

## AP Language & Composition 2011/2012 Syllabus

### Texts and Major Works

*Everyday Use of Rhetoric at Work in Reading and Writings*—Roskelly & Jolliffe

*The Elements of Style*—Strunk Jr. and White

*50 Essays*—A Portable Anthology—Samuel Cohen

*The Bedford Reader*

*The Catcher in the Rye*—J. D. Salinger

*Fahrenheit 451*—Ray Bradbury

*For Whom the Bell Tolls*—Ernest Hemingway

*Twelfth Night*—William Shakespeare

*King Lear*—William Shakespeare

*Night*—Elie Wiesel

*The Stranger*—Albert Camus

Additional selections: excerpts, poetry, essays and short stories

### Introduction

The basis for the AP Language course is the desire to prepare students for the rigors of college reading and writing. Students will explore a variety of writers, methods, and genre to aid them in responding with their own argumentative, expository, analytical and narrative writing. They will also utilize peer editing and revision in creating written drafts of increasing complexity and richness.

To stimulate an understanding of the authors' content, purpose, and audience as well as the rhetorical techniques employed to carry out these elements, student will read extensive nonfiction and fiction works. They will implement research techniques, use MLA format, and employ visual aides as they produce critical responses to literary works and other topics. They will apply styles and techniques modeled from assigned readings. Finally, they will scrutinize elements of grammar and usage to provide a basis for examining writers' tone, diction, syntax and style.

### GOALS

According to the College Board, the course allows students to write in several forms—narrative, exploratory, expository, argumentative—on many different subjects from personal experiences to public policies, from imaginative to popular culture.

### AP Objectives

#### Course Objectives

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Students will analyze and interpret samples of good writing, identifying and explaining an author's use of rhetorical strategies and techniques.

Students will apply effective strategies and techniques in their own writing: create and sustain arguments based on readings, research, and/or personal experience:

Students will demonstrate understanding and mastery of standard written English as well as stylistic maturity in their own writings.

Students will write for a variety of purposes.

Students will produce narrative, expository, analytical, and argumentative compositions that introduce a complex central idea and develop it with appropriate evidence drawn from primary and/or secondary source material, cogent explanations, and clear transitions.

Students will demonstrate understanding of the conventions of citing primary and secondary source material.

Students will move effectively through the stages of the writing process, with careful attention to inquiry and research, drafting, revising, editing, and review.

Students will write thoughtfully about their own process of composition.

Students will revise a work to make it suitable for a different audience.

Students will analyze image as text and incorporate reference documents into researched papers.

#### **Activities/Assessments**

Students will identify the four types of logic.

1. Formal deductive
2. Informal deductive
3. Formal inductive
4. Informal inductive

Students will recognize, define, and utilize examples of major rhetorical forms, including terms in the following list:

1. Allegory
2. Alliteration
3. Ambiguity
4. Anadiplosis
5. Analogy
6. Anaphora
7. Anticlimax
8. Antithesis
9. Antonomasia
10. Apophasis
11. Apostrophe
12. Apposition
13. Assonance
14. Chiasmus
15. Cliché

16. Climax
17. Complex Sentence
18. Compound Sentence
19. Concession
20. Connotation
21. Deduction
22. Dialectic
23. Ellipsis
24. Enthymeme
25. Epithet
26. Ethos
27. Euphemism
28. Fable
29. Figures of Speech
30. Hyperbole
31. Induction
32. Invective
33. Invention
34. Irony
35. Litotes
36. Logos
37. Loose Sentence
38. Malapropism
39. Maxim
40. Meiosis
41. Metaphor
42. Metonymy
43. Onomatopoeia
44. Oxymoron
45. Parable
46. Paradox
47. Parallelism
48. Paronomasia
49. Parenthesis
50. Pathos
51. Periodic Sentence
52. Persona
53. Personification
54. Proverb
55. Refutation
56. Rhetoric
57. Rhetorical Question
58. Simile
59. Simple Sentence
60. Sophist
61. Style

62. Syllogism
63. Synecdoche
64. Tenor
65. Testimony
66. Topics
67. Trope
68. Understatement
69. Voice
70. Zeugma

### **Activities/Assessments**

Students will analyze the rhetorical strategies each writer uses when given two essays addressing the same topic.

Students will describe the tone when given a selection of essays.

Students will define, give examples, and recognize fallacies from the following list:

1. Ad Hominem
2. Appeal to Authority
3. Appeal to Belief
4. Appeal to Common Practice
5. Appeal to Consequences of a Belief
6. Appeal to Emotion
7. Appeal to Fear
8. Appeal to Flattery
9. Appeal to Novelty
10. Appeal to Pity
11. Appeal to Popularity
12. Appeal to Ridicule
13. Appeal to Spite
14. Appeal to Tradition
15. Bandwagon
16. Begging the Question
17. Biased Sample
18. Burden of Proof
19. Confusing Cause and Effect
20. Division
21. False Dilemma
22. Gambler's Fallacy
23. Guilt by Association
24. Hasty Generalization
25. Ignoring a Common Cause
26. Middle Ground
27. Poisoning the Well
28. Post Hoc Ergo Propter Hoc

29. Questionable Cause
30. Red Herring
31. Relativist Fallacy
32. Slippery Slope
33. Special Pleading
34. Spotlight
35. Straw Man
36. Two Wrongs Make a Right

*The Catcher in the Rye*

Consider the following questions when reading and answer in paragraph format.

1. What symbols can be found in the novel? What rhetorical signals identify these symbols?
2. How does the choice of language further the thematic impact of the novel?
3. What rhetorical techniques are particularly effective? Offensive?
4. What statements of truth link Holden's experiences and growth as the novel progresses?
5. What do specific quotations from Holden's speech and actions indicate about his mental status?
6. What is the tone of the novel?

Answer these questions along with a 3-page paper.

Questions due September 28

The 3 page analytical paper will include a rhetorical stance of the novel.

Rough draft due September 30-2 pages (3 Copies) for peer review

Final draft due October 3-3 pages

MLA Format

Double spaced

Times New Roman

12"

Work Cited Page

*For Whom the Bell Tolls*

- Students will carry out a combination of the following activities:
- Discuss the rhetorical expression of romantic love as presented in the novel.
- Compare the presentation of the different times "the earth moves" in the novel.
- Compare and contrast the syntax and diction used by Hemingway (*For Whom the Bell Tolls*) and Faulkner (*The Sound and the Fury*).
- Chart how each of the characters loses his or her innocence to the war.
- Students may analyze the use of motifs, especially the use of animal imagery.

- Debate the statement: Tharia is portrayed as being too weak to be an effective character
- Select passages from the novel that demonstrate Hemingway's romantic portrayal of the Spanish peasantry.

#### *Fahrenheit 451*

Can analyze all forms:

Symbolism, Imagery, Allegory –  
Setting

Narrator Point of View

Discover and analyze rhetorical questions from the book.

#### *King Lear*

- Students will carry out several or all of the following activities:
- Note rhetoric used in descriptions of Lear, Cordelia, and other characters, as meaningful to the class study.
- Identify symbols and their relevance to action and characterization in the play
- Students will write a character sketch of Cordelia by using lines from the play.
- Examine Shakespeare's description and use of madness as a symbol in the play.
- Compare Shakespeare's presentation of the fool in *King Lear* with the fool in *Twelfth Night*. Compare rhetorical patterns in description.
- Examine sibling relationships in *King Lear* through their expression in the characters' speeches.
- Research the roles of the elderly in our society and compare them to Shakespeare's references to Lear's role in his society. Cite specific lines to support these comparisons.
- Identify powerful rhetorical statements in the play and analyze their effect on the plot's development.

#### *Twelfth Night*

- Apply the following individuals' definitions of the nature of comedy to the play: Aristotle, Hobbs, Bergson.
- Identify the following three devices of comedy used in *Twelfth Night*: Situation, Character, Language
- Analyze and identify various subplots
- Analyze Feste's contribution to the play and cite lines that support his role.
- Debate the question: Is Feste really a fool?
- Write a character sketch of Malvolia, citing lines that support the student's perception.
- Research on the Internet for a contemporary situation in which "disguise" is used.

*The Stranger*

- Analyze Camus's language before and after the murder and how it intensifies right before the murder
- Analyze Camus's personification.
- Analyze Camus's metaphorical language.
- Look at other existentialist authors and compare.

## Unit Readings:

**I. Narration**

"Champion of the World" Maya Angelou

"Fish Cheeks" Amy Tan

"Indian Education" Sherman Alexie

"The Lottery" Shirley Jackson

- Students will compare and contrast techniques of narration as used by several authors: dialogue vs. Summary, story organization, point of view, diction, work in small groups to share analytical observations: Model writings after one or more selected authors. During this time, do in class warm up exercise, including dialogue, point of view narratives.

**II. Description**

"Arm Wrestling with my Father" Brad Manning

"Shooting Dad" Sarah Vowell

"Edward Hoppers Nighthawks, 1942" Joyce Carol Oates

- Students will study techniques of description used in the unit: imagery, figures of speech, strong verbs, allusions, and point of view. They may use writings as models for their own. Work on description in class writing assignment together in pairs.

**III. Example**

"On Compassion" Barbara Lazear Ascher

"Homeless" Anna Quindlen

"Black Men and Public Space" Brent Staples

- In each reading, students will define the thesis and the specific points used in support of that thesis. They will note the use of examples, anecdotes, and facts in support of the thesis. In class discussion, students may choose thesis statements and work in groups to develop supporting points. Students may then write essays in which they use examples to support the thesis statements.

**IV. Comparison and Contrast**

"Neat People vs. Sloppy People" Suzanne Britt

"Battling Clean-Up and Striking Out"

"Remembering my Childhood ... ." David Sedaris

- Students will note the authors' use of similar and opposing points to clarify their positions. How do the writers limit and organize their essays? Which possible details are emphasized?
- Which details are purposely omitted? Students may choose controversial topics, limit them to their strongest elements, and

write essays in which they use comparative and contrasting points in support of their thesis statements.

#### V. Process Analysis

"Behind the Formaldehyde Curtain" Jessica Mitford

"Body Ritual Among the Nacirema" Horace Miner

- O Students will examine the writings to detect the process used in step-by-step explanation; note logic and consistency; and identify methods of transition. Then they may write essays using process analysis to instruct someone in doing or making something.

#### VI. Division or Analysis

"I Want a Wife" Judy Brady

"Not All Men are Sly Foxes: Armin A. Brott

- O Students will separate writings into their parts to clarify their structure and organization, as well as their supporting concrete details, quotations, data, or statistics. Students may then discuss and clarify a thesis statement and support it with specific facts.

#### VII. Classification

"The Ways we Lie" Stephanie Ericsson

"The World of Doublespeak" William Lutz

- O Students will examine writings in which authors sort their supporting points into categories based on similarities or differences. The purpose of these essays is to clarify a complex topic that contains many elements. Students may then use definitions and examples to develop paragraphs and organize essays that explain topics with multiple separate parts.

#### VIII. Cause and Effect

"A Web of Brands" Naomi Klein

"Live Free and Starve" Chitra Divakaruni

- O Students will examine essays that explain the cause and effect of various unique actions or situations. They may attempt essays that use accuracy of information, fairness and consciousness in developing a logical argument.

#### IX. Definition

"The Meanings of a Word" Gloria Naylor

"Bing a Ching" Christine Leong

- O Students will study essays that explore the definition and extended meanings of a concept by using rhetorical methods including description, comparison and contrast, division, analysis, or other techniques to develop the explanation. Students may choose topics and use these techniques to develop essays of definition.

#### X. Argument

"Why I Stopped Being a Vegetarian" Laura Fraser

"A Vegetarian Philosophy" Peter Singer

- O Students may study speeches and essays whose authors take controversial positions and explain them using the Toulmin Method of Reasoning (by British philosopher Stephen Toulmin).



They may also study inductive and deductive reasoning and logical fallacies. They may then choose a method and develop their own speeches and/or essays following its guidelines.

**XI. Additional Suggested Readings using mixed methods of rhetorical development**

- "A Biological Homage to Mickey Mouse" Stephen Jay Gould
- "I Have a Dream" Martin Luther King Jr.
- "No Name Woman" Maxine Hong Kingston
- "Shooting an Elephant" George Orwell
- "Arai: A Memoir of a Bilingual Childhood" Richard Rodriguez
- "A Modest Proposal" Jonathan Swift
- "Once More to the Lake" E. B. White
- "The Death of the Moth" Virginia Woolf

**AP English Language Unit Organization Overview**

1. Reading and writing in a variety of disciplines (genres), rhetorical contexts, and styles.
2. Writing for a variety of purposes, audiences, and contexts, responding to class assignments, personal reading and opinions, and current events
  - Narration
  - Exposition
  - Analysis
  - Argument
3. Writing in different contexts
  - Imitation exercises
  - Journal keeping
  - Collaborative writing

In-class responses

Process Writing

Peer Reviews

4. Emphasis on nonfiction readings of various genres that facilitate understanding and analysis of writers' rhetorical strategies
5. Analysis of graphics and visual images on their own and as they relate to and/or enhance written text
6. Research Techniques
  - a. Synthesis, analysis, evaluation, and M L A citation of relevant primary and secondary sources.
  - b. Logical organization and correct citation of relevant primary and secondary sources. Logical organization and correct citation of details properly selected to support an argument presented by the student.
7. Enhancement of Personal Rhetorical Skills
  - a. Vocabulary
  - b. Usage and Grammar
  - c. Organization and Transition

### **Summer Reading:**

To supplement the curriculum of AP English Language and Composition, students will read at least five complete selections or several partial selections from the following list. Partial selections may include articles, poems, essays, or other short work, taken from a variety of authors. (See Representative Authors)

As you read, keep a journal that includes the title and author, a few (3-5) meaningful quotations, and a short personal reflection (1-2 paragraphs) on each selection.

- I. A biography or autobiography (student choice)
- II. Poetry selections (student choice)
- III. Fiction and Nonfiction (student choice)
- IV. Recommended Selections:

Chopin, Kate. *The Awakening*

Faulkner, William. *Absalom, Absalom! And As I Lay Dying*

Fitzgerald, Scott. F. *The Great Gatsby*

Hemingway, Ernest. *The Old Man and the Sea and In Our Time*

Knowles, John. *A Separate Peace*

Lee, Harper. *To Kill a Mockingbird*

Lewis, Sinclair. *Main Street*

Melville, Herman. *Moby Dick, Bartleby, and Billy Budd*

Shaara, Michael. *The Killer Angels*

Stowe, Harriet Beecher. *Uncle Tom's Cabin*

Thoreau, Henry David. *Walden*

Write, Richard. *Black Boy and Native Son*.

V. Drama

Miller, Arthur. *Death of a Salesman*

VI. Additional Resources:

King, Stephen. *On Writing*

Payne, Lucile Vaughan. *The Lively Art of Writing*

Strunk, William and E. B. White. *Elements of Style*.

**Representative Authors (College Board recommended)**

**Autobiographers and Diarists**

Maya Angelou, James Boswell, Judith Ortiz Cofer, Charles Dana, Thomas De Quincey, Frederick Douglass, Benjamin Franklin, Lillian Hellman, Helen Keller, Maxine Hong Kingston, T. E. Lawrence, John Henry Newman, Samuel Pepys, Richard Rodriguez, Richard Wright, Malcolm X, Anzia Yezierska

**Biographers and History Writers**

Walter Jackson Bate, James Boswell, Thomas Carlyle, Winston Churchill, Wine Deloria, Jr., Leon Edel, Richard Ellmann, Shelby Foote, John Hope Franklin, Antonia Fraser, Edward Gibbon, Richard Holmes, Gerda Lerner, Thomas Macaulay, Samuel Eliot Morison, Francis Parkman, Arnold Rampersad, Simon Schama, Arthur M. Schlesinger, Ronald Takaki George Trevelyan, Barbara Tuchman.

### **Critics**

Paula Gunn Allen, Gloria Anzaldua, Michael Arlen, Matthew Arnold, Kenneth Clark, Samuel Taylor Coleridge, Arlene Croce, Ralph Waldo Emerson, Henry Louis Gates, Jr., William Hazlitt, Bell Hooks, Samuel Johnson, Pauline Kael, Joyce Carol Oates, Walter Pater, John Ruskin, George Santayana, George Bernard Shaw, Susan Sontag, Cornel West, Oscar Wilde, Edmund Wilson.

### **Essayists and Fiction Writers**

Joseph Addison, James Agee, Margaret Atwood, Francis Bacon, James Baldwin, G. K. Chesterton, Joan Didion, Ralph Waldo Emerson Paul Fussell, Mavis Gallant, Nadine Gordimer, Edward Hoagland, Zora Neale Hurston, Jamaica Kincaid, Charles Lamb, Norman Mailer, Nancy Mairs, Mary McCarthy, N. Scott Momaday, Michel de Montaigne, V. S. Naipaul, Tillie Olsen, George Orwell, Cynthia Ozick, Ishmael Reed, Adrienne Rich, Mordecai Richler, Sharman Apt Russell, Richard Selzer, Richard Steele, Shelby Steele, Henry David Thoreau, John Updike, Alice Walker, Eudora Welty, E. B. White, Terry Tempest Williams, Virginia Woolf

### **Journalists**

Roger Angell, Maureen Dowd, Elizabeth Drew, Nora Ephron, M. F. K. Fisher, Frances Fitzgerald, Janet Flanner (Genet), Ellen Goodman, David Halberstam, Andy Logan, John McPhee, H. L. Mencken, Jan Morris, David Remnick, Red Smith, Lincoln Steffens, Paul Theroux, Calvin Trillin, Tom Wolfe.

### **Political Writers**

Hannah Arendt, Simone de Beauvoir, William F. Buckley, Jean de Crevecoeur, W. E. B. Du Bois, Margaret Fuller, John Kenneth Galbraith, Charlotte Perkins Gilman, Thomas Hobbes, Thomas Jefferson, George Kenan, Martin Luther King, Jr., Lewis H. Lapham, John Locke, Niccolo Machiavelli, John Stuart Mill, John Milton, Thomas More, Thomas Paine, Olive Schreiner, Jonathan Swift, Alexis de Tocqueville, Gore Vidal, George Will, Garry Wills, Mary Wollstonecraft.

**Science and Nature Writers**

Edward Abbey, Wendell Berry, Jacob Bronowski, Rachel Carson, Charles Darwin, Annie Dillard, Gretel Ehrlich, Loren Eiseley, Stephen Jay Gould, Evelyn Fox Keller, Barry Lopez, Peter Matthiessen, Margaret Mead, John Muir, David Quammen, Carl Sagan, Lewis Thomas, Jonathan Weiner

**Other (Primarily Fiction) Writers, Collected from Several Sources**

Aesop, Louisa May Alcott, James Matthew Barrie, L. Frank Baum, Anne Bronte, Charlotte Bronte, Emily Bronte, Edgar Rice Burroughs, Lewis Carroll, Willa Cather, Wilkie Collins, Stephen Crane, Charles Darwin, Honore de Balzac, Daniel DeFoe, Rene Descartes, Charles Dickens, Arthur Conan Doyle, Fyodor Dostoevsky, Alexandre Dumas, George Eliot, Mary Ann Evans, Thomas Hobbes, Marietta Holley, Thomas Hughes, William Kemp, D. H. Lawrence, Jack London, John Milton, Lucy Maud Montgomery, E. Nesbit, E. Phillips Oppenheim, Edgar Allan Poe, Mary Shelley, Bram Stoker, Leo Tolstoy, Mark Twain Jules Verne, Voltaire.

**Textbooks AP English Language**

Kennedy, X. J et al. The Bedford Reader. Bedford/St. Martin's. 2006:  
ISBN: 0-312-40400-X.

The Bedford Reader introduces students to ten writing strategies and examples of words that illustrate those techniques. Finally, it features a selection of writings that use a combination of techniques. MLA and documentation will also be covered.

Roskelly, Hephzibah and David A. Joliffe. Everyday Use. Pearson Longman, New York. 2005. ISBN: 0-321-09384-4.

Everyday Use is a text focusing on rhetoric that is organized around three readings that were examined in an increasingly sophisticated manner throughout the book. Students move from studying readily observable rhetorical devices to noting the nuances of more subtle techniques of usage. The text also deals with logical fallacies; emotional, logical, and ethical appeals; persona, voice, style and other rhetorical considerations.

Strunk, William and E. B. White. Elements of Style. The Penguin Press, New

York, 2005.

ISBN: 13: 978-1594200694.

Elements of Style provides a basis for understanding English grammar and usage—with a laugh. Combined with grammar exercises available from a number of online sources, including dianahacker.com.

Technological Aids: Overhead Projectors, Personal and Laptop Computers, DVD's, VCR, Epson Powerlite Projector.