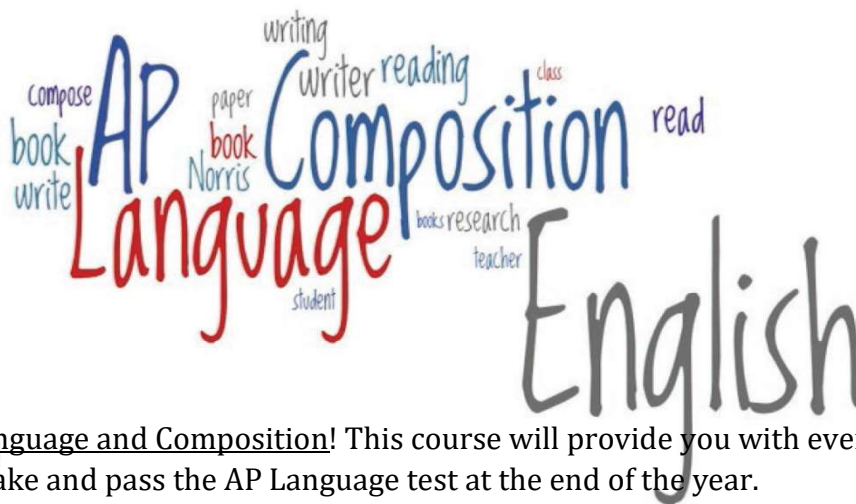


2022- 2023 Syllabus

AP Language

Ms. Karyn Hall



Welcome to AP Language and Composition! This course will provide you with everything you need to know in order to take and pass the AP Language test at the end of the year.

OVERVIEW AND COURSE OBJECTIVES

AP English Language and Composition is an enriched, college-level course that introduces highly motivated students to the elements of argument, rhetoric, and style, and which takes its content from the canon of American Literature and current, sometimes controversial texts.

According to the CollegeBoard course description: *students will engage in civil discourse about issues that might, from particular social, historical or cultural viewpoints, be considered controversial including references to ethnicities, nationalities, religions, races, dialects, gender, or class, may be addressed in texts that are appropriate for the AP English Language and Composition course. Fair representation of issues and peoples may occasionally include controversial material. Since AP students have chosen a program that directly involves them in college level work, participation in this course depends on a level of maturity consistent with the age of high school students who have engaged in thoughtful analyses of a variety of texts.*

Students are expected to be very good readers and serious, developing writers. There is a considerable amount of work both in class and as homework, and all students in the course are expected to take the AP English Language and Composition Exam in May.

Like other English classes at the high school level, AP English Language and Composition is skill-driven. That is, students learn, practice, and develop language arts skills in reading, writing, literary analysis, vocabulary, research, and oral presentation. However, the reading material is rigorous; writing assignments are challenging; vocabulary is increasingly sophisticated. Research is expected to proceed by depth and breadth; oral presentations are expected to reveal confidence and poise.

The key concept of the course is the improvement of the student's ability to communicate through reading, writing and speaking in public.

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COURSE REQUIREMENTS

All students should comply with the following:

- Reading assignments, often followed by “pop quizzes”, analytical discussions, seminars, and class activities.
- Homework assignments, approximately four times a week
 - Essay assignments
 - Grammar lessons and quizzes
- Reader response journal entries, as assigned
- Final exam at the end of each semester
- No assigned work can be made up by Extra Credit
- Frequent access and active participation on College Board’s AP Classroom website.

SUPPLIES

- Laptop
- Individual copies of required literature

ASSESSMENTS

Students will be assessed in the following areas on the grading scale below

Formative- 60% (Daily Grades, Quizzes, Homework)

Summative- 40% (Projects, Tests, Essays)

(A=100-90) (B=89-80) (C=79-75) (D=74-70) (F=69-0)

In accordance with the College Board expectations, the course includes lessons, activities, and projects which meet the AP Language and Composition Curricular Requirements.

First 6 Weeks: Memoir reading—a personal experience

Rhetoric and Style Component:

- Rhetorical appeals
- Rhetorical Framework
- Rogerian argument
- Context, Challenge, Purpose
- Rhetorical Triangle
- Diction, Syntax, Tone, and Figurative Language

Possible Novels:

- *The Glass Castle* by Jeannette Walls
- *The Color of Water* by James McBride
- *Educated* by Tara Westover

Possible Ancillary Texts:

- Malala Yousafzai’s UN Speech
- Introductory excerpt from Mindy Kaling’s *Why Not Me*
- Gary Soto’s “The Pie”
- David Sedaris articles and essays

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- Dave Barry articles

Writing Focus: Rhetorical Analysis Essay

- Introduction to rhetorical situation, rhetorical patterns and appeals, and effective arrangement.
- AP rubric scoring.

Second 6 weeks: Dystopian Society

Rhetoric and Style Component:

- Introduction to visual rhetoric,
- Rhetoric of advertising, propaganda, war photography, etc
- The Structure of Argument
- Concrete/Abstract argumentation
- Toulmin model
- Defense, Challenge, Qualifying elements
- Concession and Counterargument
- Diction, Syntax, Tone, and Figurative Language

Possible Novels:

- *1984* by George Orwell
- *Handmaid's Tale* by Margaret Atwood

Possible Ancillary Texts:

- "Harrison Bergeron" by Kurt Vonnegut
- "The Veldt" by Ray Bradbury
- "The Lottery" by Shirley Jackson

Writing Focus: Rhetorical Analysis Essay

Third 6 Weeks: Societal Issues

Rhetoric and Style Component:

- The Structure of Argument through Synthesis
- Concrete/Abstract argumentation
- Evaluating source validity
- Concession and Counterargument
- Diction, Syntax, Tone, and Figurative Language

Possible Novels:

- *David and Goliath* by Malcolm Gladwell

Possible Ancillary Sources:

- Angela Duckworth's TED Talk "The Power of Grit"
- Sports Articles and Documentaries
- Movies with themes of resilience and success despite the odds

Writing Component: Introduction to the Synthesis Essay

Fourth 6 Weeks: Bildungsroman (Coming of Age)

Rhetoric and Style Component:

- Review of rhetorical/literary terms/framework
- Review of argumentation techniques
- Review of synthesis components

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Possible Novels:

- *Catcher in the Rye* by J.D Salinger
- *The Secret Life of Bees* by Sue Monk Kidd
- *The Kite Runner* by Khaled Hosseini

Possible Ancillary Texts:

- “Telephone Call” by Dorothy Parker
- Various articles relating to “love”
- Helen Fisher’s TED Talk “The Brain in Love”

Writing Component: Synthesis Essay

Fifth 6 Weeks: The Immigrant Story

Rhetoric and Style Component

- Review of rhetorical/literary terms
- Review of argumentation techniques
- Review of synthesis components
- Mock AP Exam

Possible Novels:

- *Joy Luck Club* by Amy Tan

Possible Ancillary Texts:

- “Tiger Mom” by Amy Tan
- “Let America Be America Again” by Langston Hughes
- “Elena” by Pat Mora

Writing Component: Argumentative, Rhetorical Analysis and Synthesis Essay (Essay Rotation/MockExams)

Sixth 6 Weeks: War: The Impact on Society and the Individual

Rhetoric and Style Component:

- Review of rhetorical/literary terms
- Review of argumentation techniques
- Review of synthesis components

Possible Novels:

- *The Things They Carried* by Tim O’Brien

Possible Ancillary Texts:

- “Kill ‘em Crush ‘em, Eat ‘em Raw” by McMurty
- Vietnam War Letters (linked [here](#))
- “Why Soldiers Won’t Talk” by Steinbeck

Writing Component: Reflection Essays

AP Language and Composition Exam: Tuesday, May 9th, 2023

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Honor Code: East Early College High School embodies a spirit of mutual trust and intellectual honesty that is central to the very nature of learning and represents the highest possible expression of shared values among the members of the school community. The core values underlying and reflected in the Honor Code are:

- Academic honesty is demonstrated by students when the ideas and the writing of others are properly cited; students submit their own work for tests and assignments without unauthorized assistance; students do not provide unauthorized assistance to others; and students report their research or accomplishments accurately
- Respect for others and the learning process to demonstrate academic honesty
- Trust in others to act with academic honesty as a positive community-building force in the school
- Responsibility is recognized by all to demonstrate their best effort to prepare and complete academic tasks
- Fairness and equity are demonstrated so that every student can experience an academic environment that is free from the injustices caused by any form of intellectual dishonesty
- Integrity of all members of the school community as demonstrated by a commitment to academic honesty and support of our quest for authentic learning.

Policy on Electronic Devices: Once students enter classroom, all electronic devices should be silenced and put away such that they are not visible. These include cell phones, headphones, ear buds, etc. Students may only use electronic devices if authorized by teacher. Teachers may use electronic devices for instruction purposes at their discretion.

Make Up and Late Work: Homework and daily class work will not be given full credit, if accepted late. Evaluation on late work will be done on a case-by-case basis at the discretion of the teacher. Make-up work will not be made-up during class time; this time will be reserved for planned instruction. It is the responsibility of the student to get make-up work and to return it to the instructor in a timely manner.

Contact Information:

Preferred Mode of Communication: TEAMS Chat or Email (any message sent after school hours will receive a response on the following day of business).

Email: khall9@houstonisd.org

Web Address: <https://www.houstonisd.org/KHALL9>

Room: 245