AP English Language and Composition

AP English Language and Composition is designed to help students “write effectively and confidently in their college courses across the curriculum and in their profession and personal lives.” (The College Board, AP English Course Description, May 2007, May 2008, p.6). Students will have an opportunity to write expository, analytical argumentative, as well as personal reflective writing. Students will learn to become critical readers of prose from a variety of periods and genres and analyze visual text. This course will prepare students to take the Advanced Placement exam and build the reading, writing, and critical thinking skills necessary for success in college.

**Unit 1 Introduction to AP Reading and Writing**

The activities will be based upon the reading of: *The Adventures of Huckleberry Finn* and “Reading the River,” both by Mark Twain.

**Assignments/Activities**

1. **Dialectical Journal**: topics to include religion, family relationships, style, the river, irony, romanticism vs. reality, hypocrisy, man’s inhumanity to man, coming of age, and loyalty.
   While reading, students note passages and specific textual references on designated rhetorical devices or themes and respond in a two-column reading journal.
2. **Multiple Choice Practice**: close reading, literary, and rhetorical devices
   Questions from the Applied Practice book for Huckleberry Finn
3. **Discussion Groups**: use notes and dialectical journals to discuss the purpose/significance of assigned motif or theme. Students develop a two-column chart balancing textual support and commentary and share with the class.
4. **Review of good paragraph development based on the Jane Schaffer writing model**
5. **Objective test and battle card**
6. **Huck Finn essay based on released AP prompt**: this essay will serve as a foundation to measure writing growth, identify areas of strength and weakness, as well as an introduction to the scoring rubric used throughout the year.
7. **Introduction to close reading and prose analysis**: “Reading the River” questions and discussions focusing on point of view, analogy, personification, parallelism, repetition, word choice, imagery, irony, figurative language, syntax, structure, and tone.

**Unit 2 Grammar Review**

Focus on coordination, subordination, sentence variety, modifiers, and sentence combining

**Assignments/Activities**

1. **Grammar presentations**: individual student review, with visual aids and original examples, particular grammatical elements or skills
2. **Identify and use as models effective sentence structures from texts or recent publications**
3. **Apply these strategies effectively in a brief focused writing assignment**
**Unit 3 Library Orientation**

Focus on research and documentation skills

**Assignments/Activities**
1. Each student will draw a topic from a pool of current issues and locate five sources of pertinent information. Students must locate a book, periodical, reference book, Internet source, and one other source.
2. Students will collect bibliographic information from these sources and compile a Works Cited page following MLA format.

**Unit 4 Style Analysis/Tone**

Introduction to prose analysis focusing on the author’s tones, purpose and rhetorical devices used to develop these tones, particularly diction, detail, imagery, and syntax

“The Rattler,” excerpt from “The Road of a Naturalist” by Donald Culross Peattie
excerpt from “Narrative of the Live of Frederick Douglas”
excerpt from Chapter One *The Scarlet Letter*

**Assignments/Activities**
1. Explicit instruction using graphic organizers on determining the tone of “The Rattler” and the author’s method of development, based on Jane Schaffer Style Analysis model
2. Guided practice or small group instruction with the Frederick Douglas passage
3. Close reading and informal written prose analysis from Chapter One of *The Scarlet Letter*. Students will determine the author’s tone and show how he develops it through rhetorical devices including diction, detail, imagery, symbolism, repetition, and syntax.

**Unit 5 Comparison/Contrast**

“The General History of Virginia” John Smith
“Of Plymouth Plantation” William Bradford
*The Scarlet Letter* Nathaniel Hawthorne
*The Crucible* Arthur Miller
“The Most Sublime Spectacle on Earth” John Wesley Powell
“Seeing” Annie Dillard

**Assignments/Activities**
1. Close reading of Smith’s and Bradford’s accounts; chart similarities and differences using a graphic organizer
2. Guided comparison/contrast essay: introduction on incorporating textual support, topics and methods of comparison/contrast, tone, purpose, and organization
Revision for textual support, commentary, and paragraph development
3. Guided reading questions and dialectical journal for *The Scarlet Letter*: topics including the scaffold scenes, nature and color imagery, symbolism, character development and motivations, and historical context
4. *The Scarlet Letter* battle card and objectives test
5. Class presentation from dialectical journals of themes and stylistic devices
6. Informal writing: Students research McCarthyism and interview older adults about life in the 1950’s.
7. *The Crucible*: class reading and discussion
8. Watch the movie *The Crucible* (Twentieth Century Fox 1996). Discuss Miller’s dramatic conversions, comparing/contrasting it with the text.

9. *The Crucible* objective test and battle card

10. Formal Essay: compare/contrast *The Crucible* and *The Scarlet Letter*
    Students will work through all steps of the writing process—prewriting using a graphic organizer, writing, revising and editing, and publishing. Students will compare/contrast common motifs, historical context, and rhetorical devices used to develop theme and tone. Revision will focus on specific textual references, paragraph development, sentence variety, and any other common areas of weakness.

11. Guided reading and questions concerning theme, tone, and purpose of the Dillard passage and Powell passage: particular focus on point of view, statistics, sound imagery, color imagery, movement imagery, repetition, parallelism, allusions, and figures of speech

12. Compare/contrast Powell and Dillard passages in a chart: students will analyze the author’s attitude about nature, their rhetorical strategies, organizational techniques

**Unit 6 Persuasions**

Focus on determining the author’s purpose, tone, and persuasive devices
Study of methods of persuasion including the logical, emotional, and ethical appeals
Instruction on the elements of an effective persuasive essay including refutation

“The Declaration of Independence” Thomas Jefferson
“Speech in the Virginia Convention” Patrick Henry
from “Letters from an American Farmer” Michel-Guillaume Jean de Crevecoeur
“Letter from Birmingham Jail” Martin Luther King, Jr.

**Assignments/Activities**

1. Close reading/annotation of passages to determine the author’s purpose, theme, and tone and his use of persuasive rhetorical devices including repetition, details, word choice, organization, anaphora, and allusions

2. Analysis of logical, emotional, an ethical appeals; identification of organizational patterns and refutations

3. Evaluation of pictures and a cartoon relevant to the Civil Rights movement and discussion of their persuasive techniques

4. Write a letter to the editor about an issue of personal or local interest

5. Formal essay based on “Letters from an American Farmer” analyzing de Crevecoeur’s attitude toward the Europeans and Americans

6. Analysis of sample essays that would score high on an AP style prompt: focus on clear comprehension of the passage, skillful integration of quotations, sophisticated wording, and thoughtful commentary with textual support
Unit 7 To Kill a Mockingbird
Assignments/Activities
1. Dialectical Journal: topics including daily life in Maycomb, prejudice/cruelty, Atticus’ influence, Boo’s kindness, and the trial of Tom Robinson
2. Brief informational report based on allusions and elements of historical significance
3. Timed persuasive essay modeled after AP prompt
4. Prose analysis from short selected passages to determine tone, purpose, and use of rhetorical devices
5. Multiple choice AP test question practice and review of literary and rhetorical strategy terminology
6. Objective test and battle card

Semester Exam
Comprehensive Semester Exam
Students will define and identify context literary and rhetorical terms
Essay based on common themes found throughout the semester’s readings
Prose analysis chart: brief selection to determine tone, theme, and stylistic devices used to support them.

Unit 8 Exposition Annotated Bibliography
Focus on independent research skills, synthesis of information, evaluation of sources, and documentation skills
Assignments/Activities
1. Locate fifteen sources of information about a selected topic from our school library, local library, local community college library, or online sources
2. Develop focus questions to guide research
3. Make source cards and note cards
4. Compile notes into an annotated bibliography using MLA format
5. Compile a formal outline
6. Revise for sentence variety, content, and format
7. Publish

Unit 9 Their Eyes Were Watching God
Focus on description, imagery, figurative language, and symbolism
Assignments/Activities
1. Discussion of the Harlem Renaissance and historical context
2. Dialectical Journal: commentary on ten significant quotes
3. Guided reading questions by chapter
4. Figurative Language: identify and evaluate similes, metaphors, onomatopoeia, apostrophe, personification, hyperbole, and other effective figures of speech
5. Small group prose analysis: tone developed by the author’s diction, figurative language, and detail
6. Timed essay modeled from AP prompt
7. “My Last Duchess” Robert Browning: Compare the dramatic monologue with the voice of Janie, protagonist of Their Eyes Were Watching God
8. Objective test and battle card

Unit 10 Poe’s Use of Language to Create a “Single Effect”
“The Fall of the House of Usher”
“The Raven”
“The Bells”

Assignments/Activities
1. Close reading of “The Fall of the House of Usher” particularly noting foreshadowing, descriptive detail, narrator’s perspective, imagery, syntax, and allegory
2. Analyze poems using TPCASTT and graphic organizers: note and evaluate Poe’s use of language to create a single effect, his use of the sound devices of language, and his use of figurative language
3. Objective test
4. Write a descriptive paragraph of dominant impression using figurative language, descriptive detail, and imagery

Unit 11 Sentence Combining/Syntax
Focus on sentence variety and syntax as a rhetorical device

Assignments/Activities
1. Small group/individual exercises in combining sentences using coordination, parallel structure, and subordination
2. Discussion of periodic and cumulative sentences, models from noted authors, and application to individual writing

Unit 12 Reflective Essay
Focus on non-fiction, which uses significant personal anecdotes

Tuesdays with Morrie Mitch Albom
“The Cut” Bob Greene
“Mother Tongue” Amy Tan

Assignments/Activities
1. Read “The Cut,” noting Greene’s organization, use of examples, tone, and purpose
2. Discuss Greene’s perspective of an everyday event and its significance
3. Read “Mother Tongue,” focusing on Tan’s use of language to classify and define
4. Evaluation and discussion of three advertisements and their use of different types of language: determine the speaker, audience, situation, and advertisers’ purpose
5. Read Tuesdays with Morrie
6. Students choose an adult who has significantly influenced their lives and complete twelve brief informal writing assignments while reading Albom’s memoir.
7. Use the notes and reflections to write a memoir, patterned after Albom’s, about their “Morrie”
8. Revise for voice, dialogue, and descriptive detail
9. Publish with photos
10. Objective test and battle card

**Unit 13 Prose Analysis**
Focus on close reading to analyze an author’s purpose, tone, and rhetorical devices
“Walden” Henry David Thoreau
“The Gettysburg Address” Abraham Lincoln
“Letter to His Son” Robert E. Lee
“The Minister’s Black Veil” Nathaniel Hawthorne

**Assignments/Activities**
1. Close reading and discussion of an excerpt from “Walden”
2. Multiple choice AP questions
3. Quiz
4. Close reading of “The Gettysburg Address” and “Letter to His Son”
5. Concrete detail/commentary chart of rhetorical devices supporting each theme, tone, and purpose
7. Discussion comparing this short story with *The Scarlet Letter*
8. Objective Test

**Unit 14 Synthesis Essay**
Focus on developing a position from multiple sources

**Assignments/Activities**
1. Students will be provided with five or six sources of information including visual images and graphics. As a small group, they will formulate a thesis and support it from these sources. They will outline their arguments and present them for class evaluation.
2. Students will write a formal synthesis essay using multiple sources of information, including visual texts, with an emphasis on documented argumentation rather than mere paraphrase or summary.
3. Revision for appropriate documentation, organization, and textual support

**Unit 15 Documentary Narrative**
Focus on point of view, descriptive detail, purpose, and tone
*Hiroshima* John Hersey

**Assignments/Activities**
1. Video clip from the motion picture *Pearl Harbor* (Buena Vista 2001) to establish historical context and discuss perspective
2. While reading, students will note significant events and insights for a particular character
3. Using these notes, students will write a diary of five entries, using first person point of view, focusing on emotions, sights, sounds, and smells the particular character encountered—literally painting a picture with words
4. Write a eulogy and design a cover depicting the assigned character. Bind these activities in a booklet.
5. Reading quiz
6. Objective test and battle card
7. Prose analysis of selected passages to determine Hersey’s tone and methods to develop it
8. Essay comparing excerpts from *Hiroshima*, written within months of the bombing, and D.J. Enright’s *Memoirs of a Medicat Professor*, written ten years later. Students will consider the authors’ perspective, tone, detail, and rhetorical devices to establish each writer’s response to the bombing.
9. Students will read examples and write haiku
10. Discuss “Sadako and the Thousand Cranes” and make a simple origami

**Unit 16 Poetry**
Focus on linguistic and rhetorical devices to convey theme, tone, and purpose
Poems of Walt Whitman, Emily Dickinson, Longfellow, Whittier, Angela de Hoyas, Robert Frost, Langston Hughes, Carl Sandburg, Paul Laurence Dunbar, Edwin Arlington Robinson, Edgar Lee Masters, and others

**Assignments/Activities**
1. Class study and analysis of selected poems using TPCASTT and other reading strategies
2. Students will choose a poem, research, the author’s life, TPCASTT the poem, answer guided reading questions, and explicate the poem for the class.
3. Students will also create a visual representation of their poem to illustrate its tone and theme.

**Unit 17 AP Language Test Prep**

**Assignments/Activities**
1. Students brainstorm, outline in small groups, and share with the class responses to released AP prompts
2. Timed essay using released prompt
3. Review literary and rhetorical terminology
4. Multiple choice question practice

**Unit 18 Modern Short Stories**
Focus on literary analysis
Authors including Kate Chopin, Edith Wharton, Shirley Jackson, William Faulkner, Ernest Hemingway, Katherine Anne Porter, Jack London, Eudora Welty, Flannery O’Conner, John Updike, Alice Walker, Julia Alvarez, Tim O’Brien, and others

**Assignments/Activities**
1. Class study of “The Jilting of Granny Weatherall” to model close reading
2. Small group study of a selected short story
3. Close reading worksheet to guide student analysis of theme, tone, and literary devices
4. Reading quiz
5. Group presentation to include: written plot summary, concrete detail/commentary chart of stylistic devices to support theme and tone, visual/graphic display
**Battle Cards**
Students complete a 5x8 note card for each major work that we study. This “battle card” will include a plot summary, list and description of the major characters, point of view, setting, tone, examples of irony and symbols, theme, explanation of title, and a memorable quote. These cards are used to review major works for the AP test.

**Vocabulary**
In addition to encouraging wide and varied reading to foster vocabulary development, students will learn new words throughout the year using the text *Vocabulary for Achievement, 6th course*.

**Skill Builders**
We will begin most class periods with a brief proofreading, editing, usage, sentence combining, or literary term review activity. We will also examine and evaluate images as text during these activities. Students keep those skill builders in their notebooks until the end of each grading period. Students at this level are expected to have good command of standard written English and usage; however, we will address common mistakes in mini lessons as needed.

**Scoring Rubric**
All essays are scored with a rubric that evaluates thesis/introduction, concrete details and commentary, consistent verb tense, point of view, sentence structure and variety, appropriate grammar and usage, sophistication of word choice, organization, and transitional devices. Students work through all steps of the writing process: prewriting, writing, revision, and publishing. Students have many opportunities to revise/edit their own papers as well as participate in peer editing.

**Textbooks**


Novels and plays:
The Adventures of Huckleberry Finn  Mark Twain
The Scarlet Letter  Nathaniel Hawthorne
The Crucible  Arthur Miller
To Kill a Mockingbird  Harper Lee
Their Eyes Were Watching God  Zora Neale Hurston
Tuesdays with Morrie  Mitch Albom
Hiroshima  John Hersey

Supplementary Materials
Selections from


