Goal of the Course

Advanced Placement courses offer a student the opportunity to work at an accelerated pace with other peers who have similar interests and academic goals. This class will explore different modes of discourse with an intense study on tone, diction, imagery, details, language, and style. The students will read modern essays as well as selections from an American literature anthology. The course focuses on the study of rhetoric and composition. Students will read various genres, including nonfiction, fiction, poetry, drama, essays, etc. Students will be able to discuss their ideas openly and without prejudice. Writing is a mandated part of this curriculum, with the focus on prose analysis and synthesizing. Also, students are given ample opportunities for revision and improvement. We validate sources and explore the concept of argument through an exploration of articles and sources necessary to synthesize a topic. We examine the canons of argument and rhetoric. We read primary and secondary sources carefully and learn to synthesize the knowledge we gain from those sources using conventions recommended by professional organizations such as the Modern Language Association (MLA), the University of Chicago Press (The Chicago Manual of Style), and the American Psychological Association (APA). With a thorough study of the characteristics of the different modes of discourse, students will learn terminology necessary to allow them to express their ideas with the language of rhetoric. Through the exposure of different writers and views, students will become global learners.

Objectives

By the end of this course, you should be able to:

- identify the stylistic devices that affect a piece of literature;
- understand the structure of different literary genres and modes of discourse;
- analyze how a writer's rhetorical strategies influence the meaning of a work;
- employ your own rhetorical strategies as you develop your voice as a writer;
- evaluate an argument cogently;
- write effective analytical, persuasive, reflective, and descriptive essays;
- create and sustain arguments based on readings and observations;
- formulate a thesis statement and support it with specific, relevant evidence;
- demonstrate competence with research paper techniques;
- follow the writing process, with special emphasis on constructive revision; and
- use appropriate grammatical conventions.

Course Overview

Students in this introductory college-level course read and carefully analyze a broad and challenging range of nonfiction prose selections, deepening their awareness of rhetoric and how language works. Through close reading and frequent writing, students develop their ability to work with language and text with a greater awareness of purpose and strategy, while strengthening their own composing abilities. Course readings feature expository, analytical, personal and argumentative texts from a variety of authors and historical contexts. Because this course must meet Georgia Standards for American Literature, students will examine and work with both nonfiction (essays, letters, speeches, and images) and imaginative literature to prepare for the American Literature End-of-Course Assessment. Featured authors include: Henry David Thoreau, W.E.B. DuBois, Arthur Miller, Zora Neale Hurston, William Faulkner, and Toni Morrison. Summer reading is required. Because students live in a highly visual world, we also study the rhetoric of visual media. Students will prepare for the AP English Language and Composition Exam and may be granted advanced placement, college credit, or both as a result of satisfactory performance.
Additional Comments:

In addition, we are mandated by the standards set forth by the State. The AP curriculum far exceeds those standards. All AP students must do outside reading, and the homework load is heavier than an honors or college preparatory class. Students must be dedicated to reading and writing. Reading materials used for this class are often for a mature audience. A thorough study of readings and the use of rhetoric are major components of this class. Because writing is a critical component of this course, feedback (Notes on Writing) is provided in a timely manner. Furthermore, students are given ample opportunities to rewrite essays and to improve writing. These opportunities are given over at least 90% of the writing assignments. Peer editing and one-on-one writing conferences with me are also major components of the class.

This course also follows the Gifted and Talented Education Standards as outlined by the GA DOE Board Rule 160-4-2. Please refer to the GA state website http://doe.k12.ga.us

- **Advanced Communication Skills Standards:** Learners will engage in diverse and authentic learning experiences which develop and apply innovative oral, written, and nonverbal communication skills across disciplines.
- **Advances Research Skills Standards:** Learners will gather, decipher, and determine credibility of information form a variety of sources and integrate information thorough analysis of content.
- **Creative Thinking & Problem Solving Standard:** Learners will insightfully evaluate a variety of problems and arrive at innovative conclusions.
- **Higher Order and Critical Thinking Skills Standard:** Learners will analytically critique a system or set of complex ideas, utilizing logic and reasoning skills in novel ways, to create and/or modify knowledge.

Textbooks


Supplemental Material

- AP workshop training materials
- Newsweek
- The Atlanta Journal
- The New York Times
- The Onion
- The Washington Post
- The Onion
- The Atlanta Journal
- The New York Times
- The Onion
- The Washington Post

Strategies

- SOAPSTone
- Socratic Seminar
- The Arch Method
- Bloom’s Taxonomy
- The Rhetorical Triangle
- Four Corners

Essay Writing

All essays are accompanied by an information page and a rubric. Rubrics may have a self-assessment component to help students learn how to be better assessors of their own writing development. To this end, all students must participate in processed writing experiences which allow them to develop their research skills and revision techniques (approximately 3 per semester). Moreover, each student must also participate in peer editing and writing conferences with the instructor. These peer editing and writing conferences will be scheduled in advance, at my own discretion. Failure to participate in either of these activities will result in a lower grade on the overall writing assessment.

Students will also complete timed writings (approximately 4 per semester). Students will be encouraged to place their writing emphasis on content, purpose, and audience and to allow this focus to guide the organization of their writing, instead of a formulaic 5-paragraph essay. All essays, whether timed or process (out of class), will be graded using the College Board’s standard essay scale of 0-9. Detailed explanations of essay scoring will be provided prior to the first writing assessment.
Plagiarism Policy

Plagiarism is using another person’s thoughts and accomplishments without proper acknowledgement or documentation. It is an unconscionable offense and a serious breach of honor. Students will receive a zero for the plagiarized work. This includes unauthorized collaboration with another student in which you both submit the same or similar document. It should be assumed that all assignments are independent unless specifically stated by the instructor. For more information or further explanation of my academic honesty policy, please visit this link to Georgia State University’s website: http://www2.gsu.edu/~wwwfhb/sec409.html.

Assessment

A 90 D 70
B 80 F 69 or below
C 74

Grading System

Daily Work & Writing 40% *(includes timed writing, process writing, dialectical journals, and your writer’s notebook)
Tests & Multi-genre Projects 30%
Quizzes 20% *(includes daily journal responses, Word of the Day, Daily Allusion, and Daily Language Builders)
Homework 10%

+++Note: Any assignment not turned in at the beginning of a class is late and will be marked down one letter grade. Late work is accepted only up until one week past the due date for extenuating circumstances.

Writing Review/Instruction

The goal of this course is to move students past a basic understanding of Standard English grammar and usage into a more mature, developed style. A series of daily activities (Journal writing/ Word of the Day/ Daily Language Builder, Daily Allusion) helps to start our class each day and encourages students to think critically about the lesson to come. Through daily journal writing, students engage current socio-political topics and establish connections between world events and their own lives, while the “Word of the Day” introduces new words that relate to the day’s lesson. Through “Daily Language Builders” students will review grammar, focusing on topics such as passive and active voice, parallel structure, complex sentences, and punctuation. Students will discuss syntax and the impact of sentence structure and imitate different structures that they might use in their own writing.

Following the College Board’s guidelines for developing stylistic maturity, this class will focus on the following tasks during writing instruction:*  

1. developing a wide-ranging vocabulary with appropriate and effective use;
2. developing a wide variety of sentence structures;
3. developing logical organization (i.e., coherence) within writing;
4. developing a balance of generalization and specific illustrative detail; and
5. developing an effective understanding of the use of rhetoric (including tone, voice, diction, and sentence structure).

*adapted from the AP English Language and Composition Summer Institute Workshop Handbook 2009-2010 
The first writing assignment will be based on the book that students read over the summer. This essay will be assessed by the instructor and used as a baseline measurement.
Semester Reading Titles—**not at all an inclusive or exclusive list.**

- “Aeropagitica,” Milton
- “A Modest Proposal,” Swift
- *Appeal in Four Articles*, D. Walker
- *from The Interesting Narrative of the Life of Olaudah Equiano*, Equiano
- *The Crucible*, Miller
- *De Doctrina Christiana*, St. Augustine
- *Incidents in the Life of a Slave Girl*, Jacobs
- “Lecture to a Missionary,” Red Jacket
- *The Republic*, Plato
- *Sartor Resartus*, Thomas Carlyle
- *The Scarlet Letter*, Hawthorne
- “Sinners in the Hands of an Angry God,” J. Edwards
- *Utopia*, Sir Thomas Moore
- *Civil Disobedience*, Thoreau
- *Walden*, Thoreau
- “Thanatopsis,” Bryant
- “The Declaration of Independence,” Jefferson
- “Letter to John Adams,” Abigail Adams
- “Speech in a Virginia Convention,” Henry

**Outside Reading Project & Socratic Seminar Facilitation**

L.E.A.P. (Literary Exploration Accountability Project) – classic literature.

Students choose a book to read from the district-approved list of recommended novels. Students are given 6 weeks to read the book, to which they annotate and write reflective questions in preparation for facilitating a Socratic seminar with a group of fellow AP students whom have read the same text.

- While reading, student facilitators:
  - Annotate their book using précis
  - Anticipate and write questions they still have about the book
  - Write questions students could give thoughtful response to

While all AP students are asked to write four reflective journals in which they will briefly summarize what they have read to that point, give analysis of the author’s writing style, character analysis, etc., using direct quotations from the novel as support, and a personal reaction on the novel, the AP student facilitator is asked to assess the critical thinking and writing skills in his/her fellow AP students’ journals, and give specific feedback and direction to improving these skills.

During week 8, as a LEAP (Literary Exploration Accountability Project) facilitator, AP students will engage in a one-on-one experience with 3 to 4 classmates; however, students are acting as the advisor to these learners and an advocate to increase student-learning experiences.

- Facilitate a 45-50 minute Socratic seminar where facilitators:
  - Talk about the novel
  - Ask questions about the novel
    - Develop critical thinking skills
    - Enhancing “reading between the lines” and “reading beyond the lines” as part of the Socratic seminar experience
  - Answer questions about the novel
    - Not just answering questions *per se*, but facilitating learners in their own development of “finding the answer”
  - Talk about the students’ thesis statements for their literary analysis
    - This discussion should follow these primary objectives:
      - Develop an arguable thesis
      - Increase student awareness of writing levels
In compliance with the SIP (School Improvement Plan) for writing and reading, which augments the CCGPS (Common Core Georgia Professional Standards) objectives set forth by the state, LEAP allows students to learn in a diverse environment that is separate and beyond the scope of the classroom, yet still allows for development of critical thinking and analytical writing skills.

**Exposition**

Students will read and analyze a series of narrative essays and poems and discuss use of literary devices, style, and tone in pieces such as:
- “Dover Beach” by Matthew Arnold
- “Finishing School” by Maya Angelou
- “Eleven” by Sandra Cisneros
- “Shame” by Dick Gregory

They will learn to annotate the selections as they read and be prepared to discuss in groups, Socratic seminars, and whole class discussions. Students will follow the writing process and begin to work in peer editing groups. Another early assignment will be a narrative essay that students may adapt for their college entrance essays.

**Organizational Strategies**

Students will read and analyze essays that use other structures: description, illustration, cause and effect, comparison and contrast, definition, and order of importance. The following essays may be used:
- “The Human Cost of an Illiterate Society” by Jonathan Kozol—cause/effect
- “The Death of the Moth” by Virginia Woolf—description
- “Learning to Read and Write” by Frederick Douglas—process analysis

Students will chose one of the organizational strategies and model the organizational pattern in their own essay. Students will add a visual component to their presentation.

**Visual Rhetoric/Advertisements & Propaganda Art**

Discussion of rhetoric will include claims that are made in advertising and strategies employed by advertisements to persuade consumers to purchase goods or to support particular causes. Students will carefully read and analyze advertisements and propaganda from sources such as:
- *Consumer Reports*
- *The New Yorker*
- *Newsweek*
- *Parenting*
- *People*
- *The Boston Review*

Students will create their own advertisement for an article of clothing using www.glogster.com. In addition to creating the visual image, students will complete an assignment, which reflects their understanding of the target audience for their advertisement, distribution plan for their product to best reach their target audience, and design components of their advertisement.

Students will create their own propaganda poster that supports a particular cause. In addition to creating the visual image, students will complete an explication assignment that reflects their understanding of the cause,
understanding of the target audience for the poster, distribution plan for the poster to best reach their target audience, and design components of the poster.

Written Rhetoric

Discussion of rhetoric will include claims that are made in oral and written discourse. Students will study terms such as stylistic schemes and tropes, and identify claims, data and warrants (Toulmin Model of Argumentation) made by these writers.

- “Ain’t I A Woman” by Sojourner Truth
- “Where I Lived and What I Lived For” by Henry David Thoreau
- “Religious Experience and Journal of Mrs. Jarena Lee, Giving an Account of her Call to Preach the Gospel” by Jarena Lee
- “Eulogy of Henry Clay” by Abraham Lincoln
- “A Letter from George Whitefield to the Rev. Mr. John Wesley” by George Whitefield

Timed Writing

To prepare for the AP exam and GMAS, students will begin to respond to writing prompts in class to demonstrate their understanding of how language is employed. The following writing prompts from former AP exams will be assigned:

1997 Fault Lines excerpt by Meena Alexander (narrative)
1999 “Okefenokee Swamp” (compare/contrast)
2003 “Flock of Birds” by John James Audubon and Annie Dillard (compare/contrast)

Students will read and discuss sample responses from former AP test takers. Upon completion, students will self-assess their essays using the same AP Scoring Guide.

American Literature EOCT Preparation

This course will also prepare the students for and the American Literature End of Course Test. Therefore, we will be utilizing the USA TestPrep online learning tool extensively. Students will complete benchmark quizzes and tests to familiarize them with the types of questions they are likely to see on the EOCT.

Useful Websites

- http://owl.english.purdue.edu (Purdue’s Online Writing Lab)
- http://www.americanrhetoric.com (rhetorical devices in sound, speeches, and assorted fun stuff)
- http://bcs.bedfordstmartins.com/pocket4e/ (Diana Hacker’s Pocket Style Menu with quizzes)
- http://grammar.ccc.commnet.edu/grammar/ (excellent resources for grammar/usage)

Communication

Get a classmate’s phone number so you can keep up with any work you miss due to absences. You are responsible for arranging any quiz or test make-ups as well as any information you miss—within 3 school days of your return to my class. You can usually find me in my room, 213. Check my website for monthly course schedules and important links. The school’s main number is (404) 802-3100; my email address is cturnersmith@atlanta.k12.ga.us. You may also kik me @TurnSmith. Call or text during normal business hours: 404-666-5710.

REMIND 101- Text aplangdoug to 81010

This is the only method of communication that I will use to post work.
Edmodo- w3kmdj
Course Outline

Because this course is usually taken concurrently with AP US History, I have designed the course to flow chronologically. Therefore, we will make the most of both primary and secondary sources in our exploration of American literature and rhetoric. Here are the units as we will study them, but as with anything here at Douglass, please be advised that this schedule is subject to change at any time. 😊

Unit 1: Intro to AP Language and Composition w/American Literature Focus
- history of rhetoric
- AP Language and Composition test overview
- rhetorical analysis, close reading
  - The 5 Cannons
  - Rosenblatt’s Transaction Theory (text connections)
  - Rhetorical Triangle
  - Rhetorical Analysis Arch Method
- Selected nonfiction
- Native American and Pre-Colonial literature
  - archetypes
  - primary and secondary sources
    - “Of Plymouth Plantation” vs. “Women and Children First...”
  - memoir, creative nonfiction

Unit 2: Religious Rhetoric
- Sermons—J. Edwards, C. Mather
  - rhetorical strategies
- Poetry—A. Bradstreet
- Prose—O. Equiano
  - Slave narrative, rhetoric of self-definition
- Drama—Miller’s The Crucible
  - Four Corners Activities
  - primary sources “The Examination of Sarah Good”
- Novel—Hawthorne’s The Scarlet Letter
- Rhetorical Analysis Essay Practice
- L.E.A.P. project due

Unit 3: Colonialism & Revolutionary Rhetoric
- Definition—“What is an American,” J. de Crevecouer
- Parallelism and Repetition—Declarations ("... of Rights of Woman,” “...of Rights of Man,” and “...of Independence”)
- Allusion—“Speech in a Virginia Convention,” P. Henry
- Letters—P. Wheatley and A. Adams
- Appeals (Logos, Ethos, Pathos)
- Argument Essay Practice
- Satire—“A Modest Proposal,” J. Swift
- Selected nonfiction

Unit 4: Romanticism & Transcendentalism
- Anti-slavery rhetoric—“Walker’s Appeal in Four Articles...,” D. Walker
- Nature Writing and Civil Disobedience—selected readings from Bryant, Emerson, Thoreau, & Whitman
- The Great Awakening—selected sermons and speeches from G. Whitefield, J. Lee, S. Truth, and F. Harper
- American Gothic—E. Poe
- Poetry—E. Dickinson
- Narrative—W. Irving
- Creative Nonfiction—Our Nig, H. Wilson
- Selected nonfiction
- Synthesis Essay Practice