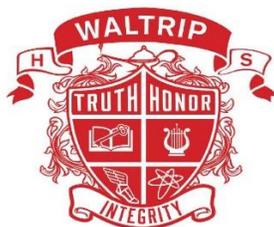


Advanced Placement Language and Composition
A Course Overview and Syllabus with Performance Guidelines



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Advanced Placement Language and Composition Course Syllabus 2020-21

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Advanced Placement Language and Composition

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Course Description

In this course, students practice those writing skills which generate beginning or first draft writing and which finally produce competent, carefully edited papers. Students will also learn how to write the College Board synthesis essay from six to seven brief sources which must be carefully evaluated. The AP Language and Composition exam also contains a prompt which will direct students to formulate their own persuasive essay using references to three or four sources in addition to their own knowledge.

Philosophy and Major Goals

The AP English Language and Composition course is designed to give students multiple opportunities to work with the rhetorical situation, examining the author's purposes in addition to audience and the subjects in texts. Students write in a variety of modes for a variety of audiences, developing a sense of personal style and an ability to analyze and articulate how the resources of language operate in a given text. In concert with the College Board's AP English Course Description, this course teaches students to read primary and secondary sources carefully, to synthesize material from these texts in their own compositions and to cite sources using conventions recommended by the Modern Language Association. As co-creators in a media rich society, students also study the rhetoric of visual media: photographs, films, advertisements, comic strips, and music videos.

Students will experience the composing process through writing, reading, and oral and written exercises. Students will learn a definition of voice in writing that can be recognized in published works and used to develop the power of your own voice in writing. Students will also learn to develop a sense of address. That is, to learn to have a sense of speaking directly to listeners as you write. Students will revise papers through teacher-student conferences, peer editing and self-editing. Consequently, students will have opportunities to revise and resubmit written papers. Consequently, students will understand the purpose and strategies behind sentence structure, standard grammar, and organizational format in the revision process.

A Generalized Description of Learning Goals and Objectives

Students will learn to see in their mind's eye what they read and write. They will learn that the story is the primal form in speaking and writing from which other forms (argumentation, definition, exposition, etc.) are derived. They will demonstrate in their work, the writing of various forms: voice, movement, and coherence, clear development of a central idea and contributing ideas, and sense of address. This goal will be accomplished through daily writing assignments, quick-writes (timed writing), research papers, group writing through shared means, and journaling. Students will self-analyze their own and each other's work.

Students will understand style: diction, syntax, tone, etc. Students will sharpen conventional mechanical and grammar skills both in class writing and in each revised and fully finished work to produce competently edited final draft paper based on a careful examination of various sources and/or an analysis of arguments within a given text. Students will experience the testing process of the Advanced Placement Examination and a college level course in high school so that college holds no mystery. Students will know that the name of the game is work and will experience the joy and achievement of having three hours of college credit if a passing grade of "3" or higher is earned on the AP exam.

Textbooks and Potential Readings

The Language of Composition

Summer Reading

I Know Why the Caged Bird Sings, Maya Angelou

First Semester Assigned Text in addition to Thematic Readings

Persepolis, Marjane Satrapi

Into the Wild, Jon Krakauer

Second Semester Assigned Texts in addition to Thematic Readings

Eddie Would Go, Stuart Holmes Coleman

Waiting for Godot, Samuel Beckett

Independent Reading Project

Assigned Nonfiction Readings, excerpts from Handouts and/or on HUB

Alice Walker - "In Search of Our Mothers' Gardens"

Bharati Mukherejee - "Two Ways to Belong in America"

David Thoreau - "Where I lived and What I lived For"

Dr. King - "Letter from a Birmingham Jail"

Edward Said - "Clashing Civilizations"

Ericsson - "The Ways We Lie"

Linda Hogan - "Dwellings"

Malala Yousafzai - UN Speech

Plato - "Allegory of the Cave"

Sojourner Truth - "Ain't I a Woman?"

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Zora Neale Hurston - "How it feels to be Colored Me"

* *The Great Gatsby*, F. Scott Fitzgerald

* *World War Z*, Max Brooks

* *The Wave: Rogues, Freaks, and Giants*, Susan Casey

Rhetorical Knowledge

Students should:

- Focus on a purpose.
- Respond to the needs of different audiences.
- Respond appropriately to different kinds of rhetorical situations.
- Use conventions of format and structure appropriate to the rhetorical situation. - Adopt appropriate voice, tone, and level of formality. - Write in several genres.

Critical Thinking, Reading and Writing

Students should:

- Use writing and reading for inquiry, learning, thinking, and communicating.
- Understand a writing assignment as a series of tasks including finding, evaluating, analyzing, and synthesizing appropriate primary and secondary sources.
- Integrate their ideas with those of others.
- Understand the relationships among language, knowledge and power.
- Develop and revise expository writing based on different literary and/or subject matter
- Write while adapting to varying styles pertaining to genre and/or popular culture, personal experience, and public policies

Cognitive Objectives

Students will:

- Read and demonstrate knowledge of selected works of literature from fiction, non-fiction, drama, film and poetry.
- Demonstrate knowledge of man's relationship to himself, to others, to the universe through identifying philosophical concepts and major concerns.
- Demonstrate analytical skill in reading and writing about literature.
- Demonstrate skills in investigative research and applying understanding of citation practice pertaining to primary and secondary resources.
- Demonstrate abilities and understanding of revision process while focusing on rhetorical elements and structure, ideas through coherent and logical means, transitions, and emphasis on content.
- Demonstrate skills in argumentation and persuasion.

Affective Objectives

Students will:

- Demonstrate an involvement in literary selections through recognizing ideas and values presented by the writers and responding to the writer's values as well as the reader's own values.
- Demonstrate involvement in the process of identifying ideas and values in literature and testing those against the reader's ideas and values.
- Demonstrate involvement in the process of identifying the basic emotions of man through recognizing those expressed in literature and relating those to his or her own emotional responses.
- Demonstrate involvement in the process of identifying topics appropriate for argumentation and persuasions and in understanding his or her values.
- Demonstrate skills in research in selecting topics of interest prior to writing and objectively studying them. - Demonstrate skills in applying multiple sources and evidence in research papers and written responses.

The Language of Literature

Through discussion, written reports, essay examinations, objective tests, and oral and written projects, the student will demonstrate knowledge of:

- a. Selected works of fiction, non-fiction, poetry, drama, and film.
- b. Man's relationship to himself, to others, and to the universe through identifying themes in literature. c. Man's values and how he defends these values
- d. All forms of Rhetorical Analysis and Argumentation.
- e. Development and application of vocabulary and terminology for the AP Exam and SAT

Through responses and questions presented either orally or in writing, the students will demonstrate concern and involvement with ideas and values expressed in literature and with those in their own lives.

Through discussions and essays, students will demonstrate ways to analyze literature and write about literature.

Through written research papers, students will demonstrate skills in the research process.

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Grading Policy

- 12 grades or more will be recorded for each six week period.
- Daily work, essays, major exams, quizzes, and homework will each count one time unless specific.
- Most daily grades and essay grades with grades below student expectations will be given five days to revise and may come to class during tutorials for one-on-one assistance. The amount of points to be recovered will vary by assignment.
- All zeros for in class assignments may be made up within five days of the assignment unless specified.
- Assignments are due on the date assigned; late work is unacceptable and will be dealt with on a case-by-case basis.
- All grades must be finalized by the 3-week or 6-week grading period in which they are due. No grade will be changed after it is reported for progress reports and/or report cards.
- Work that is plagiarized will receive an automatic zero. A first offense will be given an alternative assignment and more difficult assignment to replace the grade with a maximum score of 70%. A second or third offense will receive a zero and not have an opportunity for a grade replacement. Do not plagiarize or cheat on an assignment.

A Note on Plagiarism

PLAGIARISM means passing someone else's work without documentation as your own. If you are using someone else's work, you must document that it is the work of another writer. Work that is plagiarized will not be graded. Policies from the Houston ISD code of conduct will be followed.

Scholastic Dishonesty

Please read and remember the Student Disciplinary Rules in the HISD Student Handbook/ Cheating, plagiarism, and other forms of academic dishonesty are prohibited by HISD system policy and the rules of this class. Cheating is defined as:

- a. Copying from another student's test paper;
- b. Using materials during the test that are not authorized by the teacher;
- c. Collaborating with another student without authorization
- d. Using misappropriated test materials and/or answer keys

Attendance

AP Students are expected to attend class. Missing assignments are the responsibility of the student. Please request make-up work upon your return. You will have a limited amount of time to make-up your assignment if you are absent but you will still receive full credit. If you know you will be absent in advance, please let me know.

Tardy students must enter with a valid tardy pass.

A Chronological and Thematic, Reading and Writing Skills-Based

Rationale

Emphasis on historical period as well as thematic readings are both critical to a student's ability to effectively write rhetorical analyses. If students learn to use accurate historical evidence to support their assertions based on the questions asked in the AP Language prompt, then they are more likely to "nail" the author's purpose and the thesis, (theme and tone).

Initial Reading & Writing

Students will be given an excerpt from *Hunger for Memory* by Richard Rodriguez. The course will begin by having students discuss the significance of Rodriguez's 1980s piece in terms of their own experiences with language acquisition, reading and writing.

Introduction to The Socratic Seminar and Literature Circles: We will begin with discussions of identity and the American experience, bilingual education in 21st century America and the immigrants' experiences as our "unwanted" countrymen, all relevant current issues. Students will examine/discuss and explore common issues in Rodriguez's essay on family and the excerpt from *Days of Obligation*, the 1991 & 2004 AP Language prompts along with the excerpted quote from *Blood and Belonging*, by Michael Ignatieff (2004 AP Language and Composition, Form B, persuasive essay Question # 3).

Additional Resources and Texts

AP Language and Composition – College Level

The Bedford Reader, Bedford-St. Martin's

50 Essays, A Portable Anthology, Samuel Cohen *Everyday*

Use: Rhetoric at Work in Reading and Writing

Everything's An Argument: With Readings, Lundsford, Andrea A., John Ruszkiewicz and Keith Walters *The*

Language of Literature: American Literature, Level 11

Sample Excerpts and Units

1 and 2. Identity, Gender and Government Persecution

Persepolis

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Supplementary:

- Malala Yousafzai UN Speech
- Sojourner Truth – “Ain’t I a Woman?”
- Alice Walker – “In Search of Our Mothers’ Gardens”

3. Identity, Nature, and Survival

Into the Wild Supplementary:

- Linda Hogan – “Dwellings”
- Henry David Thoreau – “Where I Lived and What I Lived For” - Plato – “Allegory of the Cave”

4. Identity and Legacy

Eddie Would Go Supplementary:

- Edward Said – “Clashing Civilizations”

5. Identity and the Unknown

Waiting for Godot

Great Gatsby Supplementary:

- Bharati Mukherejee – “Two Ways to Belong in America”
- Stephanie Ericsson – “The Ways We Lie”

Note: Absences are no excuse for not completing these assignments. Late work will not be accepted after five days.

A Daily Scheme

A Note about the Assigned Readings

The thematic essays excerpted from Bedford and 50 Essays can be adapted to each cycle depending on the daily readings for the cycle or used independently depending on student clientele. For example, thematic selections on government will work well with the cycle 2 material on The American Revolution. The thematic material on nature and ethics will work well with the material on The American Transcendentalists. **Additional work will be posted on the HUB.**

Introduction and Course Overview (Expectations and Class Rules)

Introduction to Rhetorical Analysis

Review and Lecture on Aristotle’s Five Canons of Rhetoric: Invention, Memory, Style, Delivery, and Arrangement (from the workshop by David Joliffe).

Introduction to SOAPSTONE

Developed by Tommy Boley and included in the College Board’s *Pre-AP Interdisciplinary Workshop for English and Social Studies*, this approach is useful for analyzing prose and visual texts. {Speaker, Occasion, Audience, Purpose, Subject, Tone}

Introduction to Optic

The acronym stands for Overview, Parts, Title, Interrelationships, and Conclusion. (Optic) from Walter Pauk’s book *How to Study in College*. It provides students with key concepts to think about when approaching any kind of visual art. Using *Picturing Texts*, students will practice strategies for analyzing visual arguments and reading images, advertisements, paintings, and photographs. Students will analyze at least one visual image related to the themes each cycle.

Papers and Assignments

- Expository
- Research paper
- Timed Writing and Quick-Writes
- Synthesis, Free Response, and Rhetorical Analysis

Research Paper Structure

When applicable, students will cite sources using a recognized editorial style (e.g., Modern Language Association (MLA), The Chicago Manual of Style, American Psychological Association (APA), etc.).