Course Description:

- This course is designed for motivated students with a command of standard English and a lively interest in the power and versatility of language.

- Students read complex prose written in a variety of periods, disciplines, and rhetorical contexts and write for a range of purposes to express ideas with clarity and precision.

- Students are strongly encouraged to take the AP examination at the end of the course.
Expectations

✓ Take responsibility for your own learning.

✓ Come to class on time, prepared, and ready to work.

✓ If something is not clear, ask questions

✓ Participate by contributing to the substantive discussion.

✓ Be willing to experiment with the ideas and techniques presented.

✓ Honor time limits.

✓ Take risks.

✓ Be respectful of the participants.
  ◦ Do not speak when someone is sharing his/her ideas with the whole group.
Be thoughtful in wording your constructive comments.

Keep in mind that individuals are taking risks; therefore focus primarily on the task/work presented.
Springbrook High School

Fall seven times. Stand up eight.
Japanese Proverb

Semester I: AP Language and Composition Syllabus
Course Syllabus

Focusing Statement: “Courage is resistance to fear, mastery of fear—not absence of fear.”
--Mark Twain

Major Works:
- Letter from Birmingham Jail by Martin Luther King (appealing to reason: deductive and inductive argument)
- Civil Disobedience by Henry David Thoreau (argument/persuasion)
- Notes of a Native Son by James Baldwin (comparison/contrast)

Minor Works:
The Making of the Nation by Woodrow Wilson (definition)
A Southern Moderate Speaks by Brooks Hays (definition)
Civil Disobedience: Destroyer of Democracy by Lewis H. Van Dusen (cause/effect)
The Time Has Arrived by Alfred M. Green (argument/persuasion)
The Declaration of Independence by Thomas Jefferson (example)
On Being a Cripple by Nancy Mairs (definition)
On Dumpster Diving by Lars Eighner (Process Analysis)
Learning to Read by Malcolm X (process analysis)
Two Ways to Belong in America by Bharati Mukherjee (comparison/contrast)
On Dumpster Diving by Lars Eighner (process analysis)
No-Win Situation by Alfie Kohn (argument/persuasion)
Kids in the Mall: Growing Up Controlled by W. S. Kowinski (Claim)
God May Be the Creator by Robert Jastrow (definition/debate)
God Is Not the Creator by Isaac Asimov (definition/debate)
Coca-Cola Correspondence (two letters) (Compare/Contrast)

Poetry:
- Daughter by Greg Brown
- The Trouble with Poetry by Billy Collins
- Wanda Coleman by Wanda Coleman
- Metaphors by Silvia Plath

Short Story:
- Araby by James Joyce (theme)
- Mazie by Joseph Mitchel. (imagery, diction, syntax, point of view)
- Civil Peace by Chinnua Acebe (point of view, theme, characterization)

Film:
- One for the Angels (Rod Serling, Twilight Zone, Season 1)
- What You Need (Rod Serling, Twilight Zone, Season 1)
- Time Enough at Last (Rod Serling, Twilight Zone, Season 1)

Photo/Visual Argument:
- M. L. King by Leonard Freed (photo)
- Chef Boyardee (advertisement, The Structure of Argument, p. 48)
- Numbers don’t lie (advertisement, The Structure of Argument, p. 102)
- GE: The initial of a friend (advertisement, The Structure of Argument, p. 103)
- Cease Fire (advertisement, The Structure of Argument, p. 104)

Major Assertion:
To defend, challenge, or qualify Malcolm X’s statement about extremism and moderation and M.L. King’s statement about unjust laws.

“Extremism in the defense of liberty is no vice, moderation in the pursuit of justice is no virtue.”

“I submit that an individual who brakes a law that conscience tells him is unjust, and who willingly accepts the penalty of imprisonment in order to arouse the conscience of the community over its injustice, is in reality expressing the highest respect for laws.”

Activities:
- Student-led discussions based on readings
- Write narrative, expository, analytical, and argumentative essays
- Complete dialogue journals, which allow you to record quotations, observations, lists, and images from your reading and then return to those entries for reflection and comment. Your dialogue journal provides a useful way for you to converse with yourself about both the what and the how of your reading.
- Complete process logs that enable you to articulate your progress as you identify the analytical strategies that you use with particular texts.
- Complete free and focused reading responses, which ask you to free-write for ten to twenty minutes in response to whatever reading you have just completed. (Did You Read It Check)
- Write a comparison/contrast essay using King’s Letter from Birmingham Jail and Thoreau’s Civil Disobedience. You will employ a SOAPS inquiry to analyze both pieces initially. Then you will identify and evaluate rhetorical devices such as figurative language, diction, syntax, imagery, and selection of details.
- A close reading of Letter from Birmingham Jail, Civil Disobedience, and Notes of a Native Son and the rhetorical strategies the authors use to build their arguments.
- Complete exercises on syntax (sentence structures and arrangements)
- Complete exercise on clauses and phrases
- Review and apply the writing process (pre-write, draft, revising, editing/proofreading, and publishing)
- Study Vocabulary for college-bound students
- Complete timed impromptu and personal writing
- Help students prepare for the AP English Language/Composition Exam
AP English Language and Composition Course Overview

**Introduction:**
You develop the reading, analytical, argumentative, and writing skills measured by the AP English Language and Composition Exam over many years of reading and studying rhetoric and language both in the classroom and in your daily life. The students who are best prepared for this exam are those who have read widely and deeply and written in a number of genres for a variety of audiences.

**Course Overview:**
1. The course teaches and requires you to write in several forms (e.g., narrative, expository, analytical, and argumentative essays) about a variety of subjects (e.g., public policies, popular culture, personal experiences)
2. The course requires you to write essays that proceed through several stages or drafts, with revision aided by teacher and peers
3. The course requires you to write in informal context (e.g., imitation exercises, journal keeping, collaborative writing, and in-class responses) designed to help you become increasingly aware of yourself as a writer and of the techniques employed by the writers you read.
4. The course requires expository, analytical, and argumentative writing assignments that are based on readings representing a wide variety of prose styles and genres.
5. The course requires nonfiction readings (e.g., essays, journalism, political writing, science writing, nature writing, autobiographies/biographies, diaries, history, and criticism) that are selected to give you opportunities to identify and explain an author’s use of rhetorical strategies and techniques. If I assign fiction and poetry, their main purpose will be to help you understand how various effects are achieved by writers’ linguistic and rhetorical choices. (Note: The College Board does not mandate any particular authors or reading list.)
6. The course teaches you to analyze how graphics and visual images both relate to written text and serve as alternative forms of text themselves.
7. The course teaches research skills, particularly, the ability to evaluate, use, and cite primary and secondary sources. The course assigns projects such as the researched argument paper, which goes beyond the parameters of a traditional research paper by asking you to present an argument of your own that includes the analysis and synthesis of ideas from an array of sources. (see The Structure of Argument, chapter 10)
8. The course teaches you how to cite sources using a recognized editorial style (e.g., Modern Language Association, The Chicago Manual of Style, etc.)
9. I will provide instruction and feedback on most of your writing assignments, both before and after you revise your work. Further, I will help you develop the following skills:
   - 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
   - An effective use of rhetoric, including controlling tone, establishing and maintaining voice, and achieving appropriate emphasis through diction and sentence structure.
Advanced Placement English Language and Composition Syllabus

**General Course Goals:** This course is designed to be equivalent to the introductory year of college composition course work. This course will help you become skilled readers of prose written in a variety of disciplines and rhetorical contexts. It will also help you become skilled writers who compose for a variety of purposes and who are aware of the interactions among a writer’s purposes, audience expectations, and subjects. An integral part of this course is the development of research skills that enable you to evaluate, use, and cite source material.

**Curricular Requirements:**
The following statements are from the AP Audit Course manual for 2007-08 Courses:

- The course teaches and requires students to write in several forms (e.g., narrative, expository, analytical, and argumentative essays) about a variety of subjects (e.g., public policies, popular culture, personal experiences).
- The course requires students to write essays that proceed through several stages or drafts, with revision aided by teacher and peers.
- The course requires students to write in informal contexts (e.g., imitation exercises, journal keeping, collaborative writing, and in-class responses) designed to help them become increasingly aware of themselves as writers and of the techniques employed by the writers they read.
- The course requires expository, analytical, and argumentative writing assignments that are based on readings representing a wide variety of prose styles and genres.
- The course requires nonfiction readings (e.g., essays, journalism, political writing, science writing, nature writing, autobiographies/biographies, diaries, history, criticism) that are selected to give students opportunities to identify and explain an author's use of rhetorical strategies and techniques. If I do assign fiction and poetry, their main purpose is to help students understand how various effects are achieved by writers’ linguistic and rhetorical choices. (Note: The College Board does not mandate any particular authors or reading list, but representative authors are cited in the AP English Course Description.)
- The course teaches students to analyze how graphics and visual images both relate to written texts and serve as alternative forms of text themselves.
- The course teaches research skills, and in particular, the ability to evaluate, use, and cite primary and secondary sources. The course assigns projects such as the researched argument paper, which goes beyond the parameters of a traditional research paper by asking students to present an argument of their own that includes the analysis and synthesis of ideas from an array of sources.
- The course teaches students how to cite sources using a recognized editorial style (e.g., Modern Language Association, The Chicago Manual of Style, etc.).
- I will provide instruction and feedback on students' writing assignments, both before and after the students revise their work, that help the students develop these skills:
  1. A wide-ranging vocabulary used appropriately and effectively
  2. A variety of sentence structures, including appropriate use of subordination and coordination
3. Logical organization, enhanced by specific techniques to increase coherence, such as repetition, transitions, and emphasis
4. A balance of generalization and specific, illustrative detail
5. An effective use of rhetoric, including controlling tone, establishing and maintaining voice, and achieving appropriate emphasis through diction and sentence structure

Course Planner

Fall Semester

The fall semester is dedicated to key aspects of argumentative writing, introducing critical thinking strategies, reviewing key style concepts, and exploring major themes in expository and argumentative writing. Some specific critical reading and thinking skills we will study and practice include: Citing evidence to support a position or point of view; identifying similarities among people, objects, ideas, and events; identifying the main idea; facts, probabilities, and opinions; drawing valid conclusions from data studied; identifying sequence of events; selecting criteria to use in making judgments; recognizing and remembering key ideas; and judging adequacy of information for specific purposes.

Fall and Spring Semesters

Segments of the fall and spring semester are dedicated to helping students develop the knowledge they need to do well on the exam. We will conduct a comprehensive review of the exam, will complete several diagnostic exams step-by-step and question-by-question to build confidence, will analyze and explain multiple choice answers, will complete a comprehensive review of analysis and argument, will study a glossary of terms related to the AP English Language and Composition exam, will practice activities that will hone students’ skills in close reading, will practice activities in critical thinking, will practice activities in critical/analytical/argumentative writing.

Students will develop strategies for taking the exam. We will learn about the test itself, learn to read multiple-choice questions, learn how to answer multiple-choice questions, including whether or not to guess, learn how to deconstruct the essay prompts, learn how to plan the essay.

Students will develop confidence in using the skills demanded on the AP English Language and Composition exam by having the opportunity to take Diagnostic/Master exams. Moreover, students will learn time management techniques/skills and use rubrics for self- and peer-evaluation.

Journals:

During both semesters students will keep journals and take notes on the various narrative, expository, analytical, and argumentative essays we study. These notes will be used in class discussion, small groups, informal “short writes”, and in longer more formal essays. Students will analyze and discuss an author’s view on a specific subject, rhetorical devices used by and author to achieve his or her purpose, stylistic elements in a passage and their effects, the author’s tone and how the author conveys this tone, the author’s purpose and how he or she achieves it, analyze and discuss some to the ways an author recreates a real or imagined experience, how an author presents him or herself in the passage, the intended and/or probable effect of a passage, and compare and/or contrast two passages with regard to style, purpose, or tone.

Strategies and Activities:

Throughout both semesters students will complete the following activities. Moreover, They will read various essays, novels, short stories, editorials, articles, poems, and lyrics. They will thoroughly examine, study, and complete selected classroom activities (as suggested in A Guide for Advanced Placement English Vertical Teams published by the College Board) related to:

Point of View: (participant, non-participant, omniscient, limited omniscient, objective)
**Poetry Analysis:** We will focus on the **TP-CASTT** Analysis technique, which is one of many approaches to analyzing poetry. **TP-CASTT**—an acronym for title, paraphrase, connotation, attitude, shift, title (again) and theme—is designed to help students remember the concepts they can consider when examining a poem.

**Tone:** One strategy we will employ when studying tone is **DIDLS** (Diction, Images, Details, Language, and Sentence structure). Using the acronym DIDLS will help students remember the basic elements of tone that they should consider when evaluating prose or poetry.

**Syntax:** We will study syntax in conjunction with other stylistic techniques that work together to develop meaning. We will study and complete various activities that focus on diction, sentence structure (telegraphic, declarative, simple, compound, complex, compound complex, subordination, phrases, clauses, loose sentences, balanced sentences, natural order of a sentence, inverted order of a sentence, split order of a sentence, juxtaposition, parallel structure, repetition, rhetorical questions).

Syntax activities will include: Examining the syntax within a single sentence and within a single page of a novel, examining the syntax of a passage from an AP examination, and examining the syntax of a passage using the sentence-beginning activity **SOS** (Sentence Opening Sheet).

We will use the **SOAPSTone** strategy, which focuses on subject, occasion, audience, purpose, speaker, and tone, when we analyze none fiction expository or persuasive prose and visual text.

**Style:** As part of our overall scheme to improve students writing skills, students will review the use of appositive phrases, participial phrases, and absolute phrases to improve the quality and sophistication of their writing. Initially, students complete sentence and paragraph-imitation exercises; later, they will highlight their use of these phrases in their major compositions. In addition, students will learn how to recognize and incorporate figures of rhetoric in a piece of writing, particularly schemes and tropes. Our study of schemes in context will include: parallelism, antithesis, parenthesis, ellipsis, alliteration; our study of tropes will include: metaphor, simile, synecdoche, metonymy, personification, irony, oxymoron, and paradox.

**Argumentation:** Students will analyze an assertion, determine its validity, prepare an appropriate response, and communicate the response with clarity in both oral and written modes. Instruction will expose students to concepts such as:

- Identifying assumptions and fallacies
- Distinguishing between fact and opinion
- Distinguishing between appeals to emotion or to reason

Students will also complete a major research project, lessons, and classroom activities that help them analyze an issue, take a position on that issue, and defend their position in a persuasive manner. The following questions demonstrate one process students will use to think through an assertion:

- What is the issue being debated?
- What is the speaker’s position on this issue?
- What key terms must be defined?
- What are the implications of these key terms?
- What are the assertions which support the issue?
- What evidence or illustrations does the speaker use to support the assertions?
- What are the connections between the evidence and the thesis of the issue?

**Treatment of Subject Matter:** Students will describe the author’s treatment of the subject matter by asking the following questions:

- Is it subjective? Are his conclusions based on opinions; are they rather personal in nature?
- Is it objective? Are his conclusions based upon facts: are they impersonal or scientific?
• Is it supportive of the main idea? If so, how did he support his claim? Did he (a) state his opinions, (b) report his experience, (c) report observations, (d) refer to readings, (e) refer statements made by experts, (f) use statistical data?

While planning an essay response, students will consider:
• Summarizing or paraphrasing the issue
• Weighing the validity of the assertion
• Listing pros and cons for an argument
• Assigning appropriate evidence to pros and to cons
• Deciding to support, negate, or qualify the argument
• Determining and evaluating the audience
• Organizing the evidence for developing the argument
• Ordering the logical progression of the response to make the argument most persuasive

The teaching of reasoning skills will be integrated with subject matter in regular classroom activities so that students’ responses reflect clarity and thinking.

**Argumentation Classroom Activities will include:**
• Analyze Advertising Appeals by using the SMELL (Sender-receiver relationship, Message, Effect, Logic, Language) strategy
• Write specific appeals to emotion, ethics, or logic
• Summarize, paraphrase, and abstract a passage
• Analyze a variety of documents (political cartoons, editorials, charts, essays, and maps)
• Conduct fishbowl discussions
• Hold mock trials
• Compare “Pro” and “Con” newspaper editorials
• Analyze and respond to editorials
• Prepare letters to the editor
• Write proposals and formal letters
• Prepare an election speech
• Write arguments for portfolio grades
• Analyze texts (focusing on the concepts of assertion, evidence, and commentary)
• Prepare oral debates
**Vocabulary:**

I believe possessing a comprehensive, colorful, versatile vocabulary is an essential tool for critical thinkers, readers, and writers. Having or developing a college-level vocabulary is especially vital for AP English Language students. It is, in fact, indispensable. Here’s what I do to help students develop a wide-ranging vocabulary used appropriately and effectively. To achieve this goal I have students study vocabulary in context. We usually read most essays aloud in class, annotating them and circling all unfamiliar vocabulary and studying the context in which the word is used. Students examine contextual clues and try to figure out the meanings of words. If this fails, I have them define the words, paraphrase the dictionary definitions, and use the words accurately in sentences. Another method I use is providing students a list of challenging words they’ll encounter in an essay before they read it. Then while reading and annotating the essay, we study the words in context. Students keep a vocabulary journal in which they record unfamiliar words and their definitions. I encourage them to think of a synonym and antonym for each word, to draw a picture that captures the essence of a word, to write a short phrase that captures the essence of a word, or to write succinct sentence that expresses the essence of a word. Every few days or so, I select students to share words and definitions from their journals. I quiz students after assigning a set of twenty-five words. Our study of vocabulary and diction is incessant. By the end of the year, some vocabulary journals contain hundreds of colorful, spicy, obscure, quaint, and unusually potent and expressive words.

**Short Personal Compositions:**

I heartily prescribe to the notion that we write best when we write about things we know and care about. Therefore, throughout the year, along with writing longer essays, I have students write short personal pieces about themselves. These pieces usually don’t exceed a paragraph and provide students with many opportunities to hone certain skills. For example, we review and practice the basics of effective paragraphing. Students also focus on using specific, typical, and hypothetical examples to illustrate, clarify, or emphasize a point or idea. Similarly, these short pieces afford students the opportunity to use words from their vocabulary journal, practice using a variety of sentence structure and types of sentences, practice using appropriate and effective subordination (complex sentences) and coordination (compound sentences), logical organization, repetition, transitions, and emphasis. Topics for our short personal writings include: What is your greatest fear? Who or what is the greatest love of your life, What is your idea of perfect happiness? What is your fondest memory? What do you dislike about your appearance?

**Compositions, Timed Writings, the Writing Process, and Teacher Feedback:**

After reading selected essays from *50 Essays* by Samuel Cohen, which is a primary text in our class, students will write, at least, four essays each quarter. These four essays are responses to four simulated AP essay questions. Along with 50 Essays, students will also read and respond to essays from *Current Issues and Enduring Questions* by Slyvan Barnet and *Everything’s an Argument* by Andrea A. Lunsford. The purpose for each essay will be one of the following: rhetorical analysis, persuasive/argument, compare/contrast, definition, expository, or description. The first drafts of each essay will be timed (40 minutes). Then after discussion and further analysis and research, students will select two to revise. After completing second drafts, students will schedule a conference with me for feedback. They will then consider or incorporate my comments, advice, and suggestions. After completing a second draft, students will schedule a peer-review. Peers will assess drafts based on various AP rubrics. After considering and incorporating peer-review comments and feedback, students will complete a final draft, which I will grade based on various rubrics.

We earnestly strive to read and analyze no fewer than ten essays and/or poems per quarter. I like to begin our study of an essay by having students read it aloud so we can actually hear the author’s words, caressing them with our ears and tasting them with our tongues and lips. After a first reading of an essay, we typically re-read, discuss, and meticulously annotate it. We don’t attempt to cover all 14 items on the following list with each essay; instead, we focus on three or five items per essay. This in one reason why I
always provide students with their own copies of essays so they can annotate them and take them home to
study and dissect.

Moreover, when students **meet with me to evaluate and discuss their first and final drafts**, my
assessments include feedback on various items in the following list. The elements we discuss depend on
the writer’s skills.

1. Appropriate and effective use of diction/vocabulary
2. Varying the structure and length of sentences, for example the effective use of simple, compound,
   complex, and compound-complex sentences. This also entails the effective use of coordination.
3. The effective use of telegraphic (shorter than 5 words), short (approximately 5 words), medium
   (approximately 18 words), and long and involved (30 words or more) sentences
4. Sentence beginnings
5. The arrangement of ideas in a sentence
6. The arrangement of ideas in a paragraph or essay (for example: classification, order of location,
   chronological order, explaining a process, illustration, climax (specific to general), cause and
effect, and comparison
7. Sentence patterns (declarative, imperative, interrogative, and exclamatory)
8. The effective and appropriate use of loose, periodic, and balanced sentences
9. Natural, inverted, and split, order of sentences
10. Inverted order of a sentence
11. Effective and appropriate use of juxtaposition, parallel structure, and repetition
12. Effective use of rhetoric, including controlling tone, establishing and maintaining voice, and
   achieving appropriate emphasis through diction and sentence structure. (In addition to class
   discussion, annotating essays, and meeting with me for writer’s conferences, I have students
   complete activities from *Voice Lessons* by Nancy Dean. The book contains practical and effective
   classroom activities that help me teach diction, detail, imagery, syntax, and tone.
13. Effective use of generalization, specific, and illustrative detail (This item includes teaching the
effective use of specific, typical, and hypothetical examples.)
14. Effective use of repetition, emphasis, and transitions (words that show location, time, compare and
   contrast things, emphasize a point, conclude or summarize, add information, or clarify) when
   striving to write a coherent paragraph or essay

**Research Papers: Writing, Researching, and Presenting Arguments:**
Students will write and present one major research paper, the focus being researching an argumentative
paper. Students will select a topic relating to an essay we’ve read or any a current national or international
issue in the news, e.g., torture, stem-cell research, the Iraq war, the Middle East. Some of the skills they
will learn include: finding an appropriate topic, invention strategies, evaluating possible topics, defining
issues, preparing an initial outline, organizing materials, defending the main idea., refuting the opposing
view, finding middle ground, presenting the stock issues, ordering material for emphasis, considering scope
and audience, using primary and secondary sources, evaluating print and web sources, taking notes,
quoting, paraphrasing, summarizing, and avoiding plagiarism.

Students will learn to read primary and secondary sources carefully, to synthesize material from these texts
in their own compositions, and to cite sources using conventions recommended by professional
organizations such as the Modern Language Association (MLA). Students will read selected chapters
pertaining to the research essay from *The Structure of Argument by Anette T. Rottenberg (Chapters 9-11),
Current Issues and Enduring Questions* by Sylvan Barnet (chapter 6, pages 218-285) and *Everything’s an
Argument*. All three books address all necessary elements of writing research, including MLA and APA
documentation.

Students will follow the complete writing process for their argumentative research project. The
steps/stages include: generating ideas; planning/outlining; completing a first draft, which I will
review and provide feedback; completing a second draft based on my feedback; completing a final
draft that incorporates comments and edits peers.
After the process is complete, every student writes a critical reflection on the process of writing his/her research paper. This reflection must include the problems the student encountered in any stage of the process, the strengths in the writing, the growth the student perceives, the risks she/he took and what her/his outcomes were, and what the student will bring to the next writing assignment as a result of what she/he learned from this one.

**Expository and Persuasive Writing:**
Students will study many models of expository and argumentative writing to see the possibilities of their own writing. Students will read selected chapters from our various texts that introduce argument to them, explaining lines of arguments and identifying fallacies of argument. Some of the writing we will study during the fall semester includes:

**First Quarter: Understanding Argument (eight weeks)**
- Letter from Birmingham Jail by Martin Luther King (argumentative)
- Civil Disobedience by Henry David Thoreau (argumentative)
- The Ways We Lie by Stephanie Ericsson (argumentative)
- Women's brains by Stephen Jay Gould (argumentative)
- What's Wrong with Animal Rights by Vicki Hearne (argumentative)
- The Declaration of Independence by Thomas Jefferson (argumentative)
- The Gettysburg Address by Abraham Lincoln (argumentative)
- The Morals of the Prince by Niccolo Machiavelli (argumentative)
- The Allegory of the Cave by Plato (argumentative)
- Declaration of Sentiments and Resolutions by Elizabeth Cady Stanton (argumentative)
- What Are Homosexual For? By Andrew Sullivan (argumentative)
- A Modest Proposal by Jonathan Swift (argumentative)
- Where I Lived, and What I Lived For by Henry David Thoreau (argumentative)
- Aren’t I a Woman? By Sojourner Truth (argumentative)
- Cars and Their Enemies by James Q. Wilson (argumentative)
- Television: The Plug-In Drug by Marie Winn (argumentative)

**Visual Rhetoric: Images as Arguments:**
Students will analyze graphic and visual images as forms of text and the relations of those images to written text. Students will also study the rhetoric of visual media such as photographs, films, advertisements, comic strips, billboards, posters, and music videos. Objectives include: how various visual media attract attention, arouse interest, stimulate desire, create conviction, and get action. Students will also read pages 88-102 of *Current Issues and Enduring Questions* by Sylvan Barnet

- M. L. King by Leonard Freed (photo)
- Chef Boyardee (advertisement, *The Structure of Argument*, p. 48)
- Numbers don’t lie (advertisement, *The Structure of Argument*, p. 102)
- GE: The initial of a friend (advertisement, *The Structure of Argument*, p. 103)
- Cease Fire (advertisement, *The Structure of Argument*, p. 104)
- Study various photos/images (photos, *Current Issues and Enduring Questions*, pp. 88-102)

**Second Quarter: Understanding Narration and Exposition**
- No-Win Situation by Alfie Kohn (argument/persuasion)
- Kids in the Mall: Growing Up Controlled by W. S. Kowinski (Claim)
- God May Be the Creator by Robert Jastrow (definition/debate)
- God Is Not the Creator by Isaac Asimov (definition/debate)
- Coca-Cola Correspondence (two letters) (Compare/Contrast)
- The Case for Torture by Michael Leven (argumentative)
- On Compassion by Barbara Lazear Ascher (expository)
- Lost in the Kitchen by Dave Barry (expository)
- Why Don’t We Complain by William F. Buckley Jr. (expository)
- On Keeping a Notebook by Joan Didion (expository)
- The Stunt Pilot by Annie Dillard (expository)
- On Dumpster Diving by Lars Eighner (expository)
- Dwellings by Linda Hogan (expository)
- Behind the Formaldehyde Curtain by Jessica Mitford (expository)
- Two Ways to Belong in America by Bharati Mukherjee (expository)
- Shooting an Elephant by George Orwell (expository)
- Language and Literature from a Pueblo Indian Perspective by Leslie Marmon Silko (expository)
- Just Walk on By: Black Men and Public Space (expository)
- On Being Black and Middle Class by Shelby Steel (expository)
- There Is No Unmarked Woman by Deborah Tannen (expository)
- In Search of Our Mothers’ Garden by Alice Walker (expository)
- The Death of a Moth by Virginia Wolf (expository)

Poetry:
- Daughter by Greg Brown
- The Trouble with Poetry by Billy Collins
- Wanda Coleman by Wanda Coleman
- Metaphors by Silvia Plath

Short Story:
- Araby by James Joyce (theme)
- Mazie by Joseph Mitchel. (imagery, diction, syntax, point of view)

Photo/Visual Argument:
- AMTRACK. There’s something about a train that’s magic (advertisement, The Structure of Argument, p. 263)
- Gas heat makes me nervous (advertisement, The Structure of Argument, p. 188)
- Perhaps the most beautiful thing about using energy more efficiently isn’t the fuel it can save (advertisement, The Structure of Argument, p. 263)
- Cheryl Silas had a highway collision, was hit twice from behind, and then sold three cars for us. (advertisement, The Structure of Argument, p. 314)

Third Quarter: Understanding the Personal Essay

Graduation by Maya Angelou (personal)
How to Tame a Wild Tongue by Gloria Anzaldua (personal)
Notes of a Native Son by James Baldwin (personal)
The Myth of the Latin Woman: I Just Met a Girl Named Maria by Judith Ortiz Cofer (personal)
Learning to Read and Write by Frederick Douglass (personal)

Text and Resources for the Course Include:
- Advanced Placement Writing 1: Strategies for Honors, Gifted, and AP Students by Kathleen Dunn, Daniel Ebert, Mary Anne Kovacs and John Manear
- Nonfiction: A Critical Approach by Barbara J. Borders, James V. Connell, Joyce M. Hayes, Eileen M. Mullen, and Marie L. Perrotta
• Fifty Essays: A Portable Anthology by Samuel Cohen
• Teaching Nonfiction in AP English: A Guide to Accompany Fifty Essays by Renee H. Shea and Lawrence Scanlon
• Teaching Style Analysis To Advanced Placement English Students by Jane C. Schaffer
• Voice Lessons: Classroom Activities to Teach Diction, Detail, Imagery, Syntax, and Tone by Nancy Dean
• Pilgrim at Tinker Creek by Annie Dillard
• The Great Gatsby by F. Scott Fitzgerald
• A Lesson Before Dying by Ernest Gaines
• Ethan Frome by Edith Wharton
• The Things They Carried by Tim O’Brien
• Vocabulary Workshop: Level F by Jerome Shostak
• Writer’s Inc.
• Practice Prompts from previous AP Exams
• Practice Multiple Choice Questions from a variety of sources
• Editorials, articles, images from a variety of periodicals

QUARTER FOUR

Outside reading is The Things They Carried by Tim O’Brien.

EXPECTATIONS

1. Students will take the AP Language exam on Wednesday Morning, May 16, 2007
2. Students will work extensively on their own to improve their writing and thinking skills.
3. All work generated will be the sole product of the student. Any form of plagiarism will result in an E for the assignment.
4. Students will actively participate in class to develop analysis and discussion skills.
5. Students will respectfully discuss each other’s ideas in a positive learning environment mutually conducive to the intellectual and emotional growth of us all.
6. Students will maintain a work ethic consistent with the expectations of AP scholars.
7. Students will attend class each day. Frequent absence, even if excused, impairs the student’s success in the course.

GRADING SCALE

Your grade will be based on a variety of assessment forms such as writing narrative, expository, analytical, and argumentative essays, practice prompts for AP exam, research skills, tests, quizzes, projects, discussions, seminars. Your marking period grade for AP Language will be based on the number of points earned out of the number of points assigned. The following grading scale will be used:

100-90=A; 89-80=B; 79-70=C; 69-60=D; 59-0=E

Below is a list of the point value for various assignments:

Homework: 10-25 points depending on length and depth of assignment
Summer Reading: 10 points per writing assignment
Summer Reading Timed Class Writing:  30 points
Pop Quiz:  5 points per question
Announced Quiz: 50 points
Practice AP Essay Prompts:  25-50 points
Practice AP Multiple Choice Questions: 1-35 points
Revised Writing Assignments:  100 points
Tests:  100 points
Projects: 50-100 points
Seminars/Discussions: 10-50 points

LATE WORK POLICY

1. Homework is accepted one day late only due to an excused absence. Thus, homework is due on the day of the student’s return to class.
2. Tests, quizzes, prompts may be made up within 5 school days of the excused absence. It is the student’s responsibility to make arrangements to make-up missed work.
3. Major assignments that assess learning such as formal essays and presentations will have both DUE DATES and DEADLINES. There may be instances where the Due Date and Deadline are the same. Assignments submitted by the Due Date will receive full credit; assignments submitted after the Due Date but before the Deadline will be penalized one letter grade; assignments submitted after the Deadline will receive a grade of E.

SUPPLIES
Pocket Folder, loose leaf paper, blue or black pens, highlighter, colored pencils, #2 pencils, 3 section notebook

TUTORIAL TIMES
I am available after school on Tues., Wed., or Thurs., for individual consultations and assistance. Making prior arrangements would be helpful. This academic year is critical for college admissions. You owe it to yourself to work diligently and responsibly. It is my desire that each of you be successful in this challenging course and be pleased with your test results in May.
Syllabus  
AP Literature & Composition

Course Description:
The AP Literature and Composition course is one that allows students to earn college credit by preparing them to take the AP Literature and Composition exam administered by the College Board in May 2015. This course follows the curricular requirements described in the AP English Course Description published by the College Board.

Course Philosophy:
Let’s begin with this declaration: literature, for the most part, is not “practical.” It doesn’t tell us how to repair our computers, build a bookcase, or change a tire. What it does do, however, is more subtle and, I believe, more powerful. It takes us out of ourselves, providing transcendent experiences that often leave us shaking our heads in amazement. More importantly, perhaps, it also takes us into ourselves, helping us to process the events of our lives and to produce our own narratives. It provides case studies of successful lives and failures; of what to do and what not to do. Through literature, we live vicariously: we travel, both in time and place; we change genders; we experience melancholy and elation, fear and courage, ignorance and wisdom. We grow, and we know.

This course will challenge you academically. You will read constantly, write frequently, and think relentlessly about who you are and how you are. At times you will be confused; at times you will doubt; at times you will curse yourself/your parents/your counselor/your teacher for subjecting you to this torture. Remember that growth is sometimes painful, and my goal is to cause you to grow. Welcome to AP English.

Course Objectives:
Students will be able to:
- Develop their skills as active readers by observing textual details, establishing connections, drawing inferences and developing interpretive conclusions
- Recognize connections among works of literature
- Evaluate ideas that contradict, deviate from or reinforce their own opinions
- Independently and collaboratively analyze poetry, drama and novels
- Acquire and refine skills in stylistic analysis of prose passages
- Successfully complete timed writings
- Use a wide ranging vocabulary appropriately and effectively
- Write with varied syntax
- Communicate insights through organized, coherent use of language
- Use rhetoric effectively to establish and maintain voice

Grade Determination:
Students are evaluated using the summation percentage method of grading. This method divides the total number of points earned on assignments within a weighted category by the total number of points possible for all assignments within the category. Category percentages are then added together to determine the total out of 100. This method uses the total number of points earned on all assignments to determine the student’s quarter grade. Point values of assignments in each category are made by considering the length and complexity of each assignment. Summative = 40%, Formative = 40%, and homework/practice/participation = 10%
Marking period grades are determined by using the following scale: A = 100-89.5; B = 89.4-79.5; C = 79.4-69.5; D = 69.4-59.5; E = 59.4-0.

Expectations:
AP Literature and Composition expects that students (1) attend class regularly and are responsible for taking initiative in completing make-up assignments (work missed due to unexcused absences will not be accepted); (2) read outside of class, usually on a nightly basis, in order to be prepared for in-class discussions and assessments; and (3) sign up for and take the AP Literature exam.
**Reading Schedule:**

*All assignments are subject to change. Novels should be completed on the assigned date unless otherwise instructed by your teacher. Often mid-point quizzes will be given to check your progress. Quizzes will be announced ahead of schedule to allow for student time management. At the conclusion of each novel, students will complete a final assessment in the form of a written response.*

**Semester 1**

August 25-September 19 (4 weeks)

*Their Eyes Were Watching God* by Zora Neale Hurston  
*The Great Gatsby* by F. Scott Fitzgerald  
*Jane Eyre* by Charlotte Bronte  
“The Sensible Thing” by F. Scott Fitzgerald  
Selection of poems

Plot Structure, Dialect, Characterization, Style, Setting, Tone, Imagery, Dramatic Conventions, Symbolism  
Other Selected Short Stories & Poems

Students will initially review plot structure, allusions, and tone by analyzing the novels in small groups creating graphic organizers for class presentations and participating in Socratic Seminars. Reading check quizzes will be given the first 2 weeks of school.

*Their Eyes Were Watching God, The Great Gatsby,* and *Jane Eyre* will be analyzed with the following objectives and writing assignments in mind:

To examine the plot structure /sequence of events and themes of all 3 works  
To examine the effects of recurring images, metaphors/simile or symbols on meaning in the novels  
To develop an appreciation of the poetical/philosophical Hurston, Fitzgerald, and Bronte style of writing through metaphors and sentence structure  
To analyze the effect of the shifts between dialect and standard written English  
To explore the impact of setting on characterization and theme  
To identify and discuss the characteristics of a tragic hero  
To compare/contrast the viewpoints of the three men in Janie’s life  
To identify the characteristics of the female hero in literary genre  
To compare and contrast Janie with Eveline, Daisy, Jane Eyre Gatsby, Rochester, Tea Cake.

**Writing Assignments:**

1. Students will be divided into small groups and create a graphic organizer of the sequence of events for one of the summer reading works and present it to the class
2. Students will be divided into small groups and each group will discuss recurring images, motifs, symbols in the work assigned how they contribute to the overall meaning of the work. A Socratic Seminar will take place using direct quotes with citations. Each individual student will be required to have a typed outline with theme, motif, or symbol and 5 direct quotes with citations to prove points.
3. Students will be given an in class timed essay based on an AP practice prompt based on one of the summer readings. Students will peer-edit based on AP models. Students will be given the opportunity to revise final essay.

Strategies for Multiple Choice questions on the AP exam will be discussed and practiced.
September 22-Oct. 10 (3 weeks)
*Heart of Darkness* by Joseph Conrad
Students will **write a reflective paper** on their knowledge of imperialism and feelings towards this aspect of history. Students will explore the literary techniques of impressionistic writing, frame narrative, inference, and symbolism.

**Writing Assignments:**
Students will write an AP Prompt response to a passage from literature as well as an open prompt based on *Heart of Darkness.*

October 13-November 7 (4 weeks)
*Hamlet* by William Shakespeare
- Plot Structure, Elements of Tragedy, Language, Characterization, Poetic devices
- “Aristotle’s Poetics” (Excerpt)
- Selected Sonnets

Students will be given an overview of the Elizabethan age and dramatic conventions as well as poetic language. Two sonnets will be annotated and analyzed.

The basic characteristics of the tragic figure as discussed in Aristotle’s *Poetics* will be reviewed. Students will view Act by Act Kenneth Branagh’s film version of *Hamlet.* After each act there will be a quiz and a discussion of characterization as well as the annotation of a significant soliloquy.

Upon completion of the film student will participate in a Socratic Seminar based on the various opinions concerning the characterization of Hamlet as a tragic hero and the overall meaning of the play.

**Writing Assignments**
Students will then write a persuasive essay on how and why Hamlet is a tragic hero. An in class timed essay response based on an AP Prompt will also be required.

November 10-December 5 (4 weeks)
*The Kite Runner* by Khaled Hosseini
Characterization, Setting, Style, Tone, Voice
Students will increase their understanding of how an author builds a character using physical and psychological traits as well as setting. Students will use textual evidence to support an assertion about a character and Hosseini’s use of foils.

Students will create graphic organizers to represent how characterization and setting reveal various themes.

**Writing Assignments:** Students will respond to a free response question from an AP exam.

December 8-December 19
*A Streetcar Named Desire* by Tennessee Williams
Characterization, Symbolism, Setting, Tone
Students will respond to an AP prompt concerning the symbolism and meaning of the work.

December 22-January 8 *The Awakening* by Kate Chopin (Winter Break)
Students will read *The Awakening* over Winter Break and be prepared to participate in a discussion seminar based on setting, characterization, and theme the week of Jan. 5.

Students will be given an opportunity to meet with the teacher on an individual basis during the last weeks of the semester and re-do one of the papers assigned.

Students will be given timed M/C questions to practice and analyze.
**Poetry Circles:** throughout the semester you will be assigned certain dates to submit the written analysis of two poems based on specific elements of poetry using the text, *Sound and Sense*. In class on the day the poetic analysis is due, we will conduct poetry circles which will give you an opportunity to discuss with your peers themes and other poetic elements evident in the poem. Discussion should include interpretation of meaning and refer to the poem using specific textual evidence.

The mid-term exam will be based on a condensed version of the AP Literature Exam.

Please Note: The one hour lunch this year is a perfect opportunity to get additional help. I will be available in E319 from 11:35 to 12:00 for assistance and after school on Tues., Wed., and Thurs. Please be sure to sign up for tutorial sessions.

**Semester Two**

AP Literature and Composition expects that students (1) attend class regularly and are responsible for taking initiative in completing make-up assignments, (2) read outside of class, usually on a nightly basis, in order to be prepared for in-class discussions and assessments and (3) sign up for and take the AP Literature exam on May 8, 2015.

**Semester 2 Reading Schedule:**

*All assignments are subject to change. Novels should be completed on the assigned date unless otherwise instructed by your teacher. Often mid-point quizzes will be given to check your progress. Quizzes will be announced ahead of schedule to allow for student time management. At the conclusion of each novel, students will complete a final assessment in the form of a written response. Practice of M/C questions and prompts will be conducted throughout the semester.*

**January 21-January 30:** Literary analysis research paper using primary and secondary sources. MLA citations and Works Cited will be the focus as well as scholarly literary criticism.

January 26-February 6 (2 weeks)

*A Doll’s House* by Henrik Ibsen and excerpt from Mary Wollstonecraft’s “A Vindication of the Rights of Woman”

- Characterization, Setting, Social/Political Commentary

**Writing Assignments:** Students will respond to one of the following questions using evidence from the text to support their argument.

Should Nora be celebrated as a champion of feminist principles or condemned as an egoist? Is the play a social comedy or tragedy?

As a playwright, Ibsen is a realist, known for his social criticism. What elements of social criticism are evident in *A Doll’s House*? Consider the legal system, the institution of marriage and others.

Students will respond to the AP 2005 free response question. After modeling examples from the AP exam, students will peer-edit, revise and turn in essay. After teacher evaluation, students will have an opportunity to revise and turn in a final response.
February 9-February 13 (1 week)
“A Rose for Emily” by William Faulkner
- Characterization, Point of View
Students will be assigned one of the following questions and present the written response to the class:
What is the effect of the final paragraph? How does it change the reader’s attitude towards Emily and her fate?
What are the advantages of the first person plural point of view in the story? What would be lost if it were told in first person singular, by one of the townspeople, or in the third-person limited point of view.
How is the point of view related to the plot structure? What might be the rationale for dividing the story into five sections and for violating narrative chronology?
Can you establish a clear chronology for all the events in Emily’s life in the order in which they occurred? How is the issue of chronology related to the larger thematic design of the story?
Discuss the physical descriptions of Emily Grierson at various points in the story. How do they help characterize her? Do they help to characterize the narrator?
Analyze the characterization of Homer Baron, and compare him to the character of Emily’s father. Is Homer Baron's character significant? Is he a static or dynamic (developing) character?

February 17-March 6 (3 weeks)
The Things They Carried by Tim O’Brien
- Tone, Style, Symbolism
Students will explore the idea of truth in narrative and apply it to the novel by keeping a journal of O’Brien’s use of the word “truth.”
**Writing Assignment:** Students will write an analytical essay based on the following prompt:
Critics have claimed that the themes in Tim O’Brien’s The Things They Carried include the moral confusion of war, the experience of being literally and psychologically lost, the fantasy that compels us to replay and sometimes revise the past, the agony of regretted moral choices, and the inability of people to hear or understand one another. Using examples and quotes from the text, argue which theme is the most predominant and how O’Brien’s use of diction, syntax, imagery and tone expresses that theme.

March 9- March 26 (3 weeks)
Othello by William Shakespeare
Students will keep a journal based on one assigned character while reading the play and be prepared to present the characterization to the class.
Questions to consider concerning the overall interpretation of the play:
Is Othello a tragic hero? Why or why not?
Is Othello a tragedy about women?
How important do you think Othello’s racial and cultural difference is to the tragic outcome of the play?
How do specific image patterns contribute to the characterization, action, and resolution in Othello?
Develop a theme statement based on one the following topics: love, jealousy, marriage, power, race, insecurity, temptation, justice, injustice, misunderstanding, intrigue, and deception. Argue which is the most predominant in the play.
**Written Assignment:** Students will choose one of the above topics and respond with a 2-3 page analysis.
Students will practice an AP prompt. Teacher evaluation and revision will take place.
- Characterization, Setting, Language, Elements of Tragedy
March 30-May 8
AP Exam Preparation and Final AP Project
- Practice Prompt Set-up – Poetry, Passage, and Open Prompt
- Review of Literary Devices
- Practice Multiple Choice Questions
English 10

Grading Policy

- Students are evaluated using the summation percentage method of grading. This method divides the total number of points earned on assignments within a weighted category by the total number of points possible for all assignments within the category. Category percentages are then added together to determine the total out of 100.
- Point values of assignments are made by considering the length and complexity of each assignment.
- Departments and specific courses may use a different type of category, have a different number of categories, and/or use a different weight for a category, but the summation percentage method is used school-wide.
- Plagiarized assignments will receive a grade of zero.
- You must turn in assignments by the due date to be eligible to receive full credit. However, I will also remind you of the "drop dead" due date, thereby allowing you to turn in an assignment by the specified later date for partial credit. (Partial credit, in most cases, means that your score may be lowered by one letter grade.) Assignments turned in after the "drop dead" due date will not receive any credit.
- Reteaching and reassessment opportunities may be offered as determined by the teacher, if the student has met the requirements outlined in the MCPS Grading and Reporting Policy.
- Marking period grades are determined using the following scale:
  - A = 100 - 89.5
  - B = 89.4 - 79.5
  - C = 79.4 - 69.5
  - D = 69.4 - 59.5
  - E = 59.4 - 0
- One significant digit is used to determine the grade (i.e. 79.45 ≠ B).
- Assignment scores and category percentages are not rounded.
- Rounding only occurs with the marking period grade as shown in the grading scale.

<table>
<thead>
<tr>
<th>Category</th>
<th>Assignment Scores</th>
<th>Summation Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Homework (for practice/prep) 10%</td>
<td>9 10 3</td>
<td>$\frac{9+10+3}{15+10+5} = \frac{22}{30} = 0.73 = 7.3%$</td>
</tr>
<tr>
<td>Grammar exercises, reading</td>
<td>15 10 5</td>
<td>Weighted Category: $73.0% \times 0.10 = 7.3%$</td>
</tr>
<tr>
<td><strong>Formative 50%</strong></td>
<td>15 17 16 24 20 20 20 30</td>
<td>$\frac{15+17+16+24}{20+20+20+30} = \frac{72}{90} = 0.8 = 80%$</td>
</tr>
<tr>
<td>Rough drafts of essays, paragraphs, class work, quizzes, &amp; homework done as an extension of class work</td>
<td>Weighted Category: $80% \times 0.50 = 40%$</td>
<td></td>
</tr>
<tr>
<td><strong>Summative 40%</strong></td>
<td>42 82 50 100</td>
<td>$\frac{42+82}{50+100} = \frac{124}{150} = 0.8266 = 82.66%$</td>
</tr>
<tr>
<td>BCRs, final drafts of essays, tests, projects, presentations, seminars</td>
<td>Weighted Category: $82.66% \times 0.40 = 33.06%$</td>
<td></td>
</tr>
<tr>
<td><strong>Non-Graded (not counted in grade) 0%</strong></td>
<td>22 30</td>
<td>$\frac{22}{30} = 0.7333 = 73.33%$</td>
</tr>
<tr>
<td>Pre-assessments</td>
<td></td>
<td>Weighted Category: $73.33% \times 0.00 = 0.00%$</td>
</tr>
<tr>
<td><strong>MARKING PERIOD GRADE</strong></td>
<td></td>
<td>$7.3% + 40.0% + 33.06% + 0.00% = 80.36%$</td>
</tr>
</tbody>
</table>

Thank you for reading our course outline. I look forward to working with you this semester.
Contact Ms. Mantello at 301-989-6071 or Barbara_L_Mantello@mcpsmd.org.

__________________________   ___________________________________
Student Signature     Parent/Guardian Signature
Course Description
English 11: Inquiry into the American Experience. The course encourages both teacher and student autonomy, in order to provide for the kind of creative, authentic, and deep teaching and learning necessary to prepare all students for college and careers. The course is intended to be customizable for teachers and students, while maintaining a firm foundation in the skills demanded by the Common Core State Standards. For students to remain engaged and inspired as they enter the second half of their high school careers, they must pursue questions that interest them and grapple with big ideas and complex texts. The word “inquiry” in the course title emphasizes this search to make meaning, and the subject of that inquiry is the multitude of different ways that individuals experience life in this country. Those experiences are shaped by an infinite variety of factors, allowing every student to bring an authentic point of view to the conversation. Expanding their vision to take in diverse perspectives, consider ideas from across multiple eras, and share their own thinking with wider and wider audiences, students continue to take full control of their own learning.

Course Expectations
Themes: Each nine-week unit is structured around a theme, along with several focus questions to spark discussion around that theme.

Texts: The conversation among multiple texts should be the focus of study throughout the unit. In addition to the core text that will be the subject of whole-class study, students are expected to explore a wide variety of written and visual texts from diverse perspectives, varying time periods, and multiple genres to analyze varied language and syntax and to explore the theme further.

Tasks: Students are expected to show their learning through three common tasks each quarter that reflect the three writing types expected in the Common Core State Standards. Within or beyond the instruction for these tasks, teachers should also provide students with opportunities for authentic inquiry, chances to present their learning to classmates or a wider audience, and choices in what they read and how they demonstrate their mastery of the unit objectives. Everyday instruction, as in other English courses, engages students in the Core Learning Practices in order to meet the goals of the unit.

Grades
40% Summative Assessments- tests, essays (timed & un-timed), projects, presentations
50% Formative Assignments- reading quizzes, writing process, in-class assignments
10% Work for completion- vocabulary, journal entries, practice, other homework

Z’s and 0’s: When using points or percentages, a teacher assigns a grade no lower than 50% to the task/assessment. If a student does no work on the task/assessment, the teacher will assign a zero. If a teacher determines that the student did not attempt to meet the basic requirements of the task/assessment, the teacher may assign a zero.(MCPS Policy)
Reassessment/ Due dates & Deadlines
Reassessment may occur on some formative assessments as announced during the semester. Deadlines and due dates for formatives and summatives will be established when tasks are assigned. Deadlines and due dates for assignments in the homework category will be the same unless otherwise noted. Please see the MCPS Grading and Reporting page on the MCPS Website for further elaboration on county grading policies.

Absences
A student who misses a test/ quiz because of an excused absence must arrange to make up the work within the week the student returns to school. If absent on the day a long term assignment is due the work may be emailed to me or hand-delivered to me upon return to school. As always, please let me know of any special circumstance.

General Information
I am available for extra help to scholars daily during lunch by appointment. Please contact me via email the quickest response. It is expected that all students come to class prepared and ready to learn. When barriers exist to making this possible please let me know. This is a challenging course and I fully expect to see each scholar put his or her best foot forward and approach the challenge with energy, curiosity and honor.
English 11: Inquiry into the American Experience

The course encourages student autonomy, in order to provide for the kind of creative, authentic, and deep teaching and learning necessary to prepare all students for college and careers. The course is intended to be customizable for students, while maintaining a firm foundation in the skills demanded by the Common Core State Standards. For students to remain engaged and inspired as they enter the second half of their high school careers, they must pursue questions that interest them and grapple with big ideas and complex texts. The word “inquiry” in the course title emphasizes this search to make meaning, and the subject of that inquiry is the multitude of different ways that individuals experience life in this country. Those experiences are shaped by an infinite variety of factors, allowing every student to bring an authentic point of view to the conversation. Expanding their vision to take in diverse perspectives, consider ideas from across multiple eras, and share their own thinking with wider and wider audiences, students continue to take full control of their own learning.

Unit 1: Education and Learning

Learning is an ongoing process of struggle and growth. No matter what we do, we are constantly learning new things and building on our previous knowledge. During this unit students will examine how we think about education—both formal and informal—as well as why we value the complex, difficult, and sometimes painful process of learning in general. Students might also consider the implications that education has for other aspects of American life, such as class, economics, and gender roles.

Focus Questions:
- To what extent does education influence one's place in American culture?
- What is the relationship between education and financial success?
- To what extent are our school systems designed to help all students succeed?
- What kind of education and learning occur beyond the classroom walls?

Learning Goals: During this unit our work will focus on…
- exploring connections among a wide range of nuanced arguments
- increasing reading fluency and independence by reading texts of varying length, type and complexity
- developing voice and style by writing for various purposes and different audiences

Common Goals:
- Argument: Write a synthesis essay. Create and share an argument synthesized from three Unit 1 texts (one core text, one whole class collected text and one student selected collected text) with an authentic audience that contributes to the national conversation on a contemporary issues related to education and learning.
- Informative: Write an informational blog posting or create a vlog posting that answers a self-generated question or solves a problem related to education and/ or learning.
- Narrative: Write a narrative of a foundational moment or experience in your literacy journey.
- Presentation: Present the most interesting highlights and a summary of your common task to the class, including a brief excerpt from your actual writing.
English 12 B Course Outline

Assessment Information
Marking period grades are computed by averaging scores earned on homework, quizzes, tests and formal essays. It is imperative that you regularly check edline for your grades. Any requests for grade reports will be accepted during lunch or after school only. A “Z” grade means that you may still make up an assignment, while a score of “0” means that there is no opportunity for submission. It is YOUR responsibility to make up any work missed due to an absence. Make up work due to an unexcused absence may not be scored.

- **Z’s and 0’s:** When using points or percentages, a teacher assigns a grade no lower than 50% to the task/assessment. If a student does no work on the task/assessment, the teacher will assign a zero. If a teacher determines that the student did not attempt to meet the basic requirements of the task/assessment, the teacher may assign a zero. (MCPS Policy)

- **Due Dates/Deadlines:** Teachers will establish due dates and deadlines. Teachers are expected to separate the due date from the deadline in order to increase opportunities for students to complete assignments; however, there may be some exceptions when the due date and deadline are the same. It is recognized that for daily homework assignments the due date and deadline may be the same to facilitate the teaching and learning process.

- **Retake/Reassessment Policy**
  - When an assignment is eligible for a retake/reassessment, that will be communicated to the entire class.

- **Assignment/Make Up Policy**
  Students have a responsibility and are expected to make up missed work, regardless of the legal status of their absence. If the absence is excused or is a result of a suspension, the teacher will help a student make up work. If the absence is unexcused, the teacher does not have to help a student make up the work missed, give a retest, or give an extension on work that was due. Even though the teacher does not have to help a student make up missed work, the student still has to make up the work so the student can complete the rest of the course. For unexcused absences, teachers may deny credit for missed assignments or assessments, in accordance with the process approved by the principal and the leadership team. (MCPS Student handbook)

Unit 3—Challenging Perspectives
Students investigate what Aristotle called “the available means of persuasion” to challenge their own and others’ thinking. They read texts that reveal a variety of viewpoints and consider how literature frames issues and shapes global conversations. They study works—thoughtful, humorous, and satirical—that have been used as vehicles for social and political commentary. By considering written works and film in a range of tones, the students understand, analyze, and evaluate techniques authors use to evoke change. Students compose a satirical piece and a speech, employing the techniques they have learned to advocate change and to engage in civil discourse with others whose viewpoints may differ.
Common Tasks

1. View one or more scenes from a television show or film and analyze the techniques the writer or director uses to create humor or satirize society.
2. After reading satirical texts, write a short satire using the techniques studied in class.
3. Analyze how the author of a text uses the work to challenge thinking or criticize society.

Unit 4—Commencement
The word commence comes from the Old French commencer, to consecrate, and the Latin cominitiare, to come together to begin. Commencement marks both an ending and a beginning, as students join with others to honor their accomplishments and look toward the future. In this unit, students are mindful that coming together in global conversations forces us to redefine and reshape our thinking as a result of meaningful dialogue. They study a series of short works and at least one core text, considering why literature continues to make a difference in a world filled with ambiguity.

Common Tasks

1. In great literature every scene is important and no scene exists for its own sake. Choose a key scene from the text and analyze how it contributes to meaning in the work as a whole.
2. Analyze the methods of argument in commencement speeches.

Classroom Guidelines
1. Arrive to class on time with all necessary materials.
2. Respect the space, property and opinions of your classmates.
3. Complete all assignments so that they are complete, legible and on time.
4. Silence all cell phones and keep them out of sight.
5. Request makeup work on the day of your return.
6. Check edline and Google classroom regularly.
7. Follow all school rules.
Overview: The main focus of the second semester should be to engage students in creative and critical thinking and to provide opportunities to practice the skills they need to be literate adults. At the end of the course and beyond, students should remember not only the stories they enjoy reading, but also what it means to be careful readers, thinkers, and writers.

Middle Years Program Connection: Guided by the Middle Years Program (MYP), students are expected to participate in learning through an inquiry-based approach within a global content. Through this program, students will be guided through various MCPS common tasks. The four MYP criteria for Language A include analyzing, organizing, producing text, and using language. Because the MCPS Common Core Standards and the MYP criteria overlap, their objectives reinforce the same concepts.

Reading Assignments: A variety of texts are considered in English 9B, including, but not limited to, the following:

- Poems
- Short stories
- Novels/Passages from novels
- Plays

Common Tasks: Common tasks are assignments that all MCPS students are asked to do within a given semester. The common tasks for 9th grade Semester B include, but are not limited to, the following assignments:

Unit 1: Literature as Craft
- Write a short narrative imitating the style of an author.
- Analyze the significance of a passage for the work as a whole.

Unit 2: Literature in Context With a group
- Research a historical allusion or detail from a work and deliver a multimedia presentation explaining how it informs readers’ understanding of the work
- Explain how an author develops a particular argument within a fictional text, then respond to that argument.

Unit 3: Literature as Art
- Perform a scene from Romeo and Juliet, adapting the setting or style to enhance a theme or idea.
- Write an analysis of how the structure and language of a poem contribute to its meaning or purpose.
Grading: Students will be measured by what they know and can produce by completing assignments that include, but are not limited to, written assignments, projects, oral presentations, in-class work, and homework in relationship to grade level and course expectations. Three categories of work will combine to form the student’s quarterly grade.

Homework for Practice and Preparation – 10%
Assignments include, but are not limited to, the following:
- Grammar exercises
- Reading passages
- Warm-ups

Formative – 50%
Assignments include, but are not limited to, the following:
- Rough drafts of essays
- Classwork
- Homework completed as extended classwork

Summative – 40%
Assignments include, but are not limited to, the following:
- Revised paragraphs
- Tests
- Projects
- Presentations
- Inquiry discussions

Late Work Policy, Due Dates, and Reassessment: All assignments are expected to be completed on time. Work handed in after the initial due date but before the deadline will be reduced by 10%. After the deadline, students will receive 50% if they demonstrate at least the minimum requirements of the assignment. Otherwise the student will receive a zero. Reassessment can primarily occur on formative assessments and reassessment requests must be individually arranged with the teacher. Integrity must prevail, and all work is expected to be that of the student.

Absence and Tardy Policies: All absent students must bring a note from home and take it to the Attendance Office when they return to school within 3 days in order for the absence to be excused. If the student is not in class and is unexcused absent, he/she will receive a zero on all missed assignments. PLEASE BE AWARE THAT A STUDENT WITH AN EXCUSED ABSENCE IS NOT AUTOMATICALLY EXCUSED FROM THE MISSED WORK. Students with excused absences are responsible for completing any missed work within 3 days and are expected to see the teacher during lunch for an explanation of directions concerning the missed assignments.

Class Rules and Expectations:
- Come to class on time every day. Students who are late will miss warm-up activities and directions, which will affect their grades.
• Come to class prepared to learn with necessary supplies, which include, but are not limited to, a three-ring notebook, which will be checked and graded for organization and neatness periodically; loose-leaf paper, subject dividers, a pen/pencil, a glue stick, and a flash drive.
• Turn off cell phones or other electronic devices before entering class.
• Once inside the classroom, remain in the classroom, take out needed supplies, and begin the warm-up activity.
• Treat all other members of the class, and the teacher, with RESPECT.
• Display proper classroom behavior at all times – raising your hand to participate, remaining in seat until dismissed, keeping work area clean, and using school-appropriate language.
NATURE OF THE SUBJECT
(excerpted from IB Language A1)

The Language A1 programme is primarily a pre-university course in literature. It is aimed at students who intend to pursue literature, or related studies, at university, as well as at students whose formal study of literature will not continue beyond this level.

Literature is concerned with our conceptions, interpretations and experiences of the world. The study of literature, therefore, can be seen as a study of all the complex pursuits, anxieties, joys and fears that human beings are exposed to in the daily business of living. It enables an exploration of one of the more enduring fields of human creativity and artistic ingenuity, and provides immense opportunities for encouraging independent, original, critical and clear thinking. It also promotes a healthy respect for the imagination and a perceptive approach to the understanding and interpretation of literary works. The discussion of literature is itself an art which requires the clear expression of ideas both orally and in writing.

The Language A1 programme encourages students to see literary works as products of art and their authors as craftsmen whose methods of production can be analysed in a variety of ways and on a number of levels. This is achieved through the emphasis placed on exploring the means used by different authors to convey their subjects in the works studied. It is further reinforced by the comparative framework emphasized for the study of these works in all parts of the programme.

In view of the international nature of the IBO, the Language A1 programme does not limit the study of literature to the achievements of one culture or the cultures covered by any one language. The study of World Literature is important to IB students because of its global perspective. It can play a strong role in promoting a ‘world spirit’ through the unique opportunities it offers for the appreciation of the various ways in which cultures influence and shape the experiences of life common to all humanity.

The World Literature element of the Language A1 programme does not aim to cover the history of literature or the so-called ‘great works’ of humanity. It does not aim to equip students with a ‘mastery’ of other cultures. It is envisaged as having the potential to enrich the international awareness of IB students and to develop in them the attitudes of tolerance, empathy and a genuine respect for perspectives different from their own.
AIMS of the IB Language A1 Programme

- Encourage a personal appreciation of literature and develop an understanding of the techniques involved in literary criticism.
- Develop the students’ powers of expression, both in oral and written communication, and provide the opportunity of practising and developing the skills involved in writing and speaking in a variety of styles and situations.
- Introduce students to a range of literary works of different periods, genres, styles and contexts.
- Broaden the students’ perspective through the study of works from other cultures and languages.
- Introduce students to ways of approaching and studying literature, leading to the development of an understanding and appreciation of the relationships between different works.
- Develop the ability to engage in close, detailed analysis of written text.
- Promote in students an enjoyment of, and lifelong interest in, literature.
OBJECTIVES OF THE IB LANGUAGE A1 PROGRAMME

Having followed the Language A1 programme at Higher Level, candidates will be expected to demonstrate:

- An ability to engage in independent literary criticism in a manner which reveals a personal response to literature.
- An ability to express ideas with clarity, coherence, conciseness, precision and fluency in both written and oral communication.
- A command of the language appropriate for the study of literature and a discriminating appreciation of the need for an effective choice of register and style in both written and oral communication.
- A sound approach to literature through consideration of the works studied.
- An appreciation of the similarities and differences between literary works from different ages and/or cultures.
- An ability to engage in independent textual commentary on both familiar and unfamiliar pieces of writing.
- A wide-ranging appreciation of structure, technique and style as employed by authors, and of their effects on the reader.
- An ability to structure ideas and arguments, both orally and in writing, in a logical, sustained and persuasive way, and to support them with precise and relevant examples.
Required Texts (all texts are provided to students):

1st Semester

The Woman in the Dunes – Kobo Abe
The Plague – Albert Camus
Fathers & Sons – Ivan Turgenev

Macbeth

2nd Semester

Chronicle of a Death Foretold – Gabriel Garcia Marquez
The House of the Spirits—Isabel Allende
Behind the Beautiful Forevers – Katherine Boo

A Selection of Poems—Robert Frost and others
(throughout the year)
A Selection of Short Stories—Marquez & others
(throughout the year)

Grading:
All IB assignments are categorized as Formative assignments in the MCPS gradebook. Re-tests for reading quizzes are not given. Students are given ample time to finish assignments; extensions must be approved by teacher. Plagiarism on any writing assignment results in an immediate 0 grade. Plagiarism on any externally-assessed work will result in student being disqualified for IB Diploma.

Students have a responsibility and are expected to make up missed work, regardless of the legal status of their absence. If the absence is excused or is a result of a suspension, the teacher will help a student make up work. If the absence is unexcused, the teacher does not have to help a student make up the work missed, give a retest, or give an extension on work that was due. Even though the teacher does not have to help a student make up missed work, the student still has to make up the work so the student can complete the rest of the course. For unexcused absences, teachers may deny
credit for missed assignments or assessments, in accordance with the process approved by the principal and the leadership team. (MCPS Student handbook)

Students are expected to report to class daily with writing implements, paper, and the book(s) currently assigned in class.

**IB English Syllabus**
(ShS Class of 2017)

(Highlighted works can be used as works in translation in IB testing)

**Part 1: World Literature**
- The Woman in the Dunes
- The Plague
- Fathers & Sons

**Part 2: Detailed Study**
- The Great Gatsby
- The Scarlet Letter
- Their Eyes Were Watching God
- Poetry: John Donne & John Keats

**Part 3: Group of Works**
- Hamlet
- Tess of the D’Urbervilles
- The Sound and the Fury

**Part 4: School’s Choice**
- Chronicle of a Death Foretold
- The House of the Spirits
- Behind the Beautiful Forevers
- Selected Poetry

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**Junior Year**
- The Woman in the Dunes
- The Plague
- Fathers & Sons
- Macbeth
- Chronicle of a Death Foretold
- The House of the Spirits
- Behind the Beautiful Forevers

**Senior Year**
- The Great Gatsby
- Their Eyes Were Watching God
- Hamlet
- The Sound and the Fury
- Poetry: Donne & Keats
- Tess of the D’Urbervilles
IB ENGLISH 12: FORMAL IB ASSESSMENTS

Percentage of the IB English diploma grade earned in Grade 11

(Individual Oral Presentation 15% + World Literature Written Assignment 25%)

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**Individual Oral Commentary** Mar. 2015 (20 mins. / recorded / internally assessed)  15%

The Individual Oral Commentary is based on the works studied in Part 2 of the syllabus. For Springbrook’s IB Class of 2014, these works are *HAMLET* by William Shakespeare, *THE GREAT GATSBY* by F. Scott Fitzgerald, and selected poems by John Donne. After selecting at random one poem (or extract from a poem) by John Donne, each student is given twenty minutes to annotate the poem and prepare a cogent and insightful analysis of it. The student then presents an eight-minute oral commentary on the poem to the examiner, Ms. Mantello, who follows up with two minutes of directed questions intended to deepen the analysis and augment the score. A ten-minute discussion between the student and Ms. Mantello of one of the other two Part 2 works (also selected at random by the student) immediately follows the commentary. The commentary and subsequent discussion must be twenty minutes in length and are recorded.

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**Paper 1 Literary Commentary** May 4, 2015 (two-hour essay exam / externally assessed)  20%

On Monday, May 5th, students begin their IB exam schedule with the two-hour Paper 1 Literary Commentary in which they apply the techniques of literary criticism to a text they have never seen. Two kinds of text are offered for commentary—a poem and a prose passage. Students may choose to write about either one. They are expected to show a wide-ranging appreciation of literary aspects such as theme, style, structure, and language.

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**Paper 2 Essay** May 5, 2015 (two-hour essay exam / externally assessed)  25%

The following day, Tuesday, May 6th, students take the final IB English exam in which they write for two hours in response to a question of a general nature regarding at least two of the works in Part 3 of the syllabus. In this comparative analysis, they are again expected to demonstrate a deep appreciation of structure, technique, and style as employed by authors, and of their effects on the reader. They are also expected to express their argument with clarity and precision, to structure it in a logical, sustained and persuasive way, and to support it with precise and relevant examples from the texts. For Springbrook’s IB Class of 2014, the Part 3 works are *TESS OF THE D’URBERVILLES*, *THE SCARLET LETTER*, *THEIR EYES WERE WATCHING GOD*, and *THE SOUND AND THE FURY*.

TOTAL:  100%
MCPS / SHS ASSESSMENTS

Exams

MCPS mandates a first-semester final examination for students in English 12. Therefore, during the examination period in January, IB students will take a two-hour written assessment modeled on one of the final IB papers.

Quizzes

There will be regular quizzes on the content of the assigned readings throughout the year.

Class Participation

There will be frequent opportunities for class-participation points. Students will work both individually and as group members as they study the intentions and techniques of the writers on the syllabus.

Essays and Recorded Oral Commentaries

Essay and commentary assignments are the main and most important component of IB English assessment. The aims of essay writing are to promote individual response to the literature studied, to improve writing skills through frequent practice, to increase appreciation and understanding of literature, and to allow recognition by the teacher of a student’s growth in all of these areas. Graded essays must be kept by the student in a 1" three-ring binder that will be stored in the classroom. These entries will be the subject of a portfolio reflection at the end of each quarter. Students will receive full points for the reflection only if they complete all the requirements and if all of their graded essays are present in the portfolio.

Essays must be typed and submitted both electronically to turnitin.com and in person to Ms. Mantello.

Please keep in mind that every assignment, no matter how small, is part of building your grade for the quarter. Points will be deducted for late work. Plagiarized assignments will receive a grade of zero. In the event that two students turn in assignments that are identical or that show clear evidence of plagiarism, both students will receive a grade of zero.

Planning ahead and asking for help when you need it will guarantee a great year. I look forward to working with you.

Signature of student: ________________________________

Signature of parent/guardian: ________________________________