

English III Advanced Placement
2018-2019 Syllabus
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parent conference: I am available for conferences before or after school. Please call or email to make an appointment.

Workload: This course is being offered as an A/B block class with AP US History. Students will be in this class for the entire year on an every other day schedule. Since this is a college level class and students get credit for obtaining a certain score on the AP exam, the workload will be that of a college classroom: rigorous. For more information about expectations for an AP level course, please see the following link:

http://apcentral.collegeboard.com/apc/public/courses/teachers_corner/2123.html

Class Fee-\$30 (this includes \$10 for a vocabulary book so students can write in the book)

IMPORTANT NOTE: Students will ONLY receive the five (5) points added to the final course grade IF THEY SIT FOR THE AP EXAM!

AP English Language and Composition
Course Outline

Course Overview:

The chief function of the AP English Language and Composition course is to offer a broad writing experience to students wanting to further sharpen their analytical and rhetorical skills. The special focus of the course is upon argumentation and the analysis of arguments. AP English Language and Composition students ideally have very good to excellent reading and writing skills. Although instructors emphasize that this is not a remedial writing course, they welcome all students who value good writing and wish to improve. In addition, students' ability to think abstractly, interpret, and read beyond mere summary are keys to success.

The organizing principles of the course require students to

- examine the nature and history of the English essay
- read broadly among a variety of authors, rhetorical purposes, and eras
- engage in a significant study of writing as an art
- learn to employ the fundamentals of sound argumentation AP English Language and Composition students write frequently.

The grading of essays sometimes focuses on specific skills such as a point of grammar, use of a variety of sentence patterns, organization, and/or appropriate tone and diction. However,

grading always takes into account the combined effect of content and expression of the student's essay, and thus writing is graded holistically. Often at the beginning of the year, students receive the scoring guidelines for essays in advance of the assignment. As the year progresses, they are expected to know the criteria for good writing and will see scoring guidelines and get other feedback when the papers are returned. As research has shown, students also learn to write through the reading and analysis of prose. Good reading skills make for good writers; therefore, instructors assess reading comprehension in a variety of ways, including AP-style multiple choice questions, tests and essays on major and minor works, as well as the prompts for in-class essays. Students typically engage in a variety of assignments and activities in class:

- class discussion
- debates
- note-taking
- small group and independent work
- impromptu writings

Out of class assignments include:

- essay drafting, revision, and editing
- required readings
- journal writing and other informal writing assignments
- reading assignments requiring rhetorical analysis

According to the College Board website, upon completion of the AP English and Composition course, students will be able to:

- analyze and interpret samples of good writing, identifying and explaining an author's use of rhetorical strategies and techniques;
- apply effective strategies and techniques in their own writing;
- create and sustain arguments based on readings, research and/or personal experience;
- write for a variety of purposes;
- produce expository, analytical and argumentative compositions that introduce a complex central idea and develop it with appropriate evidence drawn from primary and/or secondary sources, cogent explanations and clear transitions;
- demonstrate understanding and mastery of standard written English as well as stylistic maturity in their own writings;
- demonstrate understanding of the conventions of citing primary and secondary sources;
- move effectively through the stages of the writing process, with careful attention to inquiry and research, drafting, revising, editing and review;
- write thoughtfully about their own process of composition;
- revise a work to make it suitable for a different audience;
- analyze image as text; and

- evaluate and incorporate reference documents into researched papers.

Furthermore, student writing-both before and after revision-should demonstrate:

- a wide-ranging vocabulary used appropriately and effectively;
- a variety of sentence structures, including appropriate use of subordination and coordination;
- logical organization, enhanced by specific techniques to increase coherence, such as repetition, transitions and emphasis;
- a balance of generalization and specific illustrative detail; and
- an effective use of rhetoric, including controlling tone, establishing and maintaining voice, and achieving appropriate emphasis through diction and sentence structure.

Since this is an eleventh-grade course and thus requires the study of American literature, students study American works in their rhetorical aspects. Although some fiction, drama, and poetry may be part of the curriculum, most of the course's emphasis is on nonfiction. The nature of class discussion and assignments differ, perhaps significantly, from those typically encountered in a literature-based course. All students must complete a major research project utilizing one or more libraries as well as electronic media.

Texts used in whole or in part:

The Bedford Reader, the Ninth Edition. Boston: Bedford/St. Martin's, 2006

Everyday Use, AP Edition. New York: Pearson/Longman, 2005.

50 Essays, A Portable Anthology, 5th Edition Boston: Bedford/St. Martin's, 2004

Elements of Literature, Fifth Course. Austin: Holt, Rinehart and Winston, 2007.

Hodge's Harbrace Handbook, Fifteenth Edition. Boston: Thomson/Heinle, 2004.

Everything's an Argument, 6th Edition. Boston: Bedford/St. Martin's, 2004.

The Language of Composition, 2nd Edition

The Great Gatsby by F. Scott Fitzgerald

A Raisin in the Sun by Lorraine Hansberry

The Crucible by Arthur Miller

In Cold Blood by Truman Capote

Brain on Fire: My Month of Madness by Susannah Cahalan

Fiske Word Power Edward B. Fiske

Vocabulary Workshop Level G by Jerome Shostak

The Tipping Point by Malcolm Gladwell

What the Dog Saw by Malcolm Gladwell

A Tribe of Mentors

They Say, I Say, 2nd Edition Gerald Graff and Cathy Birkenstein

Freakonomics Stephen J. Dubner and Steven Levitt

Quiet: Introverts in a World That Can't Stop Talking by Susan Cain

"Bizarre Foods with Andrew Zimmern: San Francisco" Andrew Zimmern

Selected editorials and essays from the following periodicals: The New Yorker, Time, U.S. News and World Report, The Smithsonian.

Selected readings from various, appropriate websites

Alternate Reading: If a student finds anything we are reading or discussing objectionable, then he/she has the opportunity to complete an alternate assignment. Please see teacher for an alternate assignment.

Course Expectations: This is a college level course and students are expected to complete all assignments and hand them in at the beginning of class on the assigned due date.

Late Work: I do understand that there will be emergencies when students may not be able to have their assignment completed by the due date. I give ONE (1) late homework assignment pass. If you have an emergency, come to me AT THE BEGINNING OF CLASS to let me know you are using your late pass. You will then have a 48 hour extension. STUDENTS ONLY HAVE ONE PASS. My suggestion: use the pass ONLY in the event of a TRUE emergency. If student does not use his/her pass, at the end of the semester, he/she can turn the pass in for extra credit. **BEWARE**: I reserve the right to say that the pass cannot be used for certain assignments (i. e. research papers or projects).

Make-up Policy: All make-up work is to be completed within three (3) days of student's return to class. Make-up work is defined as **NEW** work assigned the day the student is out. Any previously assigned work will be due the day the student returns. Please arrange to take missed quizzes before or after school within the three (3) days of returning to class. If you are absent the day of a quiz, be prepared to take it when you return. **According to the student handbook**:

"In the case of single day absences, the student will be expected to be prepared to participate in all previously assigned classroom activities, including tests and quizzes, on the day he/she returns to class." In addition, the handbook states: "Long-term projects, papers, and reports are due, regardless of an absence, and should be sent to school if the student must be absent."

Extra Help: Students may come to me before or after school for extra help for any assignment.

Cell Phones: Cell phones and other electronic devices are prohibited during instruction, unless they are being used for the task at hand (teacher's discretion). Failure to comply with this expectation will result in the device being confiscated.

Issues: We will discuss a wide variety of issues in this class, including religious and political issues. Everyone will have his/her own opinion and will want to be heard. This will be completed in a manner in respect to everyone's opinion. **WARNING**: *I play the role of "Devil's Advocate." I may take the most controversial side of an issue in order to prod students to verbally argue with me (especially if I see the class leaning very heavily on one side of the*

issue). Students must also learn the art of verbal, on-the-spot persuasion that does not descend into solely arguing with pathos. This does **not** mean I necessarily **believe** the controversial side of the issue; it just means I am trying to teach students to think effectively "on your feet" (a skill needed to survive college).

PLAGIARISM

According to Harbrace Handbook, 15th edition:

Plagiarism is defined as "presenting someone else's ideas, research, or opinion as your own without proper documentation, even if it has been rephrased."

It includes, but is not limited to the following:

1. Copying verbatim all or part of another's written work;
2. Using phrases, figures, or illustrations without citing the source;
3. Paraphrasing ideas, conclusions, or research without citing the source;
4. Using all or part of a literary plot, poem, or film without attributing the work to

its creator."

CONSEQUENCES OF PLAGIARISM

Plagiarism is a form of stealing and academic fraud. Students who are found guilty of plagiarism will have the option of either redoing the assignment within a specified time period and accepting a grade letter drop or taking a zero on the assignment. Parents should be involved in making the decision.

Peer Editing and Revision of Papers: All student papers will go through a peer editing process that will include individual peer editors and group peer editors. Random selections will also be made for whole group discussion.

Vocabulary: Using Fiske Word Power students will complete three (3) chapters weekly each marking period. Students are expected to choose at least five (5) words from each unit to incorporate into their essays.

Materials:

1. Folder/binder for notes and returned work
2. Loose leaf paper
3. Black/blue ink pen
4. Pencils
5. Highlighters
6. Post-It Notes
7. Any assigned text

General Pacing Guide:

First Marking Period (4 weeks): The Foundations of Argument and Rhetoric

- **Minimum of 4 Vocabulary Quizzes**
- **Rhetorical terms from summer reading list**
- **Book talk (summer reading)**
- **AP Prompt Practice--Essays**
- **Writing argumentative essays**

Everyday Use: Chapters 1 and 2/rhetorical terms from summer reading list (metonymy, ethos, pathos, etc.) and other rhetorical devices and fallacies.

Fiske Word Power Chapter 1-25 (weekly). Vocabulary test dates will be announced. Students must choose at least five (5) appropriate terms to incorporate into essays this marking period. Terms must be chosen to reflect the tone of the essay.

Hodges' Harbrace Handbook: Chapter 19: "Good Usage"
Chapter 20: "Exactness"
Chapter 21: "Conciseness"

Students will complete exercises for each skill and then incorporate those skills in their writing. Evidence of the correct and appropriate usage of these skills will be determined in the peer evaluation process.

Examination of the AP Multiple-Choice Questions: Students will analyze sample AP multiple-choice questions. Students will then discuss correct answers, how they determined those answers, and then the appropriate time to spend on each question.

TEXT SELECTIONS (note: others may appear in addition to those listed):

Everything's an Argument:

"The Reprehensibility of "The White Lie" by Jennifer Pier

"The Meaning of Friendship in a Social-Networked World" by Alex Pattakos

The Norton Reader

"Sports Should be Child's Play" by David Epstein

"Stuff is Not Salvation" by Anna Quindlen

The Bedford Reader:

"Close Encounters with US Immigration" by Adnan R. Khan

"Everything Isn't Racial Profiling" by Linda Chavez

"The Ways We Lie" by Stephanie Ericsson

"Too Much Pressure" by Colleen Wenke

50 Essays:

“Is Google Making us Stupid?” by Nicholas Carr

Elements of Literature:

“from The Autobiography” by Benjamin Franklin

“from All I Really Needed to Know I Learned in Kindergarten” by Robert Fulghum

“from Poor Richard’s Almanac” by Benjamin Franklin

Second Marking Period (5 weeks): Rhetoric in Practice

- **Minimum of 5 Vocabulary Quizzes**
- **Rhetorical analysis**
- **AP Test Practice: Objective, Free Response**

Everyday Use: Chapters 3 and 4

Fiske Word Power: Chapters 26-50 (weekly). Vocabulary test dates will be announced. Students must choose at least ten (10) appropriate terms to incorporate into essays this marking period. Terms must be chosen to reflect the tone of the essay.

Hodges’ Harbrace Handbook: Chapter 22: “Clarity and Completeness”

Chapter 23: “Sentence Unity”

Chapter 24: “Subordination and Coordination”

Students will complete exercises for each skill and then incorporate those skills in their writing. Evidence of the correct and appropriate usage of these skills will be determined in the peer evaluation process.

Examining the AP Exam Free Response Essay Question: Students will look at the question and brainstorm ways to attack it. We will also look at the rubric to ensure students know what to target in their writing. Students will look at a sample question and answer it individually. Then, using the rubric, students will evaluate questions. We will then look at some past AP answers and compare their scoring method to officially graded essays.

TEXT SELECTIONS (note: others may appear in addition to those listed):

Freakanomics

The Bedford Reader:

“Neat People vs. Sloppy People” by Suzanne Britt

“Battling Clean-Up and Striking Out” by Dave Barry

“Size 6: The Western Woman’s Harem” by Fatema Mernissi

“Everyday Use” by Alice Walker

“Champion of the World” by Maya Angelou

“Fish Cheeks” by Amy Tan

“Black Men and Public Space” by Brent Staples

Elements of Literature:

“*from* The Autobiography: The Declaration of Independence” by Thomas Jefferson

“*from* Declaration of Sentiments” by Elizabeth Cady Stanton

“Letter to John Adams” by Abigail Adams

“Speech to the Virginia Convention” by Patrick Henry

“*from* Sinners in the Hands of an Angry God” by Jonathan Edwards

Historical Document:

“The Declaration of Independence” by Thomas Jefferson, et. al

Patterns for College Writing:

“How to Escape from a Bad Date” by Joshua Piven, David Borgenicht, and Jennifer Worick

“Get it Right: Privatize Executions” by Arthur Miller

Everything’s an Argument:

“How to Vote in One Easy Step: Use Chisel, Tablet” by Dave Barry

AmericanRhetoric.com

“I Have a Dream” by Martin Luther King, Jr.

“The Ballot or the Bullet” by Malcolm X.

Third Marking Period (5 weeks): Practice

- **Minimum of 5 Vocabulary Quizzes**
- **Rhetorical analysis**
- **AP Test Practice: Objective, Free Response**
- **Graphics Analysis**

Everyday Use: Chapters 5 and 6

Fiske Word Power: Chapters 51-75 (weekly). Vocabulary test dates will be announced. Students must choose at least ten (10) appropriate terms to incorporate into essays this marking period. Terms must be chosen to reflect the tone of the essay.

Hodges’ Harbrace Handbook: Chapter 26: “Parallelism”

Chapter 27: “Consistency”

Chapter 28: “Pronoun Reference”

Students will complete exercises for each skill and then incorporate those skills in their writing. Evidence of the correct and appropriate usage of these skills will be determined in the peer evaluation process.

Examining the AP exam Free Response and Synthesis Question: Students will look at the question and brainstorm ways to attack it. We will also look at the rubric to ensure students know what to target in their writing. Students will look at a sample question and answer it individually. Then, using the rubric, students will evaluate questions. We will then look at some past AP answers and compare their scoring method to officially graded essays.

Graphics Analysis: Once a week, students will comb newspapers and magazines for political and social cartoons. Each student will then present a short speech to the class analyzing the cartoon.

TEXT SELECTIONS (note: others may appear in addition to those listed):

50 Essays:

- “On Dumpster Diving” by Lars Eighner
- “What Are Homosexuals For?” by Andrew Sullivan

The Bedford Reader:

- “On Compassion” by Barbara Lazear Ascher
- “Homeless” by Anna Quindlen
- “What’s Wrong with Gay Marriage?” by Katha Pollitt
- “Gay ‘Marriage’: Societal Suicide” by Charles Colson
- “The Meanings of a Word” by Gloria Naylor
- “Being a Chink” by Christine Leong
- “Needs” by Thomas Sowell

Video: “Bizarre Foods with Andrew Zimmern: San Francisco” Segments: Dumpster Diving and Foraging for Food

Elements of Literature:

- “*from* Narrative of the Life of Frederick Douglass” by Frederick Douglass
- “*from* Incidents in the Life of a Slave Girl” by Harriet A Jacobs
- “*from* My Bondage and My Freedom” by Frederick Douglass
- “The Most Remarkable Woman of This Age” Commonwealth and Freeman’s Record

The Norton Reader:

“Get a Knife, Get a Dog, but Get Rid of Guns” by Molly Ivins

Patterns for College Writing:

“A Peaceful Woman Explains Why She Carries a Gun” by Linda M. Hasselstrom

Final Marking Period (5 weeks): Review and Practice

- **Minimum of 5 Vocabulary Quizzes**
- **Rhetorical analysis**
- **AP Test Practice: ALL**
- **Literature as argument**

Fiske Word Power: Chapters 76-100 (weekly). Vocabulary test dates will be announced. Students must choose at least ten (10) appropriate terms to incorporate into essays this marking period. Terms must be chosen to reflect the tone of the essay.

Hodges’ Harbrace Handbook: Chapter 29: “Emphasis”

Chapter 30: “Variety”

Students will complete exercises for each skill and then incorporate those skills in their writing. Evidence of the correct and appropriate usage of these skills will be determined in the peer evaluation process.

Examining the AP Multiple-Choice, Free Response Essay, and Synthesis Question: Students will again review each section of the AP exam. During the course of this grading period, students will practice at least three (3) times with released exams.

Reading and Writing Assignments:

RESEARCH PROJECT:

Each student will have to write a research paper of at least 1500 words. Students will have to use MLA documentation in parenthetical citations and works cited. Students may choose from any topic discussed in class (or to be discussed based on syllabus). Then students are to take a side and develop an argument either for or against the chosen position. Students are to use at minimum 10 sources to garner information in support of their topic.

The Bedford Reader

“Grade A: The Market for a Yale Woman’s Eggs” by Jessica Cohen

Everything’s an Argument

“Two Advertisements Soliciting Egg Donors”

“\$50,000 Offered to Tall, Smart Egg Donors” by Gina Kolata
“An Ad for Smart Eggs Spawns Ethics Uproar” by David Lefer

Elements of Literature

“Resistance to Civil Government” by Henry David Thoreau
“On Nonviolent Resistance” by Mohandas K. Gandhi
“Letter from Birmingham City Jail” by Dr. Martin Luther King, Jr.
The Crucible by Arthur Miller

The Gatsby by F. Scott Fitzgerald

By signing below, I understand Ms. Braeuner's expectations and policies as stated in the above syllabus. I also understand that I need to have this syllabus available to me throughout the school year because all of my writing assignments are on this syllabus.

Print student name

Sign student name

Print parent/guardian name

Sign parent/guardian name