

Summer Agenda: AP Language & Composition 2018-2019

*Assignments are to be completed to enhance the learning of new information and the practicing of important skills necessary for success in the course.

*All writing responses are to be made in first person or third person. Do not write in second person. (Example: Do not use pronouns such as you or yours, or use imperative sentences, where “you” is the assumed subject.)

*Please organize assignments in a three-ring binder with the following tab dividers:

1. Reading Journal
2. Practice APLAC Multiple-Choice Questions Test
3. Practice APLAC Essays
4. Socratic Seminar
5. APLAC Handbook

I. *The Language of Composition*

A. Chapter 1 – “An Introduction to Rhetoric”

(1). Complete **Activities** – Page #'s 2, 4, 6, 10, 12, 17, 20, 22, 27, 29, 30

***Note:** Print Text Excerpts (Whenever Possible – Easier to Annotate)

(2). **Index Cards** – “Glossary of Rhetorical Terms”

FRONT:

Anaphora

-repetition of a word or expression at the beginning of successive phrases, clauses, sentences, or verses especially for rhetorical or poetic effect

BACK:

Ex: “Of **all** the gin joints in **all** the towns in **all** the world, she walks into mine.” –

Ex: “**we cannot** dedicate—**we cannot** consecrate—**we cannot** hallow—this ground.” --Lincoln

B. Chapter 2 – “Close Reading”

(1). Complete **Activities** – Page #'s 41, 43, 47, 56, 63, 68, 69

***Note:** Print Text Excerpts (Whenever Possible – Easier to Annotate)

(2). **Index Cards** – “Glossary of Style Elements” (See Example Above)

II. Current Editorial/Commentary:

During the summer months, please read and become familiar with editorials/commentaries.

- Print a minimum of **4** editorials/commentaries into **Reading Journal**. (Two Topics – Two Articles for Each Topic from Different Publications)
- Close Read/Annotate (Identify & Analyze Rhetorical Strategies Authors Use in Their Arguments).
- In addition, comment on some aspects of each of the editorials.

Questions to consider for comment:

Do you agree or disagree with the editorial's viewpoints? Why?
Did the editorial make you want to know more about the issue?
Which arguments or points made by the author do not make sense to you and why?
How does this editorial connect with other knowledge that you have from other sources?
Anything else about which this editorial makes you think

- Use at least **three** different publications during the summer months to allow for comparison/contrast of viewpoints.
- **Suggested newspapers/magazines:**
 - The New York Times* (US newspaper)
 - The Washington Post* (US newspaper)
 - Time* (US news magazine)
 - Newsweek* (US news magazine)
 - The New Republic* (US political mag.)
 - National Review* (US political mag.)
 - The New Yorker* (US ideas magazine)
 - The Atlantic* (US ideas magazine)
 - Harper's* (US ideas magazine)
 - Mother Jones* (US ideas magazine)
 - Slate.com* (online ideas magazine)

III. Non-Fiction Literature

A. *The Color of Water* by James McBride

- Close Read/Annotate (Post-Its/Include Chapter & Page)
- Write at least three one page responses in **Reading Journal** – Here are a few suggestions:
 1. **REACTIONS:** Take time to write down your reaction to certain parts of the text or the text as a whole. If you're intrigued by certain statements or attracted to characters or issues, write your response.
 2. **MAKE CONNECTIONS:** What does the reading make you think of? Does it remind you of anything or anyone? Make connections with other texts or concepts or historic events.
 3. **ASK QUESTIONS:** What perplexes you about a particular passage? Try beginning, "I wonder why..." or "I'm having trouble understanding how..." or "It perplexes me that..." or "I was surprised when..."
 4. **AGREE/DISAGREE:** On what points, or about what issues, do you agree or disagree? Explain. Support. Argue your point. (In a sense, carry on a dialogue with the author)
 5. **QUOTES:** Write down striking words, images, phrases, or details. Speculate about them. Why did the author choose them? What do they add to the story? Why did you notice them? Divide your notebook page in half and copy words from the text onto the left side; write your responses on the right.
 6. **POINT OF VIEW:** How does the author's attitude shape the way the writer presents the material?

IV. Learning to Argue

- Print the following articles:
 1. "Does IM Make You Dum" (Martha Brockenbrough)

2. "Not from Where You're Standing" (Isabel Gibson)
3. "How to Teach a Child to Argue" (Jay Heinrichs)
4. "Athenians vs. Visigoths Commencement Speech" (Neil Postman)
5. "We'll Go Forward from This Moment" (Leonard Pitts Jr.)

- Close Read/Annotate (Identify & Analyze Rhetorical Strategies Authors Use in Their Arguments).
- Write at least a one page response for each article – Here are a few suggestions:

1. REACTIONS: Take time to write down your reaction to certain parts of the text or the text as a whole. If you're intrigued by certain statements or attracted to characters or issues, write your response.

2. MAKE CONNECTIONS: What does the reading make you think of? Does it remind you of anything or anyone? Make connections with other texts or concepts or historic events.

3. ASK QUESTIONS: What perplexes you about a particular passage? Try beginning, "I wonder why..." or "I'm having trouble understanding how..." or "It perplexes me that..." or "I was surprised when..."

4. AGREE/DISAGREE: On what points, or about what issues, do you agree or disagree? Explain. Support. Argue your point. (In a sense, carry on a dialogue with the author)

5. QUOTES: Write down striking words, images, phrases, or details. Speculate about them. Why did the author choose them? What do they add to the story? Why did you notice them? Divide your notebook page in half and copy words from the text onto the left side; write your responses on the right.

6. POINT OF VIEW: How does the author's attitude shape the way the writer presents the material?

Journal Rubric

A Goes beyond requirements, superior, excellent effort evident

- Excellent and appropriate details from text
- Excellent demonstration of an understanding and appreciation of text
- Excellent comprehension evident
- Excellent insightful reference to literary devices and style
- Excellent evidence of a wide variety of connections across text and with other reading
- Excellent reflection of curiosity, thoughtful critical stance
- Responses reflect both depth and breadth

B Meets all requirements, sufficient effort evident

- Adequate number of responses
- Responses include appropriate details from text
- Sufficient demonstration of an understanding and appreciation of text
- Sufficient evidence of comprehension

- Sufficient reference to literary devices and stylistic features
- Sufficient evidence of a wide variety of connections across text and with other reading
- Sufficient reflection of curiosity and some critical stance
- Responses reflect some attempt at depth beyond the literal

C or below doesn't meet all requirements

- Insufficient effort evident
- Inadequate number and quality of responses
- Insufficient demonstration of an understanding and appreciation of text
- Insufficient evidence of comprehension
- Insufficient reference to literary devices and stylistic
- Little evidence of thoughtful critical stance
- Literal comments and questions only
- Responses reflect little critical thinking,
- Primarily a summary

What Parents/Guardians Need To Know

Note: It is imperative that your student has access to a computer, most preferably with updated Microsoft Word software and internet access. Please make access arrangements as you see fit. The school computers are available for a few hours after school and the public library has computers as well.

Since your child can potentially earn .04 elevated GPA and college credit, it is expected that they are mature enough to handle college-level texts, graphics, writings, discussions, and homework. If you are concerned with a particular text or assignment, please call or email me directly for more information at teresaan@leeschools.net or 239-458-6690. I encourage you to read along with your child when you have the time; it could lead to wonderful dinner table conversation!

This AP course will develop students' writing skills, problem-solving techniques, and study habits, preparing them for college academics. In addition, taking rigorous AP courses demonstrates maturity, a willingness to be challenged intellectually, and a commitment to academic excellence, which will help in the college admissions process.

Students will study subjects in greater depth and detail, and will be expected to develop and support their own arguments and perspectives.

Also know that controversial subjects will be presented and discussed in a safe, educational, diplomatic, and fair environment. All opinions matter and will be heard.

All students are expected to: complete assignments and readings thoroughly by the deadline (without constant reminders), participate in classroom discussions, practice skills both in and out of school, and take the AP Exam during fourth quarter.

By signing below, you and your child understand that AP course work is extensive, rigorous, and time-consuming. Failure to complete the assignments outlined in the Summer Agenda does not justify nor necessitate a change of course schedule in the Fall Semester.

Thank you,

Teresa Nitting
Ida S. Baker High School
239-458-6690
teresaan@leeschools.net

Parent/Guardian Signature

Email address-please print clearly

Student Signature

Email address-please print clearly

Please return on the first day of class along with signed syllabus

Ida S. Baker High School



English Department – AP® English Language and Composition

Course Syllabus

Instructor: Ms. Teresa Nitting

Phone: 239-458-6690

E-Mail: TeresaAN@leeschools.net

This AP course in English Language & 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 the effectiveness of writing. It is imperative that students become comfortable with being able to synthesize information from a variety of sources to inform their own discussion of a topic in their writings and discussions. Students will spend the year "getting comfortable" with: reading and viewing difficult texts about controversial, yet pertinent subjects; producing high-level writing after a rigorous revision process, difficult vocabulary, grammar and rhetorical terms; the AP testing processes, procedures, and content. Effective time management is essential, along with sufficient command of mechanical conventions and an ability to read and discuss prose. Students are expected to commit to a minimum of five hours of course work per week outside of class. The course is constructed in accordance with the guidelines described in the AP English Course Description.

Fall Semester

The fall semester is dedicated to mastering critical thinking strategies and the canons of rhetoric, reviewing key style concepts, and exploring major themes in narrative, expository and analytical writing. Students will write in both formal and informal contexts. Writing in informal contexts will facilitate awareness of themselves as writers and writing techniques that aid reading. These writings will help them get more involved in the writings which will lead them into more formal writings. Students will work through complex texts with understanding and write prose of sufficient richness and complexity to communicate effectively with mature readers. Students will move beyond such programmatic responses as the five-paragraph essay and into an emphasis on content, purpose, audience, and organization through a process of exploring ideas, reconsidering strategies and revising their work. Their essays will proceed through several stages or drafts through a Writer's Workshop style of collaboration with teacher and peers, in order to produce college-level writing and to enhance thinking strategies.

Spring Semester

The spring semester is dedicated to the continued mastery of first semester skills. Students will foremost focus on developing fluency in key aspects of argumentative writing by completing an argumentative essay and a Researched Argument Paper. Emphasis will also be heavy on AP Exam preparation including timed writings and multiple choice AP approved reading prompts on vocabulary and grammar for use in writing, along with a review of time management skills.

Extensive Reading List

The extensive reading list will consist of reading three or more essays a month to be developed into various writing responses and discussions pertaining to the rhetorical mode for the week. Students can further use these pieces of models for their own writing. The emphasis of these works is to promote prompts, experience, analysis, and synthesis for their writing pieces throughout the year. The readings will be heavily based on rhetorical modes, and loosely based on common themes and topics.

Yearlong Research Project

A yearlong research project will be implemented in November involving both reading and writing goals: To enable students to develop a thesis only after they have read several texts. This year long project allows students to more naturally develop a thesis, modeling a practice of good research in general. In the first few weeks of the class, students

will investigate 10 topics in U.S. culture and the reading for each topic (from provided lists). They choose their topic by November and begin reading texts on their own. Possible thesis statements will be discussed and they will present an argument of their own that includes the analysis and synthesis of ideas from their array of sources. In addition, they will learn how to cite sources using the MLA editorial style. During third and fourth quarter, they will write and revise their work through a series of writing workshops (peer editing) and limited teacher feedback. Readings may include essays and fiction by all classical American authors such as Patrick Henry, Benjamin Franklin, Henry Thoreau, Martin Luther King, Abraham Lincoln, Thomas Paine, Thomas Jefferson, Ralph Waldo Emerson, Sojourner Truth, Kate Chopin, John Steinbeck, Eudora Welty, Ernest Hemingway, Amy Tan.

First Quarter: An Introduction to the Canons of Rhetoric and the beginnings of American Literature with an Emphasis on Narrative and Descriptive Readings and Writings and the Beginnings of Exposition (eight weeks)

- AP English Course Description, Class Rules and Responsibilities, Grading System, Rhetorical Terms (Definitions), Rhetorical Modes, Rhetorical Devices
- Conducting a Socratic Seminar
- Writer's Workshop Process (Peer Editing): Editing and revision strategies and rubric
- Vocabulary and Grammar Study

Activities:

- AP Pre Test
- Socratic Seminars on Summer Readings
- Rhetorical and Syntactical Vocabulary Review
- Reading and Discussing Narrative and Descriptive Essays from *50 Essays*
- Readings and Exercises from *The Language of Composition*
- Writing Narrative and Descriptive Essays
- Making Connections to American Literature
- American Literature Presentations' Project

Readings: *The Language of Composition* and *50 Essays*

Rhetorical Mode: Narration (possible readings)

"True North" by Margaret Atwood, "The Harem Within" by Fatema Mernissi, "Strangers" by Toni Morrison, "More Room" by Judith Ortiz Cofer, "Coming Home Again" by Chang-Rae Lee, "Learning to Read" by Frederick Douglass, "Tight Jeans and Chania Chorris" by Sonia Sha, "Beauty: When the Other Dancer Is the Self" by Alice Walker, "The Clan of One-Breasted Women" by Terry Tempest Williams

Description (possible readings)

"The Serpents of Paradise" by Edward Abbey, "On Going Home" by Joan Didion, "Abraham Lincoln" by Nathaniel Hawthorne, "The Ugly Tourist" by Jamaica Kincaid, "On Being a Cripple" by Nancy Mairs, "My Father: Leslie Stephen" by Virginia Woolf, "In the Kitchen" by Henry Louis Gates Jr., "Shooting an Elephant" by George Orwell,

Writings:

Summer Close Reading Journals

Major #1: Narrative Essay based on one personal experience

Major #2: Description Essay based on persona (modeled after *The Color of Water*)

Graphics & Visual Images:

Photos: Lorraine Monk Photographs That Changed the World

Speeches: various presidents and public speakers relating to essays

Photos: Famous Faces and Places

"Chief Seattle's "Speech on the Signing of the Treaty of Port Elliot,"

Second Quarter: Delving Deeper Into the Expository Rhetorical Mode with an Emphasis on Analytical Readings and Writings

- Imitation exercises
- Collaborative Writing/Writer's Workshop
- Socratic Seminars
- Vocabulary and Grammar Study
- Timed Writings

Readings: *The Language of Composition and 50 Essays*

Exposition (Compare and Contrast): “Of Youth and Age” by Francis Bacon, “9.11.01: The Skyscraper and the Airplane” by Adam Goodheart, “Humor and Faith” by Reinhold Niebuhr, “Between the Sexes, a Great Divide” by Anna Quindlen, “Letter to President Pierce, 1855” by Chief Seattle, “The Spider and the Bee” by Jonathan Swift

Exposition (Classify and Divide): “How to Tame a Wild Tongue” by Gloria Anzaldúa, “How We Listen” by Aaron Copland, “The Motive for a Metaphor” by Northrop Frye, “College Pressures” by William Zinsser, “Going to the Movies” by Susan Allen Toth

Exposition (Cause/Effect)

“A Victim” by Bruno Bettelheim, “Why Women Smile” by Amy Cunningham, “Hunger” by Maggie Helwig, “The Pyramids” by Samuel Johnson, “Marshland Elegy” by Aldo Leopold, “Shooting An Elephant” by George Orwell, “The Good News Is: These Are Not the Best Years of Your Life” by Gloria Steinem, “The Battle of the Ants” by Henry David Thoreau, “The Clan of One-Breasted Women” by Terry Tempest Williams, “A Vindication of the Rights of Women” by Mary Wollstonecraft

Defining

“Democracy” by Carl Becker, “On Dumpster Diving” by Lars Eighner, “The Mystery of Zen” by Gilbert Highet, “The Partial Eclipse of Manliness” by Harvey Mansfield, “Good Readers and Good Writers” by Vladimir Nabokov, “Mommy, What Does ‘Nigger’ Mean?” by Gloria Naylor, “The Idea of World Citizenship in Greek and Roman Antiquity” by Martha Nussbaum, “Weekend” by Witold Rybczynski, “Existentialism” by Jean-Paul Sartre, “What is a Homosexual?” by Andrew Sullivan, Beauty: When the Other Dancer Is the Self” by Alice Walker, “Democracy” by E.B. White

Writings:

Major #3: Compare/Contrast or Classify/Divide Essay (based on nature theme)

Major #4: Definition Essay (based on gender theme)

Graphics & Visual Images:

Clips from nature films

Clips from environmental films like *The Inconvenient Truth*

Speeches: Queen Elizabeth’s “Speech to the Troops at Tilbury,”
Barrack Obama’s “Speech at the Democratic Convention”

Third Quarter: Exploring Expository Rhetorical Mode with an Emphasis on Analysis of Non-Print Text and Satire

- Recognizing Satire
- Creating a visual interpretation of text
- Film Analysis
- Citing Sources Using MLA format
- Collaborative Writing/Writer’s Workshop
- Socratic Seminars
- Vocabulary and Grammar Study
- Timed Writings and Practice Exams

Readings: *The Language of Composition and 50 Essays*

The Adventures of Huckleberry Finn by Mark Twain

“A Modest Proposal” by Jonathan Swift

Exposition (Persuasion/Argument)

“American Fat” by Russell Baker, “The Terrifying Normalcy of AIDS” by Stephen Jay Gould, “Get a Knife, Get a Dog, but Get Rid of Guns” by Molly Ivins, “The Declaration of Independence” by Thomas Jefferson and Others, “Letter from Birmingham Jail” by Martin Luther King Jr., “Against Nature” by Joyce Carol Oates, “The Abstractions of Beasts” by Carl Sagan, “The Most Dangerous Predator” by Joseph Wood Krutch, “Black Men and Public Space” by Brent Staples, “Too Many Colleges Are Still in Denial about Alcohol Abuse” Henry Wechsler, et al.

Writings:

Major #5: Argumentative Essay (Based on popular culture)

Major #6: A Modest Proposal based on a controversial topic

Graphics & Visual Images:

Interpreting print text to visual text-Essay Gallery

Photos, Sound bites, Clips from various sources: The Onion, NPR, Television, Daily Show, Colbert Report, Print Panel discussion with Barry Lopez and Joyce Carol Oates, C-SPAN Adult Books

Production

Film: *Stranger Than Fiction*

Recording: *Me Talk Pretty One Day* by David Sedaris

Fourth Quarter: Practice Tests, Exploring Longer Texts, Writing a Researched Argument Paper, Taking THE TEST

- AP Practice Exams
- Timed Writings
- Writer's Workshops
- Vocabulary and Grammar Study
- Socratic Seminar

Readings: *The Language of Composition* and *50 Essays*

The Great Gatsby by F. Scott Fitzgerald

Writings:

Major #7: Researched Argument Paper with MLA citations

Major #8: Essay of Choice

Timed Writings

Graphics & Visual Images:

Film: clips from *The Cradle Will Rock*

Film: clips from *Frida*

Good Night and Good Luck, video clip, American Rhetoric.com

Video clip: Senator Joseph McCarthy attacks Edward R. Murrow on CBS

Film: clips from *A&E Great Books: The Great Gatsby*, and *The Lost Generation*

Typical Weekly Schedule

In Class: Socratic Seminar based on rhetorical and syntactical strategies; Practice Tests; Notes, Informal Discussions, Vocabulary, Grammar, Style; Writing/Sharing; Writer's Workshop

Homework: Reading/Journal; Vocabulary/Grammar; Writing/Revising; Outside Research and Analysis

Tests: Students will take 3 full-length AP-style practice tests. Results will be reviewed on an individual basis.

AP Credit and Student Evaluation

Lee County Policy states that a student who passes the class with a "C" or better will receive a credit of 1.04.

Major Papers, Writer's Workshops and other writings	30 percent
Daily Work/Homework	20 percent
Practice Tests	20 percent
Socratic Seminars	<u>30 percent</u>
First-Semester Exam/Second-Semester AP Exam	20 percent

Students are evaluated on the basis of major papers, homework, quality and character of class participation and involvement, and AP-style writing prompts. Major papers count a great deal toward each quarter's grade, but other elements are also significant. Students earn both numbered scores and grades on AP prompts they take during the year. The grade associated with particular AP essay scores varies according to the time of year that is, a very good essay written in November earns a higher grade than a similar essay written in April. Students are at work building the skills needed to succeed as the year proceeds.

Student thinking, writing, reading, listening, and speaking are at the center of class activity. Grading is viewed in this context. Teacher will continually assess student performance and progress, as evidenced by papers, in-class task commitment, Socratic seminars, writer's workshops, homework, and daily preparation. Course products are regularly reviewed. One goal of the teacher's evaluation is to enable students to become more "comfortable with the uncomfortable;" in other words, self and peer assessment on essays written about difficult or controversial topics.

Students are strongly encouraged to think critically for themselves, be independent learners, take responsibility for themselves in all areas, and be open-minded to others' ideas and opinions.

The teacher regularly observes and assesses student knowledge and ability. The teacher will collect and assess student products, such as finished written pieces, on-demand writing, homework, tests and quizzes, response journals and class notes.

Supplies:

- Three-Ring Binder with the following tab dividers:
 1. Reading Journal
 2. Practice APLAC Multiple-Choice Questions Test
 3. Practice APLAC Essays
 4. Socratic Seminar
 5. APLAC Handbook

- Massive amounts of college ruled paper in Journal Section
- Flash Drive
- Pencils & Black/Blue pens
- Textbooks in class every day
- I strongly urge students to buy *The Easy Writer*. They will use this in college as well.
- It is recommended that students buy the books needed for this class, but there are other options available if needed. A good source for buying books is Amazon.com USED books.
- Positive thoughts ☺

***Note:** Although the school provides the materials and supplies for basic instructional activities, the optional supply items on this list will allow your child to have an enhanced educational program. We appreciate your commitment to the education of your child and, with your help, we can provide a great program for the students here at Ida S. Baker High School.

**Submit signed syllabus the first day back for a grade.
Keep the syllabus at the front of binder before the dividers.**

Signed Syllabus

I have read the above information and understand the rigor of this AP course. I am committed to doing what it takes to be successful in this course and eventually on the AP exam in May 2017. As a parent/guardian, I will encourage my child to fulfill this obligation and will support their efforts. I will contact the teacher via email if I have any questions or concerns.

Student's Name _____ Student's Signature _____

Parent/Guardian Name(s) _____

Parent/Guardian Signature(s) _____

Parent(s) Email(s) _____
(Please carefully distinguish all symbols in email)

Student Email _____
(Please carefully distinguish all symbols in email)

Parent Phone Numbers _____

Additional Comments: