

AP LANGUAGE & COMPOSITION: AN EXPLORATION OF GENDER, RACE, AND CLASS IN AMERICAN LITERATURE

Course Overview: To be a thoughtful, productive citizen in the 21st century, an individual must think critically, read widely with full comprehension, and write from a perspective of strength and conviction. The AP English Language and Composition course “engages students in becoming skilled readers of prose written in a variety of periods, disciplines, and rhetorical contexts, and in becoming skilled writers who compose for a variety of purposes” (The College Board, *AP English course Description*, May 2007, May 2008:6). This class combines American literature with the components of Advanced Placement Language and Composition, so there will be a combination of fiction and non-fiction readings. The intense concentration on language use in this course should enhance students’ abilities to use and identify grammatical conventions both appropriately and with sophistication as well as to develop stylistic maturity in their own prose

Course Objectives: As outlined by the *AP English Course Description*, at the conclusion of the 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.

*There is an expectation in this AP course that students already understand and use Standard English grammar (review may occur when necessary). In addition, students will be expected to read independently and to be prepared to discuss readings on assigned dates.

The AP exam, scheduled May, is a two-part test:

Part I (60 min.): Four or Five passages (non-fiction) with 45 to 55 multiple choice questions on usage, author’s intent, rhetorical devices, purpose, documentation and other related questions.

Part II (135 min.): Three essay questions based on a variety of prompts such as rhetorical analysis of letters, essays, narratives, etc., argumentative essay based on an assertion presented, and a synthesis essay requiring students to construct an argument using a selected group of sources/information presented in the exam.

Our work in this class will not only prepare students for this exam, but it will better prepare them for the demands of academic work they will face in college (Mauck).

Class Texts used (class sets available)

Holt, Rinehart and Winston. *Elements of Literature, Fifth Course*

Roskelly and Jolliffe. *Everyday Use: Rhetoric at Work in Reading and Writing*

Course Curriculum**Introduction to AP Language and Composition (5 weeks):**

Highlights of course: Challenges and Expectations

Avoiding Plagiarism/Plagiarism contract/Turn-It-In Program

AP Multiple Choice

AP Essay

Basic Rhetorical Terms

AP Scoring of Essays

Reading:**First Semester: Gender in American Literature (10 weeks)**

Macbeth by William Shakespeare

A Streetcar Named Desire by Tennessee Williams

From Declaration of Sentiments of the Seneca Falls Woman's Rights Convention by Elizabeth Cady Stanton

"The Most Remarkable Woman of This Age," from *Commonwealth*, July 17, 1863 and *Freeman's Record*, March 1865

"The Jilting of Granny Weatherall" by Katherine Anne Porter

"Rules of the Game," from *The Joy Luck Club* by Amy Tan

from *In Search of Our Mother's Gardens* by Alice Walker

"Straw Into Gold" by Sandra Cisneros

Body Image: Prescribing Beauty. United Streaming. Discovery Channel School.

Second Semester: Race in American Literature (10 weeks)

Their Eyes Were Watching God by Zora Neale Hurston

In the Time of Butterflies by Julia Alvarez

"From A Narrative of the Life of Frederick Douglass"

and "From My Bondage My Freedom" by Frederick Douglass

"from on Incidents in the Life of a Slave Girl" by Harriet A. Jacobs

"The Gettysburg Address" by Abraham Lincoln

"from Letter from Birmingham City Jail" by Martin Luther King Jr.

"Tableau" and "Incident" by Countee Cullen

"Harlem" and "The Negro Speaks of Rivers" by Langston Hughes

"from Black Boy" by Richard Wright

"When Mr. Pirzada Came to Dine" by Jhumpa Lahiri

"The Girl Who Wouldn't Talk" by Maxine Hong Kingston

Question of Race. United Streaming. Discovery Channel School.

Third Semester: Class in American Literature (10 weeks)

The Great Gatsby by F. Scott Fitzgerald

The Jungle by Upton Sinclair

Brave New World by Aldous Huxley

A Streetcar Named Desire by Tennessee Williams

"A Pair of Silk Stockings" by Kate Chopin

"Richard Cory" by Edwin Arlington Robinson

"The Love Song of J. Alfred Prufrock" by T.S. Eliot

"A Rose for Emily" by William Faulkner

"The Death of the Hired Man" by Robert Frost

Writing:

Course Introduction:

Students will write three major papers (3-5 typed pages): narration/description, exposition (literary analysis), and argumentation/persuasion. All three papers will incorporate research and must be accurately documented using MLA style documentation.

These essays proceed from the proposal stage through formative drafts to a final draft. All essays are accompanied by an information page and a rubric that students use through the peer review process to help students learn how to be better assessors of their own writing development.

Evaluations:

Reading quizzes at strategic points throughout the semester.

Vocabulary quizzes

Rubrics for various stages of the writing process

Major papers

Self-critiques

Exams on major and supplemental works of literature (including text analysis)

In-class timed essays/writing.

Multiple choice selections (AP practice)

Notebook evaluations (see Notebooks section)

Journals

Participation in class discussion

Short writing exercises (one-page papers).

Final Exam on AP Vocabulary and Rhetorical Analysis

SUPPLIES: Three-ringed notebook, loose-leaf paper, composition notebooks, blue/black ink pens, pencils, highlighters, sticky notes, ink and paper for your home computer.

Notebook Expectations:

Throughout this class you will keep a thorough notebook that will document your preparation, attention to class discussions and activities, short writing assignments, draft work of major writing assignments, returned tests and AP test preparatory work. During the semester, your notebook will be evaluated by you and your teacher; it will be worth a significant portion of your grade for the term. You will get advanced notice (4-5 days) of this, and it is possible that all students will not turn in their notebooks on the same date.

Your notebook must include the following components:

Preparatory Notes: these notes should include analysis, interpretation and questions about each reading assignment, and they should be completed prior to class discussion of that reading assignment. They need not be lengthy, but they should show insight into the reading. Superficial, obvious or insignificant comments about the reading are unacceptable. These notes may be spot-checked on any given day.

Things to include in Notes (prep notes and class notes):

- significance of main events, character developments, revelations, etc.
- use of literary devices / rhetorical devices (language); what is the purpose? What is the effect?
- Literary devices (content): symbolism, foreshadowing, theme, conflict, character development, imagery, etc.
- Note quotes and explain their meaning / significance
- Make predictions for what is to come
- Ask questions
- Note and define vocabulary that is new to you
- Draw connections to today, other works, your own life and experience

*You don't need to do all of these things all of the time.

Class Discussion Notes: these notes should detail our class activities and discussions about the reading assignments. At times you may be given prompts to respond to in these notes; at other times you will need to base your notes on the analysis of the works that is discussed in class. These notes may also be checked in class, randomly and unannounced.

Annotated Handouts: any handouts that have been annotated during reading should show your careful reading of the story, essay, poem, etc. through your annotations.

AP Test Prep.: work done in preparation for the Advanced Placement Test may include vocabulary, language work, practice test questions, etc.

Essay Tests and Paper Draft Work: returned essay tests should be included in your notebook, to aid in preparation for final exams. For each major writing assignment, all draft work should be included in the notebook, clearly showing your revisions.

Poetry Notes: from each group's poetry presentation, you will include in your notebook detailed notes on the poet, as well as annotated copies of the poems presented and discussed by the group. This will also aid in preparation for final exam questions based on these presentations (Morey).

ATTENDANCE AND GRADING:

Class Participation:

Students are expected to verbally participate/discuss in this class, as it is a key element that enhances the critical thinking and learning process; they will receive one ticket on each established 'discussion day' over the course of the unit. These will be collected at the unit's end and counted as credit towards the term's grade. Lost tickets will not be replaced, so students need to take care of them.

Contacting the Teacher

If students miss class for more than one day, they may want to contact me through my school e-mail address if needed for questions answered on missed assignments (see website for links to handouts).

Grading

Students earn points for various assignments, tests, quizzes and class participation. I will update grades weekly. Students should be keeping track of their own performance and checking the planner/website.

No Late Work Will Be Accepted for Credit!

WRITING GUIDELINES FOR ENGLISH

****Every assignment you turn in should look neat and professional. Take pride in your work!**

1. On the top left corner of the front page only of final papers, write the following:
Your Name
Today's Date
Your Hour
Name of Assignment
Teacher's Name (Mr., Ms., Mrs.,)

2. **WHEN YOU TYPE YOUR PAPER:**
 - Use a 12p. Professional font. (Avoid script fonts and kindergartner)
 - Use 1" margins! (no larger, no smaller)
 - Double space.
 - Use black ink
 - Use bold print only as emphasis. Never bold an entire paper!
 - DO NOT SKIP EXTRA LINES BETWEEN PARAGRAPHS

NO COMPUTER/TECHNICAL DIFFICULTIES WILL BE ACCEPTED AS EXCUSES FOR LATE PAPERS!

3. Give your work your own title. Center it at the top of your first page. There is no need to underline it, use bold print or use a larger font. There is no need for a title page, unless specified.
4. Number your pages on the top, right corner of the page (Morey).

Narrative Writing

Choose one of the topics below and construct a narrative, remembering to:

- ✓ **Decide why you are telling this story. Have a purpose.**
- ✓ **Choose an illustration, event, or experience that you can cover adequately within 2-3 pages.**
- ✓ **Decide upon which point of view you will use.**
- ✓ **Select only the most important or revealing details.**
- ✓ **Arrange details in either chronological order, or use a flashback.**
- ✓ **Keep verb tenses consistent.**
- ✓ **Remember there is a difference between showing and telling. Which is better for your narrative?**
- ✓ **PROOF-READ!**

Narrative: Clash of Culture and Gender

Choose a time in which you were made aware that your behavior or values were in conflict with those of cultural gender norms. Narrate the event, but at the same time, explore why your behavior or desire clashed with cultural gender norms and how it made you feel. Did you conform to societal norms or did you defy them? What were the rewards/consequences of your choice? (Morey)

Due:

Argument: A National Disgrace

Read four (4) different articles (magazine, newspaper, or internet) about an aspect or event in American life dealing with social/economic class which you consider to be a national disgrace. Write your personal condemnation of selected aspect or event in a three page typed composition with bibliography. That means, list your sources on a Works Cited page at the end of your paper. As you write, persuade your reader to believe as you do. Quote from your sources, and use parenthetical documentation.

Ideas: In the first part of your paper, describe the event or aspect, and its effects on national life. In the second part, analyze causes of the problem. In the third part, make some proposals for solving the problem.

The most important thing you can do in this paper is to let me hear your raised voice (tone of outrage), and in the process, show me that you understand something about what persuasion is.

Remember to:

- ✓ Choose a subject that it's possible to persuade me on.
- ✓ Analyze your audience.
- ✓ Make a list of the evidence you plan to use.
- ✓ Argue with solid, fair, reasonable, and relevant evidence.
- ✓ End forcefully. (Morey)

Their Eyes Were Watching God by Zora Neale Hurston,
Portfolio Instructions

1. Write a three (3) page reaction to this novel. Include both a brief summary and your personal response to the book. This includes an assessment of the way it is written. Remember to quote from the text to support your observations.

2. Martin Luther King once said, “Injustice anywhere is a threat to justice everywhere. Write a three (3) page paper which identifies injustices in this novel. Are these injustices addressed or atoned for? Although the primary injustices are in racism itself, they can also be seen in other ways—incest, displacement, gender roles ,etc. There are many examples. Find the injustices and determine whether they are all the result of racism.

3. Discuss whether society has improved in its treatment of racial injustice. Use examples in current events which support your position. Make sure you use MLA style citation (2-3 pages) for your parenthetical citations and Works Cited page (Morey).

Self-Critique

I want to know about you and your formal writing abilities as soon as possible. Write a 3 page (typed) composition describing yourself.

Suggestion: In the first half, analyze your five greatest faults. In the second half, analyze your five greatest assets. Conclude by affirming that you are neither saint nor sinner, but rather, a combination of both good and bad. If you have something else about yourself you would rather write, that's fine, but the key is to take a good look at yourself, and your strengths and weaknesses as you enter this class. (Morey)

Use the correct format for your paper: See back.

Outside Journal Entries A. P. Language and Composition

Three entries are due each Wednesday, usually. Begin by putting the date and subject at the top of the page. Write 1 typewritten page for each entry. With the quotation, begin by explaining what you think the quotation means. After that, write whatever you wish. The second entry requires you to read a magazine article or short story and respond to it. All magazines are available in the library, but you can use any magazine you wish. The third entry is based on current class reading assignments. You should focus on one or more of the following in the third entry: tone, attitude, diction, detail, point of view, organization, and/or syntax.

There are actually two purposes here: First, you will increase your fluency, your facility with words—this is research-proven; Second, you will need to THINK in order to complete the journal assignments.

Date:

1. “I never blame failure...there are too many complicated situations in life—but I am absolutely merciless toward lack of effort.” F. Scott Fitzgerald
2. Newsweek
3. Class Reading

Date:

1. “All writing is communication; creative writing is communication through revelation—it is the self escaping into the open. No writer long remains incognito.
E.B. White
2. Time
3. Class Reading

Date:

1. “Your audience is a single reader. I have found that sometimes it helps to pick out one person—a real person you know, or an imagined person and write to that one.”
John Steinbeck
2. Harper’s
3. Class Reading

Date:

1. “Easy reading is damned hard writing.” Nathaniel Hawthorne
2. Atlantic Monthly
3. Class Reading

Date:

1. “All modern literature comes from one book by Mark Twain called Huckleberry Finn.” Ernest Hemingway
2. New Yorker
3. Class Reading

Date:

1. "Literature is the orchestration of platitudes." Thornton Wilder
2. Newsweek
3. Class Reading

Date:

1. "The most essential gift for a good writer is a built-in, shock-proof shit-detector."
Ernest Hemingway
2. Time
3. Class Reading

Date:

1. "As to the adjective, when in doubt, strike it out." Mark Twain
2. Harper's
3. Class Reading

Date:

1. "Most of the basic material a writer works with is acquired before the age of fifteen."
Willa Cather
2. Atlantic Monthly
3. Class Reading

Date:

1. "Why shouldn't we quarrel about a word? What is the good of words if they aren't important enough to quarrel over? Why do we choose one word more than another if there isn't any difference between them?" G.K. Chesterton
2. New Yorker
3. Class Reading
(Morey)

Race, Gender, and Class in Art

In this project, you will combine primary and secondary source documents to analyze the body of work created by an American Artist. Utilizing the Smithsonian American Art Museum web site (<http://americanart.si.edu/index2.cfm>) and the Library of Congress web site (<http://www.loc.gov/teachers/>) for your research, you will create an audio visual presentation on either Photo Story, Smart Board, or Power Point in which you:

1. Choose an American artist
2. View a collection of work by that artist
3. Select five works which you will critique using Artcabulary
4. Read a biography of the artist
5. Research primary source documents, songs, and graphic images which document the historic period in which the artist lived and worked
6. Show the influence of race, gender or class on the artist's perspective by relating the graphic and visual images to the written texts
7. Parenthetical citations and Works Cited should follow MLA format

ASSESSMENT RUBRIC FOR VISUAL ARTS				
Criteria	4 - Advanced	3 - Proficient	2 - Basic	1 - In Progress
Has the learner identified significant characteristics in the historical work?	Learner has chosen multiple significant characteristics and understands and explains how they functioned in their culture.	Learner has chosen significant characteristics to influence his own work.	Learner has chosen a characteristic of the historical work.	Learner has discussed the historical work.
Has the learner been able to reinterpret these characteristics in a way significant to our contemporary world?	Learner has made a significant statement with relevance to our contemporary world which connects to the characteristics of the historical work.	Learner has reinterpreted some of the historical work in his/her own work.	Learner has made a connection between his/her work and the historical work in a general way.	Learner has created his/her own work of art.
Has the learner been able to visually express his/her ideas?	Learner has created a visually successful work of art using the elements of the visual arts to express his/her ideas effectively.	Learner has created a technically proficient work of art using the elements of the visual arts to express his/her ideas.	Learner has used the elements of the visual arts to express his/her ideas with some success.	Learner has expressed his/her ideas.
Has the learner been able to convey the connection between his/her work and the historical work in the written paper?	Learner has effectively explained the connection between his/her work and the historical work using examples from both works.	Learner has explained the connection between elements of his/her work and the historical work.	Learner has made a general connection between his/her work and the historical work.	Learner has written about his/her own work.

Works Cited

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