

Mrs. Sandra Klonaris  
AP English Language and Composition  
2018-19

## **Syllabus: AP English Language and Composition**

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**Conference Availability:** System- scheduled conferences; planning period: 1st semester - 4th block, 2nd semester - 3rd block

### **Course Objectives:**

The purpose of this course is to help students “write effectively and confidently in their college courses across the curriculum and in their professional and personal lives.” (The College Board, *AP English Course Description*, p.6) The course is organized according to the requirements and guidelines of the current *AP English Course Description*, and therefore, students are expected to read critically, think analytically, and communicate clearly in both writing and speaking.

### **Primary Learning Goals:**

AP English Language and Composition is a college-level course examining rhetoric and “the art of finding and analyzing all the choices involving language that a writer, speaker, reader, or listener might make in a situation so that the text becomes meaningful, purposeful, and effective for readers or listeners, and examining the specific features of texts, written or spoken, that cause them to be meaningful, purposeful, and effective for readers or listeners, and effective for readers or listeners in a situation” (David Jolliffe, former AP exam creator). Therefore, students will become mature and sophisticated consumers and creators of a variety of texts. By the end of the course, students will understand:

- what they read; the main point or thesis, the occasion or context, the author’s motivation for writing, the tone and style;
- how a text is created to develop meaning and purpose including genre, organization, paragraphing, syntax;
- the relationship of the text’s creation to its accomplishment, the purpose of academic intellectual prose, its meaning and effect;
- how to articulate their analysis of what they read; how the organizational structure, diction, syntax, imagery, figurative language flesh out the meaning of a text;
- how to create, develop and support an argument, acknowledging the complexities and nuances of important issues that adults argue about in contemporary intellectual circles;
- how to become good citizens through awareness of public discourse issues
- how to enter into a conversation with sources and develop a thesis and argument or exposition by synthesizing these conversations into their own writing;
- effective research skills and proper MLA citation;

- how to read a question so they know exactly what and how to approach it;
- how to enhance their vocabulary as a means to effective writing; how to grapple with archaic prose;
- strategies necessary for success on the AP English Language and Composition exam;
- how writers' linguistic choices create effective writing and achieve stylistic effects as well as how to effectively incorporate many of these techniques into their own writing.

**Required Texts ( please note that each of these can be viewed in my classroom or located on the College Board web site):**

**Primary Course Text:** Shea, Scanlon, and Aufses – *The Language of Composition 3rd Edition*

**Supplemental Texts:** Kolln, Gray – *Rhetorical Grammar 7<sup>th</sup> Edition*

Dean – *Voice Lessons*

apcentral.collegeboard.com exam prep materials

### **Writing Assignments:**

**Note: Most writing assignments will be executed within the 90 minute class period. The expected outcome is a well-developed and edited rough draft. This is the condition under which students will have to write for the AP English Language and Composition exam in May. Outside-of-class writing assignments are to be submitted in final draft quality. Work must be typed and must adhere to the essay format (MLA) unless otherwise specified.**

- **Analytical Essay:** Students compose a rhetorical analysis from a prompt focusing on one of the readings.
- **Personal Narrative:** Students compose an effective essay that reveals their individual characteristics to a potential university.
- **Compare/Contrast Essay:** Students compose an essay that examines the rhetorical strategies used by two different writers on a common topic, or rhetorical strategies used by a single author within two different works.
- **Synthesis Essay:** Students synthesize materials from a number of sources (including visual), develop an argument and compose an argumentative essay.
- **Argument Essay:** Students will compose a coherent and considered movement from a claim to a conclusion.
- **Research Paper:** Students experience the research process from discovering a topic and developing a research question to submitting the final product. Students will understand all levels of the process including discerning relevant sources, gathering information from diverse sources, synthesizing that information, and properly formatting the paper, incorporating MLA citation techniques.

### **In-class Timed Essays – Responding to AP or AP-like Prompts:**

During the course of the year, students are regularly required to respond to a prompt under time constraints. During the first semester, a student may revise and resubmit the essay for reassessment ONLY after attending an individual writing conference with Mrs. Klonaris. This conference must be scheduled and may take place at 7:20 a.m. or at 3:20 p.m. During the second semester, students have fewer opportunities for reassessment.

## POLICIES & PROCEDURES NOTES

- Consistent attendance is **essential** for success in this course.
- Any assignment may be turned in late, with the understanding that it will be graded after all current assignments have been graded, and that time-based penalties will be subtracted from the grade. An assignment submitted one week after the due date will earn no higher grade than 60.
- The standard Tullahoma High School grading scale, which can be found in the student handbook, will be used. All assignments are assigned a point value that correlates with the significance of the assignment. For example, an essay assigned at the beginning of the course may be assigned a 50 point value, while an essay assigned later may be assigned a 150 point value.
- Most essay grades will be evaluated using *AP English Language & Composition* rubrics.
- I reserve up to 20% of a student's grade for attitude, behavior, attendance and participation.
- Primary texts, current works being studied, notebook, and pen/pencil should be brought to class each day.
- Students will be expected to read the majority of the assigned texts outside of class, take appropriate notes, answer assigned questions, and be prepared for class discussion by the specified date.
- Class discussion in AP is extremely important. Each student is expected to keep up with all assignments and contribute to class discussion as much as possible.
- Students and parents should be aware of the challenging nature of AP coursework. Parents are encouraged to contact me if there are any questions or concerns about the class or the syllabus.
- **Cheating and plagiarism on schoolwork will result in a zero on the assignment and could result in expulsion from the course.**

## QUARTERLY SCHEDULE

Readings are grouped thematically around two or three broad issues each quarter and will primarily include essays, speeches, and letters. Often these will be supplemented by the viewing of various non-print media resources. While the majority of readings are non-fiction (informational text), poetry, short stories, and/or a play may also be included to help demonstrate how various effects are achieved through rhetorical and linguistic choices made by writers. A number of workshops aimed at helping students understand and apply rhetorical theory, grow as readers, and enhance writing skills will be provided throughout the year. Rhetorical strategies, vocabulary, and composition skills explored in workshops will be applied and practiced in a variety of formal and informal writing assignments. Listed below is a quarterly breakdown of some of the focal works students will read, workshops that could be facilitated, and representative writing assignments that will be completed:

**Note: Due to the fact that we will also analyze texts focusing on public discourse issues, this syllabus is tentative. Current event issues as well as school-related activities affecting attendance can easily sidetrack us. Therefore, flexibility becomes paramount. Consistent writing to prompts and multiple-choice exercises supplement the major course work. Each unit in AP English Language and Composition builds on the previous unit, so learning goals are cumulative and will be addressed consistently throughout the course.**

# First Semester

## First Quarter

### Learning Goals:

*Students will understand:*

- the significance of rhetorical analysis by defining rhetoric and the rhetorical situation
- the rhetorical matrix: the element of an effective text
- close reading and annotation
- how to discern the differences in approaches in certain texts targeted to specific audiences
- the significance of audience in the development of a text
- formal academic writing
- how to transcend the 5-paragraph format
- the 5 traditional canons of rhetoric
- Aristotelian appeals: logos, pathos, and ethos
- effective argument
- enthymemes/warrants – assumptions based on target audience
- style: schemes and tropes
- the authorial voice: “effective” vs “ineffective” writing (rants)

### Unit One

#### Theme: Laying the Foundation

Readings include, but are not limited to, the following:

*The Language of Composition* – chapters 1 – 4

Alexi: “Superman and Me”

Bitzer: “The Rhetorical Situation” HO

Conroy: “A Letter to the Editor of the Charleston Gazette” HO

Lopate: “Writing Personal Essays: On the Necessity of Turning Oneself Into a Character” HO

Morris: “For Julia, In Deep Water” HO

Orwell: “Politics and the English Language” HO

Supplemental Handouts and Lessons include, but are not limited to, the following:

- SOAPStone
- Close Reading and Annotation
- Tone and Tone Vocabulary
- The Rhetorical Matrix
- Passive and active voice
- Review of word phrases and parts of speech
- Effective verb choices
- AP Essay template
- What AP Readers long to see
- General essay rubric

Class activities include, but are not limited to, the following:

- Syllabus examination and discussion of course expectations
- Analysis of power of language through word choice and audience knowledge
- Essay on summer reading assignment
- Close reading and annotation
- Discover rhetorical strategies present in advertisement
- Analyze the “essentials”: persona, appeals, subject matter and treatment, context, intention
- Exercises from *Voice Lessons* and *Rhetorical Grammar*
- Essential vocabulary from *The Language of Composition* chapters 1 - 4

## Unit Two

**Theme: Education – To what extent do our schools serve the goals of a true education?**

- Linking Essays: “I Know Why the Caged Bird Cannot Read” (Prose), “Education” (Emerson), “Superman and Me” (Alexie), “Best in Class” (Talbot), “A Talk to Teachers” (Baldwin), “School” (Mori)
- Linking Poetry: “The History Teacher” (Collins)
- Linking Visuals/Audiovisuals: “Spirit of Education” (Rockwell), “Reading at Risk” (National Endowment for the Arts); “Make You Think” (Seinfeld); *Waiting for Superman* clip
- Perspectives: Six short readings/visuals to scaffold work on synthesis
- Timed Essay: Students will write a free response rhetorical in-class essay on education theme

Supplemental Handouts and Lessons include, but are not limited to, the following:

- Adjusting syntax for cohesion
- Loose and periodic sentences
- Parallel structure
- Developing tone and establishing credible voice in argument
- Rogerian and Toulmin Argument
- Essay rubric – argument

Class activities include, but are not limited to, the following:

- Analyzing appeals to logos, pathos and ethos; how these appeals interact in the development of meaningful texts
- “Conversation” with a text
- Exercises from *Voice Lessons* and *Rhetorical Grammar*
- Selected vocabulary from readings
- Multiple choice exercises

## First Quarter Workshops:

“The College Board and the AP Examination”—Information about the program, format of the AP exam, and use of the scoring rubric; students will take a diagnostic AP exam from released materials.

- “Rhetorical Foundations”—An examination of Aristotle, the rhetorical triangle, rhetorical appeals, rhetorical strategies, and rhetorical modes; students will recognize logical, ethical, and emotional appeals in formal writing and popular media; students will also be able to analyze and evaluate rhetorical strategies in essays.

- Composition Workshop I: “Responding to the Prompt”—A look at the process of turning a statement prompt into a question that can be answered in a clear and specific thesis statement; students will practice responding to prompts in short writing assignments, then apply skills to essay assignments.
- Composition Workshop II: “Getting Organized”—Suggestions for going beyond the five-paragraph theme and writing strong introductions, conclusions, and transitions; students will apply strategies to in-class and out-of-class essays.
- Composition Workshop III: “A Balancing Act: General Ideas/Specific Details”—An in-depth consideration of the importance of going beyond plot summary by supporting abstraction and general ideas with textual reference and concrete details; students will examine an essay and use four colored highlighters to mark generalizations, abstractions, and textual references made through paraphrase and direct quotation; students will then revise the essay, demonstrating the ability to balance generalization and details, correctly incorporating direct quotes.

## Second Quarter

### Learning Goals:

*Students will understand:*

- the writing process
- writing as a rhetorical process
- how to incorporate external sources
- the distinction between argument and persuasion
- the concept of the conversation, “conversing” with an author
- how to synthesize diverse sources
- how to develop their own argument inspired by sources
- how to analyze visual sources, seeing beyond the apparent
- satire – authorial appeals through humor
- revision processes and strategies
- how to determine their own learning style as a means to improving vocabulary

## Unit Three

### Theme: Community – What is the relationship of the individual to the community?

- Anchor text: “Letter from Birmingham Jail,” Martin Luther King, Jr.
- Linking Essays: “Where I Lived, and What I Lived For” (Thoreau); “Facebook Friendonomics” (Brown); “Small Change – Why the Revolution Will Not Be Tweeted” (Gladwell)

### Theme: Popular Culture – To what extent does Pop Culture reflect our society’s values?

- Linking Essays: “Corn-Pone Opinions” (Twain); “High –School Confidential” (Denby); “Watching TV Makes You Smarter”(Johnson); “Celebrity Bodies” (Harris); “My Zombie, Myself” (Klosterman);
- Linking Poetry: “Emily Dickinson and Elvis Presley in Heaven” (Ostrom)
- Linking Visual Text: The Innocent Eye Test (painting), Mark Tansey

- Entering the Conversation: Students will respond to one of the prompts at the close of the readings.

### **Theme: Humor and the Art of Satire**

- Linking Essays: “A Modest Proposal” (Jonathan Swift); “The Rape of the Lock” (Alexander Pope); “Hasty Pudding” (Joel Barlow); Lady Windermere’s Fan (Oscar Wilde); “Lost in the Kitchen” (Dave Barry); selected essays from *The Onion*; selected excerpts from comic routines by Andy Sedaris, Jerry Seinfeld, Lewis Black, and other comedians; other instructor-selected essays, letters, and speeches; student-selected essay(s); counterpoints and miscellaneous readings

### **Theme: Work – How does our work shape or influence our lives?**

- Linking Essays: “The Atlanta Exposition Address” (Washington), “The Surgeon as Priest” (Selzer), “The Traveling Bra Salesman’s Lesson” (O’Keefe), “Labour” (Carlyle), “The Writing Life” (Dillard), “In Praise of a Snail’s Pace” (Goodman)
- Linking Poetry: “Harvest Song” (Toomer)
- Linking Visuals/Audiovisuals: “We Can Do It” (Miller), “Rosie the Riveter” <obt.lcsc.edu/.../Rosie%2520the%2520Riveter.jpg>, *North Country* (2005) clip, Charlie Chaplain’s *Modern Times* (1936), *Hudsucker Proxy*, *The Age of the Millennials* (CBS)
- Perspectives: Six short readings/visuals to scaffold work on synthesis
- Writing Assignment: Students will brainstorm a list of general statements based on the two previously studied themes, education and work. Each student will develop one idea and write an essay in which the thesis is both focused and supported by examples drawn from their readings, conversations, and experiences. This will be a polished paper resulting from a Stephen Dunning peer-group review and a small-group teacher-led conference. A works cited page is required.

Supplemental Handouts and Lessons include, but are not limited to, the following:

- Vocabulary
- Synthesis: Steps to Success
- Various cartoons, graphs, and photographs
- Diction and Syntax Analysis Words
- Mood and Tone Words
- Rhetorical Fallacies

### **Second Quarter Workshops:**

- Composition Workshop IV: “Words, Words, Words”—Consideration of the importance of rich and varied vocabulary that conveys meaning and establishes clear voice and appropriate tone; students will analyze their class writing up to this point, focusing on word choice and recognition of pet words and vague diction, then rewrite passages/essays to improve clarity and voice.
- Composition Workshop V: “The Sentence”—Examination of syntax, sentence combination, and sentence emphasis, paying particular attention to coordinating equal ideas and subordinating less important ones; students will practice strategies in a current essay assignment.

- Composition Workshop VI: “How to Write a ‘9’ Essay”—Exploration of AP essay prompts, including a look at strategies for each question; students will write timed AP essays and practice scoring using the general AP rubric.
- Composition Workshop VII: “Format and the Critical Essay”—A review of research and synthesis strategies that involves work with MLA format and considers other format styles; students will consider potential topics through exploratory free-writing, and begin work on their formal persuasive synthesis essays.
- “Images and Graphics as Text”—An exploration of various visual arts and graphic illustration as alternative texts; students will view, analyze, and respond in writing and art to a wide variety of images and graphics.

SEMESTER EXAM: ONE PASSAGE, MULTIPLE-CHOICE QUESTIONS, ESSAY

## **Second Semester**

### **Third Quarter**

#### **Learning Goals:**

*Students will understand:*

- grammar: functionality of sentence structures and syntax
- context clues as a means to interpret archaic prose
- reader response
- multiple-choice strategies
- research and citation strategies
- how to discover credible sources
- how to conduct “conversations” with diverse sources, transcending “read and regurgitate”
- how to achieve success on the “English” and “Reading” sections of the ACT
- more about archaic prose

#### **Theme: Research, Reading and Rhetoric**

- o Group discussions of viability of research topics
- o Library – gathering information and ideas from diverse sources
- o Group peer reviews of preliminary drafts

**Theme: Gender – What is the impact of gender roles that society creates and enforces?**



- Linking and Discrepant Texts: “Women’s Brains” (Gould), “Professions for Women” (Woolf); “Letters” (Adams), “About Men” (Ehrlich), “The Myth of the Latin Woman” (Cofer), “Being a Man” (Theroux), “Aids Has a Woman’s Face” (Lewis), “There is No Unmarked Woman” (Tannen)
- Linking Poetry: “Barbie Doll” (Piercy)
  - Writing Assignment: Students will partner-write a copychange poem entitled “G.I. Joe,” modeling Piercy’s style and tone in “Barbie Doll.”
- Linking Pop Culture: Students work in small groups to design audio/visual presentations to show how pop culture reflects our society’s view of accepted gender roles.
- Writing Assignment: Students will write a researched argumentative paper based on a gender issue. The paper will incorporate a balance of paraphrasing, summary, and quotations from multiple sources. Students will use these sources to analyze and synthesize ideas as support for their own argument. Students must use MLA-style citations throughout the paper and include a works cited page.

### **Theme: Language – How does the language we use reveal who we are?**

- Linking Texts: “Aria: Memoir of a Bilingual Childhood” (Rodriguez), “Politics and the English Language” (Orwell), “Mother Tongue” (Tan), *Decolonising the Mind* excerpt (Thiong’o), “Always Living in Spanish” (Agosin), “Studying Islam, Strengthening the Nation” (Berkowitz and McFaul), “Bilingualism in America: English Should Be the Official Language” (Hayakawa)
- Linking Visual/Audiovisual Texts: *Spanglish* (2004) clip, *Kite Runner* (2007) clip, *Refugees Paintings and Refugees Art* <<http://fineartamerica.com/paintings/tag/refugees>>.
- Panel Discussion on “Raising Bilingual Children”
  - Writing Assignment: The class will break into small groups to research and plan a panel discussion comprised of community leaders who have first-hand experience with English as a Second Language (ESL). Specific group activities will include researching and contacting sources, designing a brochure for community use, writing questions for panel, and inviting audience members.
- Group Discussions: Students will brainstorm complex, debatable issues from varying perspectives on language issues and focused on service learning and/or commitment to community.
  - Writing Assignment: In small groups students will create original synthesis essay prompts on a language-related theme and find six linking and discrepant sources, including one visual, for use in a free response. An annotated bibliography will be submitted with the prompt and sources.

### **Third Quarter Workshops:**

- Third Quarter workshops will include reviews and advanced work in areas of concern or difficulty for students.
- Composition Workshop VIII: Individual Conferences—One-on-one reviews of student work up to this point; students will meet with instructor to discuss individual work.

## **Fourth Quarter**

### **Learning Goals:**

*Students will understand:*

- meanings behind images, the power of the photograph

- the concept of memory – using shared experience as a tool
- rhetorical strategies applying to grammar and syntax
- multiple-choice stems and the creation of multiple-choice questions
- AP exam expectations
- rhetorical strategies in film

#### **Preparation for the AP Exam on May**

- Practice MC questions
- Deconstructing essay prompts
- Writing Assignment: Students will write a review of a student-choice movie, focusing on the scientific implications of the content and the overall effects of the computer-generated production.
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#### **Fourth Quarter Workshops:**

“Oral Presentation”—Discussion of speech delivery and oral presentation strategies; students will practice and incorporate guidelines and strategies into class presentations of persuasive essay topics.

“Exam Preparation Review”—Recap of multiple choice and essay strategies related to each type of essay question (defense/ refutation/qualification, analysis of rhetorical strategies, and synthesis); students will take a released exam that may be used as a final exam for the class.

Composition Workshop IX: Final Individual Conferences—One-on-one reviews of student work up to this point; students will meet with instructor to discuss individual work.

#### **Teaching Strategies**

Even though students in an AP English Language and Composition course may be strong readers and writers, they still need a bank of strategies to draw from as they encounter challenging text. The most effective strategies are those that teach students to infer and analyze.

#### **Subject-Occasion-Audience-Purpose-Speaker-Tone (SOAPSTone) – Tommy Boley**

This is a text-analysis strategy I was introduced to at an AP Summer Institute as I prepared to teach this class. It is also

a method for initially teaching students how to craft a more thoughtful thesis.

- Speaker – the individual or collective voice of the text
- Occasion – the event or catalyst causing the writing of the text to occur
- Audience – the group of readers to whom the piece is directed
- Purpose – the reason behind the text
- Subject – the general topic and/or main idea

- Tone – the attitude of the author

### **Overview-Parts-Title-Interrelationships-Conclusion (OPTIC)**

The following steps are used to help students approach visual texts:

- Overview – write down a few notes on what the visual appears to be about
- Parts – focus on the parts of the visual. Write down any elements or details that seem important
- Title – highlight the words of the title of the visual (if one is available)
- Interrelationships – use the title as the theory and the parts of the visual as clues to detect and specify the

interrelationships in the graphic

- Conclusion – draw a conclusion about the visual as a whole. What does the visual mean? Summarize the

message of the visual in one or two sentences.

### **Rhetorical Analysis – Active Reading**

For each reading assignment, students must identify the following in their reading journals:

- Thesis or claim
- Tone or attitude
- Purpose
- Audience and occasion
- Evidence or data
- Appeals: logos, ethos, pathos
- Assumptions or warrants
- Style (rhetorical mode, rhetorical devices)

### **Stephen Dunning Small-Group Revision Process**

After students have written a first draft, they form small groups of four. Each student brings four copies of his/her piece to be shared with the group.

- Decide on a timer for the group. Each person has 10-15 minutes to share their piece.
- The first person passes out his/her piece to the group. (S)he reads the piece aloud while the others follow along, annotating questions/concerns/suggestions to help the writer in the revision process.
- After the oral reading, the author sits back and listens to the discussion among the other three. The author may not speak but should take notes during this time.
- The other three members of the group discuss the piece as if the author were not present. The focus should be on ideas, rather than mechanical issues. Grammar, spelling, and punctuation errors should be noted on the paper. The discussion should last approximately ten minutes.
- The author of the paper should thank the other members of the group when finished and collect all papers.

- Repeat this process for all members of the group.

### **Gradual Release of Responsibility: Collaborative Group Activities**

- Roaming Team Leader  
Students team in groups of six. After a topic discussion, one student from each group moves to another group, i.e., #2 from each group. Roaming leader moves counter-clockwise through groups, spending approximately 3-5 minutes in each group. He/She debriefs his/her discussion ideas to next group, moving through all groups.
- Pair-Square  
Partners pair up with another partner group to discuss a topic or reading.
- Say Something  
Students form trios and alternately read a difficult portion from text. After each reading, the listeners synthesize and summarize what they heard in the reading. The second person may not repeat what has already been stated.
- Seasonal Partners/Quartets  
Students write down someone's name for each season of the year by roaming around the room and asking for signatures. Keep list. At varying times, students will meet with their fall, summer, spring, or winter partner. This can also be done with times of the day (12:00, 3:00, 6:00, and 9:00)
- Quiz/Quiz/Trade  
Students write a multiple-choice question about the author's use of rhetorical devices in a reading and write on a 3x5 card. Each student debriefs their question with another student. After both have debriefed, students trade cards and find another partner. Students then debrief their new card and switch again. The process can be repeated according to time allotment.
- Each Teach (Jig Saw)  
Each student within a group of 3, 4, or 5 silently reads a different article, annotating in the margins. Each person teaches his/her article to the rest of the group. This can be done by exchanging information with one other student, followed by each partner team teaching another partner team.
- Paired Verbal Fluency (for activating prior knowledge)  
Following a homework reading assignment, students form quartets. Students number off; the first student takes a specific number of seconds to talk about the topic. When time is called, switch to #2. This new student continues to summarize the reading, but no information may be repeated. Each student is allowed an increasing number of seconds to talk (20-40-60-80). Good for adding more information to prior knowledge. To synthesize information, reverse the number of seconds allowed (80-60-40-20). This is an excellent opening activity for reviewing the homework reading assignment.
- 3-2-1  
Students read an article and write 3 ideas they found interesting, 2 ideas they can apply to their personal lives, and 1 question they still have. An alternate activity is to make connections: 3 text-to-text, 2 text-to-self, and 1 text-to-world. connections.
- Silent Discussion  
After reading a selection or participating in an activity, each student writes a reflection or synopsis of what he/she just experienced. After approximately 2 minutes, partners switch

notebooks (or paper). Each student reads his/her partner's response and then silently responds to the writing. After 1 minute, switch again.

### **Vocabulary Acquisition – Robert Marzano's Six-Step Process**

- **Step 1: Explain**—Provide student-friendly description, explanation, or example of new term.
- **Step 2: Restate**—Ask students to restate description, explanation, or example in their own words.
- **Step 3: Show**—Ask students to construct picture, symbol, or graphic representation of term.
- **Step 4: Discuss**—Engage students periodically in structured vocabulary discussions that help them add to their knowledge of the terms in their vocabulary notebooks.
- **Step 5: Refine and reflect**—Periodically ask students to return to dialectic notebooks to discuss and refine entries.
- **Step 6: Apply in Learning Games**—Involve students periodically in activities that allow them to interact with terms.

### **Teaching Style**

Because style is a major component of writing skill, students will learn and apply the use of verbals, phrases, and clauses to improve the quality and sophistication of their writing. Primarily, students will model authors' style, transferring this knowledge to their own writing. In addition, students will learn figures of rhetoric in a piece of writing, particularly schemes and tropes. See Marzano's approach above to facilitate learning of these terms.

Schemes: parallelism, isocolon, antithesis, zeugma, anastrophe, parenthesis, ellipsis, asyndeton, polysyndeton, alliteration, anaphora, epistrophe, anadiplosis, antimetabole, chiasmus, erotema, hypophora, epiplexis.

Tropes: metaphor, simile, synecdoche, metonymy, antonomasia (periphrasis), personification, anthimeria, litotes, irony, oxymoron, and paradox.

### **Periodic Activities**

- Timed readings and writings
- Prompt writing
- Brainstorming
- Discussion/think tank activities
- Team building
- Vocabulary reinforcement

### **WEB RESOURCES**

<http://www.collegeboard.com/student/testing/ap/about.html>

AP Central: Information for students and parents about AP courses and testing college information

<http://owl.english.purdue.edu/>

An online writing lab

[http://www.usd.edu/engl/resources\\_ac.html](http://www.usd.edu/engl/resources_ac.html)

Links to online writing labs, Thesaurus, dictionaries, research tips, and timed writing tips

<http://www.bartleby.com/141/>

Stunk and White's *Elements of Style*

<http://www.liu.edu/cwis/cwp/library/workshop/citation.htm>

Best site for documentation guidelines; includes APA, MLA, and other citation styles; includes guidelines for incorporating documentation into an essay

<http://www.ccc.commnet.edu/grammar/>

Grammar review for specific areas of language usage; allows for individualized instruction on grammar usage

<http://www.wordcounter.com/>

Type in a paper and the software will analyze it paper for overused words