**AP English: Language and Composition**

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**Course Description:**

 The purpose of this course will be to develop writing which is at the level of a student entering their second year of college course work. One focus will be on the development of critical analysis of non-fiction works, the writing of critiques of those works focusing on the authors’ purpose, use of rhetorical strategies, and tone. A second focus related to this will be the analysis of visual media, including film and video. A third focus will be students writing in a wide range of modes including argumentation, narrative, explanatory writing, and textual analysis. The main goals of the course stem from the College Board’s *AP English Course Description* May 2007/May 2008 which contends that through their reading and writing students should acquire a keen understanding of the connection “among a writer’s purposes, audience expectations, and subjects as well as the way generic conventions and the resources of language contribute to effectiveness in writing” (p.6).

**Goals and Units:**

In alignment with the course description, we will strive towards the following goals. (1). Students will compose sophisticated writing (college level) focusing on the subsequent areas: argumentation, writing in academic disciplines/professional areas, narrative both fictional and creative non-fiction, and textual (including visual and electronic texts) analysis. (2). Students will hone their critical reading and thinking in the following areas: academic discourse—specifically the rhetoric and research designs in these specific disciplines, non-fiction--especially argumentation--, visual and media analysis. (3). Students will develop skills and strategies for the AP Examinations: timed writing (rhetorical analysis, argumentation, synthesis) and reading comprehension (multiple choice questioning strategies included). (4). Students will read and respond to a wide range of literature/film focusing on variety of historical periods, genres, audiences, and purposes including but not limited to the following: satire, drama, non-fiction, argumentative, anecdotal, media (news, editorials, etc.), and American literature, and documentaries. The first semester emphasizes a chronological study of American literature and literary criticism. (5). Students will write a wide range of researched literary and argumentative papers using source citations in the format of the Modern Language Association.

**First Semester Units and Primary Texts:**

**Grading: 60% Essays and Projects**

 **25% Practice A.P. Tests and Literature Midterm**

 **15% Literature Final**

**Primary Text:**

*The American Experience: Timeless Voices, Timeless Themes*. Upper Saddle Back, New

 Jersey: Prentice Hall, 2005

**Supplemental Novels:**

Fitzgerald, F. Scott. *The Great Gatsby*. New York: Scribner, 1999.

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

 Modern Classics, 2006

Ondaatje, Michael. *The English Patient*. New York: Vintage, 1993.

Twain, Mark. *The Adventures of Huckleberry Finn*. New York: Penguin Classics, 2002.

Miller, Arthur. *The Crucible*. New York: Penguin Classics, 1995.

Hawthorne, Nathaniel. *The Scarlet Letter*. New York, W.W. Norton and Company,

 2005.

**Unit One: Puritanism and Colonialism ( 3 weeks)**

This unit covers nonfiction, poetry, and drama written by and about the Colonial periods from the perspectives of Africans, native Americans, and European settlers. Emphasis is played on journal writing, the themes of freedom, and the genres of public discourse and argumentation especially with an accentuation of Enlightenment Era rhetoric.

Essential Questions:

* Why are the Puritans considered such an important starting point for American National Culture?
* How did the American Revolutionary generation influence later generations of American thought and life?
* What contradictory views of freedom and conformity did early Americans harbor and how did these views influence colonial culture?

Primary Works: The Crucible

Authors to be Read: Olauduah Equiano; John Smith; William Bradford; Edward Taylor; Anne Bradstreet; Jonathon Edwards; Benjamin Franklin; Thomas Jefferson; Thomas Paine; Patrick Henry

**Assignment #1: Freedom Essay**

Name:

Rough Draft due:

Final Draft due:

Final Draft Worth 100 points:

Rough Draft will be worth 10 points

Read the introduction to ***The Story of Freedom*** by Eric Foner.

Write an essay of between 1,000-1,500 in which you discuss the concept of freedom and how it relates to the United States and Americans. Illustrate your definition with specific examples. Use at least two resources that discuss (define) freedom in your paper and include a citation section in Modern Language Association format. Some issues that you might consider (these are not mandates nor are they an outline, but merely some ideas to help you get started) discussing are:

* Definitions of freedom
* Where you derive your definitions of freedom
* What freedoms are apparent in the United States
* What if any restrictions there should be on freedom
* How freedom is practiced in the United States
* Challenges to those freedoms
* Your critique of freedom (is there too much, not enough)
* Give specific examples of freedoms

## Grading Rubric

# Intellectual Argumentation

Examples and Development

Creativity

Organization and Clarity

Style and Originality

Mechanics

**Unit Two: Romanticism and Gothicism (3 weeks)**

 This unit emphasizes gothic and romantic literature primarily poetry and short fiction. In this unit students have the opportunity to explore and dramatize works by gothic/romantic writers and to write their own original works of gothic/romantic fiction.

Essential Questions

What cultural fears and anxieties do we find expressed in the literature of Gothicism?

How did Romanticism illustrate the growing American national identity?

In what ways are horror and gothic fiction forebears of contemporary American pop culture?

How did the gothic hero and heroine challenge earlier conceptions of the heroic?

Writers: Longfellow; Bryant, Irving, Poe, Hawthorne, Melville

Supplemental Novel: *The Scarlet Letter*

**Assignment #2: Gothicism Paper and Project**

# Romantic or Gothic Story

**Rough Draft is due Friday, October 6th**

**2nd Draft is due Friday, October 13th**

Write a story of 3-5 pages in the style of the Romantic Writers or of the Dark Romantics/Gothic Writers. The following is a guide of characteristics for the story.

Stories will be graded on originality, description and detail, quality and sophistication of writing, and illustration of Romantic/Gothic characteristics.

## Romantic—An Escapism from dull reality to higher realms

Values feeling and intuition over reason

Places faith in inner experience and the power of the imagination

Emphasizes individual freedom

Is very sympathetic toward the past

Believes in primitivism/noble savage

Mysticism

A Love of nature

*The Romantic Hero has the following characteristics:*

* Young, or possesses youthful qualities
* Innocent and Pure of purpose
* Sense of honor based not on society’s rules but on some higher purpose
* Knowledge of people and of life based not on society’s rules but on some higher principle
* Knowledge of people based and of life based on deep, intuitive understanding, not on formal learning
* Loves nature and abhors town life/society
* Quests for some higher truth in the natural world

### Gothic Story

Most gothic novels or stories tales of mystery and horror and include the elements of

* the supernatural,
* wild and desolate landscapes (dark forests, feudal halls, mysterious castles),
* monstrous apparitions and curses
* stupefying atmosphere of doom and gloom
* heroes and heroines in the direst of imaginable straits—who do not always triumph
* wicked villain (witches, monsters, evil lords and ladies)
* a keen focus on the gloomy atmosphere and setting

# Romantic Writer’s Story Presentation

Due, Thursday, October 12th, 2006

Disregard page numbers use the following web page or search for them on the web.

<http://www.geocities.com/rsgingrich/11/AmericanRomanticsGroup.htm>

Read the following stories and do the following components.

Group 1:

Hawthorne “Dr. Heidegger’s Experiment” p. 67 and “Rappaccini’s Daughter” p.113

Group 2:

Hawthorne “Young Goodman Brown” p.100 and “The Birthmark” p. 84

Group 3:

“The Pit and the Pendulum” p. 264 and “The Murders in the Rue Morgue” p.10

Group 4:

Poe “The Masque of the Red Death” p. 411 and“The Cask

 Of Amontillado” p. 280

Group Five:

Poe “The Tell-Tale Heart” p.138 and “The Black Cat”

1. Write a summary of approximately one page per story. (10 points)

2. Literary Examination. (40 points)

* Discuss of key images (symbols) in the story. What might these images symbolize?
* Select at least 5 key lines from each story, write them out and an explain the importance of those lines.
* Also discuss the Elements of Romanticism or Gothicism that occur in the story.

Most gothic novels or stories tales of mystery and horror and include the elements of the supernatural, wild and desolate landscapes (dark forests, feudal halls, mysterious castles), monstrous apparitions and curses, stupefying atmosphere of doom and gloom, heroes and heroines in the direst of imaginable straits, and a wicked villain. In the gothic the key is on the gloomy atmosphere.

Romanticism (see handout and page 144 in textbook)

* What is the purpose or theme of the story? Is the story an example of an allegory/moralistic fable? What, if any lessons, does it teach about life?
1. Visualization: Create a poster for the stories, including visual images and lines from both stories. (10 points)
2. Dramatizations. Create a video dramatization which incorporates both stories and present this for the class. Rehearse the script, use props, background, and costumes. Memorize lines. (40 points)

**Assignment #3: Literary Criticism**

**Literary Analysis**

Write an essay of between 1,000-1,500 over either The Crucible or The Scarlet Letter. Select one of the following topics. The essay should include at least five specific references/quotes/passages from the novel/play. The essay should also include reference from at least one source beyond the novel/play. Sources should be cited using Modern Language Association formatting. Turn in topics on Thursday.

1. Develop a level two or three question.

2. Analyze the novel from one of the following perspectives

 A. Psychological Criticism

 B. Reader Response Criticism

 C. New Historicism

 D. Feminist Criticism

**Unit Three: Realism and Naturalism (3 weeks)**

In this unit we explore the writers of the realist or pre-modernist periods from the Civil War to World War One. Students consider the political and social landscapes and how they influenced the writers of the period. In addition we consider our analysis of literature using various schools of literary criticism emphasizing the new historical, psychological, and reader response approaches.

Essential Questions:

* How does class-consciousness reflect realist representations of American life?
* How did different perceptions of the Civil War shape the writers of the period?
* How do naturalism and realism differ in their views of subjectivity, nature, free will and fate? How did these philosophical views shape the views of the writers and influence their styles?
* To what degree did racism play a significant role in the writings of the period?

Primary Works: The Adventures of Huckleberry Finn

Authors Studied:

Kate Chopin

Mark Twain

Ambrose Bierce

Stephen Crane

Brett Harte

Jack London

Frederick Douglass

Abraham Lincoln

**Assignment #4: Literary Essay**

# Essay for Naturalism/Realism Period

**Rough Draft Due:**

**Requirements:**

Papers should be 750 to 1000 words, typed, double -spaced and including 1 inch margins. They should include a minimum of five quotes from the text being used. Also include at least three sources beyond the original text that you are working with. Those three sources should be cited using Modern Language Association formatting. For this paper, any of the works studied as a class may be used or your independent novel or group short stories, including: Twain’s *Notorious Jumping Frog of Calaveras County*, Douglass *Narrative of Frederick Douglass*, Chopin *The Awakening*, *A Pair of Silk Stockings* and *Desiree’s Baby* , Crane *An Episode of War*, Bierce *An Occurrence at Owl Creek Bridge.* London *To Build a Fire,* Robinson *Richard Cory,* Cather *A Wagner Matinee, Harte The Outcast of Poker Flats, or anything else we have read this semester*. Include a title for your essay with your final draft. You may write **on one of the following topics** or you may generate your own. In quotes include the page number from which you took the quote.

10 points will be deducted for each quote less than the five minimum. Quotes should be between 2-4 lines.

## Option A: Naturalism/Realism/

Write an essay in which you discuss the extent to which the text is an example of Romanticism, Realism, or Naturalism. Discuss specifically the elements that make it an example of that particular style of work. Include a critique of the text’s success in using those particular elements. Pay attention to some of the following issues:

* Individuality and Society
* Conflicts (internal and external)
* Description of characters
* Free will vs. Fate and Determinism
* Objectivity and Subjectivity
* Style and Language

**Option B: Critical Perspectives Paper**

Write an essay from one of the types of criticism reviewing one of the texts. Some examples for ideas are listed below but you can use any of the theories.

Psychological cricitism

 1. What polarities exist in the novel and how can they be used to describe characters? (moral/immoral, wife/mother, domestic/artistic, dependent/independent?

 2. How are the inner outer journeys made by Edna at Grand Isle contrasted with her life in New Orleans?

 What might Chopin have been trying to convey through these contrasts?

 3. Who speaks for whom, when and about what in the novel?

 Feminist Readings

 1. How does the novel show that women’s assumed biological attributes are a source of strength rather than weakness?

 2. Does Chopin’s novel illustrate that divisions among women might sustain the patriarchal system in which they live?

 3. How does the novel show ways in which women "see life differently from men"?

 4. How does the novel portray men and the effects they have on the lives of women in the novel?

 New Historicism

 1. Could this novel have been conceived of in the period following 1900? When could it not have been published? What might have been occurring at this time to make its conception possible?

 2. What was occurring culturally, socially, and politically at the time of the novel’s writing that could have influenced the writing of the novel?

 3. To what extent is Kate Chopin Edna? Why or why not based on what you know of her life?

## Option C: Style Paper

Analyze a few pages of a novel, short story, or poem focusing on the use of metaphor, sentence structure, diction, etc.

**Unit Four: Modernism and Postmodernism (7 weeks)**

 In this unit we analyze the period from World War I to the present analyzing the traditional themes of objectivity, subjectivity, alienation, disillusionment, and isolation. We consider these themes in relation to worlds outside of literature including politics, social movements, art, and music.

Essential Questions:

* How did World War I and the great depression shape American thinking?
* To what degree was the American dream and reality and to what degree was it an illusion?
* How do postmodern challenges to the notion of objective truth and reality influence thinking in the media age?

Major Works: Their Eyes Were Watching God by Zora Neale Hurston

 The Great Gatsby by F. Scott Fitzgerald

 The English Patient by Michael Ondaatje

Writers Studied: Harlem Renaissance

 Imagist and Modernist Poetry emphasizing (T.S. Eliot and Robert Frost)

 John Steinbeck

 William Faulkner

 Flannery O’Conner

 Ernest Hemingway

 Alice Walker

**Assignment #5**

***Great Gatsby :  The Roaring Twenties Poster Assignment***

Point Value:  50

Due Date (AP):  End of Period,Wednesday, November 1st, 2006

(We will work on this in class on Thursday and Monday--bring the posterboard on Monday)

 *Each group will have one of the topics from below:*

* *Economics and the Stock Market Crash*
* *Women's Suffrage,*
* *Prohibition/Crime/Gambling*
* *Scandals and Famous Trials*
* *The Jazz Age/Roaring Twenties*
* *World War I*

*Each group is to research the topic and create a poster based on that topic.  You may use the webpages in each category but you should go beyond those as well using a web search engine such as yahoo or google.  You may also use additional sub-topics related to your general topic.  Additional topics and webpages may be found at the site below.*

[*http://kclibrary.nhmccd.edu/decade20.html*](http://kclibrary.nhmccd.edu/decade20.html)

*For the poster you will need a three tear poster, a poster that folds into three parts and is free standing.*

* *On the left-hand side of the poster you should write down key points from your findings on the research.*
* *In the center part of the poster you should include visual images--either images that you generated or cut from the internet.*
* *On the right-hand side of the poster you should make specific connections between the concepts in your topic and their relationship to the novel.  Now, specific events may not be depicted in the novel, but the overall milieu of the time and issue are conveyed in the work.  Include at least three quotes which are connected to the topic.*

**Assignment 6: Iconic Images Paper**

Essays should be between 1,000 and 1,500 words.

A. Select three visual images of the same iconic symbol—a physical object which has cultural, symbolic relevance (this does not have to be American culture) beyond its immediate meaning and purpose. You may select more than three images but do not turn this into describe as many images as you can. These images may be personal (photographs you have taken, drawings you have made) or public (paintings from museums, photographs from magazines, newspapers, still frames from the internet, television, films, etc.)

B. Analyze the visuals with the following questions in mind

* What is your first response to the images? Does this change over time if you look at the images again?
* What do you think was the primary purpose of the individual who took/created the picture?
* What strikes you as important, interesting, or emotionally moving in the image? Does the image remind you of anything?
* Would other people view the images differently than you? Why?
* What are the larger historical, political, social, cultural, and economic contexts of the image?
* Where does the image come from?
* Does the image include any words or captions? How do these create a context or effect for the image?

C. Write an essay in which you discuss the following:

* What is the traditional/mainstream/accepted view of this symbol?
* What are the stories that they tell about the object?
* What are the different perspectives of the three (or more) different images? How do these influence the particular representations in the image? Do some of the different perspectives challenge or alter the traditional view of the image?
* What is your reaction to the different images?
* Why do you think that this object has such cultural importance?

When you turn in the final draft of the essay, include photocopies of the three images.

**Unit Five: Decades Project (3 weeks)**

This unit expects students to do an interdisciplinary project which incorporates understanding of politics, literature, the arts, popular culture, history, and the sciences into their work.

**Assignment #7**

**American Literature and Culture Decades Research Project**

Written Product: 250 points Due December 1st

Rough Draft: 20 points Due November 27th

Annotated Bibliography (of at least three of your sources): 30 points Due November 21st

The annotated bibliography should include a summary of each source and the bibliographic for each source cited using Modern Language Association formatting.

Group Presentation:  100 points Due Week of December 11th

Topic:
Each person within your group is to pick a separate issue or theme that s/he will be exploring. Each group member should find at least three separate sources related to the topic that they select.   Your group will be responsible for researching and presenting a “living museum” for a class period on your particular decade and topics.

 The assignment and additional resources and links can be found at

<http://www.geocities.com/rsgingrich/11/decadesproject.htm>

|  |  |  |
| --- | --- | --- |
| ArtLiteratureSportsEntertainmentPopular Culture | MusicWorld EventsPoliticsSocial Movements | MedicineEconomicsScience/Technology/InventionsLawReligionFashion |

Some Examples of Issues:

· Due to the economic problems of the Great Depression, films served an important role for escapism and as social commentaries.  In what ways were the films of the 1930’s escapist and to what extent were they successful in unburdening the American public from their problems?  How were the movies of the 1930’s a social commentary on the issues that were occurring during the Great Depression?

· Following World War II,  what has been come to be called the Cold War came into existence.  One of the aspects of this Cold War was an anti-communist sentiment that led to the McCarthy trials “McCarthy witch hunt.”  What were the causes and effects of the trials and how did they alter the American conscience?  Why did they occur at this particular time and what other events in American history did they parallel?
· In 1964 and 1965 a series of legislative bills known as the Civil Rights Act were passed in congress.  How did this legislation change American society?

**Written Project:**

**Each member of your group is to pick a different topic related to the time period. That member is to find and read 5 sources related to that topic. At least three of those sources must be print sources, or published documents. Each of the sources should be cited using Modern Language Association formatting.**

* **Write an essay of a minimum of 1250 words in which you discuss a specific, individual aspect of your group’s topic and decade.**
* **This should involve a thorough analysis and consideration of issues and not be a mere summary of works.**
* **In the essay, compare ideas/events associated with the issue to current conceptualizations of the issue.**

**Include a work cited page with the paper.**

  Presentation: Present the information to the class on your chosen topics and decades.

For the presentation, which should be an entire class period, your group may choose to do this as a group, or to split the presentation into different aspects—in which case each group member would have 10-15 minutes to discuss their topics.  Presentations can/ should include illustrations, props, videos, slides, music, etc. A video would be a very good idea. Make this very interactive/multimedia—avoid merely doing a power point.

**Semester Two Course Outline and Assignments**

**Grading, Projects, Papers Due Dates:**

Papers and Projects=60%

Category A: Medium Essays/Projects 20%

 Documentary Film Project and Paper (1500-2000 words) 10%

 Persuasive Paper using Rogerian Argumentation (1500-2000 words /Speech 10%

Category B: Short Papers and Presentations 15%

 Creative Non-fiction Paper (1000-1500 words) 5%

 Synthesis Paper (1000-1500 words) 5%

 Novel Project 5%

Category C: Research Paper and Presentation (2000-3000 words) 15%

Category D: Portfolio 10%

AP Practice Exams=40%

AP Exam C: 12.5%

AP Exam D: 12.5%

AP Exam E: (Final Exam) 15%

\*Each AP Exam is comprised of 3 essays (persuasive, rhetorical analysis, synthesis) and one multiple choice test. Students will take exams one section per week completing the exams over a four week span with about a two week interim between exams. Students will have completed all three exams by the end of April just prior to the beginning of the actual AP exams. The exams will consist of College Board exam questions from previous years’ exams with the exception of two synthesis questions which will be teacher constructed.

**Drafting Policy:**

Writing in this class emphasizes process and individual growth as a writer. A daily grade

will be given for rough drafts of essays which are due at the beginning of the period on peer writing workshop days; students receive full credit if they complete the word requirements. Second drafts will be graded by the instructor. Once students receive their second drafts with the instructor’s grade and comments they will have one week to revise the paper if they are not satisfied with their grade/score or wish to improve their writing. The grade for the revised draft will replace the previous grade. In connection with the writing process and emphasis on student progress, the final assignment of the semester will be the student construction of a portfolio representing their work over the course of the year, including works from first semester which focused on American Literature. This is in alignment with the assertion in the *AP English Course Description* May 2006/May 2007 that composition programs in college “recognize that skill in writing proceeds from students’ awareness of their own composing processes; the way they explore ideas, reconsider strategies, and revise their work” (p.7). In editing and revising their writing, students should incorporate the objectives for effective writing from The College Board’s *AP English Course Description* May 2006/May 2007:

* Wide-ranging vocabulary 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; and
* An effective use of rhetoric, including controlling tone, establishing and maintaining voice, and achieving appropriate emphasis through diction and sentence structure (p.8)

**Readings:**

Primary Readings:

Bowden, Mark. *Black Hawk Down: A Story of Modern Warfare*. New York: Atlantic

 Monthly Press, 1999.

Harr, Jonathon. *A Civil Action*. New York: Random House, 1995.

Krakauer, Jon*.* [*Into Thin Air: A Personal Account of the Mt. Everest Disaster*](http://www.amazon.com/Into-Thin-Air-Personal-Disaster/dp/0385494785/sr%3D8-1/qid%3D1162586084/ref%3Dpd_bbs_sr_1/002-8981859-7995208?ie=UTF8&s=books)

 New York: Anchor, 1999.

Orwell, George. *Animal Farm*. New York: Signet, 1946.

Urrea, Luis Alberto. *The Devil’s Highway: A True Story*. New York: Bay Books, 2005.

Supplemental Text:

*The Norton Reader. An Anthology of Non-fiction, 11th edition*. Linda Peterson and John

 Brereton, (Eds.). New York: W.W. Norton, 2003.

Teacher Resources:

Bywater, T. and Thomas Sobchack. *Introduction to Film Criticism: Major Critical*

 *Approaches to Narrative Film*. White Plains N.Y.: Longman, 1989.

Gerard, Philip. *Creative Nonfiction: Researching and Crafting Stories of Real Life.*

 New York: Waveland Press, 2004.

 [Gere](http://www.amazon.com/s/104-1923974-6803941?ie=UTF8&index=books&rank=-relevance%2C%2Bavailability%2C-daterank&field-author-exact=Gere%2C%20Anne%20Ruggles), Anne Ruggles, [Leila Christenbury](http://www.amazon.com/s/104-1923974-6803941?ie=UTF8&index=books&rank=-relevance%2C%2Bavailability%2C-daterank&field-author-exact=Christenbury%2C%20Leila), and [Kelly Sassi](http://www.amazon.com/s/104-1923974-6803941?ie=UTF8&index=books&rank=-relevance%2C%2Bavailability%2C-daterank&field-author-exact=Sassi%2C%20Kelly). *Writing on Demand: Best*

 *Practices and Strategies for Success*. Urbana, IL: National Council of

 Teachers of English, 2005.

Golden, John. *Reading in the Reel World: Teaching Documentaries and Other Non-*

*fiction Texts*. Urbana, IL: National Council of Teachers of English, 2006.

Heiker, Paul. *The Essay: Theory and Pedagogy for an Active Form*. Urbana, IL:

 National Council of Teachers of English, 1996.

[Ruszkiewicz](http://www.amazon.com/s/104-1923974-6803941?ie=UTF8&index=books&rank=-relevance%2C%2Bavailability%2C-daterank&field-author-exact=Ruszkiewicz%2C%20John%20J.),, John J. and [Andrea A. Lunsford](http://www.amazon.com/s/104-1923974-6803941?ie=UTF8&index=books&rank=-relevance%2C%2Bavailability%2C-daterank&field-author-exact=Lunsford%2C%20Andrea%20A.). *Everything’s An Argument*. New York:

 Bedford /St. Martin’s, 2003.

Strang, Steven. *Writing Exploratory Essays*. New York,: McGraw-Hill, 1995.

Wood, Nancy*. Perspectives on Argument, 4th Edition*. New York: Prentice Hall, 2003.

**Course Plan with Major Assignments:**

**Unit One: Satire (2 Weeks)**

Satire is a critical component in the tradition of literature. The genre presents many difficulties for some student readers because they take even the most egregiously satiric essays such as Swift’s “A Modest Proposal” literally. Much of this difficulty generates from the student’s lack of familiarity with the form and nuances of writers and their connections to their audience. This unit will fulfill the *AP English Course Descriptions* goal for an AP Language course that “provides students with opportunities to write about a variety of subjects and to demonstrate an awareness of audience and purpose” (p.6).

Primary Texts: *Animal Farm* by George Orwell

Supplemental Readings: Dave Barry essays, David Sedaris essays, Jonathan Swift’s “A Modest Proposal,” Readings from The Onion

Film Clips: *Monty Python’s Holy Grail*, *Young Frankenstein, The Daily Show, Saturday Night Live, etc.*

Assignment One: Creative Fiction/Non-Fiction Writing

Write an essay, story, dramatic scene following one of the assignments. Word minimum should be about 1,000. The first part should focus on

Satire/Parody—select one of the following to write an essay/story/dramatic scene (750-1,000 words—can be longer).

A. A satiric essay on a topic of social/political interest. Use Swift, Barry, Sedaris as examples.

B. A satiric story or scene. Use Monty Python, Young Frankenstein, Animal Farm or Catch-22 as a models.

Compare your story/essay to Swift, Barry, Sedaris, Orwell or Heller focusing on satiric devices (hyperbole, understatement, punnery, and irony) selection of topic/subject matter, and rhetorical elements such as tone, diction, imagery, syntax, and characterization (250-500 words).

**Unit Two: Argumentation (6 Weeks)**

This unit will have three primary purposes. The first will be for students to argue from a variety of sources. The second is for students to learn to read critically and consider multiple sides of an issue. The third is for students to incorporate “primary and secondary sources carefully, to synthesize material from these texts in their compositions, and to cite sources ” (*AP English Course Descriptio*n p.6) using standard citation formats.

Primary Texts: *Devil’s Highway*, *Black Hawk Down,*

Video: *Great Speeches*

Supplemental Readings: Newspaper, Magazine Articles and Editorials

The following readings taken from the *Norton Reader*

 Goldberg In Harness: The Male Condition

Rauch In Defense of Prejudice

Guinier The Tyranny of the Majority

Staples Black Men and Public Space

Anzaldua How to Tame a Wild Tongue

Rich Taking Women Students Seriously

 King Letter From Birmingham Jail

Films: Bowling for Columbine

Assignment 2:

# Social Problems Persuasive Essay/Speech using Logical Proofs

Total assignment is 10% of semester grade

Topic Due

Annotated Bibliography:Notes and Sources (10 points)

# Rough Draft (10 points)

2nd Draft (100 points)

Speech (50 points)

Write an essay (1500-2000 words) persuading a person/people that a particular action is appropriate for a particular circumstance. The paper should focus on what you consider to be a critical problem facing American society. The focus of this paper is to present an argument based on logical proofs (we will discuss these types of proofs momentarily). The essay should include at least three sources with two quotes for each source, making a minimum of 8 citations. There should be a works cited page. The parenthetical in text citations and works cited page should all follow Modern Language Association formatting. Sources should be published, refereed materials from the last five years in either print or electronic format (magazines, newspapers, journals, etc.). Encyclopedias, dictionaries and other reference books do not count as sources.

The following topics may not be used

Drug Legalization

Capital Punishment

Abortion

Genetic Engineering

Intelligent Design/Evolution

Prepare a speech of (5-7 minutes) on the persuasive paper. Include some type of visual clue, prop, handout to go with the presentation.

The argument should also center on the following from Toulmin’s model of argument

(In all cases the following three should be included in the paper)

Claim: The claim is the main part of the argument. An essay/speech may also have a

 series of subclaims related to the claim.

Support: The additional information that the author supplies to convince the audience of

 the claim---EVIDENCE, EVIDENCE, EVIDENCE

Warrants: assumptions, general principles, conventions of specific disciplines, widely

 held values, commonly accepted beliefs, and appeals to human motives that

 are an important part of any argument

(In some cases the following may be needed to support the above three)

Backing (of warrants): support for warrants, necessary if audience may not necessarily

 accept warrants

Rebuttal: establishes what is wrong, invalid, or unacceptable about an argument

Qualifiers: argument does not demonstrate certainties, it merely establishes probabilities.

 (may or might, some, few, probably,possibly)

The following will result in point deductions.

Essays that do not reach the minimum word count of 1500 words (the equivalent of 4 pages, double spaced, using 12 point Times New Roman font, and one inch margins) will receive a MAXIMUM OF 65% for the essay

For each source less than 3 20 points per source will be deducted to a maximum of negative 60.

For each quote less than the 6 10 points per quote will be deducted to a maximum of negative 60.

Persuasive Speech Guidelines:

The speech is worth 50 points.

The speech should be rehearsed. You should use note cards. On the note cards you should highlight the key points that you would want to make. Generally, in order for an individual to process information the person has to hear a concept more than once. Therefore, you may want to restate during the course of your speech your claim and the key highlighted supporting arguments. The speech should be 5 to 7 minutes in length and you will be timed. Five points will be deducted for every 30 seconds that you are over or under that time.

In the speech there are several key components to consider

A. Introduction, conclusion (including visualization and call to action)

1. The introduction and conclusion: The introduction obviously should introduce the audience to your topic. But as important, the introduction should gain the attention of the audience. This may be done by
	1. Rhetorical questions
	2. Scenarios—placing the audience in the situation
	3. Engaging ideas, a shocking statistic or occurrence, an event from the news
	4. Strong sensory images—a metaphor, allusion, or analogy
	5. A powerful story
	6. Generating an idea that directly relates to the audience, a personal anecdote
2. The conclusion should emphasis the claim, clarify that you have defended your claim logically.
3. Within the introduction and conclusion the speaker should also include a clear visualization and a call to action.

A visualization is sentence or two which helps the audience to visualize what would happen if they did or did not do what you are attempting to persuade them to do.

The call to action simply tells the audience what to do once the speaker has completed the speech.

1. Logical Proofs—use logical proofs to support the key ideas. You have a limited amount of time (five to seven minutes) so be sure to emphasize the key points which you consider critical.

Each key argument should be highlighted, emphasized and clarified for your audience. You should they unpack these clearly through examples, statistics, etc.

The audience should be able to state decisively your claim and your supporting evidence at the end of your speech.

Assignment 3:

# Persuasive Paper Using Rogerian Argument (Value 300 points)

Ann. Bibl. Due: Monday, Feb. 27th 10 points

Rough Draft Due: Friday, March 3rd 10 Points

2nd Draft Due: Monday, March 13th 100 Points

Speeches Week of March 20th 50 Points

Write an essay of 1500 to 2000 words (5-7 pages) on an issue of your choice (choose a topic that you have some interest other than the following: drug legalization, alcohol age, guns, and abortion). This issue must be one of which there are at least two sides. The purpose of the paper is to find a place for negotiation and acceptance of the multiple viewpoints on the issue. In the essay you must do the following. The essay should include logos, ethos, and pathos. You should use at least three sources; these should represent at least two different positions. Include the following components in the essay.

1. Introduction: Introduce the issue. Bring readers into the topic. Should include an attention-grabber, background of issues/topics to be discussed, and discussion of organization of essay.
2. Exposition: Explain the key arguments for each of the multiple perspectives (show contexts in which the opposition’s views may be acceptable).
3. Personal Position: Write a clear transition from the various positions, explaining your position or views on the issue.
4. Reconciliation—Negotiate a solution that would be acceptable to the multiple positions. The thesis will occur as part of the reconciliation.

In your essay cite/directly quote each of the three sources. Use parenthetical documentation. Include a works cited page. The parenthetical documentation and works cited page should follow the guidelines of the Modern Language Association. Underline book titles; place essays and articles in quotation marks.

Speech Preparation Guide

Name:

Topic:

Content

* Is the thesis clearly defined?

* Does the speech present coherently both sides of the argument?
* Are support and contexts provided and detail?
* Are the arguments engaging?
* Are they presented objectively without critique?

* Does the listener leave the speech accepting the speaker’s argument?

Organization )

* Are the introduction, body, and conclusion clearly defined?

* Are there appropriate transitions between parts of the speech? (introduction, both sides of the argument, speaker's position, conclusion with claim and support)

Style )

* Has the speaker grabbed the audience’s attention during the course of the speech?
* Does the speaker address the audience fluently?
* Does the speaker use appropriate rate and volume?
* Does the speaker use rhetorical devices (examples, questions, scenarios) to maintain interest?

* Does the speaker show that they have memorized the speech or they speak from note cards without reading?

* Is the speech at least six minutes but no longer than nine?

Unit Three: Media Analysis (3 weeks)

The purpose of this unit will be for students to analyze critically (as opposed to viewing passively) visual and auditory forms, particularly cinematic documentaries.

Readings: Range of film criticisms from journals, newspapers, and magazines

The following readings from *The Norton Reader*

Sontag A Century of Cinema

Franklin From Realism to Virtual Reality: Images of America’s Wars

Copland How We Listen

Toth Going to the Movies

Film Selections: *Sunset Boulevard, Some Like It Hot*, *The Manchurian Candidate*, *Butch Cassidy and the Sundance Kid, Psycho* (one of these will be viewed and analyzed as a class)

Assignment 4:

Film Criticism Assignment

Notes taken from

Bywater, T. and Thomas Sobchack. *Introduction to Film Criticism: Major Critical Approaches to Narrative Film*. White Plains N.Y.: Longman, 1989.

Requirements: Essays should be between 1000 and 1500 words, typed-double-spaced. Papers should include specific references to scenes and dialogue from the films utilized. You are given questions for each of the types of criticism. I would suggest watching your film at least twice—taking notes on issues for your critique during the second viewing.

Do not attempt to answer all of the questions in your paper. The questions are samples for creating topics. In some cases one question may be enough to analyze your individual film or you may combine several questions. You may also generate your own topics-provided questions are merely samples.

Due Dates:

Rough Draft March 27th at the beginning of the period (no lab day will be provided for the rough draft)

2nd Draft March 31st by the end of the day. We will be in lab 2314 during class working on the paper for this day.

Sources: You may focus your critique on one of the following

* A film (documentary, “docu-drama” or fiction) currently in theaters
* A film available on video-recording/dvd
* Three episodes of the same television show (comedy, drama, “reality”) that you have access to

Option I: Aesthetic Approach Criticism (analyzing the film as a work of art)

* Did the film provoke a powerful emotional response either for or against the film? Why?
* What was the film’s theme? Was it important or trivial? How did the film reveal the theme?
* Was the film complex, full of ambiguity in terms of its plot resolution? Was it ironic? Paradoxical? Straightforward?
* If the film is an older movie, is it still worth seeing today? Why or why not?
* Does the film reflect the human condition? Show us something about human relationships?
* If it is a genre film or a highly commercial film, does it transcend its genre to become art?
* Does the film tell us something about the mass audience, popular assumptions, American values, or foreign points of view?

Option II: Cultural or Social Science Approach Criticism (analyzing the film as a social/cultural artifact)

A. New Historicism—describes how the film reflects the values, thoughts, and attitudes of a particular time period.

* What does this film reveal about the time that it was made?
* What do we learn about particular historical events from this film?
* How does this film present human progress? What is the perspective of the filmmaker on the historical period?
* Do contemporary viewers have a different view of the events of the film?

B. Marxist critiques the economic and social factors involved in the film, particularly the depiction of different social/economic classes in the film.

* How are social classes depicted in the film?
* How is power represented?
* In what ways is conflict manifested between different social/economic groups?

C. Structuralist analyzes the patterns of narrative that are already in the culture which the film reflects (dialogue, organization, storytelling, metaphor, imagery, etc.) These could also be connected to genre-film noir, comedy, horror, science fiction, etc.

* What is the organization of the film—linear/non-linear, realist/romanticist?
* How are visual images portrayed in the film? How do these affect the viewer?

D. Feminist analyzes the portrayal of women and the roles of women in making films (or lack thereof).

* What roles do the characters play?
* Are women given main roles in the film or are they portrayed as stereotoypes—mothers, daughters, femme fatales?
* What does the portrayal of women in the film say about the filmmaking and the society that produced the film?

E. Psychological: identifies the psychology of the film, filmmaker, or the individual audience member. “Films are regarded as either shared and collective ‘dreams’that play out certain disguised and unconscious dramas of fear and wish fulfillment revealing the psyche of a culture, or as individual dreams that can be analyzed to reveal the psyche of the individual viewer or of the artist who made the film.”

* How is the interior life of a character revealed through the film?
* What do we learn about the dreams of the audience or filmmaker through the film?
* In what way does the film work like a dream, a creation of reality, or a creation of a myth?
* What motivates the actions of the characters in the film (internally, externally)?
* How are the relationships between the characters presented?

F. Sociological discusses the culture of the society of the film.

* What does this film reveal about the society that produced it?
* Why is this film popular or unpopular?
* Who is the audience for this film and how are they affected by that film?
* To what degree does the film manipulate its audience?

**Unit Four: Writing In The Academic Disciplines/Professional Writing (6 weeks)**

The purpose of this unit will be to “emphasize the expository, analytical, and argumentative writing that forms the basis of academic and professional communication, as well as the personal and reflective writing that fosters the development of writing facility in any context” (p.6). Students will acquire this through reading research in their chosen academic fields, researching significant questions in that field, composing and presenting arguments related to that field.

Primary Texts: *Into Thin Air*

Student individual nonfiction work

Supplemental Readings: Various readings from professional academic journals in multiple disciplines representative of humanities, arts, social sciences, science, technology, and mathematics. This will be done in groups based on student selection of areas of academic interest.

Assignment 5:

# Professional Research Paper (Total Assignment 15% of semester grade)

The topic of this paper is for you to research an issue related to your career, intended college major, or a personal passion/hobby that you will be interested in pursuing. In researching the information on your career/profession or hobby, you should find 5-7 sources on your major/profession. You should have source citations in your paper for all five sources. There should be a minimum of 10 total citations. Ten points will be deducted for each source less than five. Ten points will be deducted for each quote less than ten. In text citations and works cited page should follow the formatting of the Modern Language Association.

## Book Review (20 points)

Write a stylistic/rhetorical analysis of this book of approximately 2 pages double- spaced. Focus on the rhetorical devices used in the book, and the contributions of the book to the academic discipline upon which you focus.

## Annotated Bibliography (20 points)

Write a bibliography with a brief summary (100 words or so per source) of each of your sources. 5 sources total. The annotation should give a summary of the article, an explanation of the research, and a discussion of the methods used to conduct the research as well as the style of prose (syntax and diction). The bibliographic information should follow the formatting of the Modern Language Association.

Rough Draft: Up to a 20 point deduction. These should be the equivalent of 4 pages, typed and double-spaced.

Written Product (100 points) :

You will write an essay of between 7 and 12 pages (2000-3500 words) on your professional choice. The paper should focus on an analysis of a particular issue/research question related to your field: i.e. what is a major question, an issue of concern that your field seems to be focusing on now. Writers/researchers should conduct research of academic journals and books related to this field. Writers/researchers should find 5-7 sources on your major/profession. The paper should have source citations for all five sources. There should be a minimum of 10 total citations. Citations and works cited pages should follow the formatting of the Modern Lanuage Association. Ten points will be deducted for each source less than five. Ten points will be deducted for each quote less than ten.

These are parts of your essay. They do not have to go in an order, but your essay should reflect a consideration of these areas.

1. Description and rhetorical analysis of that career. This section should include a discussion of the following:

* Describe your career choice or personal interest
* Discuss the ways in which language is constructed in the field (style and structure of research that you have read)

2. Defining and discussing the issue

* Define the issue
* Discuss the recent research on this issue in your field
* How has research on this issue affected your profession/area of study or interest and how do you think it will affect it in the future?

3. Personal Reflection:

* What have you most learned as a result of doing this project?
* Has this project altered your view of your profession or enhanced what you already believed about your profession?
* Do you still plan to enter this profession after doing the research? Why or why not?

Oral Presentation (30 points):

Based on your findings you are to present a 7-10 minute presentation to the class on your profession, the question, the findings, and why this question or issue is important to your study. You should dress professionally for this presentation and include at least one visual image. Students often include several visuals, props, handouts, slides, music, videos, etc. as part of the presentation.

Point Value and Due Dates:

Book Review due End of the Period Friday, April 14th

Annotated Bibliography, due End of the Period, Friday, April 21st

Rough Draft, due End of the Period, Friday, April 28th

Paper Due, 4:00 p.m. Friday, May 12th

Presentations, Week of May 15th

**Unit Five: 20th Century American Fiction**

Primary Texts: Student Group Novel

Assignment 6: 20th Century Independent American Novel Project for AP Lang and Comp

All parts are due at the beginning of the period on Monday, May 22nd.

I. Presentations (complete one of the following, either individually or in a group of no more than five). 70 points

A. Create a video of 5-10 minutes presenting a scene or scenes of from your novel. Presentations should have language and content appropriate for a school audience (PG-13).

B. Make a Power Point or a Web Page Based on your book. This should have a minimum of 7 slides/pages. The slides/pages should focus on some/all of the following:

* Summary of the novel (briefly, one slide, often this can be done as a timeline)
* Background of Author
* Character Description/Analysis
* Social/Historical Context of Novel
* Images/Symbols
* Style/Tone/Diction/Syntax
* Themes
* Include two images with the presentation (pictures of author, book covers, pictures related to symbols or historical context) etc.

Everything should be save onto a CD-Rom, DVD, or a VHS Tape. These tapes should be labeled and turned in to the Dr. Gingrich. If the work is not saved onto one of these discs and turned in at the beginning of the period your group will receive a zero for this part of the project. Please review tapes prior to the period to make sure that everything is working.

II. Write three questions (level two or level three, written individually). Write a response to each question of 150 -200 words including at least one passage/quote from the novel for each question. The response should reveal a reading of the whole novel. The passage/quote should be no more than two sentences. 30 points

**Unit Six: Porfolio Assignment (Written Assignment 6)**

AP Language and Comp Portfolio Project

Value: 100 points, 10% of grade

Due Date: Portfolios are due a the end of your period’s final exam time slot.

Select the three pieces of writing from this school year that you think represent your best work. Revise those three pieces, or print out fresh copies, and place them in a folder.

A fourth piece that must be included in the portfolio is the reflective paper which is described below. You should have one essay from each of the following categories.

A paper which makes and supports a persuasive/argumentative stance. (P)

A paper which responds to a text of some sort. (T)

A paper which illustrates your personal voice, personality, and originality. (V)

Papers

The following is a list of papers from the year and what category they most fit in. A paper may fit in more than one category.

1st Semester

Persuasive Essay Kennedy (P, T)

Romanticism/Gothicism Story (V)

Stylistic Analysis of Huck Finn and Scarlet Letter (T)

Decades Project Essay (P, T, V)

Final Literature Test Take Home Essay (T)

2nd Semester

Persuasive Essay Toulmin (P, T)

Persuasive Essay Rogerian (P,T)

Satire (P, V)

Film Criticism (P, V, T)

Professional Research Paper (P, V, T)

Any of your in class, AP Practice Tests. Only use one of these tests within your portfolio. A persuasive would be used for P, V, or T. A rhetorical analysis would be used as V or T. Remember that even an 8 or a 9 might have received a C or lower on an outside of class essay because it represents about 40 minutes of work.

Reflective Paper/Letter:

Write a reflective letter of 250-500 words in which you address your next year teacher. Focus the paper on yourself as a writer and how these papers represent your abilities. The following are some questions that you may consider in writing the paper. The paper can take any form that you want, essay, narrative, story, poem, etc. Many students address the paper as a letter written to their next year teacher. What you see as your strengths as a writer?

* What you see as your weaknesses as a writer?
* Describe each of the three papers that you selected for your portfolio and explain why you chose them and why you think that they represent your best work in that category.
* If you were to revise them more, what would you change or alter about those pieces?
* Goals for yourself as a writer. How do you see yourself using writing in the future?

Label each of the four pieces of the portfolio. Staple each individual piece. Ideal clamp the four pieces together and place a rubric (which you will be given) on the front of the portfolio. Turn this all in by the end of your final exam period.