



# 2017-2018 COURSE SYLLABUS

## **COURSE: Advanced Placement English Language and Composition**

Welcome to AP English Language and Composition! We will be reading American literature spanning many genres, continents, and centuries. We will be learning how writers use rhetorical modes and literary techniques/devices/elements to convey significant messages to a wide audience. We will also practice writing works that describe, define, narrate, explain, argue, and synthesize other texts. The concepts and skills you will learn are outlined on our department-wide course of study, glossary of essential literature concepts, and writing rubrics for response-to-text and narrative writing, all of which you will receive in class.

The purpose of this course is to meet graduation requirements and prepare you for the rigorous reading, analysis, and writing that will be required of you in college and on the job. This course will also prepare you to take the Advanced Placement Exam in English Literature and Composition. Bear in mind that most universities will deny your application if you earn less than a C in this course. The extra grade point you earn for this class is only available if you earn a C or better. The following is a list of my rules and policies and a description of my grading system. If you understand and follow these guidelines, you should have no trouble succeeding in this class.

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## **Textbooks:**

*Elements of Literature* HRW  
*Short Takes*, 9<sup>th</sup> ed. Elizabeth Penfield  
*English Language Conventions* HRW

## **Required Materials :**

Current text, lined paper, blue/black pen  
Journal Notebook – Journal Response to Text Writing  
Binder for Notes

## **Grading Policy**

All assignments will be worth a certain number of points that I will announce ahead of time. Typically homework and classwork assignments and quizzes are worth 20 points. Project and writing assignments are worth 50 - 100 points. The course grade is a percentage based on the number of points possible.

Late work is accepted at half credit – Due within one week of the assigned date.



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## Course Content and Objectives

### Nonfiction (excerpts)

"Model of Christian Charity," John Winthrop

"Sinners in the Hands of an Angry God," Jonathan Edwards

"Declaration of Independence" Thomas Jefferson

Narrative of Frederick of the Life Douglass

R.W. Emerson fr. "Nature" and "Self-Reliance"

Thoreau fr. Walden and "Civil Disobedience"

*The Fire Next Time*, James Baldwin

"No Name Woman" Maxine Hong-Kingston

Various professional and student models

### Fiction (4-5 of the titles below)

*The Scarlet Letter*, Nathaniel Hawthorne

*The Adventures of Huckleberry Finn*, Mark Twain

*Grapes of Wrath*, John Steinbeck

*The Great Gatsby*, F. Scott Fitzgerald

*Maggie*, *Girl of the Streets*, Stephen Crane

*Sister Carrie*, Theodore Dreiser

*As I Lay Dying*, William Faulkner

*Ethan Frome*, Edith Wharton

*There Eyes Were Watching God* Zora Neale Hurston

### Poems

Anne Bradstreet--three poems

Emily Dickinson --six poems

Walt Whitman--"Song of Myself"

Robert Frost-- "Birches" "Death of a Hired Man" "Mending Wall"

Paul Dunbar--"Douglass"

e.e. cummings--"anyone who lived in a pretty how town," "the Cambridge ladies," "In just"

Langston Hughes-- "Theme for English B" "Cross" "Dream Deferred"

Gwendolyn Brooks-- "Kitchenette Building" "We Real Cool"

We will examine each of these works from both a literary and a cultural perspective. Primarily, we will focus on the New Criticism approach. Students will learn and apply close reading techniques (this includes identifying standard literary techniques such as imagery, diction, syntax, figurative language, plot, characterization, irony, point of view, setting, meter, rhyme, form, sound effects, etc.) and learn to draw conclusions based on their analysis. We will also look at how each work fits the American literary tradition.

### Drama

*Raisin in the Sun* LorraineHansberry,

*Inherit the Wind*, Jerome Lawrence &

Robert Edwin Lee



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**Writing**--Students will be assigned several compositions spanning the following writing modes: description, narration, definition, comparison and contrast, cause and effect, argument, and persuasion. Students will be expected to use newly learned stylistic devices in their writings. We will study professional and student examples of these essay modes, and students will have an opportunity to revise some of these essays. Over the course of writing these essays students will be trained in the Advance Placement Language and Composition 9 point rubric.

**Grammar**--Students will identify, use, and understand the literary impact of various grammatical units (these include parts of speech, parts of sentence, sentence complexity phrases and clauses of all kinds, and verbals) to make up different sentence types (e.g. parallel, periodic, cumulative, and ironic).

## Academic Expectations:

--Students will come to class on time and well-prepared (this includes bringing all necessary materials)

--Students will use appropriate and respectful language during all class activities.

--Students will actively participate in all class activities. This includes asking questions!

--Students will use technology appropriately. We will use digital devices from time to time in class. However, students must ask permission first before using digital devices. Cell phones must be kept in the back pack at all times unless direction for use or permission has been granted.

**Under no circumstances should a student record another student, class materials, or the teacher without prior explicit permission.**