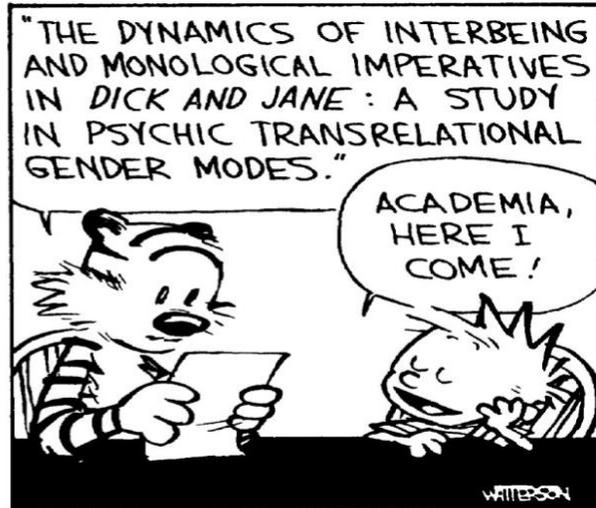
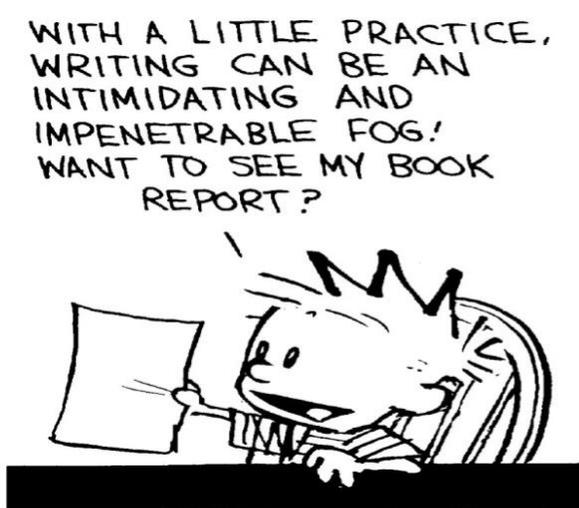
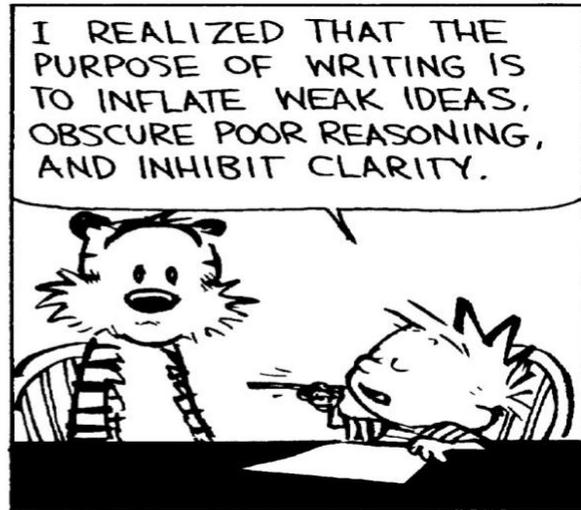
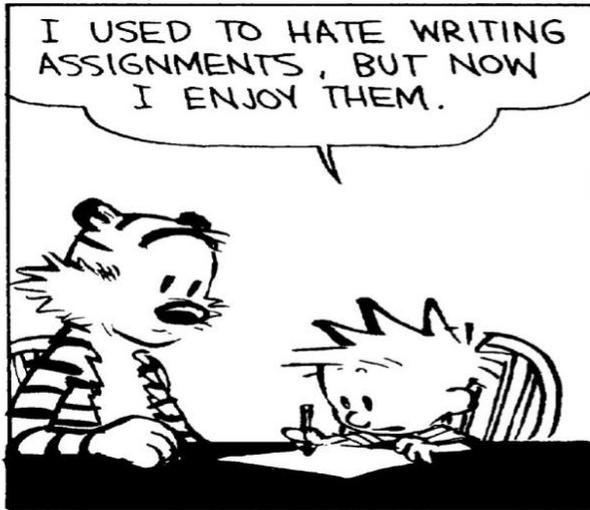


### Course

AP English Language & Composition  
or Advanced Rhetorical Analysis of Nonfiction

### Contact

Mr. Redman | [dredman@tiltonschool.org](mailto:dredman@tiltonschool.org)



# AP Language & Composition

## Courses, Descriptions, Choices



According to the College Board, “An AP English Language and Composition course cultivates the reading and writing skills that students need for college success and for intellectually responsible civic engagement. The course guides students in becoming curious, critical, and responsive readers of diverse texts, and becoming flexible, reflective writers of texts addressed to diverse audiences for diverse purposes. The reading and writing students do in the course should deepen and expand their understanding of how written language functions rhetorically: to communicate writers’ intentions and elicit readers’ responses in particular situations. The course cultivates the rhetorical understanding and use of written language by directing students’ attention to writer/reader interactions in their reading and writing of various formal and informal genres (e.g., memos, letters, advertisements, political satires, personal narratives, scientific arguments, cultural critiques, research reports). Reading and writing activities in the course also deepen students’ knowledge and control of formal conventions of written language (e.g., vocabulary, diction, syntax, spelling, punctuation, paragraphing, genre). The course helps students understand that formal conventions of the English language in its many written and spoken dialects are historically, culturally, and socially produced; that the use of these conventions may intentionally or unintentionally contribute to the effectiveness or ineffectiveness of a piece of writing in a particular rhetorical context; and that a particular set of language conventions defines Standard Written English, the preferred dialect for academic discourse” (<http://media.collegeboard.com/digitalServices/pdf/ap/ap-english-language-and-composition-course-description.pdf>).

### Option One

To have *Advanced Placement English Language* appear on your Tilton School transcript, you must send an email by Tuesday, October 1, 2019 to me, who will forward your name to the TS Registrar, and agree to take the national exam (\$94 fee beyond TS tuition) on Wednesday, May 13, 2020 at 8:00 am.

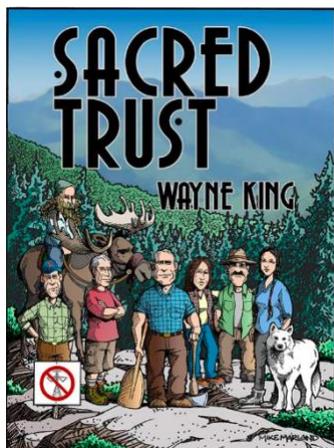
# AP Language & Composition

## Option Two

To have *Advanced Rhetorical Analysis of Nonfiction* appear on your transcript you will engage with the same material, skill progression, and text titles noted for AP Language. This course does not require the taking of the national exam, but requires the taking of an end-of-year assessment I will create and offer on the same exam date. *Please note Advanced Rhetorical Analysis of Nonfiction is an accepted English course title by the NCAA Clearinghouse.*

Regardless of the option you choose, we all have one quest: “Together we will create pathways for deep, purposeful, self-directed learning, fueling lifelong discovery, creativity, and growth and unleashing the skills, passion, and courage to address the world’s most challenging problems” (TS MTC Team).

## All-School Summer Reading



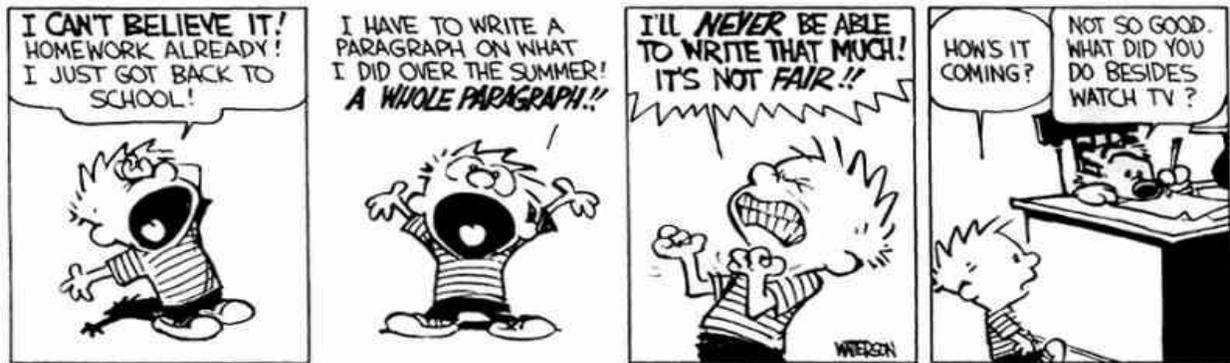
An outdoorsman, guide, and artist from New Hampshire’s north country, Wayne King proved to be a good listener and trusted neighbor in his early years. After serving three terms in the NH House and Senate, King became the Democratic nominee for Governor in 1994. Though he lost that race to incumbent Steve Merrill, Wayne King never forgot the principles upon which he ran. King founded The Electronic Community, a group of social entrepreneurs working on development issues in West Africa on behalf of the Ford Foundation and other sponsors. King then became CEO and President of MOP Environmental Solutions, Inc.

An accomplished photographer and author of several previous books, King’s *Sacred Trust* was published in 2017. It takes place in the rural townships and natural landscapes of New Hampshire’s White Mountains. When a big business powerline threatens to ruin the scenic beauty and backcountry ways of the Great North Woods, local conservationists, climbers, and campers take action. Their adventurous, effective, and humorous revolt makes for both good reading and a poignant message. King uses well his UNH education in Environmental Conservation and Earth and Science Education. Perhaps more importantly, he characterizes the

# AP Language & Composition

actions and voice of native New Hampshire people who care deeply, speak softly and know how to use a moose when necessary.

Wayne King lives in Rumney, New Hampshire, and Tilton School is honored to host him as a “First Friday” speaker and to incorporate his work of fiction into the 2019 community reading and writing project. The Tilton School community welcomes King and the opportunity to read *Sacred Trust* as the discipline of reading develops the muscles of concentration and habit of self-motivated learning.



<http://ibetan0367dz.tripod.com/weekdayhomework3.html>

## Advanced Rhetorical Analysis Summer Work 2019

You are asked to read the *Atlantic Magazine* editions for June (pictured below) and July/August (not yet published). These two periodicals are readily available online, at newsstands, even in libraries! I will send emails to share writing prompts and directions so you can compose your thoughts prior to your arrival to Tilton School this fall.

### June Prompt #1

In “Autocorrect: How advances in real-time fact-checking might improve our politics” (*The Atlantic*, June 2019, pp. 11-14), Jonathan Rauch writes of how technology is being used to help understand what is accurately and inaccurately offered online and on air. While he focuses on last February’s State of the Union address, Rauch widens his topic in historical and contemporary terms. From “clickbait” to clarity, Rauch questions the practical effectiveness of such options as International Fact-Checking Network and Squash. In a well-organized essay using information from this article (and perhaps other appropriate resources), agree or disagree with Rauch’s conclusion that while impressive, disinfotech “is still nowhere near ready for prime time.”

# AP Language & Composition

## ESSENTIAL SKILLS

Tilton School offers students the opportunity to learn and to employ five essential skills critical to reaching their maximum potential and to helping the community. Through the Tilton Experience adults in all areas of school life create opportunities to engage students in these successful habits to serve themselves and others in an ever-changing world.

### **#1 Communication**

*Communication* is a process of exchanging information with the intention of articulation and understanding ideas through developed writing, speaking, listening, reading, and alternative mediums. Learning outcomes include:

- using communication to amuse, inform, instruct, motivate and persuade conveying a clear and concise message;
- utilizing multiple media and technologies and evaluating their effectiveness and impact;
- recognizing and formulating effective written, oral, and visual communication, giving appropriate consideration to audience, context, format, and textual evidence; and
- listening effectively to decipher meaning, knowledge, values, attitudes, and intentions.

### **#2 Creative Engagement**

*Creative Engagement* exhibits a willingness to play, to collaborate, and to risk with new and old information, constructing content and generating new ideas with possibilities. Learning outcomes include:

- challenging one's own assertions, assumptions, or beliefs and proposing plausible ideas to challenge existing boundaries, limits, or ideas tied to convention;
- using a wide range of creation techniques;
- creating new, incremental, radical, and worthwhile ideas;
- demonstrating originality and inventiveness in work, through curiosity and persistence;
- viewing failure as an opportunity to learn, knowing creativity and innovation is a long-term, cyclical process of small successes and frequent mistakes.

### **#3 Critical Thinking & Decision Making**

*Critical Thinking and Decision Making* are the processes of generating, synthesizing, and analyzing information using multiple methods in order to make evidence-based decisions. Learning outcomes include:

- delineation and evaluation of an argument and specific claims in a text, including the validity of the reasoning, as well as the relevance and sufficiency of evidence:

# AP Language & Composition

- understanding economic, legal, and social issues surrounding the access and use of information, particularly large, complex sets of data for learning;
- describing problems by examining them through ethical, cultural, political, economic, system thinking, or divergent thinking lenses;
- identifying and discussing implications considering context, assumptions, data, and evidence; and
- establishing group agreements and accountability for assigned tasks, setting the stage for a synergy of efforts based on group needs and individual strengths.

## #4 Innovation & Design Thinking

A collaborative mindset, *Innovative and Design Thinking* is a process of constant examination to generate ideas with a focus on solutions, learning from failure and iterations. Learning outcomes include:

- synthesizing ideas and capitalizing on strengths and perspectives of group members to develop a cohesive team product or performance;
- reframing problems using empathy to yield clear direction in approaching tasks;
- analyzing how parts interact with each other to produce overall outcomes in complex systems;
- developing rapid prototypes to obtain feedback and to reiterate to bring ideas into reality quickly; and
- uncovering an innovation challenge to focus on asking the right questions and to a broad group of stakeholders, especially those which deepen the human experience.

## #5 Mindfulness

*Mindfulness* is an intentional practice to understand our thoughts and feelings with patience, clarity, and empathy and to connect with others, resolving differences and fostering better health, deeper learning, and greater perspective. Learning outcomes include:

- self-advocacy, managing personal wellness, health knowledge, and practices;
- cultivation of gratitude, joy, kindness, compassion, equanimity, forgiveness and growth mindset;
- reflection to understanding one's capabilities, potential, and impact on others;
- flexibility and willingness to be helpful in making necessary compromise to accomplish a common goal;
- recognition of conflict, its nature, and its impact on interpersonal relationships and institutions; and

# AP Language & Composition

- understanding healthy communication and the influence of gender, age, and cultural differences on persuasion, perception and power in conflict resolution.

## Timing, Texts, Genres, Skills, Outcomes

### September

*Atlantic* magazine summer recap (nonfiction), communication and *Atomic Tangerine*, published by The Telling Room (poetry, fiction, nonfiction), creative engagement

### October

*Stand before Your God* by Paul Watkins (memoir), mindfulness

### November

*Lincoln at Gettysburg: The Words that Remade America* by Garry Wills (nonfiction), communication

### December

*The Thirteen American Arguments* by Howard Fineman, (editorial journalism), critical thinking and decision making

### January

*Eating Animals* by Jonathan Safran Foer (nonfiction), mindfulness

### February

*Truth, Beauty, and Goodness Reframed* by Howard Gardner (historical analysis), creative engagement

### March

*Casualties of Privilege*, anthology by Louis Crosier (essays), communication

### April

*Creating Innovators* by Tony Wagner (nonfiction), innovation and design thinking

### May

Tasks of AP national exam, ARA final exam, capstone, college application essays

# AP Language & Composition

## Unit One: “Telling a Story”

### Introduction

During the 2018 summer students were asked to read *Atomic Tangerine* produced by The Telling Room. We’ll take some additional time to uncover this text’s content and purpose. Perhaps Telling Room student-authors will again come to campus to share their pieces, processes, and ideas with us at the start of the school year.

In addition, incoming Advanced Rhetorical Analysis: Nonfiction (or AP Language) students were asked to read the June and July/August editions of *Atlantic* and to respond to prompts offered via email. If this task was not effectively conveyed, received, or completed, we’ll take some of September to complete it.

### Essential Questions

By the end of September, we’ll have addressed at least three issues to satisfy the TS Academic and College offices:

1. Can I read and respond to both academic and creative material?
2. Knowing their differences, which English course shall I take this year, AP Lang and Adv. Rhet.?
3. Can I identify and replicate the elements of effective writing?

### Task One: Reading and Responding to *Atomic Tangerine*

Choose one of the pieces from the anthology that “speaks” to you for some reason. Replicate either its form or theme and create a “response” piece of your own. You should be able to articulate why you chose the piece and defend how you responded to your peers, even the original author.

### Task Two: Reading and Responding to *Atlantic* magazine

Share your Google document with your responses to the prompts given for the June and July/August 2018 editions of *Atlantic* magazine. We will take time to discuss the issues, prompts, and responses to discover effective writing skills.

### Outcomes

These two tasks should produce artifacts of Communication, Creative Engagement, and Critical Thinking and Decision Making, three of TS’s essential skills. They should also give you data to make a more informed choice on how best to proceed in the college process. How should you be assessed on these tasks? What observable skills correspond to TS letters of academic achievement and habits of mind? What products predict an AP number score? These questions need discussion, debate, and a more universally understood conclusion.

# AP Language & Composition

## **Unit Two: “Prep School”**

### Introduction

At the age of seven, Paul Watkins was taken by his parents from Rhode Island to England, where he was left to attend the Dragon School. Eventually Watkins makes his way to Eton then Yale. Told from a first-person perspective, Watkins narrates what he recalls from those early days in his memoir *Stand before Your God*, sharing tales of boarding school life with which many TS students can identify.

### Essential Questions

1. Given the age, time, and geography, what differences and similarities can be seen in prep schools?
2. How did mindfulness play a part in Watkins’ beginnings to become a writer?
3. How might I employ mindfulness to support my own advancement towards my goals?

### Task

Each student is to write a letter to Watkins, articulating some of the more poignant moments from his memoir and asking a question of him regarding boarding school, writing, and mindfulness.

### Outcomes

These “letters” will be collated and sent to Watkins prior to a ZOOM interview with the author. Knowing limitations, perspectives, and options, students will better understand how to proceed in a mindful way.

## **Unit Three: “Words Matter”**

*Lincoln at Gettysburg: The Words that Remade America* by Garry Wills (nonfiction), communication

## **Unit Four: “Who Wins an Argument?”**

*The Thirteen American Arguments* by Howard Fineman, (editorial journalism), critical thinking and decision making

## **Unit Five: “Of What Am I in Control?”**

*Eating Animals* by Jonathan Safran Foer (nonfiction), mindfulness

## **Unit Six: “Can Virtues Be Defined and Universally Embraced?”**

*Truth, Beauty, and Goodness Reframed* by Howard Gardner (historical analysis)

# AP Language & Composition

## Unit Seven: "Prep School"

### March

*Casualties of Privilege*, anthology by Louis Crosier (essays), communication

### April

*Creating Innovators* by Tony Wagner (nonfiction), innovation and design thinking

### May

Tasks of AP national exam, course final exam, capstone, college application essays