards	“Sinners in the Hands of an Angry God”
Patrick Henry	“Speech to the Virginia Convention”
Thomas Paine	from <u>The Crisis, No. 1</u>
Thomas Jefferson	“The Declaration of Independence”
Olaudah Equiano	from <u>The Interesting Narrative of the Life of Olaudah Equiano, or Gustavas Vassa, the African, Written by Himself</u>

Selected Poetry TBA

Anne Bradstreet, Edward Taylor, and/or Phillis Wheatley

Major Assignments

American Literature Objective Unit Test: Colonial, Revolutionary, & Nationalist Periods  
Paragraph Practice for Modes of Discourse: Narrative, Descriptive, and Expository  
Argumentative Essay: A Contemporary Issue  
Group Activity: A Synthesis Activity in Preparation for the Seminar  
Synthesis Seminar: Patterns & Trends in Literature before 1820

## **Unit 2: The Romantic Period (1828 – 1861)**

### AP Concepts

How does one read a text closely and actively?

Syntax and Diction: Saying More with Less – Focusing on Sentence Variety, Word Choice, and Selection of Detail

Continued Application of Literary, Stylistic, and Rhetorical Vocabulary to selected readings

### Nonfiction & Fiction

Washington Irving

“The Devil and Tom Walker”

Ralph Waldo Emerson

“Nature,” “Self-Reliance,” “The Poet,” and “The Divinity School Address” (some may be excerpted)

Henry David Thoreau

“Civil Disobedience”

Herman Melville

“Bartleby, the Scrivener: A Story of Wall Street”

Nathaniel Hawthorne

“The Minister’s Black Veil”

### Selected Poetry TBA

William Cullen Bryant and/or Selected Fireside Poets

### Major Assignments

Development of Essential Question for Argument-Based Research Essay & Note-Taking for the Research Essay using MLA standards

American Literature Objective Unit Test: Romantic Period

AP Timed Writing (2000 AP English Language and Composition Free-Response Question #1: Welty, from One Writer’s Beginnings)

Group Activity: A Synthesis Activity in Preparation for the Seminar

Synthesis Seminar: Patterns & Trends in Literature from Jackson to Lincoln

## **Unit 3: The Realistic Period (1861 – 1914)**

### AP Concepts

Responding to Prompts: What makes an effective thesis?

Discovering Voice: A Focus on Gender Issues

Continued Application of Literary, Stylistic, and Rhetorical Vocabulary to selected readings

### Film

PBS Video

Born to Trouble: The Adventures of Huckleberry Finn

### Nonfiction & Fiction

Frederick Douglass

from My Bondage and My Freedom

Sojourner Truth

“And Ain’t I a Woman?”

Ambrose Bierce

“An Occurrence at Owl Creek Bridge”

Mark Twain

“How to Tell a Story” and The Adventures of Huckleberry Finn

Jack London

“To Build a Fire”

Kate Chopin

“The Story of an Hour”

Willa Cather

“A Wagner Matinee”

### Book Circles: Student Choices

Willa Cather

My Antonia

Edith Wharton

Ethan Frome

Mark Twain

Pudd’nhead Wilson

Stephen Crane

The Red Badge of Courage

### Selected Poetry TBA

Paul Laurence Dunbar, Emily Dickinson, and/or Walt Whitman

### Major Assignments

Rough Draft of the Research Essay using MLA standards

American Literature Objective Unit Test: Realistic Period

AP Multiple-Choice Practice Test

AP Timed Writing (1997 AP English Language and Composition Free-Response Question #2: from Douglass’s Narrative)

Group Activity: A Synthesis Activity in Preparation for the Seminar

Synthesis Seminar: Patterns & Trends in Literature from the Civil War to World War I

#### **Unit 4: The Modern Period & Postmodern and Contemporary Writing (1914 - Present)**

##### AP Concepts

Structure and Function of Paragraphs

Continued Application of Literary, Stylistic, and Rhetorical Vocabulary to selected readings

##### Fiction

F. Scott Fitzgerald

The Great Gatsby

William Faulkner

“A Rose for Emily”

Eudora Welty

“A Worn Path”

##### Drama Circles: Student Choices

Arthur Miller

Death of a Salesman

Tennessee Williams

The Glass Menagerie

Thornton Wilder

Our Town

Lee and Lawrence

The Night Thoreau Spent in Jail

##### Poetry

Selected Modern Poets TBA

##### Major Assignments

Final Draft of the Research Essay & Presentation of Research

American Literature Objective Unit Test: Modern & Post-Modern Periods

AP Multiple-Choice Practice Test

AP Timed Writing (2002 AP English Language and Composition: from Woolf's Memoirs)

Group Activity: A Synthesis Activity in Preparation for the Seminar

Synthesis Seminar: Patterns & Trends in Literature from World War I to the Present

#### **Unit 5: Contemporary Writing & AP Test Preparation**

##### AP Concepts

Evaluating the Construction of Visual Metaphor

Test Preparation: Test-Taking Strategies & Dissecting the AP Exam

Continued Application of Literary, Stylistic, and Rhetorical Vocabulary to selected readings

##### Film and Art

Charlie Chaplin

Extracts from Modern Times

Pablo Picasso

Selected paintings: “The Man with the Blue Guitar,” from Blue Period; “Mandolin,” from Early Cubist Period; and “Guernica,” from Late Cubist Period

##### Nonfiction & Fiction

E. B. White

“Once More to the Lake”

Alice Walker

“Everyday Use”

N. Scott Momaday

from The Way to Rainy Mountain

Louise Erdrich

“The Names of Women”

Barry Parr

“The Buck Stops Where?”

Sherman Alexie

“This Is What It Means to Say Phoenix, Arizona”

John Updike

“A & P”

##### Major Assignments

Evaluation Essay & Style Analysis: Evaluating Visual Metaphor

AP Multiple-Choice Practice Tests

AP Timed Writings (2004 AP English Language and Composition Question: Lord Chesterfield AND 2003 AP English Language and Composition Question: Annie Dillard and Audubon)

#### **Bibliography: Principle Works Consulted**

Chin, Beverly and Denny Wolfe eds. Glencoe Literature: American Literature, the Reader's Choice. Glencoe: Columbus, 2000.

McCuen, Jo Ray and Anthony Winkler eds. Readings for Writers, Eleventh Edition. Thomson: Boston, 2004.

## Course Description & Class Procedures

### Teaching Strategies

*Each of the following strategies will aid students in evaluating the author's or artist's stylistic choices and/or use of language.*

**OPTIC:** Overview, Parts, Title, Interrelationships, Conclusion (found in Walter Pauk's book How to Study for College).

**DECS:** Details of the Frame (Mise-en-scène), Editing, Cinematography, and Sound (developed by Rob Phillips for the study of moving pictures in Cultural Media Literacy at LRHS)

**DIDLS:** Diction, Imagery, Detail, Language, and Syntax (Vertical Teams Guide).

**SOAPStone:** Speaker, Occasion, Audience, Purpose, Subject, **Tone** (developed by Tommy Boyle and taught at the College Board workshop "Pre-AP: Interdisciplinary Strategies for English and Social Studies).

### Description of Major Assignments

**Tests:** *Tests will utilize any combination of the following: essay, short answer, multiple choice, and identification. Tests must always be completed in black ink on college ruled, loose-leaf paper and/or on a provided Zip Grade forms with a #2 pencil.*

**Test Essays & AP Timed Writings:** Generally, these responses should be well-conceived responses to the essay prompts, will be forty-minute timed writings completed during class, and will be scored in accordance with the AP scoring rubric. The quality of student writing is always far more important than quantity. Consequently, students should devote the vast majority of their efforts to ideas, though they should not allow grammar, punctuation, or style to suffer. Illegible handwriting will adversely affect my opinion of any student essay. Timed writings will be treated as first drafts and graded with the AP rubric.

**Short Answer & ACE Responses:** These responses should be brief. Four to five complete sentences is typically acceptable. Be certain to respond precisely and concisely.

**Multiple-Choice:** This testing method needs little explanation. Students will have a stem question with three to four distracters and one correct answer.

**Identification:** Students may be asked to identify any combination of the following: quotations from a literary work, names of authors, and titles of literary works. In addition, students will frequently be asked to explain the significance of a particular quotation to the central ideas in a literary work.

**Writing Assignments:** *Writing, in some form, will be a part of every class. Students will be responsible for maintaining an organized notebook or binder, for completing every essay assignment, and for completing a major research project.*

**Out-of-Class Writings:** Essay responses composed outside of class are extremely important and typically reflect a great deal of preparation and reflection. The objectives for these responses will often be very specific and a rubric particular for that assignment will be provided to aid students in the writing process. Content, organization, structure, style, and mechanics will be graded closely on these essays, and these responses should always be typed.

**Research Project:** This research project will ask students to research and compose an argument-based essay in response to a student-generated research question. Student essay responses and oral presentations with this project will need to be carefully prepared, revised, and edited. The specifics of the project will be discussed in depth at a later date.

**Prepared Speaking Assignments:** *Speaking, both informally and formally, will also be a frequent component of the student's daily activities. For formal speaking activities, students will be scored with a rubric that outlines specific objectives for their performance.*

**Formal & Web-Based Presentations:** Formal, prepared presentations will be scored using a rubric that will measure the student's ability to engage the audience, to present the content of their presentation in fashion that is both meaningful and memorable, and to adhere to the standards appropriate for the occasion, audience, and subject of their presentation.

## Description of Minor Assignments & Participation

**Quizzes, Seminars, Classwork, and Homework:** *Success in AP English demands that students successfully complete daily quizzes, participate in class when tasks are assigned, and always complete homework. Inattention to these areas is often what makes the difference in success and failure in this class.*

**Quizzes:** Students will respond to both pop quizzes and announced quizzes. These will be brief and take many forms (i.e.- short essay, multiple choice, or ACE/short answer), and students may be allowed to use their notes or handouts.

**Seminar:** Socratic seminars meant to serve as somewhat informal capstone discussions for each unit will be scored using a rubric that measures the student involvement in the discourse and the student's ability to use the readings from the unit to support his or her assertions during the discussion.

**Viewing Activities:** *Viewing, both informally and formally, will be a part of the course and students will be asked to respond critically to both film and visual art. In their responses, students will be asked to evaluate the filmmaker's choices (in respect to DECS) and the composition, structure, and function of the image.*

**Classwork & Homework Participation:** Classwork typically includes group activities (each student typically receives the grade earned by the group), small in-class projects, class participation (speaking, viewing, and listening assignments). Homework assignments are typically checked or collected at the beginning of the class unless students are instructed otherwise. Absent or tardy students must have appropriate documentation to make-up these assignments for full credit.

At the start of each marking period, each student will have and may retain a participation score of 100% if he or she participates fully in all assigned activities; however, each failure or refusal to participate or to complete fully a classwork or a homework activity will result in a 3% deduction from the student's overall, composite participation score for that marking period. Participation activities requiring more than a single day to complete may be valued at a percentage greater than 3%, though such assignments are rare. The composite participation score resets at the start of each marking period.

## Topics Relevant to Classroom Procedure

**Student Behavior:** Inappropriate behavior and the consequences for those actions are outlined and explained in the student handbook. Consult the student handbook when in doubt. Ignorance of the rules is not an excuse.

**Extra Credit:** I will not assign or accept extra credit work that would allow an individual to accumulate additional credit beyond what the class has been offered. However, small extra credit assignments *may* be offered to the entire class at unspecified times throughout the year.

**Make-Up Work/Absences:** In accordance with Wake County policy, it is the student's responsibility to schedule time to make up missed assignments, tests, group work, class notes, and quizzes for days that he or she has absences. I will be available during SMART Lunch, by appointment, to help students make up missed assignments and to offer extra help to students if and when the need arises. Unexcused late work will not be accepted for full credit. The English department at LRHS enforces a ten-point or 10% deduction per day for each day an assignment is past due.

I take great care planning in advance, offering students the opportunity to do the same. Due dates for major assignments, like essays, tests, and, projects, are clearly outlined on each unit syllabus and any alterations to that syllabus are made in class in the presence of all students and are published online; consequently, students are expected to plan accordingly. I expect to be contacted by the student or the parent when the student is absent on the due date of any major assignments. My day-to-day syllabus is updated often and is offered online to parents and students at the following address: <http://aplanguagemrphillips.weebly.com/handouts--syllabus.html>

**Email and Phone Contact:** My email address is [rphillips@wcpss.net](mailto:rphillips@wcpss.net) and the school phone number is **870-4250**. Email is the most effective way for me to offer students and parents a quick response, but parents may also wish to leave a phone message. As I've already stated, I expect to be contacted by the student or the parent when the student is absent on the due date of any major assignments or in the event that the parent or student needs to discuss a class matter, like grades or extended student absences.

**Personal Homepage:** I have a variety of valuable resources on the Web, and there are links to my homepage on our school's website. I hope students and parents will take the time to browse my pages and drop me a note if they have questions. <http://mrphillipswcpss.weebly.com/>

**Remind:** I will be using the Remind application to help support student learning and to increase parent involvement. Please let me know if you experience any difficulty with this service. This resource typically helps students and parents track the work in our course.

**Digital Portfolio & BYOD:** At the start of the course, students will be asked to create and maintain a web-based digital portfolio as a part of our BYOD (Bring Your Own Device) policy at LRHS. Students will be asked to select and share some of their work with their digital portfolio, sometimes instead of submitting a physical copy. To receive full credit, students will be asked to follow specific protocols that govern the quality and content of their online postings, and they are **encouraged to use their school-assigned email accounts to set up their portfolios**. Moreover, the digital portfolio is an extension of the classroom. Online postings and comments will be viewed as an extension of our actual classroom. The platform that I'll be encouraging is Weebly. Though students may use other platforms, I will offer tutorial support for Weebly. **Visit Weebly.com to set up your digital portfolio.**

**Student/Teacher/Parent Conferences:** In the event that we need to meet in person, it is my preference to meet with a third-party observer, preferably the student's guidance counselor. If the student's counselor is unavailable, I may wish to postpone the meeting or I may ask another counselor, faculty member, or administrative team member to join our discussion.

## Conclusion

**Please make sure that you read and fully understand this course description. You and your parent or guardian must PRINT, read, & sign the seventh page of this document to indicate that you and your parent/guardian understand, accept, and will abide by the policies outlined in this course description.**

### Suggested materials to purchase for this course:

- ❑ **Binder** – 1 ½" - 2" should be more than adequate
- ❑ **Dividers with tabs** – Notes should be organized by literary periods (the units noted previously), ideally you will need one divider for each of the following literary periods and genres: Unit 1: Colonial & Revolutionary; Unit 2: Romantic; Unit 3: Realistic; Unit 4: Modern & Postmodern; Unit 5: Contemporary; Plays and Novels. You may also want dividers for: Research & Composition and AP Handouts
- ❑ **Notepaper** – College-ruled is preferred
- ❑ **#2 Pencils**
- ❑ **Blue or Black Pens**
- ❑ **Highlighters – Any colors**
- ❑ **Note cards** – 4" X 6" cards or larger (This is a must for the research project)

Consider printing this course description and keeping it in the front of your AP English binder because we will refer to it in the future. After you and your parent/guardian have read the course description and signed the verification form (**PRINT PAGE SEVEN TO SIGN**), return it to me.

Thanks and I look forward to working with you this semester!

Fall Semester, 2018 -2019

Si necesita servicios de traducción gratuitos para comprender los procesos escolares, llame al (919) 852-3303

إذا كنت بحاجة إلى خدمات الترجمة المجانية للتعرف على سير العمليات بالمدرسة، اتصل بالرقم (919) 852-3303

Si vous avez besoin de services de traduction gratuits pour comprendre les procédures scolaires, appelez le (919) 852-3303

यदि आपको विद्यालय की प्रक्रियाओं को समझने के लिए निःशुल्क अनुवाद सेवाएँ चाहिए, तो (919) 852-3303 पर कॉल करें

학교/교육 과정에 관한 무료 번역 서비스가 필요하시면 다음 번호로 연락하여 주십시오 (919)852-3303

Nếu quý vị cần sự thông dịch miễn phí để hiểu phương pháp trường học, xin vui lòng gọi số điện thoại, 919-852-3303

如果您需要免费翻译服务来了解学校流程, 请致电 (919) 852-3303

# Verification Form

Robert Phillips, 2018-2019  
AP Language & Composition

**Student must complete:**

*As a student in this course, I have read the scope of the course, the course syllabus, the course description, and the class procedures. I also understand that AP Language and Composition is not a college course, but it will be taught with the rigor and expectations of a college course to prepare me for the AP exam. By signing my name, I am agreeing to abide by the procedures, processes, and rules mentioned in the course description for AP Language and Composition.*

<b>Print Student full name</b>	<b>Date</b>
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<b>Student signature</b>	<b>Date</b>
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Summer Reading Choice Text?		
English Strengths/Concerns?		
Language(s) other than English?	<input type="checkbox"/> NO	<input type="checkbox"/> YES. List language(s):
Is there anything I need to know about your learning style?		

**Parent/Guardian must complete:**

*As the parent or guardian supporting the student named above, I have read the scope of the course, the course syllabus, the course description, and the class procedures. I also understand that AP Language and Composition is not a college course, but it will be taught with the rigor and expectations of a college course to prepare my child for the AP exam. By signing my name, I am agreeing to support my child as he or she makes every effort to abide by the procedures, processes, and rules mentioned in the course description for AP Language and Composition.*

As the parent or legal guardian of the above student, <b>I GRANT PERMISSION for my child to participate in ALL online or web-based activities in English.</b>	Initial here if <b>YES</b>	As the parent or legal guardian of the above student, <b>I DO NOT GRANT PERMISSION for my child to participate in ANY online or web-based activities in English.</b>	Initial here if <b>NO</b>

<b>Print Parent/Guardian full name</b>	<b>Date</b>
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<b>Parent/Guardian Signature</b>	<b>Date</b>
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<b>Parent Contact Information</b>			
Home Phone:	(      )	Parent Email:	
Alternate Phone: Mobile? Work?	(      )	Alternate Email:	