

Madawaska Middle / High School
Home of the Owls
AP LANGUAGE AND COMPOSITION

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Texts: *Everyday Use* by Roskelly and Jolliffe, Pearson Education, 2005
Frames of Mind by Robert DiYanni and Pat C. Hoy II, Thomson Wadsworth, 2005.
Other ancilliary texts as needed

CURRICULUM

*analytical reading a writing occur throughout

SEMESTER 1

1. Course orientation, close reading, rhetorical awareness
 - a. Summer assignments due
 - b. Introduction to rhetoric
 - i. Appeals and structure of arguments
 - j. Rhetorical terms
 - k. Rhetoric in daily lives
 - l. MLA citation
 - m. SOAPSTONE

2. Invention strategies
 - a. Journalists Questions.
 - b. Burke's Pentad.
 - c. Enthymeme.
 - d. The Common Topics.

3. Sentence Structure and effects
 - a. simple
 - b. compound
 - c. complex
 - d. compound-complex sentences
 - e. slang
 - f. dialect
 - g. Latinate words
 - h. different fonts
 - i. colors, general vs. specific words
 - j. loose and periodic sentences
 - k. contractions,
 - l. different types of punctuation

4. Style analysis including quote integration and commentary
 - a. Tone
 - b. Diction
 - c. Detail
 - d. Point of view
 - e. Organization
 - f. Syntax

5. Independent reading
 - a. Question, Quote, Respond notes

MIDTERM EXAM

SEMESTER 2

1. Modes of discourse including analysis of visuals
 - a. Visual understanding
 1. focal point
 2. emphasis
 3. figure-ground contrast
 4. grouping
 5. color
 6. continuation
 7. line
 8. closure
 9. narration
 10. context
 - b. Analysis
 - c. Definition
 - d. illustration
 - e. description

AP LANGUAGE AND COMPOSITION
SYLLABUS

COURSE OVERVIEW

The goal of this college-level course is to teach students to read and think analytically and critically. The emphasis is on understanding and using rhetoric. Close reading and persuasive writing is stressed. Close readings include essays, letters, speeches, images, and imaginative literature. Summer readings and writings are included. Feature authors include Kenneth Burke, Judith Ortiz Cofer, Billy Collins, Jill Ker Conway, Joan Didion, Annie Dillard, E. M. Forster, Malcolm Gladwell, Daniel Goldman, Stephen Jay Gould, Langston Hughes, Zora Neale Hurston, Alice Walker, Evan Boland, Jamaica Kincaid, Martin Luther King, Jr., Gloria Naylor, Henry David Thoreau, Edgar Allan Poe, Sojourner Truth, Benjamin Franklin, George Orwell, Tim O'Brien, E. B. White, Virginia Woolf, Carl Sagan, Jonathan Swift, Amy Tan, E. O. Wilson, Mark Twain, Richard Selzer, Saskia Verlaan.

Course textbooks include:

Everyday Use by Roskelly and Jolliffe, Pearson Education, 2005

Frames of Mind by Robert DiYanni and Pat C. Hoy II, Thomson Wadsworth, 2005.

The teaching of style analysis includes published materials by Jane Schaffer, Jane Schaffer Publications, 2002.

Other readings are gathered from the Internet as well as *The Atlantic Monthly* and *The New Yorker*.

QUARTER 1 Course orientation, close reading, rhetorical awareness

AUGUST -OCTOBER

Summer assignments are due. Readings included Sojourner Truth, Lincoln, King, Franklin, and Thoreau. Analyze author's purpose and use of language. Record findings in a Reader Response journal. Study list of rhetorical terms and prepare for a quiz. Students learn about rhetoric's place in our everyday life. They read the text *Everyday Use*, by Roskelly and Jolliffe, Ch. 1 Rhetoric in Our Lives, and Ch. 2 Canons of Rhetoric. Throughout the study of chapters 1 and 2, the students will learn the following terms and there will be frequent quizzes on these terms:

Rhetoric, assumption, speaker, audience, rhetor, evidence, act, persona, rhetorical triangle, inferences, tone, attitude, diction, image, logic, effect, symbol, claims, appeals, logos, pathos, ethos, thesis statements, aim, purpose, intention, genre, metaphor, heuristic, canons, memories, style, arrangement, pentad, ratios, casuistries, syllogism, major premise, minor premise, generalization, enthymeme, begging of the question, konnoi topoi, exordium, narration, partition, confirmation, refutation, peroration, theme, simple sentence, compound sentence, complex sentence, compound-complex sentence, loose sentence, periodic sentence, parallelism, Latinate diction, slang, jargon, dialect, scheme, trope, antithesis, ellipsis, asyndeton, alliteration, assonance, anaphora, epistrophe, anadiplosis, climax, synecdoche, metonymy, personification, perphrasis, pun, antihimeria, onomatopoeia, hyperbole, litotes, irony, oxymoron and sarcasm.

Analysis of a *New Yorker* cartoon regarding writing. Students characterize the persona in Twain's "Is This, Then, Life?" Compare and contrast two personae in Clinton's speeches.

Analyze purpose, audience, and claims in Anderson and Cohn's essay "How About One Study at a Time." Record findings in Reader Response Journal.

After reading an editorial concerning women and the draft, students work in groups to analyze how the author creates persona, appeals to audience. Students write their individual responses to the editorial. They peer-edit and then conference with the teacher. Revise and rewrite.

After reading two college solicitation letters, the students analyze and compare the personae created by each letter. They will also analyze the appeals in each letter. Whole class discussion.

OCTOBER-NOVEMBER

MAJOR PAPER: After rereading Thoreau's "Civil Disobedience," students write a paper in which they discuss how Thoreau wanted his readers to react to "Civil Disobedience." They must use MLA citation to cite specific evidence from the essay, which supports their reasoning. Note: Students have previously been taught MLA citation.

Students learn how to annotate a piece using SOAPSTONE. This form helps students analyze speaker, occasion, audience, purpose, and tone.

After reading Boland's poem, "It's a Woman's World" students will answer an argumentative prompt (a former AP prompt) in 40 minute timed writing. The students must consider the ramifications of Boland's claim (based on lines from the poem). The claims must be considered in context of the student's knowledge, reading, and experience. Students will peer conference and write a second draft. The teacher will evaluate the second draft and then conference with the student. The student will write a third draft. Revise and rewrite.

ESSAY: After reading Walker's "Everyday Use," students write an essay in which they analyze the author's intentions, paying close attention to the dedication, "for your grandmamma." Students will peer conference and write a second draft. The students will meet with the teacher and then the student will write a third draft. Revise and rewrite.

Invention Strategies

Journalists Questions. The students will read several articles from the New York Times. They will identify who, what, where, when, why, and how of each article. They will choose an issue in school or town and use the journalist's questions to write an article. Peer conference. Revise and rewrite.

Burke's Pentad. Read an article by Caris, "Corporate Sponsorship of Our Schools." Identify the Act, Scene, Agent, Agency, and Purpose. Using elements of the Pentad, students write an article on homelessness. These will be read aloud in class.

Enthymeme. Students read Swift's "A Modest Proposal." Analyze the enthymemes in the proposal. Whole class discussion.

The Common Topics. Read Julia Morse's "The ABC's of Home Schooling." Analyze how Morse uses the common topics to generate material for her piece. Whole class discussion.

Sentence Structure

Read various articles and stories from the *Atlantic Monthly*. Working with a partner, the students will identify simple, compound, complex, and compound-complex sentences. They will discuss the effect of the varying sentence structures.

Students will reread works by Thoreau, and Lincoln to identify the author's use of parallelism and antithesis. There will be a whole class discussion as to the effects of these structures.

Students review an essay they are currently writing. They are to look for places where they can add schemes that affect balance. They will peer conference and write a second draft. They will conference with the teacher, and then write a third draft. Revise and rewrite.

After reading a teacher written piece concerning a couple's night out, the students will rewrite the piece using slang, dialect, Latinate words, different fonts, colors, general vs. specific words, loose and periodic sentences, contractions, different types of punctuation, and they will read these aloud. Students will write a reflective piece discussing the reasons for their stylistic choices and the effect of their choices on the message sent. Whole class discussion.

There will be numerous quizzes on the rhetorical terms discussed in Ch. 1 and Ch. 2.

TEST Ch. 1 and 2

QUARTER TWO: NOVEMBER-DECEMBER Style Analysis. Students will learn how to analyze style using the materials created by Schaffer.

Students will be assigned outside reading of a novel of their choice from an approved author list. The students will write three sets of QQR notes, which will be due at various intervals throughout the quarter. In QQR notes, the students Quote, Question and Respond to the reading.

Throughout the style analysis unit, the students will read works by Hawthorne, James, Lincoln, Dickens, Queen Elizabeth I, Wordsworth, and Douglass. The Schaffer materials teach the students, step-by-step, how to analyze the six aspects of style: tone, diction, detail, point of view, organization, and syntax. The students learn how to integrate quotes into their own writing. After each aspect of style analysis is learned, the students write a paragraph, peer conference, and then teacher conference. Revise and rewrite.

DECEMBER-JANUARY

TEST: Full style analysis (7 paragraphs) based on a passage from Hawthorne's *The House of Seven Gables*. Teacher conference, and then students write a second draft if needed.

SEMESTER EXAM: JANUARY

Students take an 80-minute exam consisting of AP style multiple-choice questions and a free response question focusing on rhetorical analysis.

JANUARY-FEBRUARY

QUARTER THREE: Visual Analysis, definition, illustration, description

New text: *Frames of Mind* by DiYanni and Hoy

Students will be assigned outside reading of a novel of their choice from an approved author list. The students will write three sets of QQR notes, which will be due at various intervals throughout the quarter. In QQR notes, the students Quote, Question and Respond to the reading.

Read Ch. 1 “A Brief Introduction to the Essay” and take notes. Whole class discussion.

Read Ch. 2 “Introduction to Visual Understanding.” Students take notes on the terms: focal point, emphasis, figure-ground contrast, grouping, color, continuation, line, closure, narration, and context.

Quiz on these terms.

Read Ch. 3 Analysis. Read Conway’s essay on reasons for writing *The Road from Coorain*. Annotate words that suggest the difference between male and female myth. Characterize the reflective voice in the passage. Whole class discussion. Write short paragraph analyzing Conway’s reflections. Whole class discussion.

Read “Neighborly Vultures,” an editorial. Annotate the passage. Analyze the purpose and the author’s analytical reflections. Recording findings in the Reader Response Journal.

Read Verlaan’s essay “Perspectives on Fear.” Breakdown Verlaan’s analysis. Analyze the metaphors in the piece. Whole class discussion.

ESSAY: Write about what Verlaan tells us about the relationship between fear, jagged perspectives, and self-development. Peer conference. Teacher conference. Revise and rewrite.

Visual Analysis: Two paintings by Magritte: “The Importance of Marvels” and “The Treachery of Images.” Analyze colors, shapes, and line. Analyze the effect of these artistic choices. Record findings in Reader Response Journal.

ESSAY: Write a short essay based on any aspect of Magritte’s work. You may consider perspective, language, playfulness, etc. Peer conference. Teacher conference. Revise and rewrite.

Read Wilson’s “The Bird of Paradise: the Hunter and the Poet.” Record findings in Reader Response Journal.

Read Dillard’s “Living Like Weasels.” Analyze the white space between sections. Write notes pertaining to the author’s purpose. Annotate the passage using two different colored highlighters. Identify facts in the essay. Record findings in Reader Response Journal. Whole class discussion.

Visual Analysis: Photo by Yann Arthus-Bertrand, “Tree of Life.” Read Keesbury’s poem “And Eve.” Compare Wilson’s ideas about how the poet and the hunter are related to Eve’s experiences. Consider the photo “Thunderstorm.” Record your poetic impressions of the photo. Compare the photo to the scientific drawing of the “Lifecycle of a Thunderstorm.” Record findings in the Reader Response Journal. Whole class discussion.

Chapter 4: Description.

Read and take notes. Record findings in the Reader Response Journal.

Read the passage from Woolf's "Moments of Being." Analyze the author's aim and how language paints a picture. Whole class discussion.

Read Selzer's "Love Sick". Annotate passages. Write Selzer a letter telling him to try to locate for him the "glans amoris" in some unsuspecting area. Record findings in the Reader Response Journal. Whole class discussion.

Visual Analysis: Analyze drawings of the brain and a MRI image of the brain. Compare and contrast the images. Whole class discussion.

RESEARCH PAPER: Research the implications of "brain imaging" especially a person's right to privacy. Consult at least two written sources. Write an essay expressing your idea about the extent to which brain imaging should be controlled. MLA citation will be utilized.

Read Didion's "Georgia O'Keefe." Analyze the aim, intention, and the descriptive aspects of the piece. Record findings in the Reader Response Journal.

Visual Analysis: Analyze two paintings by O'Keefe: "Cow's Skull: Red, White and Blue" and "Train at Night in the Desert." Analyze the focal point, and colors. Describe the use of color and how O'Keefe achieves depth in her paintings. Whole class discussion.

ESSAY: Use the Internet or the library to find one of O'Keefe's flower paintings. Describe how the painting affects your assessment of Didion's claim about "happiness." Peer conference, then teacher conference. Revise and rewrite.

CHAPTER 6: Illustration, Comparison and Contrast, AP exam preparation

Analyze the visual "American Alphabet" by Heidi Cody. Whole class discussion.

Read Goldberg's from "Writing Down the Bones." Identify the rhetorical patterns. Analyze the relevancy of the references and quotes from William Carlos Williams. Record findings in the Reader Response Journal.

Read Lederer's "English is a Crazy Language." Identify the author's central idea and identify the purpose of his numerous examples. Record findings in the Reader Response Journal. Whole class discussion.

WRITING: Write a letter to someone who is learning English as a foreign language. Use examples from Lederer's essay to convey ideas about the English language. Whole class discussion.

Visual Analysis: Analyze illustrations from "Catalog of Unfindable Objects" by artist Jacques Careleman. Explain the principle of each part of these objects. Record findings in Reader Response Journal. Whole class discussion.

ESSAY: Explore the relationship between form, purpose and humor in these objects in general. Explain how your imaginary object is like others and use it and Careleman's objects to illustrate your point.

Read Ehrenreich's "What I've Learned from Men" and analyze the use of examples. Identify the main idea of the essay. Whole class discussion.

Ch. 11 Definition

Read Burke's "All Living Things are Critics." Annotate the passage. Look for "living organisms" that Burke identifies. Find crucial word contexts in Burke's last paragraph. Record results in Reader Response Journal.

Read Naylor's "The Meanings of a Word." Analyze what Naylor means by the verb "transformed."

ESSAY: Consider the potential negative context of words like, jock, rapper, geek, southerner, westerner and take it "head on" as Naylor does. Peer edit. Teacher conference, revise and rewrite.

Visual Analysis: Old advertisements

Consider the words and illustrations. What is unusual or contradictory? Whole class discussion.

Writing: Write a short historical account on how nouns like "snake oil" have turned into compound adjectives like snake-oil. Research the etymological information.

Read "Rock of Ages" by Didion. Annotate the passages. Whole class discussion. Analyze how Didion complicates our sense of Alcatraz island. To what extent does her essay resolve the tension between the concept of home and the concept of a fortress island? Record results in Reader Response Journal.

Visual Analysis: Analyze the photo "Floating Island." Discuss what it means to be a free American.

WRITING: Write a letter to the anonymous sculptor who created "Floating Island." Discuss how the sculpture speaks to you about freedom in America. Peer edit. Teacher conference. Revise and rewrite.

Visual Analysis: Analyze Uelsmann's photographs "Tree-house" and "Inside/Outside." What do the two photos suggest about the nature of glass and the nature of nature? Whole class discussion.

ESSAY: Consider the windows in the two photos and use them to help an interested reader understand how an act of criticism can open windows onto a larger world. Peer edit. Teacher conference. Revise and rewrite.

TEST CH. 3, 4, 11

QUARTER 4: Argument, Compare and Contrast

Ch. 12 Argument

Read pp. 431-439. Take notes on the nature of argument. Record results in the Reader Response Journal.

Read from Orwell's "Politics and the English Language." Annotate how Orwell makes a broad appeal for the use of clear language. Analyze his use of pathos, ethos, and logos. Record results in Reader Response Journal.

Read Jefferson's "The Declaration of Independence." Take note of his style—sentences, repetitive patterns, appeals. Take note of his persona. Whole class discussion.

WRITING: Select three grievances that you have against a person or institution. State those grievances in parallel form such as Jefferson uses. Peer-edit. Teacher conference. Revise and rewrite.

Visual Analysis: Analyze *New York Times* and *Time* magazine photos depicting a soldier frisking a young boy. Consider the captions and words that appear in red. Read the boy's posture in the two photos. What does it tell you about their plight? Whole class discussion.

ESSAY: Read the fourth amendment to the Constitution. Write a memo to the U. S. Attorney General that suggests what he should do to ensure that children are "secure" in their person. Peer edit. Teacher conference. Revise and rewrite.

Read King's "Letter from Birmingham Jail." Consider the ethos and what it suggests about King's character. What is the effect of King's use of figurative language? Whole class discussion.

WRITING: King refers explicitly to Jefferson at least twice in the letter. Make a list of other places in the letter where King is under Jefferson's rhetorical influence and defend your selections in a paragraph. Whole class discussion.

Visual Analysis: Analyze a photo from Keith Carter and a political cartoon by Kirk Anderson. What is the child's relationship to the picture he's holding? Consider the text in the cartoon. What does the security guard mean by "civil liberties?" Whole class discussion.

Read Swift's "A Modest Proposal." What is the effect of Swift's numerical calculation and his tone? Classify Swift's satire. Justify your claim with evidence from the proposal. Record results in the Reader Response Journal.

ESSAY: Select two political cartoons from a magazine or newspaper that work in different but compelling ways. Write a short analysis of how the two cartoons work, and then incorporate that analysis in an argument that assesses the two cartoons' relative effectiveness in instructing us about our human foibles.

Ch. 8 Comparison and Contrast

Read pp. 257-263. Take notes.

Read and annotate Goleman's passage from his book *Emotional Intelligence*. Whole class discussion.

Read McCullough's "John Adams and Thomas Jefferson." Annotate how the author uses comparative structure to identify his main ideas. Identify one paragraph that emphasizes Jefferson and one that emphasizes Adams, and one that gives both equal treatment. Explain what he author accomplishes in each paragraph. Record results in the Reader Response Journal.

Visual Analysis: Analyze political posters about Richard Nixon and Hubert Humphrey. What message is conveyed in each poster? How do the size and shape of the words and size and form of the pictures convey the message in the Humphrey poster? Whole class discussion.

ESSAY: Using either the two campaign posters or McCullough's comparison of Adams and Jefferson, explain which two candidates would be your preferred choice for president. Peer edit. Teacher conference. Revise and rewrite.

Read Sagan's "The Cosmic Calendar." Annotate. Discuss how Sagan's placement of human and historical time on a calendar of geological time helps readers understand his main idea. What purposes do his visuals serve? Record results in the Reader Response Journal.

Read Canady's "Two Family Portraits: The Peales and the Bellellis." Annotate. Discuss how the Peal and Bellelli portraits compare to other paintings and photos you've seen. Whole class discussion.

ESSAY: Write an essay in which you compare two TV or movie families. Begin by creating two word pictures of the family portraits. Include details from the TV series or from films to make your portraits detailed and compelling. Peer edit. Teacher conference. Revise and rewrite.

Visual Analysis: Analyze Rodin's "The Kiss" and Brancusi's "The Kiss." Describe the relationship between the two figures in Rodin's sculpture. Comment on color, contrast, foreground and background. Compare the form of Brancusi's sculpture with Rodin's. What are their geometric shapes? Whole class discussion.

RESEARCH: Research different ways couples are represented in contemporary print or TV advertisement. Focus on two particular representations of couples. Develop your own

representation of the couples based on your findings. Compare and contrast those two portraits. Present your findings in a five-page paper. Use MLA citation.

TEST Ch. 12, 8.

FINAL EXAM: Students take an 80-minute exam consisting of AP style multiple-choice questions. Students will write a synthesis essay similar to the kind found on the AP exam. After the exam in May, students will read a novel such as *Grapes of Wrath* or *The Poisonwood Bible*. There will be notes, class discussions, essays and an exam on the novel.

STUDENT EVALUATION

Students are evaluated based on class participation, homework, quizzes, essays, major papers, and exams.

Major papers, tests: 35%

Class participation: 25%

Quizzes: 15%

Homework, essays, group work, projects: 25%

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Directory: U:\AP Language and Comp
Template: C:\Documents and Settings\Teacher\Application
Data\Microsoft\Templates\Normal.dot
Title: APA LANGUAGE AND COMPOSITION
Subject:
Author: Mark and Teresa
Keywords:
Comments:
Creation Date: 3/26/2008 2:10 PM
Change Number: 36
Last Saved On: 6/26/2008 9:11 AM
Last Saved By: MMHS Teacher Workstation
Total Editing Time: 43 Minutes
Last Printed On: 10/5/2011 1:14 PM
As of Last Complete Printing
Number of Pages: 11
Number of Words: 3,319 (approx.)
Number of Characters: 18,919 (approx.)