

Elizabeth Tillery

Location: Room A19

Email: [etillery@randolph.k12.nc.us](mailto:etillery@randolph.k12.nc.us)

Class Website: <http://tilleryclassroom.weebly.com/>

## **Advanced Placement English Language and Composition**

### Course Information and Syllabus

#### **Course Description and Objectives:**

The AP English Language and Composition course focuses on the development and revision of evidence-based analytic and argumentative writing, the rhetorical analysis of nonfiction texts, and the decisions writers make as they compose and revise. Students evaluate, synthesize, and cite research to support their arguments. Additionally, they read and analyze rhetorical elements and their effects in nonfiction texts—including images as forms of text—from a range of disciplines and historical periods.

An AP English Language and Composition course cultivates the reading and writing skills that students need for college success and for intellectually responsible civic engagement. The course guides students in becoming curious, critical, and responsive readers of diverse texts and becoming flexible, reflective writers of texts addressed to diverse audiences for diverse purposes. The reading and writing students do in the course should deepen and expand their understanding of how written language functions rhetorically: to communicate writers' intentions and elicit readers' responses in particular situations.

The course framework includes the following components:

- **BIG IDEAS AND ENDURING UNDERSTANDINGS** The big ideas are cross-cutting concepts that build conceptual understanding and spiral throughout the units of the course. The enduring understandings are the long-term takeaways related to the big ideas.
- **COURSE SKILLS** The course skills, and their related essential knowledge statements, are the content of this course. They describe what students should know and be able to do by the end of the course.

#### **Big Ideas and Enduring Understandings:**

The big ideas serve as the foundation of the AP English Language and Composition course and enable students to create meaningful connections among course concepts. They are threads that run throughout the course, and revisiting them and applying them in a variety of contexts helps students to develop deeper conceptual understanding. Below are the big ideas of the course, along with the enduring understanding associated with each one:

- **RHETORICAL SITUATION (RHS)** Enduring Understanding RHS-1: Individuals write within a particular situation and make strategic writing choices based on that situation.
- **CLAIMS AND EVIDENCE (CLE)** Enduring Understanding CLE-1: Writers make claims about subjects, rely on evidence that supports the reasoning that justifies the claim, and often acknowledge or respond to other, possibly opposing, arguments.
- **REASONING AND ORGANIZATION (REO)** Enduring Understanding REO-1: Writers guide understanding of a text's lines of reasoning and claims through that text's organization and integration of evidence.
- **STYLE (STL)** Enduring Understanding STL-1: The rhetorical situation informs the strategic stylistic choices that writers make.

\*\* *Course Description: Advanced Placement English*, The College Board (2019).

## Classroom Rules

1. It is your responsibility to keep up with your work whether you are learning in-person or remotely.
2. Bring all materials to class (homework, handouts, pencils, daybook, etc.). You should treat your daybook like a textbook. You will need it in class every day to fully participate. Please sharpen pencils before class begins.
3. Pay attention. Follow directions the first time they are given. If you are unsure of an assignment, please ask!
4. Respect the classroom and its contents—including people. In order for our class and group discussions to be effective, we will all need to be respectful of each other, including the teacher.

## Course Policies

- *Academic dishonesty* of any type, including plagiarism and/or cheating, is not tolerated. You will be asked to sign a plagiarism contract.
- *Seating*: At this time, you may choose your seat, but you must sit in the same seat every day.
- *Late Work*: You are expected to complete all assignments on time, on the date they are due. For the semester, you will be given two free late passes to be used on two assignments of your choice. For each free late pass, you will be given an additional day to complete the assignment. Late passes will be digital this year. In order to use one of your allotted late passes, you'll need to complete the google form shared with you at the beginning of the semester. **All other late assignments will be unacceptable.** If you are absent or sick on the day a major assignment is due (i.e. project, essay, etc.) you must make *prior* arrangements and/or contact the teacher about the process for turning your work digitally. All unused late passes will be added up for extra credit.
- *Attendance*: Please see all THS policies regarding absences and tardies. You must make every effort to be in class and on time. If you miss class time, it is your responsibility to check with the teacher either in person or through email, preferably prior to the absence. While most work is available in Canvas, if you miss a class session in-person, your work for the day will be emailed to you within 24 hours.
- You may have drinks (with lids) and SMALL snacks.
- The school system-wide *dress code* will be enforced.
- *Cell phones*: Please see the THS English Department cell phone policy.
- Students are encouraged to use the restroom prior to the beginning of class. Bathroom use is subject to teacher discretion. Do not ask to leave class during instruction or presentations.
- **Masks**: At this time, masks are optional for all students and staff. **However, all RCSS healthy and safety requirements as well as social distance practices must be followed at all times.** This includes the use of masks if the current ruling changes.

Students choosing to break a rule will be subject to disciplinary action. In the event that a rule is broken, proper action will be issued based on the severity of the situation. Some violations will require the student to stay after school and/or parent contact, while others will require direct referral to an administrator. Violation of school-wide rules will result in immediate referral to an administrator.

## Required Texts and Materials:

### Major Works:

- *Walden* by Henry David Thoreau
- *In Cold Blood* by Truman Capote
- *A Thousand Splendid Suns* by Khaled Hosseini
- *A Room of One's Own* by Virginia Woolf
- *Catcher in the Rye* by J.D. Salinger

### Supplemental Resources:

- *Image Grammar* by Harry Noden (Heinemann, September 30, 1999)
- *Everything's an Argument* (7th Edition) by Andrea A. Lunsford and John J. Ruszkiewicz
- *English Language and Composition* (Advanced Placement Edition) by Abdon, Freitas, and Peterson
- *The Language of Composition* (3rd Edition) by Scanlon, Lawrence, et al.

**Note:** Due to the nature of this course, some reading materials may have young adult/adult content. If you have any questions or concerns, please feel free to contact me, and an alternative assignment may be given.

### Other Materials:

- Composition Notebook (stitched NOT spiral)
- Loose leaf paper
- Glue sticks
- Pencil/pen
- Highlighters
- Pack of 4x6 notecards

### **Activities and Assignments Overview:**

This class will be structured to integrate reading, composition, and discussion with a series of thematic units addressing factors relevant to written, oral, and artistic expression. Readings will primarily focus on essays, speeches, letters, and other non-fiction selections, but may also include some fiction or poetry. Additionally, each unit will include regular analysis of various forms of media, including art, video, photography, cartoons, and other forms of communication.

### **Reading Assessments:**

- *Compositions:* Reading assessment compositions will include both in class and out of class essays that asks students to analyze/respond to their reading in some way. These essays will be assessed for content, grammar, and style. Additionally, students will be given time to revise at least two of the reading compositions assigned following peer and teacher feedback. All formal essays will use MLA style and citations.
- *Seminar:* This type of reading assessment asks students to participate in a student-led discussion based on their reading. Students will typically complete a reader’s response or some other assignment to help them prepare for their seminar. This assessment will be graded using a rubric.
- *Presentations:* Student presentations may be individual and/or group oriented, as well as both informal and formal.
- *Other Projects:* This type of reading assessment will allow students to showcase their creativity through writing, art, poetry, etc. that reflect a deeper understanding of their assigned reading. An example of this type of assessment would be an altered pages/ found poem, where students are asked to create their own original poem using words from a published text.
- *AP Practice:*
  - Multiple Choice: Multiple-choice practices will include AP style multiple-choice items with five answer choices. These practices will typically be timed to help students practice managing their time on the AP exam. Additionally, students will be allowed to make corrections many multiple choice practice tests to better assess where they need to improve.
  - Essays: These AP style essays will include synthesis, argument, and rhetorical analysis. These essays will typically be timed to help students practice managing their time on the AP exam. Additionally, students will be given time to revise at least three of the practice essays assigned following peer and teacher feedback.
- *Quizzes:* Quizzes may include Image Grammar quizzes that focus on how grammar can be used as a tool or “brushstroke” to enhance the work of a writer, as well as reading and rhetorical devices quizzes to keep students up to date of key vocabulary for analyzing a text.
- *Daybook:* The daybook should be treated as a writer’s notebook or in-class journal. The majority of writings in the daybook will be informal and can include free-write responses to prompts related to class reading and analysis/ reflection of weekly quotations and visual texts. Additionally, the daybook will allow for reflective writing that connects reading to personal experience and enables students to examine the process of their own writing.

### **Methods of Evaluation:** \*Grades will be updated weekly in PowerSchool.

1st Nine Weeks:	2nd Nine Weeks:	Grading Scale (THS Policy):
35% Reading Assessments 20% AP Practice 20% Quizzes 15% Daybook/Classwork 10% Summer Reading	35% Reading Assessments 20% AP Practice 20% Research Paper 15% Quizzes 10% Daybook/Classwork	A (Excellent) 90-100 B (Above Average) 80-89 C (Average) 70-79 D (Below Average) 60-69 F (Failing) 59 and below

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**Course Organization:**

This course is organized thematically, with each unit requiring students to acquire and use insightful vocabulary, to use standard English grammar, and to understand the importance of diction and syntax in an author's style. Therefore, students are expected to develop the following through reading, discussion, and writing assignments:

- a wide-ranging vocabulary used appropriately and effectively;
- a variety of sentence structures, including appropriate use of subordination and coordination;
- logical organization, enhanced by specific techniques to increase coherence, such as repetition, transitions, and emphasis;
- a balance of generalization and specific illustrative detail; and
- an effective use of rhetoric, including controlling tone, establishing and maintaining voice, and achieving appropriate emphasis through diction and sentence structure (College Board, AP English Course Description, 2010, p. 9.)

For each reading assignment students must identify the following:

- Thesis or Claim
- Tone or Attitude
- Purpose
- Audience and Occasion
- Evidence or Data
- Appeals: Logos, Ethos, Pathos
- Assumptions or Warrants

- Style (how the author communicates his message—rhetorical mode and rhetorical devices, which always include diction and syntax)
- Organizational patterns found in the text (i.e., main idea detail, comparison/ contrast, cause/effect, extended definition, problem/solution, etc.)
- Use of detail to develop a general idea

**Major Essay Prompts:**

Essay Type	Prompt
Rhetorical Analysis	<p>Some novels and plays seem to advocate changes in social or political attitudes or traditions. Note the particular attitudes or traditions that Virginia Woolf apparently wishes to modify in <i>A Room of One's Own</i>. Then analyze the rhetorical techniques Woolf uses to influence the reader's or audience's views.</p>
Argument	<p>In 1891, Irish author Oscar Wilde (1854–1900) observed, “Disobedience, in the eyes of anyone who has read history, is man’s original virtue. It is through disobedience that progress has been made, through disobedience and through rebellion.”</p> <p>Wilde claims that disobedience is a valuable human trait and that it promotes social progress. Write an essay that argues your position on the extent to which Wilde’s claims are valid. Use appropriate examples from your reading, experience, or observations to support your argument.</p>
Synthesis	<p><b>Directions:</b> The following prompt is based on the accompanying seven sources. This question requires you to synthesize a variety of sources into a coherent, well-written essay. When you synthesize sources you refer to them to develop your position and cite them accurately. <i>Your argument should be central; the sources should support this argument. Avoid merely summarizing sources.</i> Remember to attribute both direct and indirect references.</p> <p><b>Introduction</b></p> <p>Mass public schooling has traditionally proclaimed among its goals the following: (1) to help each student gain personal fulfillment and (2) to help create good citizens. These two goals—one aimed at the betterment of individuals and the other aimed at the betterment of society—might seem at odds with one another. At the very least, these two goals are a cause of much tension within schools at every level: schools want students to be allowed or encouraged to think for themselves and pursue their own interests, but schools also believe that it is right in some circumstances to encourage conformity in order to socialize students.</p> <p><b>Assignment</b></p> <p>Read the sources that follow (including the introductory information) carefully. Then choose an issue related to the tension in schools between individuality and conformity. You might choose an issue such as dress codes, mandatory classes, or the structure of the school day. You do not have to choose an issue that you have experienced personally. <b>Then, write an essay in which you use this issue to argue the extent to which schools should support individuality or conformity. Synthesize at least three of the sources for support.</b></p> <p>You may refer to the sources by their titles (Source A, Source B, etc.) or by the descriptions in the parentheses.</p> <p>Source A (Gatto)  Source B (Bell schedule)  Source C (Book cover)  Source D (Postman)</p>

	Source E (Holt) Source F (Photo) Source G (Expectations) *Please see attached source booklet for more information.
Research	Complete a 6-8 page persuasive research paper on a topic of your choice that includes an outline and a works cited page. Our topic focus this year is on service learning. In choosing a research topic, consider a need in the community that you can focus your research on. Your paper should bring awareness to this issue and propose solutions. This paper should be a mixture of the writer's words, quotes, and paraphrases that adhere to research ethics and include a variety of sources, including print, internet, and primary. Please be sure to follow MLA guidelines for this assignment.

### Units 1-3: The Power of Perspective

#### Texts:

#### Fiction:

- "A Christmas Memory" by Truman Capote

#### Non-fiction:

- *In Cold Blood* by Truman Capote
- "Writing Matters" by Julia Alvarez
- Excerpts from *Bird by Bird* by Anne Lamott
- Pat Conroy's Letter to the editor of the *Charleston Gazette*
- "Superman and Me" by Sherman Alexie
- "Learning to Read and Write" by Frederick Douglass
- "One Writer's Beginnings" by Eudora Welty
- "The Story Behind a Nonfiction Novel" by George Plimpton
- "Letter from a Birmingham Jail" by Martin Luther King Jr.
- "Briefly a Gardner" by Julia Alvarez
- "Us and Them" by David Sedaris
- "Mother Tongue" by Amy Tan
- "On Being a Cripple" by Nancy Mairs
- "Just Walk on By: A Black Man Ponders His Power to Alter Public Space" by Brent Staples

#### Poetry:

- "For Julia, in Deep Water" by John N. Morris
- "Barbie Doll" by Marge Piercy

#### Media:

- *Spring on the Missouri* by Thomas Hart Benton (painting)
- "Always #LikeAGirl" youtube video: <https://www.youtube.com/watch?v=XjJOBjWYDTs>
- "The Future of Publishing" youtube video: [https://www.youtube.com/watch?v=Weq\\_sHxghcg](https://www.youtube.com/watch?v=Weq_sHxghcg)
- *Fantastic Flying Books of Mr. Morris Lessmore* Pixar short
- VidAngel TV Commercials
- Novant Health Commercials
- Gillette Commercial: <https://www.youtube.com/watch?v=koPmuEyP3a0>

#### Assessments:

#### Quizzes:

- Reading Checks
- Image Grammar

#### Major Compositions:

- Reading Assignments:
  - *In Cold Blood*: For our first book, we'll be doing a series of lessons and activities that ask you to apply and review the major components of the course and demonstrate your understanding of language manipulation and rhetoric. Initially, you will be asked to track and discuss "patterns" as we develop an understanding of the author's stylistic approach to a true event. Finally, you will complete a RAFT writing assignment of your findings throughout the unit.
- AP Practice:
  - Personal Progress Checks 1-3 (multiple-choice and free-response questions)

## Units 4-6: Resistance and Transformation

### Texts:

#### Fiction:

- *The Scarlet Letter* by Nathaniel Hawthorne
- "The Minister's Black Veil" by Nathaniel Hawthorne
- "The Devil and Tom Walker" by Washington Irving
- "Why I Live at the P.O." by Eudora Welty
- "Recitatif" by Toni Morrison

#### Non-fiction:

- *A Room of One's Own* by Virginia Woolf
- From "Between the World and Me" by Ta-Nehisi Coates
- "Ain't I a Woman" by Sojourner Truth
- "Beauty: When the Other Dancer is Self" by Alice Walker
- "No Name Woman" by Maxine Hong Kingston
- "She Unnames Them" by Guin
- Excerpts from "Sinners in the Hands of an Angry God" by Jonathan Edwards
- "How Religion in the United States Avails Itself of Democratic Tendencies" from *Democracy in America* by Alexis de Tocqueville
- John Brown's Speech to the Court at His Trial by John Brown
- Second Inaugural Address by Abraham Lincoln

#### Media:

- *Sunset (Medusa)* by Eugene Berman (painting)
- *Swan Attacked by a Dog* by Jean-Baptiste Oudry (painting)
- "Don't Shoot" Political Cartoon: [https://s3.wp.wsu.edu/uploads/sites/931/2015/09/dontshoot\\_590\\_447.jpg](https://s3.wp.wsu.edu/uploads/sites/931/2015/09/dontshoot_590_447.jpg)
- "Fancy Feast Cat Food Commercial" youtube video: <https://www.youtube.com/watch?v=mgZffl-a6WI>
- "The Extraordinary Life and Times of a Strawberry" PSA: <https://www.youtube.com/watch?v=WREXBUZBrS8>
- Sandy Hook PSA: [https://www.youtube.com/watch?v=Er\\_HugcPmJ8](https://www.youtube.com/watch?v=Er_HugcPmJ8)
- Amazon Prime Commercial: <https://www.youtube.com/watch?v=00K3OWdx7XA>
- *Bride* by Beth Lipman (sculpture)
- *North Wilkesboro, North Carolina, 1982* by Elizabeth Matheson (photography)

### Assessments:

#### Quizzes:

- Image Grammar

#### Major Compositions:

- Reading Assignments:
  - *A Room of One's Own*:
  - *The Scarlet Letter*: Patterns are not only a part of life, but also evident in much of literature. As we read our next book, we are going to be tracking patterns throughout the text. This is not a new concept, as we often use this literary strategy when we annotate or complete double-entry journals. For this assignment,

however, we will be using a different format than what you may be used to. Please see provided handout for complete directions. Please note that this assignment will include an individual presentation.

- AP Practice:
  - Personal Progress Checks 4-6 (multiple-choice and free-response questions)

### **Units 7-9: The Individual and the Community**

#### Texts:

##### Fiction:

- *Catcher in the Rye* by J.D. Salinger
- “Soap and Water” by Anzia Yeziarska

##### Non-fiction:

- “Shooting an Elephant” by George Orwell
- “Dona Aida, with Your Permission” by Julia Alvarez
- “Bikini or Headscarf - Which Offers More Freedom” by Krista Bremer
- “Feminist Criticism in the Wilderness” by Elaine Showalter
- Excerpts from *Uncle Tom’s Cabin*
- Excerpts from *Incidents in the Life of a Slave Girl* by Harriet Jacobs
- Excerpts from *Narrative of the Life of Frederick Douglass*
- Excerpts from *Malcolm X*
- “Not You/Like You: Postcolonial Women and the Interlocking Questions of Identity and Difference” by Trinh T. Minh-ha
- “Keeping the Thing Going While Things are Stirring” by Sojourner Truth
- “I Have a Dream” by Martin Luther King Jr.
- “The Perils of Indifference” by Elie Wiesel

##### Poetry:

- “Poem 508” by Emily Dickinson

##### Media:

- *Rabble* by Ralph Helmick and Stuart Schechter (sculpture)
- *Market Scene on a Quay* by Frans Snyders (painting)
- *Tippy Toes* by Alison Saar (sculpture)
- Various Political Cartoons and Graphs

#### Assessments:

##### Quizzes:

- Image Grammar

##### Major Compositions:

- Reading Assignments:
  - *Catcher in the Rye*: Students will choose 10 quotes from *Catcher in the Rye* that illustrate or reveal Salinger’s purpose. These quotes should be intentional, and not just quotes you might choose for double-entry journals, etc. For each quote, students must provide a clear explanation of Salinger’s assertion, then defend or challenge it, noting the complexity of the issue and acknowledging any possible objections to the student’s point of view. These “short writes” are just enough to practice a key concept in argumentation: acknowledging alternative points of view. Students will also create “short writes” analyzing the rhetorical devices used in the quotes. Finally, students will identify and practice using language that develops tone and style. As the students become comfortable with these informal pieces of writing, and as we review components of clarity and style, students must include one example of each of the following syntactical techniques in their assertion journals: coordination, subordination, varied sentence beginning, periodic sentence, and parallelism. As students develop a sense of their own style through sentence structure, they also learn organizational strategies such as parallel structure, transitional paragraphs, and appropriate balance and sequencing of generalization and specific detail.



- The next part of your *Catcher in the Rye* assignment is a partner assignment that asks you to prepare a presentation that advocates for why *Catcher in the Rye* should be taught in schools by identifying a relevant theme to the novel and the stylistic elements Salinger employs to develop that theme.
- AP Practice:
  - Personal Progress Checks 7-9 (multiple-choice and free-response questions)

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