

# AP Language and Composition/English III

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## INTRODUCTION

**Course Overview:** Students in this course develop their awareness of rhetoric and their own facility with language. They closely read to develop a critical ability to analyze a broad range of nonfiction prose selections from varied periods, disciplines and rhetorical contexts, and a deeper understanding of the author’s craft in creating imaginative literature.

Supplementing the prose readings from their rhetorical text *Patterns for College Writing* are readings from major works of American fiction or drama in order to meet the requirements of English III for the state.

In most colleges, entering freshmen are required to take two courses in English. The first of these is devoted to composition, especially the various modes of writing required in later courses, and students generally read selections from non-fiction prose models—including but not limited to—autobiography, biography, essays, articles, letters, diaries, and historical documents. AP/English III offers students the opportunity to fulfill this first required course.

### I. WRITING

As stated in the College Board’s *AP English Course Description*, May 2010, the course is “to enable students to write effectively and confidently” in various college courses and in personal and professional contexts (6). Consequently each unit of study is designed to enable students to acquire and use effectively a wide ranging vocabulary; a variety of sentence structures; logical, coherent organization enabled by transitions and devices for emphasis; a balance of generalization and specific supporting detail; and effective use of rhetoric, displaying an awareness of audience, purpose, and appropriate voice and tone (8).

This course follows a study of rhetorical modes, including analytical, argumentative, and expository writing (developed through narration, description, definition, comparison and contrast, cause and effect, and exemplification). Students closely study professional models and pattern some of their writings on these professional examples.

In addition, attention will be given to correcting common errors in grammar, spelling, punctuation, and mechanics, commonly found in college freshman papers. But most importantly, students will be expected to develop a more mature and sophisticated style of writing through an effective use of diction, syntax, tone, and audience in order to communicate with mature readers. To this end, in early essays, students will be expected to produce two drafts of each paper, edited by peers and instructor. In revising rough drafts, students will be exposed to analysis of word choice, syntax, grammar, punctuation, spelling, and mechanics, as needed, and it becomes the students' responsibility to finalize and correct the paper, regardless of other input. The number of drafts will be decreased as the date of the AP exam draws nearer.

Plagiarism – Throughout the course, papers that are based on published material or the work of other authors must move beyond duplication to explain an original idea and only be used as a reference. Papers must be original, using the individual student's own voice and expression to create a new work based on the student's original idea which is initiated, created, produced, and completed by the student. Plagiarism is a serious offense and will keep assignments from being graded. Misuse of copyrighted materials is plagiarism, a legal issue, and can be pursued as such.

Redundant publication has a direct counterpart in the area of academic dishonesty; it is referred to as "double dipping" or "dove-tailing." It occurs when a student submits a whole paper, project, or assignment or a substantial portion of a paper, project, or assignment to fulfill a course requirement, even though that paper, project, or assignment had been submitted earlier to satisfy the requirements for another course taught by a different teacher. Many high school students, college undergraduates, and even some graduate students are not aware that this type of practice is a serious offense and constitutes plagiarism. *Submitting the same or slightly-reworked version of a paper, project, or assignment in two courses prevents the teacher from assessing the student's academic performance in the current class and is prohibited in this class.*

Finally, ALL papers must be computer generated, using the Times New Roman font, point 12, following the format used for college papers (MLA). **WARNING—when the first draft is assigned, the deadline will be set for the final draft. The final draft will be accepted within three days of the deadline. No paper will be accepted after the deadline – NO EXCEPTIONS.**

## II. READING

**For each reading assignment students must identify the following:** speaker, audience, purpose, thesis or claim, tone and mood, assumptions or warrants, supporting evidence or data,

various appeals (logical, ethical, and emotional), structure, and imagery and rhetorical devices, including modes and generic conventions (Syllabus VI). Students develop an appreciation for the message communicated by a variety of non-verbal texts (graphs and charts, photos, illustrations, sculpture, or video), as developed by responding orally to these, by creating their own visuals, and by integrating the meaning of these non-verbal texts into their writing.

Having been introduced to assessing the value of various electronic and other media, students write using a variety of sources to support an argument. They integrate sources in support of their own position by paraphrase and direct quotations, appropriately cited and documented according to MLA standards.

**Goals:** Upon completing the AP English Language and Composition course, students should be able to meet the following goals:

- 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;
- demonstrate understanding and mastery of standard written English as well as stylistic maturity in their own writings;
- move effectively through the stages of the writing process;
- revise a work to make it suitable for a different audience;
- analyze image as text; and
- evaluate and incorporate reference documents into researched papers.

### III. THE ADVANCED PLACEMENT EXAMINATION

The course seeks to prepare students to take the AP Language Exam in May, given nationally each year at this time, by means of the study of elevated vocabulary, rhetorical terminology, strategies for multiple choice testing and practice in a variety of timed writings likely to be offered in the free-response section (including rhetorical analysis, assessing arguments, comparison and contrast analysis, student-generated arguments, and synthesis essays). By scoring a 3 or higher, a student can gain advanced placement standing in college or possibly earn college credit. Students enrolled in AP, English III are required to take the Examination in May.

#### IV. ASSESSMENTS AND GRADING

The numerical evaluation system for AP/English III writing projects will be comparable to the seven-point school policy in the following manner:

- Grade 9 = 100-96 Ultimate Quality = A
- Grade 8 = 95-90 Superior Quality = A
- Grade 7 = 89-84 Excellent Quality = B
- Grade 6 = 83-78 Above Average Quality = B-C
- Grade 5 = 77-70 Average Quality = C
- Grade 4 = 69-65 Inadequate Quality = D
- Grade 3 = 64-60 Near Failure = D
- Grade 2 = 59-56 Little Success = F
- Grade 1 = 55-50 Failure = F

All writing assignments will be scored based on the following rubric:

**9** – Papers earning a grade 9 meet the criteria for 8 papers, and in addition, are especially sophisticated in their argument, thorough in development, or impressive in their control of language.

**8 Effective** – Papers earning a score of eight effectively develop a position on what topical issues should be considered most important. They develop their position by effectively synthesizing at least three sources (when applicable). The evidence and explanations used are appropriate and convincing. Their prose demonstrates a consistent ability to control a wide range of the elements of effective writing, and 8 papers are SUPERIOR papers in every way, although not necessarily flawless, but marked by the following qualities:

- Outstanding word choice
- Outstanding organization
- Outstanding syntax with a wide variety of sentence patterns
- Maturity of thought and language
- Clear purpose with detailed development, supported by examples, elaboration, and details
- No major errors in grammar, spelling, or punctuation
- No more than one or two minor errors, depending on length

**7** – Papers earning a grade 7 are EXCELLENT papers that fit the description of 6 papers but provide more complete explanation, more thorough development, or a more mature prose style. Grade 7 papers are marked by the following traits:

- Distinctive word choice, sentence structure, organization
- Skilled maturity of thought and logic

- A stated purpose with less development, examples, and details, lacking the more mature style of the superior paper
- No major errors in grammar, spelling, or punctuation
- No more than several minor errors, depending on length

**6 Adequate** – Papers earning a score of 6 adequately develop a position on what issues should be considered most important on their topic, are ABOVE AVERAGE, and are marked by the following traits:

- Above average word choice: simpler, more immature, less appropriate than the excellent paper
- Adequate organization
- Good sentence structure but often simple and without variety
- Fair logic, clear enough to convey the paper's purpose
- Average maturity of thought but lacks adequate development
- Only one major error in grammar, spelling, and punctuation and/or several minor errors

**5** – Papers earning a grade of 5 develop a position on what issues should be considered most important; however, how they use and explain sources is somewhat uneven, inconsistent, or limited. The writer's argument is generally clear, and the sources generally develop the writer's position, but the links between the sources and the argument may be strained. The writing may contain lapses in diction or syntax, but it usually conveys the writer's ideas adequately. Grade 5 papers are AVERAGE papers, marked by the following traits:

- Poor diction, misuse of words, non-standard expressions
- Some attempt at organization
- Garbled, fragmented, or unclear sentence patterns
- Little thought, resulting in poorly conceived, expressed, and developed ideas
- Serious errors in grammar, spelling, punctuation, mechanics
- No more than two major errors or multiple minor errors

**4 Inadequate** – Papers earning a grade of 4 inadequately develop a position on what issues should be considered most important. They develop their position by synthesizing at least two sources (if applicable), but the explanation or evidence used may be inappropriate, insufficient, or less convincing. The sources may dominate the student's attempts at development, the link between the argument and the sources may be weak, or the student may misunderstand, misinterpret, or oversimplify the sources. The prose generally conveys the writer's ideas but may be less consistent in controlling the elements of effective writing.

**3** – Papers earning a grade 3 meet the criteria for grade 4 but demonstrate less success in developing a position on what issues should be considered most important. They are less perceptive in their understanding of the sources (if applicable), or their explanations or examples may be particularly limited or simplistic. Grade 3 papers may show less maturity in control of writing and are NEAR FAILURE, marked by the following traits:

- Poor and immature word choice
- Lack of organization

- Disconnected or garbled syntax
- Long, uncontrolled, infantile, short, or choppy sentence patterns
- Lack of logic which fails to conceive, state, or develop an idea
- Three major errors and/or multiple minor errors

**2 Little Success** – Papers earning a score of 2 demonstrate little success in developing a position on what issues should be considered most important. They may merely allude to knowledge gained from reading the sources rather than citing the sources themselves. These papers may misread the sources, fail to develop a position, or substitute a simpler task by merely summarizing or categorizing the sources or by merely responding to the prompt tangentially with unrelated, inaccurate, or inappropriate explanation. The prose of 2 papers often demonstrates consistent weaknesses in writing, such as grammatical problems, a lack of development or organization, or a lack of control.

**1** – Papers earning a grade 1 meet the criteria for a score of 2 but are undeveloped, especially simplistic in their explanation, weak in their control of writing, or do not cite even one source (when applicable).

NOTE: Major errors consist of the following:

- Comma splices
- Lack of subject-verb agreement
- Lack of pronoun-antecedent agreement
- Unjustifiable fragment
- Run-on or fused sentences
- Misuse of to, too; their, there; its, it's
- Five misspelled words
- Any three of the following:
  - Misuse of ;
  - Misuse of ,
  - Misuse of the ' in plurals
  - Misuse of the ' in possessive pronouns
  - Misuse of the ' in possessive nouns

**Grade Distribution** - Your grades will be calculated using the following percentages for each category average:

Major Writing/Tests/Projects	35%
Quizzes	30%
Class work/Homework, Journals	<u>35%</u>
	100%

All grades are averaged using the following percentages:

1 <sup>st</sup> and 2 <sup>nd</sup> Grading Period	40% of average grade
3 <sup>rd</sup> and 4 <sup>th</sup> Grading Period	40% of average grade
Final Exam (EOC)	<u>20% of final exam grade</u>
	Final Grade

Major writing projects include those which allow the full process, including revisions, and are the personal narrative of the first term, the collaborative definition essay of the second, the student-choice comparison paper of the third, and the argumentation synthesis paper, documenting sources, of the last term. Participation in class activities and discussion, peer evaluation, self-assessments of at-home writings and group presentations are included in this category.

Tests, following units of study (a novel, a drama, essays of a particular rhetorical mode in the text, literature anthology readings), include short answer and multiple choice questions covering literal knowledge but also rhetoric and short essays, practicing as purpose, audience, style, structure, mechanical devices and effective vocabulary.

A variety of tasks fall into daily work. Sections of student notebooks devoted to daily grammar practice and to journal writings are checked at random (usually two to three weeks apart). Conscientious completion of homework questions on readings in the texts or handouts are a major portion of this category.

**Attendance:** Students must attend class, and a student's FIRST responsibility is to be present. Since class sessions will mix lectures with student reactions to reading and discussion, attendance is absolutely vital, and your attendance and participation will be taken into serious consideration in determining final grades. The easiest and quickest way to lose credit for this course is to have poor attendance. Any late work due to absences will be subject to acceptance based on excused absence, accompanied by the proper doctor's note, proof of death in the family, or court document.

## V. TEXTS

Your primary textbook:

Kirszner, Laurie G., and Stephen R. Mandell. Patterns for College Writing.

10th Ed. New York: Bedford/St. Martin's Press, 2007.

The school will provide the following resource textbook:

Prentice-Hall Literature: The American Experience. Penguin Edition.

Boston: Pearson Prentice Hall, 2007.

Supplementary texts that will be used during the course:

Dean, Nancy. Voice Lessons: Classroom Activities to Teach Diction, Detail, Imagery, Syntax, and Tone. Gainesville, Florida: Maupin House, 2000.

Carr, Nancy ed. Citizens of the World: Readings in Human Rights. Chicago: The Great Books Foundation, 2004.

Burnette, Dawn. Daily Grammar Practice: College Level. Peachtree City, GA: DGP Publishing, 2004.

Gibaldi, Joseph, Ed. MLA Handbook for Writers of Research Papers. 6<sup>th</sup> Ed. New York: The Modern Language Association of America, 2003.

AP from A to Z: Language Edition. Athena Publishing, 2003.

Student chosen novels approved by Lexile score

## VI. DAILY ASSIGNMENTS

### **PART ONE: THE WRITING PROCESS – First Quarter**

#### READING:

Stage One: Invention, pp. 15-23

Exercises, pp. 19-20

Exercises, pp. 22-23

Freewriting, pp. 23-25

Exercises, p. 25

Brainstorming, pp. 25-26

Journal Writing, p. 27

Clustering, p. 28

Making an Informal Outline, p. 29

Exercise, p. 29

Understanding Thesis and Support, pp. 30-35

Exercises, pp. 34-35

Stage Two: Arrangement, pp. 37-38

Understanding the Parts of the Essay, pp. 38-47

Constructing a Formal Outline, pp. 47-49

Exercises, TBA

Stage Three: Drafting and Revising

Writing Your First Draft, pp. 51-53

Revising Your Essay, pp. 53-65

#### PAPER DUE:

### **PART TWO: REFLECTIVE (PERSONAL) WRITING**

#### I. THE MODE OF NARRATION

#### READING:

What Is Narration?, pp. 83-86

#### ANALYSIS:

Marvel Comics

- From Spider-Man, p. 94 (Visual)

Sandra Cisneros

- Only Daughter, p. 96

Maya Angelou

- Finishing School, p. 101

Donna Smith-Yackel

- My Mother Never Worked, p. 108

Martin Gansberg

- 38 Who Saw Murder Didn't Call the Police, p. 120

Sherman Alexie

- Indian Education, p. 134 (Fiction)

LANGUAGE: Point of View, Style: Choice of Details, Diction; Dialogue, Tone, Comma Splices, Sentence Fragments, Run-On Sentences

READING: Structuring a Narrative Essay, pp. 86-89

PAPER DUE:

## II. THE MODE OF DESCRIPTION

READING: What Is Description?, pp.143-149

ANALYSIS: Girls in Front of 9/11 Mural, p. 160 (Visual)

Suzanne Berne

- Ground Zero, p. 162

Leah Hager Cohen

- Words Left Unspoken, p. 168

Isabel Allende

- The Amazon Queen, p. 173

N. Scott Momaday

- The Way to Rainy Mountain, p. 180

E. B. White

- Once More to the Lake, p. 186

Kate Chopin

- The Storm, p. 194 (Fiction)

LANGUAGE: Imagery, Figures of Speech: Simile, Allusion, Metaphor; Diction, Repetition, Agreement: Subject/Verb, Pronoun/Antecedent

READING: Structuring a Descriptive Essay, pp. 150-159

PAPER DUE:

## **PART THREE: INFORMATIVE WRITING – Second Quarter**

### **I. THE MODES OF EXPOSITION**

#### **A. Exemplification**

READING: What is Exemplification?, pp. 203-207

ANALYSIS: Four Tattoos, p. 218 (Visuals)  
Laurence J. Peter and Raymond Hull

- The Peter Principle, p. 220

David J. Birnbaum

- The Catbird Seat, p. 227

Phil Patton

- Innovation, p. 231

Brent Staples

- Just Walk On By: A Black Man Ponders His Power to Alter Public Space, p. 240

Dick Teresi

- Star-Spangled Stupidity, p. 246

Jonathan Kozol

- The Human Cost of an Illiterate Society, p. 252

Grace Paley

- Samuel, p. 262 (Fiction)

LANGUAGE: Rhetoric, Sentence Patterns: Loose, Periodical; Punctuation

READING: Structuring an Exemplification Essay, pp. 207-216

PAPER DUE:

#### **B. Process**

READING: What is Process?, pp.267-270

- ANALYSIS: Nigel Holmes
- How to Cover Scratches on Furniture, p. 283 (Visual)
- Malcolm X
- My First Conk, p. 285
- Marcia Muller
- Creating a Female Sleuth, p. 290
- Joshua Piven, David Borgenicht, and Jennifer Worick
- How to Escape from a Bad Date, p. 297
- Arthur Miller
- Get It Right: Executions, p. 305
- Jessica Mitford
- The Embalming of Mr. Jones, p. 310
- Shirley Jackson
- The Lottery, p. 317 (Fiction)
- LANGUAGE: Style, Syntax: Sentence Patterns (Simple, Compound, Complex, Compound-Complex), Diction, Parallelism, Apostrophies
- READING: Structuring a Process Essay, pp. 270-282
- PAPER DUE:

### C. Cause and Effect

- READING: What is Cause and Effect?, pp. 327-333
- ANALYSIS: Louis Requena
- Major League Baseball Brawl, p. 344 (Photo)
- Norman Cousins
- Who Killed Benny Paret?, p. 346
- Marie Winn
- Television: The Plug-In Drug, p. 351
- Katha Pollitt
- Why Boys Don't Play with Dolls, p. 361
- Lawrence Otis Graham

- The “Black Table” Is Still There, p. 366

Linda M. Hasselstrom

- A Peaceful Woman Explains Why She Carries a Gun, p. 371

Robin Tolmach Lakoff

- The Power of Words in Wartime, p. 377

Janice Mirikitani

- Suicide Note, p. 382 (Fiction)

LANGUAGE: Sentence Patterns: Subordination and Coordination; Commas, Semicolons, Structure, Analogy, Rhetorical Questions

READING: Structuring a Cause and Effect Essay, pp. 335-342

PAPER DUE:

#### D. Comparison and Contrast – **Third Quarter**

READING: What Is Comparison and Contrast?, pp. 387-390

ANALYSIS: Auguste Rodin

- The Kiss, p. 407 (Visual)

Robert Indiana

- LOVE, p. 407 (Visual)

Bruce Catton

- Grant and Lee: A Study in Contrast, p.408

Bharati Mukherjee

- Two Ways to Belong in America, p. 415

John De Graaf, David Wann, and Thomas H. Naylor

- Swollen Expectations, p. 425

Deborah Tannen

- Sex, Lies, and Conversation, p. 440

Gwendolyn Brooks

- Sadie and Maud, p. 447 (Fiction)

LANGUAGE: Sentence Patterns: Combining; Tone, Diction, Organization, Transitions, Passive Voice

READING: Structuring a Comparison-Contrast Essay, pp. 391-406

PAPER DUE:

### E. Classification and Division

READING: What Is Classification and Division?, pp. 451-454

ANALYSIS: Ellis Island Immigration Museum/NPS

- Key to Chalk Marks Designating Medical Conditions of Immigrants, Ellis Island, p. 464 (Visual)

Office of the Public Health Service Historian

- Eye Exam Administered to Immigrants, Ellis Island, 1910, p. 465 (Visual)

William Zinsser

- College Pressures, p. 466

Carolyn Foster Segal

- The Dog Ate My Disk, and Other Tales of Woe, p. 475

Scott Russell Sanders

- The Men We Carry in Our Minds, p. 481

Amy Tan

- Mother Tongue, p. 487

Stephanie Ericson

- The Ways We Lie, p. 495

Edwin Brock

- Five Ways to Kill a Man, p. 505 (Fiction)

LANGUAGE: Tone, Rhetorical Questions, Arrangement of Details, Dangling Modifiers, Spelling

READING: Structuring a Classification-and-Division Essay, pp. 453-462

PAPER DUE:

## F. Definition

READING: What Is Definition?, pp. 509-513

ANALYSIS: U. S. Census Bureau

- U. S. Census 2000 Form, p. 522 (Visual)

Judy Brady

- I Want a Wife, 524

José Antonio Burciaga

- Tortillas, p. 528

Gayle Rosenwald Smith

- The Wife-Beater, p. 532

Rebecca Blood

- What Is a Weblog?, p. 536

Paul Fussell

- Stigmata Uniforms, p. 544

Philip Levine

- What Work Is, p. 550 (Fiction)

LANGUAGE: Problems in Usage, Tone, Diction, Repetition, Adjective and Adverb Clauses

READING: Structuring a Definition Essay, pp. 513-520

PAPER DUE:

## **PART FOUR: PERSUASIVE WRITING – Fourth Quarter**

### I. THE MODE OF ARGUMENTATION

READING: What Is Argumentation, pp. 555-570

ANALYSIS: American Civil Liberties Union

- Thanks to Modern Science..., p. 582 (Visual)

Thomas Jefferson

- The Declaration of Independence, p. 584

Elizabeth Cady Stanton

- Declaration of Sentiments and Resolutions, Seneca Falls Convention, 1848, p. 590

Martin Luther King, Jr.

- Letter from Birmingham Jail, p. 597

Debate: Should U. S. Citizens Be Required to Carry National Identity Cards?, p. 613

William Safire

- The Threat of National ID, p. 614

Alan M. Dershowitz

- Why Fear National ID Cards?, p. 618

Debate: Should the Draft Be Reinstated in the United States?, p. 635

William Broyles, Jr.

- A War for Us, Fought by Them, p. 637

Rick Jahnkow

- For Those Who Believe We Need a Draft, p. 643

Debate: Is Wal-Mart Good for America?, p. 650

Karen De Coster and Brad Edmonds

- The Case for Wal-Mart, p. 652

Liza Featherstone

- Down and Out in Discount America, p. 659

Oliver Stone

- Memo to John Grisham: What's Next—"A Movie Made Me Do It"?, p. 686

LANGUAGE: Deductive and Inductive Reasoning, Fallacies in Logic, Tone, Diction, Syntax, Audience

READING: Structuring an Argumentative Essay, pp. 571-580

PAPER DUE:

## II. THE RESEARCH PAPER

- READING:** Handout on MLA Style: So You Have to Write a Research Paper?  
Appendix: Using Research in Your Writing, pp. 753-778
- LANGUAGE:** Abbreviations, Brackets, Ellipsis, Manuscript Form, Documentation, Paraphrase, Plagiarism, Quotations, Style, Italics
- PAPER DUE:** Selecting a topic and taking a position on areas previously discussed or argued in writing (Accepting Death, Violence, etc.), students cogently argue their claim by smoothly integrating multiple (at least fourteen) sources from a variety of media. Taking careful notes in order to cite paraphrases and direct quotations accurately according to MLA format, students develop an argument, establish a claim, synthesize a variety of sources into a coherent presentation of their position, and create a Works Cited page in MLA format. Because this assignment represents a culmination of skills taught and practiced, students submit their final drafts after one class session for peer editing of a rough draft. An academic honesty pledge is completed and attached to each student's final draft. On this paper is the assessment rubric the teacher will use to determine a fair grade. Students will have access to this rubric throughout the steps of writing this paper.

### **Materials Needed:**

**Class Supplies** – A dedicated notebook is extremely important in English. That is where students will build their English module and store portfolio assignments. All students are required to have the following for this class every day:

- A 2" 3-ring loose leaf notebook/binder
- A set of 5 dividers\*
- Supplies pouch to hold 4 dark blue or black ink pens (All work will be done in ink with only few exceptions.)
- A minimum 100 page spiral bound notebook, preferably with a non-plastic cover to be stored in your 3-ring binder
- Two number two pencils
- Lined loose-leaf notebook paper (Assignments torn out of spiral notebooks will automatically result in a loss of five points per page. Writing on the backs of pages will not be allowed.)

\*Dividers should be labeled with the following:

1. Class Notes
2. Handouts
3. Mechanics
4. Writing Scored
5. Non-Writing Scored