

Department: English Course Title: AP Language and Composition
MRS. MARTINO **Course #: 10114H**

DESCRIPTION OF COURSE: Course reading and writing activities should help students gain textual power, making them more alert to an author’s purpose, the needs of an audience, the demands of the subject, and the resources of language: syntax, word choice, and tone. During the course, a wide variety of texts (prose and image based) and writing tasks provide the focus for an energetic study of language, rhetoric, and argument. As this is a college-level course, performance expectations are appropriately high, and the workload is challenging. Students are expected to commit to a minimum of five hours of coursework per week outside of class. Often, this work involves long-term writing and reading assignments, so effective time management is important. Because of the demanding curriculum, students must bring to the course sufficient command of mechanical conventions and an ability to read and discuss prose. The course is constructed in accordance with the guidelines described in the AP English Course Description.

REQUIRED TOPICS OF STUDY	SUGGESTED INSTRUCTIONAL TIME	STANDARDS/ ASSESSMENT ANCHORS
<i>Writing</i>	<i>CONSTANT AND ONGOING WRITING AND REVISION IN RESPONSE TO CLASS TOPICS</i>	AP Standards SC1-SC16
<p><u>Unit 1 Readings, Education and Enlightenment (SC 7):</u> Plato, “Allegory of the Cave” (analysis) Frederick Douglas, “Learning to Read and Write” (process/analysis) Malcolm X, “Learning to Read” (process/analysis) Excerpt from “Savage Inequalities” (analysis/synthesis) “I Just Wanna be Average” (classification)</p>	October, November	
<p><u>Unit 2: Readings, Democratic Ideas through the Ages (Synthesis) (SC7)</u> Pericles’ “Funeral Oration” “The Old Oligarch”</p>	December	

<p>Abraham Lincoln, <i>Gettysburg Address</i></p> <p>Current Events: recent election speeches, cartoons, commercials....</p> <p>Thomas Jefferson, <i>Declaration of Independence</i></p> <p>Elizabeth Cady Stanton, “Declaration of Sentiments and Resolutions”</p> <p>Viewing (SC8): Student/Class selected list of historic speeches on democracy and modern political analysts (such as TED talks and others), how does rhetoric change in print vs. speech?</p>		
<p><u>Unit 3: Gender and Racism (SC7)</u></p> <p>Scott Russell Sanders, “The Men we Carry in Our Minds” (Analysis)</p> <p>Return to Angelou <i>I Know Why the Caged Bird Sings</i> (Analysis and Synthesis)</p> <p>Zora Neal Hurston, “How it Feels to be Colored Me” (Synthesis)</p> <p>Dave Barry, “Turkeys in the Kitchen”</p> <p>Time Article, “Raising Their Voices” (Synthesis)</p> <p>Amy Tan, “Mother Tongue”</p> <p>Excerpts from <i>The Color Purple</i></p> <p>View (SC8): film, “<i>The Color Purple</i>” explore the shift from slavery to “gender slavery” in post civil war America. (with parental permission)</p>	<p>January, February</p>	
<p><u>Unit 4: Research and Documentation (SC9-11)</u></p> <p>Students will choose a relevant event/topic that falls within any themes we have studied in this course.</p> <ul style="list-style-type: none"> ● Education ● Personal enlightenment ● Democratic ideas through history ● Gender roles/biases ● Racism ● Themes identified by independent student analysis with instructor approval <p>Topic Selection will occur throughout December, with final topics selected by early</p>	<p>Topic Selection December - January</p> <p>Instruction, Writing, Research, Revision(s) January-March</p>	

<p>January Final research papers due March 1, although preliminary work will be evaluated and graded throughout the process.</p> <ul style="list-style-type: none"> ● Annotated bibliography ● Annotated sources ● notecards/outline ● Multiple drafts ● Peer/Self/Instructor edits ● “Published” final paper of 6-10 pages <p>Sources:</p> <ul style="list-style-type: none"> ● Must include at least two sources from previous course readings ● Must include at least 3 other sources including: <ul style="list-style-type: none"> database sources one visual source source from current events within the past year 		
<p><i>Vocabulary</i></p>	<p><i>Units 1-15 in Sadlier Oxford Vocabulary Level F, 3 units a quarter</i></p>	<p><i>1.1, 1.6, 1.4, 1.5</i></p>
<p><i>Grammar BOOT CAMP</i></p>	<p>During first two weeks, then applied to all writing through course.</p>	

INSTRUCTIONAL RESOURCES:

Strunk and White, *The Elements of Style*

Samuel Cohen, *50 Essays, A Portable Anthology (5th ed)*

Maya Angelou, *I Know Why the Caged Bird Sings*

Jamie Ford, *Hotel on the Corner of Bitter and Sweet*

MLA Handbook/ Research Materials

Sadlier Oxford Vocabulary Workshop Level F

Glencoe Writer’s Choice: Grammar and Composition (11th Grade)