

San Gabriel Mission High School
English 3 Advance Placement: Language and Composition
Course Syllabus
2012-2013

Instructor: Ms. Teri Collier
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Course Overview

The Advanced Placement Language and Composition course is designed to further demonstrate the understanding of rhetorical situations within various writing forms. The writing forms that are studied are the rhetorical, analytical, argumentative and synthesizing compositions, which are designed according to the AP English course description published by the College Board. In addition to literary comprehension, students will analyze how writers' control language to create meaning and evoke a reader's response. All writing forms are parallel to the selected course texts and literature. The course textbooks with complete publication data are listed in Instructor Resources section. The course refines composition skills in critical and analytical writings. It examines how sentence structure affects readers, how the choice of details contributes to understanding, and how form relates to content. English 3 AP studies the progression of American Literature focusing on Native American creation narratives, Early Colonial prose and poetry, Romanticism, Transcendental essays, and 19th and 20th century novels and dramas.

All students enrolled in English 3 AP will take the AP exam in May 2013.

Academic Expectations

Students will take responsibility for their academic learning outcomes. You are aware of your own personal values and biases and recognize ways in which these values and biases affect the learning of others. You will resist racism and acts of intolerance. You must appropriately manage your social time to ensure that all academic goals are met.

All students are required to work to their fullest potential. Working to your potential involves completing all assignments neatly and accurately by their due dates. Work not completed by the due date will be accepted until the end of the grading term (quarter) for ½ of the points earned. As knowledgeable students you must strive to critically analyze and communicate your thoughts with precision either orally or through the written word.

All written work submitted must get proofread and corrected. Use your classmates, other instructors, family members or myself to review your work to eliminate grammar errors. Lower grades will result when excessive grammar, especially simple, mistakes are not amended.

Behavioral Expectations

- Treat others as you would want to be treated.
- Complete all class work and homework assignments neatly and on time.
- Be prepared and bring all necessary class materials.
- Keep your desk area clean and orderly.
- Arrive to class on time. You will be counted late if you are not “physically” inside the class by the time the late bell rings.
- Create and contribute to a culture of scholarly work, thought and language
- You may use the restroom as you need. This is a policy based on trust in your maturity and desire to do well in the class. Abuse of this policy will result in restricted restroom usage.

Zero Indifference Policy

As Catholics, Christians and global citizens we are called to be advocates for peace and justice in our world. This means that we are responsible for defending those who are being persecuted and for standing up for what is right. If you see or hear something that does not build up another person but is intended to tear them down, I expect you confront such behavior and remind each other that we are here to learn together in a supportive, productive and safe community.

The same goes for our campus and environment. If you see trash on the ground or floor, pick it up and put it in the proper receptacle, **even if it is not yours**. If there is vandalism, report it.

Never assume “someone else will do it”. If not you, then who?

Plagiarism Policy

Most importantly, do not plagiarize! Using other people’s work as your own is wrong as well as it is against the law. Remember I am only interested in your writing and thoughts and to submit someone else’s work serves as an insult to your intelligence. Also, plagiarizing will result in an automatic “o” with the appropriate academic disciplinary taken. All students must adhere to the plagiarism policy specified in the school’s student-parent handbook (SGMHS Handbook pg. 19).

Assignment Policy

Students are expected to neatly complete all homework and class work assignments on time. **NO LATE HOMEWORK ASSIGNMENTS WILL BE ACCEPTED.** Failure to return the completed assignment on time will result as a “zero” in my grade book. *In addition, for every missing assignment recorded in the grade book an **automatic one point deduction** will be taken from the student’s semester final exam.*

In the event of an absence, the student will get the same amount of days to complete the make-up work that she was out from school. For example, if the student missed one day then she only gets one day to submit the absent work.

Tutoring Policy

Tutoring will be offered by appointment. The student must give the instructor at least 24 hours notice that she needs extra help. It is imperative that the student seeks out the instructor for clarification to any course material not fully understood during delivered lessons.

Saturday Tutoring

You are required to attend 4 of the 6 AP Language & Composition Saturday preparation sessions, from 9 am – 12 pm.

February 1

March 9

April 6

April 13

April 20

April 27

Materials

- Literary Binder (with dividers) at least 1 inch wide
- Required Course Textbooks
- College ruled loose leaf paper
- Pens (blue and black and red and green for editing)
- #2 pencils
- Dictionary

Grading Breakdown

Students’ grades are based on the following breakdown. Each assignment is allotted a certain amount of points based on its difficulty and overall importance to the course objectives and students’ growth. Homework assignments are given sporadically in order for the student to focus on the major assignments, such as semester finals, exams, critical and timed essays, and oral presentations.

| | |
|-----------------|------|
| Semester Final | 20% |
| Timed Essays | 15% |
| Critical Essays | 15% |
| Exams/Quizzes | 15% |
| Literary Device | 10% |
| Homework | 10% |
| Participation | 15% |
| Total | 100% |

Course grading scale:

| | | | |
|----|---------|----|--------------|
| A | 100-95% | C | 76-73% |
| A- | 94-90% | C- | 72-70% |
| B+ | 89-87% | D+ | 69-67% |
| B | 86-83% | D | 66-64% |
| B- | 82-80% | D- | 63-60% |
| C+ | 79-77% | F | 59 and below |

The instructor may make changes to this syllabus if she deems them to be appropriate and necessary.

Prerequisites

Students must have received a B+ grade or better in Honors English 2 or an A- grade in English 2 and with the approval of the English Department chairperson and English 2 instructor.

Fall Course Objectives

The first semester concentrates on the understanding and fluency in key aspects within argumentative and rhetorical writing forms. Furthermore, the course will introduce critical reading strategies, which will analyze and evaluate a reading’s use of key rhetorical devices. The analysis will explore significant themes and characterizations.

Strategies

Students receive instruction using the SIFT method included in the College Board Pre-AP Guide for English. The method aids the student’s exploration of literary terms and stylistic techniques to gain understanding and analysis of various literary works.

Sift Method

Symbol: examine the title and text for symbolism

Images: identify images and sensory detail

Figures of speech: analyze figurative language and other devices

Tone and Theme: discuss how all devices reveal tone and theme

Vocabulary

Students will work to gain vocabulary and practice using new terms in context to develop a wide-ranging vocabulary used appropriately.

Discussion

The course offers numerous opportunities for the students to effectively discuss the various elements within each writing form. Each discussion provides the students with a chance to clarify and refine their perspectives. Additionally, the discussion sessions allow students to develop and answer critical questions that dissect the writer's purpose and audience's view.

Composition and Grammar

Writing is an essential component to the course. Students learn to develop and refine their writing techniques to compose coherent and effective writing samples. In order to attain this style, students review many grammar mechanics, such as subject complements, participial, adjective, and adverb phrases, appositives, and subject-verb agreement. In addition to the grammar, students also examine rhetorical and literary devices, such as, diction, syntax, tone, metaphor, personification, paradox, litotes, and irony. The review strengthens the students' writing as well as makes the students aware of their use within literary prose and poetry. Composition assignments are given every two weeks. Students will submit drafts to the instructor for comments, as well as participate in peer editing sessions. The students are required to submit a revised composition one week after receiving the draft.

Timed Writings

During the first semester, students will compose timed essays, which reflect the two key writing forms, argumentation and rhetoric. Incorporating the timed writings prepares the students for the upcoming AP exam's format. Each writing session is specifically timed according to the range stipulated by College Board.

Close Reading

Students practice reading aloud techniques that allow them to read, pause and reflect on the select texts. Reading aloud provides the student opportunity to demonstrate their individual interpretations of the theme and characters. Reading aloud also permits the instructor to prompt analytical responses and questions for the students to interpret.

Literary Folder Projects

Literary folder projects are designed for the students to organize and effectively recall the numerous literary works and writers selected during the course of the semester. Moreover, the literary works are analyzed using specified literary terms that are present. Students can also raise critical questions regarding how or why the literary term conveys the writer's purpose.

Current Events

To reinforce critical thinking skills and to keep students abreast of what is happening in the world, each week a student will be responsible for informing the class of events that have happened within the last 7 days. Students must use a credible news source for this

assignment and write a 2-3 paragraph analysis explaining why the source is credible, summarizing the events, and including specific details from the text in their discussion of the speaker, audience, purpose and effect of the article.

First Semester Reading Selection (15 weeks)

“Shooting an Elephant” by George Orwell (75 Reading Plus)

“Women’s Beauty: Put Down or Power Source?” by Susan Sontag (75 Reading Plus)

“Only Daughter” by Sandra Cisneros (75 Reading Plus)

From “Letter to Luis de Santangel Regarding the First Voyage” by Christopher Columbus (The Norton Anthology of American Literature)

From “Letter to Ferdinand and Isabella Regarding the Fourth Voyage” by Christopher Columbus (The Norton Anthology of American Literature)

“The Iroquois Creation Story” version by David Cusick (The Norton Anthology of American Literature)

“The Pima Creation Story” by J.W. Lloyd (The Norton Anthology of American Literature)

“Before the Birth of One of Her Children” by Anne Bradstreet (The Norton Anthology of American Literature)

“Sinners in the Hands of an Angry God” by Jonathan Edwards (The Norton Anthology of American Literature)

“The Crucible” by Arthur Miller

House on Mango Street by Sandra Cisneros

The Last Lecture by Randy Pausch

“The Interesting Narrative of the Life of Olaudah Equiano...” by Olaudah Equiano (The Norton Anthology of American Literature)

“Rip Van Winkle” by Washington Irving (The Norton Anthology of American Literature)

“Nature” by Ralph Waldo Emerson (The Norton Anthology of American Literature)

“Self-Reliance” by Ralph Waldo Emerson (The Norton Anthology of American Literature)

“Pygmalion” by George Bernard Shaw & “The Glass Menagerie” by Tennessee Williams

(Christmas Break Assignment)

Spring Course Objectives

The second semester continues to reinforce the students’ understanding and fluency in key aspects within argumentative and rhetorical writing forms. However, the course transitions to explore the main points within writings that use synthesizing characteristics. The course continues to practice critical reading strategies and analyzing the use of literary terms in various works of literature. More writing assignments, such as timed writes and out-of-class essays, are given to help the students continue to develop logical and fluid writing samples.

Vocabulary

Students will continue to work to gain vocabulary and practice using new terms in context to develop a wide-ranging vocabulary used appropriately.

Discussion

Students participate in Socratic Seminar sessions. The sessions are designed geared toward providing a critical deconstruction of literature to identify writing strategies and literary terms and concepts. In the Socratic Seminar, the class is split into two sections. One section forms an outer circle that surrounds a small section. The small section acts as the primary examiners of the literary work. These students are responsible for articulating quality analysis or critical questions that plunge deeper into the literature's whole meaning. While the inner section discusses the work, the outer section takes notes regarding the group's analysis. Intermittently, the instructor or group facilitator can substitute outside section students with inner section students.

Another discussion strategy used to examine literary works is literature circles. The literature circles provide text analysis within a casual setting. Moreover, it offers total ownership over the discussion without the instructor's preconceptions. The students are divided into groups of four to five participants and assigned specific roles to analyze the selected text. The roles range from discussion facilitator to group illustrator. Each role is different from each other to ensure total text comprehension.

Composition and Grammar

Students continue to work with models of analytical and argumentative writing. Students are encouraged to break out from mechanical essay development. However, their writing samples need to continually compose a carefully thought-out thesis and coherent syntax and paragraph structure. To aid the students' preparation for the impending synthesis essay, various visual images (political cartoons, advertisements, maps, statistical charts, etc.) that relate to the written texts will be evaluated. These written evaluations will argue/explain the image's connection and purpose to the text.

Compositions will continue to be assigned every two weeks. Each submission receives teacher and peer feedback with the expectation that the student will revise and resubmit it within one week.

Final Spring Composition

To solidify the students' writing styles and critical analysis skills before the AP exam, an out-of-class synthesis essay is assigned. The writing assignment requires each student to research one of the numerous essays or short stories read over the course of the second semester. The student is to locate two reputable primary sources critiquing and/or explaining their reading selection choice. Within the composition, students must write an original and complete evaluation of the essay's or short story's purpose, point of view, and use of rhetoric. The analysis should have adequate support from the original reading selection and the two additional primary sources. Citations are required and may only come from the three texts the students selects. Students are to use the recognized editorial styles (Modern Language Association (MLA), The Chicago Manual of Style, and American Psychological Association (APA)).

Upon the first stipulated due date, the student must turn in a typed and complete draft. The student will receive comments from the teacher noting the use of sources and writing structure. The second and final draft must be resubmitted one week after receiving the first draft.

Timed Writings

Students continue refining their writing techniques, which stress the basic structure for argumentative, rhetorical/analytical, and synthesizing essays. The students will complete four timed writing essay questions. Each writing sample must adhere to consistent organization, clear thesis statement, precision in diction, effective syntax, and a balance between generalization and specific detail. Each writing session is specifically timed according to the range stipulated by the College Board.

Close Reading

Students practice reading aloud techniques that allow them to read, pause and reflect on the select texts. Reading aloud provides the student opportunity to demonstrate their individual interpretations of the theme and characters. Reading aloud also permits the instructor to prompt analytical responses and questions for the students to interpret.

Literary Devices

Literary device projects are designed for the students to organize and effectively recall the numerous literary works and writers selected during the course of the semester. Moreover, the literary works are analyzed using specified literary terms that are present. Students can also raise critical questions regarding how or why the literary term conveys the writer's purpose.

Second Semester Reading Selections (16 weeks)

“The Raven” by Edgar Allan Poe (The Norton Anthology of American Literature)

“The Cask of Amontillado” by Edgar Allan Poe (The Norton Anthology of American Literature)

“A Psalm of Life” by Henry Wadsworth Longfellow (The Norton Anthology of American Literature)

“My Lost Youth” by Henry Wadsworth Longfellow (The Norton Anthology of American Literature)

“I Have a Dream” by Martin Luther King, Jr. (75 Reading Plus)

“Bilingual Education: Outdated and Unrealistic” by Richard Rodriguez (75 Reading Plus)

The Awakening by Kate Chopin

“The Souls of Black Folk” by W.E.B. Du Bois (The Norton Anthology of American Literature)

“How It Feels to Be Colored Me” by Zora Neale Hurston (The Norton Anthology of American Literature)
The Great Gatsby by F. Scott Fitzgerald
“The Death of the Moth” by Virginia Woolf (75 Reading Plus)
“Marrying Absurb” by Joan Didion (75 Reading Plus)
“Golden Gloves” by Joyce Carol Oates (The Norton Anthology of American Literature)
“Morning Song” by Sylvia Plath (The Norton Anthology of American Literature)
“Lady Lazarus” by Sylvia Plath (The Norton Anthology of American Literature)

Course Texts

Baym, Nina., gen. ed. *The Norton Anthology of American Literature*. Shorter 7th ed. New York:

Norton, 2007.

Bergman, Carol, and Senn, J.A. Ed. *Heath Grammar and Composition with a Process Approach to Writing*. 5th ed. Lexington: D.C. Heath and Company, 1988.

Buscemi, Santi V., and Smith, Charlotte. Ed. *75 Reading Plus*. New York: McGraw-Hill, 2004.

Chopin, Kate., The Awakening. New York: Harper Collins Publishers, 1972.

Cisneros, Sandra., House on Mango Street. New York: Knopf Doubleday Publishing, 1984.

Fitzgerald, F. Scott., The Great Gatsby. New York: Scribner Book Company, 2004.

Miller, Arthur., “The Crucible”. New York: Peguin Groups, 1976.

Pausch, Randy., The Last Lecture. New York: Hyperion Books, 2008.

Shaw, George., “Pygmalion”. New York: Dover Publications, 1913.

Walker, Alice., The Color Purple. New York: Houghton Mifflin Harcourt, 1982.

Williams, Tennessee., “The Glass Menagerie”. New York: Random House, 1945.

References

Hacker, Diane., *A Pocket Style Manual*. 4th ed. New York: Beford/St. Martin’s, 1999.

Rankin, Estelle., 5 Steps to a 5: AP English Language. 2010-2011 ed. New York: McGraw-Hill.

Struck, William Jr., and White, E.B., *The Elements of Style*. 4th ed. Needham Heights: Longman, 2000.

Parent/Student Agreement
2011-2012

Return this page to the instructor once you and your parents have read the syllabus.

As a student, I have read the information supplied in the syllabus for AP Language & Composition for San Gabriel Mission High School. I understand and agree to complete the coursework assigned (including reading) to the best of my ability. I also understand that if I am having difficulty understanding any of the content presented in class, I will inform Ms. Reyes so that she can provide the necessary help to enable my successful completion of all the work required for this class.

Student Signature:

Print Name: _____ Date Signed: _____

As a parent/guardian, I have read all the information supplied in the syllabus for AP Language & Composition for San Gabriel Mission High School. I understand and agree to help and support my daughter complete the course work assigned to the best of my ability. If I have any questions regarding the assigned work (including reading), or the expectations of the class, I will contact Ms. Reyes at SGMHS. I also understand that I can make an appointment to speak to Ms. Reyes at school during school office hours.

Parent/Guardian Signature:

Print Name: _____ Date Signed:

Cell and/or Home # _____

