

AP English Language and Composition 2009-2010

Mr. van der Woude

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Office Hours: By appointment at lunch or after school

Location: L4

Course Description:

The purpose of AP English Language and Composition is to help students “write effectively and confidently in their college courses across the curriculum and in their professional and personal lives.” (The College Board, *AP English Course Description*, May 2007, May 2008, p. 6) The course is organized according to the requirements and guidelines of the current *AP English Course Description*, and, therefore, students are expected to read critically, think analytically, and communicate clearly both in writing and speech.

AP English Language and Composition is a demanding course. Reading selections for this class are diverse, scholarly, and challenging; the pace and intellectual level is intense. The class emphasizes the study of all forms of rhetoric, primarily non-fiction forms of prose. Elements of style and structure are analyzed to understand how language is used in media, politics, fiction, science, propaganda, advertising, and elsewhere.

English Department Academic Content Standards:

The primary goal of the English department is to help students read well and communicate effectively. Upon graduation from Immaculate Heart High School students will:

1. Read critically and recognize literal and implied meaning in varied classic and contemporary texts, assigned and independently selected.
2. Write coherent and focused essays that convey a well-defined perspective and tightly reasoned argument. The writing demonstrates students’ awareness of audience and purpose. Students will progress through the stages of the writing process as needed.
3. Write clearly and use formal conventions of the English language: grammar, spelling, punctuation, capitalization, sentence structure, word choice, paragraphing, and figurative language.
4. Speak effectively and employ formal and informal conventions of the English language that are appropriate to a variety of purposes and audiences.
5. Respectfully discuss topics, evaluate alternative points of view, and recognize questions and issues raised in the works they read.
6. Recognize trends and developments in literature as an art form, including literary movements, styles, and conventions.

7. Find, evaluate, and synthesize information for specific purposes, using a variety of properly cited sources.
8. Apply knowledge of word origins to determine the meaning of new words encountered in reading materials and use those words accurately.

Benchmarks and Performance Standards:

Students who have successfully completed AP English Language and Composition will:

1. Employ close reading skills to examine stylistic techniques such as diction, detail, syntax, imagery, point of view, and organization in order to analyze how textual style helps create meaning (Content Standards 1,6,8).
2. Write coherent, effective essays that analyze the style & content of literary and other texts under specific time constraints (Content Standards 2,3,4).
3. Demonstrate in writing and discussion maturity and sophistication in understanding of voice, diction, and tone in fiction, non-fiction poetry, journalism, criticism, and in historical, political, or scientific writing (Content Standards 1,2,3,4,5,6).
4. Demonstrate familiarity with the differing levels of discourse in the analysis of language, including the various genres of poetry, drama, non-fiction prose, and imaginative prose (Content Standards 1,4,8).
5. Formulate an opinion based on a chosen work of literature that results in an original, arguable thesis and write an effective composition written in support of the thesis (Content Standards 2,3,4).
6. Demonstrate increased rhetorical sophistication by participating in more challenging class discussions and oral presentations that encourage the student to articulate her point of view based on deeper understandings of various texts (Content Standards 1,5,6).
7. Write coherent, effective essays that argue a strong stance, persuading the audience of its point-of-view (Content Standards 2,3).
8. Synthesize material from multiple sources (including graphic or visual arts) and incorporate it into a coherent and original argumentative essay that supports the writer's position (Content Standards 2,3,4,7).
9. Use and properly cite appropriate text and Internet sources (Content Standards 7).
10. Informally critique writing (published, peer, or self-generated) for personal pleasure, enrichment, and low-stakes learning opportunities (Content Standards 1).

Required Materials:

The English Department requires that you bring to class before the end of the first week of school **your own unmarked copies** of all the texts listed here. You must also ensure that you purchase the **specified edition** of each text. Please consult the Varsity Books website for each book's ISBN---an identifying number that will help you distinguish between different editions of the same text.

A Farewell to Arms, Hemingway

The English Patient, Ondaatje

1984, Orwell

Hamlet, Shakespeare

50 Essays, Cohen

AP Language Multiple Choice . . . (6th Edition)

The Informed Argument (7th Edition), Miller

Cloud Atlas, Mitchell

MLA Handbook (7th Edition)

Thank You for Arguing . . ., Heinrichs

AP English Language Course Reader, v/d. Woude

Pens w/ Blue or Black Ink

No. 2 Lead Pencils

Classroom Expectations:

- **Participation:** Participation in class discussion is an integral component of the language and composition classroom. It is beneficial to you and your classmates in terms of basic comprehension, in-depth analysis and more. Refer to the English Department rubric for class discussion to understand what is expected of you. Your final grade in this area may be raised ½ grade for excellence in participation. It may be lowered ½ grade for deficiency.
- **Make-Up Work:** All written assignments must be completed on time to pass this class. If you have a legitimate need for an extension, please see me before the due date and we will work something out. Keep on top of things and train yourself to see conflicts ahead of time. Keep unnecessary absences to a minimum. **You are responsible** to find out about and make up what you have missed.
- **Academic Integrity:** Plagiarism is the use of someone else's WORDS or IDEAS without giving proper credit. This includes paraphrasing a source without giving due credit. As you know, plagiarism is a serious breach of academic integrity. An assignment proven to contain plagiarized material will receive from 50% off the assignment value to zero points depending upon the severity of the academic breach, number of repeated offenses, and/or other concerns.
- **Other classroom rules:** There are a number of additional classroom rules that I will explain in class at the appropriate time(s). In general, a student ought to refer to the IHHS Student Handbook for codes of conduct. Adherence to the Handbook's rules of behavior will serve the student well in almost every conceivable case.

Types of Assignments:

- **Writing:** You will respond in writing to each of the major and some of the minor works we study. You will also write timed in-class essays. You will work on various projects and presentations that involve writing. Unless otherwise noted, all essays must be word-processed.

You must upload all essays and any other specified assignments to the website: www.turnitin.com. You will need to set up a user profile using a valid email account. You will also need the appropriate class ID number and enrollment password designated for your class period.

Period	Class ID	Enrollment Password
4	2769544	Antimetabole
5	2769545	Synecdoche

- **Independent Reading:** Depending on our progress, you may be assigned to read between one and three additional books per year chosen from an AP book short list. You may also be asked to complete a writing assignment on any of your independent reading books.
- **Homework:** You should plan on spending about an hour per day reading, writing, revising work, or completing homework for this class. Some days will be heavier than others---especially if you do not plan ahead on long-term assignments. Do plan ahead! You will have regular homework assignments involving reading, writing, and other activities.

Grading Policy:

Grades are computed on a point system with, for example, essays worth 100, points; tests, 50; projects, between 20-80; and homework, between 5-20. The semester grade will be computed by tallying the total of earned semester points and the final exam. As noted above, class participation and attendance can raise or lower this grade by one half (e.g., B to B+ or B-).

Course Chronology: This section of the syllabus will be expanded upon quarter by quarter.

First Quarter	Second Quarter
<p>Summer Reading (<i>Cloud Atlas</i>, Mitchell/A <i>Farewell to Arms</i>, Hemingway) Didion, Joan. "On Keeping a Notebook" Morrow, Lance. "Books: The Remedy for Insomnia" O'Brien, Tim. "How to Tell a True War Story" Welty, Eudora. "Listening" Orwell, George. "Politics and the English Language" Iyer, Pico, "The Burning House" Mukherjee, Bharati. "Two Ways to Belong in America" Jefferson, Thomas. "The Declaration of Independence" King Jr., Martin Luther, "Letter from Birmingham Jail" Lincoln, Abraham, "The Gettysburg Address" Perez-Zeeb, Celia C. "By the Time I Get to Cucaracha" Brimelow, Peter. "A Nation of Immigrants" Hornberger, Jacob G. "Keep the Borders Open" Camarotta, Steven. "Too Many: Looking Today's Immigrants in the Face" Balzar, John. "Needed Informed Voters" Baker, Russ. "Want to be Patriot? Do Your Job" McClay, Wilfred M. "America: Idea or Nation?" Kazin, Michael. "A Patriotic Left"</p>	<p><i>Hamlet</i>, Shakespeare Baldwin, James, "Notes of a Native Son" Liu, Eric, "Notes of a Native Speaker" Steele, Shelby, "On Being Black and Middle Class" Ortiz Cofer, Judith, "The Myth of Latin Woman: I Just Met a Girl Named Maria" Rodriguez, Richard. "Aria: Memoir of a Bilingual Childhood" Tan, Amy. "Mother Tongue" Marmon Silko, Leslie. "Language and Literature from a Pueblo Indian Perspective" Malcom X "Learning to Read" Staples, Brent. "Just Walk on By: Black Men and Public Space" Swift, Jonathan. "A Moderate Proposal" Anzaldúa, Gloria. "How to Tame a Wild Tongue" Iyer, Pico. "The Airport"</p>
Third Quarter	Fourth Quarter
<p><i>The English Patient</i>, Ondaatje Iyer, Pico. "Welcome to the Age of Tropical Classical" Douglass, Frederick. "Learning to Read and Write" Plato. "The Allegory of the Cave" Rose, Mike. "I Just Wanna Be Average"</p>	<p><i>1984</i>, Orwell Rushdie, Salman. "Step Across This Line." Kelley, Michael. "Liberties Are a Real Casualty of War" Green, Heather. "Databases and Security vs. Pivacy" Dershowitz, Alan M. "Why Fear National ID Cards?" Rushdie, Salman. "Globalization" Yergin, Daniel. "Giving Aid to World Trade."</p>

	<p>Norberg Hodge, Helena. "The March of the Monoculture"</p> <p>Shiva, Vandana. "The Living Democracy Movement: Alternatives to the Bankruptcy of Globalisation"</p> <p>Skorpen Claeson, Bjorn. "Singing for the Global Community"</p> <p>Thoreau, Henry David. "Where I Lived, and What Lived For"</p> <p>Iyer, Pico. "The Alien Home"</p>
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