
PETERS TOWNSHIP HIGH SCHOOL

COURSE SYLLABUS: AP LANGUAGE AND COMPOSITION

Course Overview and Essential Skills

The Advanced Placement Language and Composition class prepares students for the AP Language and Composition exam and follows the guidelines of the 2016-17 AP English Language and Composition course as outlined by the College Board. Students who take this course are expected to take the Advanced Placement Language and Composition exam. Students' ability to effectively read, write and communicate is imperative to the core of the class. Students also become analysts of their own writing as well as the writing of others. Students read and analyze the rhetorical elements and their effects in non-fiction, fiction, and visual texts from many disciplines and historical periods. Through exposure to a variety of texts, students will develop a complex understanding of rhetoric such as: narration, description, examples, comparison and contrast, process analysis, division or analysis, classification, cause and effect, definition and argument and persuasion. In essence, the AP English Language and Composition course is designed to help students become skilled readers and writers.

Course Textbook and Required Materials

The following AP Language texts will be issued to each student for the duration of the school year:

Kennedy, X.J., Dorothy M. Kennedy, and Jan E. Aaron. *The Bedford Reader, 10th Edition*. New York: Bedford / St. Martin's, 2009. Print.

Roskelly, Hephzibah and David A. Jolliffe. *Everyday Use, 2nd Edition*. New York: Pearson Education, Inc., 2009. Print.

Specific novels, plays, writing manuals, grammar books, and anthologies will be either kept in the classroom or issued to students throughout the year.

Hurston, Zora Neale. *Their Eyes Were Watching God*. New York: Harper Perennial, 2006. Print.

Miller, Arthur. *The Crucible*. New York: Penguin Group, 1976. Print.

The Crucible. Dir. Nicholas Hytner. Perf. Daniel Day-Lewis and Winona Ryder. Twentieth Century Fox, 1997. DVD.

Twain, Mark. *The Adventures of Huckleberry Finn*. New York: Holt, Rinehart and Winston, 1995. Print.

Required Material:

- a three-ringed binder (1 ½ - 2 inch) with a clear cover
- binder dividers
- ruled composition paper
- Post It notes
- highlighters
- pens and pencils

Course Outline of Material Covered:

Unit or Topic	Concepts/Skills/Resources	Timeframe
Unit of study or major topic as outlined in curriculum	Unit specific skills or concepts, could include projects or labs, movies used or other specific resources, etc	May indicate the month or amount of time for unit

Introduciton to the Study of Rhetoric	<ul style="list-style-type: none"> • Define and discuss different perceptions of <i>rhetoric</i>. • Discuss the origins of rhetoric. • Define and analyze key rhetorical techniques. • Read a variety of rhetorical examples noting the emotional appeals. • Incorporate key rhetorical techniques in a variey of writing activities. 	2 weeks
Analyzing Visual Texts	<ul style="list-style-type: none"> • Investigate a variety of NMSI resources focused on establishing claims based on analyzing and interpreting visual texts. • Engage in group discussion and the presentation of ideas. 	
Introduction to Non-Fiction: Autobiography and Biography, Narratives, and Memoirs	<ul style="list-style-type: none"> • Read, analyze, and interpret a variety of non-fiction selections. • Participate in literature circle activities and discussions to analyze and interpret author’s craft, purpose, and style. • Write a personal narrative, developing and employing key elements of the narrative essay: purpose, thesis, dialogue, imagery, point of view, and organization. 	2 weeks
Global Perspectives	<ul style="list-style-type: none"> • Read, analyze, and interpret a variety of self-selected articles from reputable journalistic resources. • Analyze key rhetorical techniques and author’s purpose. • Write a rhetorical analysis-style essay. 	Ongoing assignment throughout the year to be assigned at least four times per quarter.
Independent Auto/Biography Reading, Research, and Analysis	<ul style="list-style-type: none"> • Select an auto/biography to read and trace different narrative, expository, analytical or argumentative strategies. • Write an MLA formatted essay, citing sources. 	4 weeks
Rhetoric at Work in Reading and Writing:	<ul style="list-style-type: none"> • Read, analyze, and interpret the information outlined in Chapters 1-3 of <i>Everyday Use</i>: “Rhetoric in Our Lives” “Understanding the Traditional Canons of Rhetoric: Invention and Memory.” • Participate in discussions, write analytical essays, and complete formative and summative assessments. • Identify, analyze, incorporate, and utilize rhetorical devices. 	3-4 weeks
Writing a Rhetorical Analysis Essay	<ul style="list-style-type: none"> • Investigate a variety of NMSI and College Board digital resources. • Draft timed essays based on a variety of rhetorical analysis prompts. • Participate in peer review and conference activities. • Revise and edit drafts to compose a formal rhetorical analysis essay. 	Ongoing practice Acquired strategies should be applied throughout the year.

Writing an Argument Essay	<ul style="list-style-type: none"> Investigate a variety of NMSI and College Board digital resources. Draft timed essays based on a variety of argument essay prompts. Participate in peer review and conference activities. Revise and edit drafts to compose a formal argument essay. 	<p>Ongoing practice</p> <p>Acquired strategies should be applied throughout the year.</p>
Writing a Synthesis Essay	<ul style="list-style-type: none"> Investigate a variety of NMSI and College Board digital resources. Draft timed essays based on a variety of synthesis essay prompts. Participate in peer review and conference activities. Revise and edit drafts to compose a formal synthesis analysis essay. 	<p>Ongoing practice</p> <p>Acquired strategies should be applied throughout the year.</p>
Multiple Choice Test Preparation	<ul style="list-style-type: none"> Investigate a variety of NMSI and College Board digital resources. Practice close reading and annotating strategies. Practice answering a variety of MC reading passage questions. Discuss and analyze responses. 	Ongoing practice
Methods for Achieving Purpose in Writing:	<ul style="list-style-type: none"> Read, analyze, and interpret a variety of non-fiction selections from <i>The Bedford Reader</i>, focusing on the following methods: Description, Example, Comparison and Contrast, Process Analysis, Classification, Cause and Effect, and Argument and Persuasion. Identify, analyze, critique, and create logical fallacies. Participate in discussions, write analytical essays, and complete formative and summative assessments. 	4 weeks
Rhetoric in Drama	<ul style="list-style-type: none"> Read, analyze, and interpret <i>The Crucible</i> by Arthur. Analyze and interpret the development and effectiveness of dramatic literary elements as well as prominent rhetorical devices. Analyze and interpret literary elements such as characterization, conflict, and theme. Focus on the development of the tragic hero. Participate in discussions, write analytical essays, and complete formative and summative assessments. 	6-8 weeks
The Power of Satire:	<ul style="list-style-type: none"> Read, analyze, and interpret literary elements and emotional appeals in <i>The Adventures of Huckleberry Finn</i> and other selections. Focus on analyzing and interpreting the different types and purposes of satire. 	4-5 weeks

	<ul style="list-style-type: none"> Analyze and interpret prominent rhetorical techniques and author's craft. 	
Blending Genres / Author's Craft:	<ul style="list-style-type: none"> Analyze literary elements: characters, conflicts, setting, and themes. Identify and analyze the characteristics of journalistic/research-based writing and narrative-style writing. Analyze and interpret the effects of integrating two genres of writing. 	4 weeks

****Depending on the needs of the class or changes in the school year, the course outline sequence is subject to change.***