

AP ENGLISH LANGUAGE SYLLABUS

Part 1. Brief Description of Course

AP English Language is constructed in accordance with the guidelines described in the AP English Language Course Description. For more information, please visit <http://www.apcentral.collegeboard.com>.

Twelfth – grade AP English Language is a college level course and will require students to write, learn, discuss, think, analyze, interpret, deduce, laugh, construct, infer, perform and participate. Dedication to academic excellence is the hallmark of this course and in pursuit of this goal, students will be required to read widely, evaluate carefully and write extensively on a variety of topics. These topics will include texts as well as graphics and visual images. Daily, we will discuss some aspect of writing, including artistic proofs (ethos, pathos, logos), structure, and writing style (diction, syntax, figurative language). Students must demonstrate their understanding of techniques authors use to create their art in a variety of genres.

I strongly suggest that students read more than the required selections as AP assumes that students are well read. The more exposure a student has to literature, the better his / her chance of passing the AP test, receiving college credit and becoming memorialized as an AP scholar.

Because AP requires that students write effectively in a short period of time, student-writing assignments will be issued frequently and evaluated thoroughly. Most of the writing assignments will evaluate the student's ability to produce an exceptionally written, polished essay of sound substance in a forty – minute time period. These assignments will not be easy and often times will require students to analyze a new concept or work and apply it to existing ideas that were exposed during class discussion. Naturally, we will probe deeply into these topics but not until the student has thought about the topic appropriately and not until submissions have been graded. None of the writings will promote basic parroting of information.

AP style must exhibit an expertly written thesis, style, conciseness, precision, voice, organization, relevant support, elevated language and exact mechanics. In order to produce such pieces, students will be required to practice and refine skills out of class as well as in class. To encourage excellence in writing, students will write Response Papers for each selection studied. Response Papers will require students to think about a specific question related to our text(s) and construct a MLA-style, typed analysis that incorporates a variety of sources to validate your thesis. Each Response Paper will be required to be submitted for grading. Perfect writing is required at all times because, after all, practice makes permanent while perfect practice makes perfect.

Each week, students will be required to read approximately 80 pages from the selected literature. Every Wednesday will be reserved for in – class discussions regarding the literature and quizzes will be issued prior to all discussions to encourage all class members to keep up with the weekly readings.

All students will be required to write three types of papers. The details of these submissions are as follows:

1. All students must keep an Informal Journal Entry to accompany all texts. Informal Journal Entries are designed to enhance a student's awareness of an author's writing techniques. Often, Informal Journal Entries will focus on a series of specific questions, such as:
 - a. List the various emotional appeals an author makes throughout a particular work.
 - b. How does the usage of logical and/or emotional appeals enhance or detract from an author's goal?
 - c. What role does an author's style play in advancing the theme of the work?
 - d. Record your reaction to the text, image, graphic, or artifact.

2. Timed Writing: Students will receive a variety of "artifacts" and must compose a coherent, logical, and AP-Styled response by referencing those artifacts. The teacher will correct all Timed Writing submissions and allow for rewrite opportunities. Rewrites will occur at the teacher's discretion and will involve Peer – Editing, Peer – Evaluation, and Group Discussion.

Artifacts can include, but are not limited to:

- a. Essays
 - b. Personal Journals / Personal Narratives
 - c. Cartoons
 - d. Images
 - e. Lists
 - f. Diagrams
 - g. Various Primary Source Documents
3. Response Papers: Students will be required to consult a variety of "artifacts" and construct more lengthy Response Papers. Response Papers must adhere to MLA guidelines. Response Papers are researched – based in nature and will require students to synthesize a variety of sources within the response. Students should expect Rewriting opportunities regarding Response Papers and that process will involve Peer – Editing, Peer – Evaluation, Group Discussion, and Student – Centered Response Construction.

4. Required Texts:

Aristotle, from Nicomachean Ethics
Bloom, Harold, from The Western Canon
Crane, Stephen "The Wayfarer"
Eliot, T.S. from What is a Classic?
Freud, Sigmund, from The Interpretation of Dreams
Gitlin, Todd from On the Virtues of a Loose Cannon
Graves, Robert, "The Persian Version"
Howe, Irving, from The Value of Canon
Jefferson, Thomas, The Declaration of Independence
Joyce, James, Counterparts
King, Martin Luther, I Have a Dream Speech
Lincoln, Abraham, The Gettysburg Address

Montaigne, Michel, from On Liars
Nash, Ogden, " Golly How Truth Will Out"
LeGuin, Ursula, " The One' s Who Walk Away from Omelas"
Plato, Excerpts from " The Allegory of the Cave"
Pollitt, Katha from Why do We Read Anyway?
Sophocles, Oedipus Rex
Swift, Jonathan, A Modest Proposal
Thoreu, Henry David, Excerpts from Civil Disobedience

Grading: All essays are reviewed at least twice. Essays are first written in – class as Timed Writing grades and will either be peer – reviewed or scored by the teacher. Once an essay is reviewed, all students are required to take the graded essay home and resubmit a formal Response Paper. Response Papers must:

- a. Be typed,
- b. Adhere to MLA guidelines,
- c. Be 4 to 7 pages in length,
- d. Include textual citations from AT LEAST 3 different sources to support your thesis

Unit 1. What is Literature?

a. Required Readings:

- i. from the Western Canon (Bloom)
- ii. from What is a Classic (Eliot)
- iii. from On the Virtues of a Loose Cannon (Gitlin)
- iv. from The Value of Canon (Howe)
- v. from Why do We Read Anyway? (Pollitt)

b. Rhetorical Strategy Assignment#1 – For each Unit, students must first answer the following questions about each Required Reading.

- i. What is the Thesis of each author in Unit 1' s Required Reading
- ii. What textual " Golden Lines" support your claim of thesis?
- iii. What mode of persuasion (Ethos, Pathos, Logos) does each author utilize?
- iv. What is the author' s Tone / How can you tell?

1. Acerbic, Ambiguous Ambivalent, Ardent Authoritative
Avaricious Barbed, Bitter, Capricious, Celebratory, Confused,
Contented, Devoted, Despotism, Didactic, Disruptive, Elegiac,
Epistolary, Excited, Fervent, Fickle, Helpful, Hopeful,
Inspirational, Intellectual, Intolerant, Light – Hearted,
Mordant, Morbid, Nascent, Nepotistic, Nostalgic, Ominous,
Passive, Pointed, Quizzical, Reproachful, Resentful, Satiric,
Suspenseful, Whimsical, Zealous

c. Writing Assignment #1 – Persuasion Paper: Write a letter to the school board explaining what our literary canon should include at Northampton High School. Be sure to have a clear thesis statement, logical support, and clear mode of persuasion throughout.

d. Timed Writing = 100 points / Response Paper = 100 points (See Response Paper Guidelines)

Unit 2. Question of Truth – Is Perception Reality?

- a. Required Readings:
 - i. Plato, Excerpts from “ The Allegory of the Cave”
 - ii. Crane, Stephen “ The Wayfarer”
 - iii. Graves, Robert, “ The Persian Version”
 - iv. Nash, Ogden, “ Golly How Truth Will Out”
 - v. Montaigne, Michel, from On Liars
- b. Rhetorical Strategy Assignment#2.
 - i. What is the Thesis of each author in Unit 1’ s Required Reading
 - ii. What textual “ Golden Lines” support your claim of thesis?
 - iii. What mode of persuasion (Ethos, Pathos, Logos) does each author utilize?
 - iv. What is the author’ s Tone / How can you tell?
- c. Writing Assignment #2 – Compare / Contrast Paper: Upon reading the Required Reading selections for Unit 2, discuss each author’ s perception of truth and explain how they are similar or different. Which thesis regarding truth is most congruent with your personal constitution?
- d. Timed Writing = 100 points / Response Paper = 100 points (See Response Paper Guidelines)

Unit 3. The Nature of

Justice a. Required Readings:

- i. LeGuin, Ursula, “ The One’ s Who Walk Away from Omelas”
 - ii. Joyce, James, Counterparts
 - iii. Aristotle, from Nicomachean Ethics
 - iv. Sophocles, Oedipus Rex
- b. Rhetorical Strategy Assignment#3.
- i. What is the Thesis of each author in Unit 1’ s Required Reading
 - ii. What textual “ Golden Lines” support your claim of thesis?
 - iii. What mode of persuasion (Ethos, Pathos, Logos) does each author utilize?
 - iv. What is the author’ s Tone / How can you tell?
- c. Writing Assignment #3 – Analysis Paper: Given the Principle of Justice vs. the Principle of Utility, as discussed in class, which “ principle” does LeGuin, Joyce, Sophocles, and Aristotle seem to more rigorously advocate?
- d. Timed Writing = 100 points / Response Paper = 100 points (See Response Paper Guidelines)

Unit 4. The Meaning of Citizenship

a. Required Readings:

- i. Swift, Jonathan, A Modest Proposal
 - ii. Thoreu, Henry David, Excerpts from Civil Disobedience
 - iii. Jefferson, Thomas, The Declaration of Independence
 - iv. Lincoln, Abraham, The Gettysburg Address
 - v. King, Martin Luther, I Have a Dream Speech
- b. Rhetorical Strategy Assignment#4.
- v. What is the Thesis of each author in Unit 1’ s Required Reading
 - vi. What textual “ Golden Lines” support your claim of thesis?

- vii. What mode of persuasion (Ethos, Pathos, Logos) does each author utilize?
- viii. What is the author' s Tone / How can you tell?
- c. Writing Assignment #4 – Whose vision of America most closely portrays the America that exists today. Explain using specific examples.
- d. Timed Writing = 100 points / Response Paper = 100 points (See Response Paper Guidelines)

In addition to the Required Readings, students will be exposed to a variety of alternative media, including, but not limited to:

- a. Cartoons,
- b. Movie clips,
- c. Paintings and various artwork,
- d. News articles, and
- e. Television Shows

For these assignments, students will be required to present a visual aid to the class that address the topic presented. These assignments will be assigned at the teacher' s discretion, so please make sure you attend class regularly so you do not miss the primary source media.

All visual assignments will be graded according to the AP Language VISUAL Rubric.
All oral presentations will be graded according to the AP Language ORAL PRESENTATION Rubric.

Note: All Oral Presentations REQUIRE a VISUAL accompaniment that connect to the literature.