



# 2017-2018 COURSE SYLLABUS

## Advanced Placement English Language and Composition

Welcome to AP English Language and Composition! We will be reading American literature spanning many genres 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. For the most part we will be using AP rubrics aligned with College Board standards for English Language and Composition

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 Language 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.

### **Jennifer Reynaga**

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### Textbook

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

### Required Materials :

Current text, lined paper, blue/black pen

### Grading Policy

All assignments will be worth a certain number of points that I will announce ahead of time. Typically process assignments and quizzes are worth 5 points and product assignments are worth 100 points. The course grade is a percentage based on the number of points possible.

--Process assignments—these assignments are preparation for class activities. They include preparing short drafts and reading quizzes. These assignments are graded immediately. Students may not make them up. However, students may make up the points missed by completing a bonus analysis assignment, which will be posted on Infinite Campus.

--Product—these assignments demonstrate student mastery of course content and skill. These include literary analysis essays, personal narrative essays, and oral presentations. Some of these assignments may be resubmitted/reattempted in order to raise scores. These assignments will be clearly indicated on Infinite Campus.

### Course Content and Objectives

The list below includes likely reading assignments. Other readings will be added when appropriate.

Nonfiction (excerpts)

*Between the World and Me*, Ta-nehisi Coates  
"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 from *Short Takes* and other anthologies

Fiction (4-5 of the titles below)

*The Scarlet Letter*, Nathaniel Hawthorne "Snows of Kilimanjaro" Ernest Hemingway  
*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  
*As I Lay Dying*, William Faulkner  
*Ethan Frome*, Edith Wharton  
*Their Eyes Were Watching God* Zora Neale Hurston

Drama (1 of the titles below)

*Raisin in the Sun* Lorraine Hansberry  
*Death of a Salesman* Arthur Miller

Poems

Richard Wright "Between the World and Me"  
Anne Bradstreet--three poems  
Emily Dickinson --six poems  
Walt Whitman--"Song of Myself"  
Robert Frost-- "Birches," "The Death of the 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"

Additionally, we will analyze the texts included in previous AP English Language and Composition released exams.

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.

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

and features: These include parts of speech, parts of sentence, sentence complexity phrases and clauses of all kinds, and verbals. They will also learn how grammatical units are used 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: lined paper, blue/black pens, highlighter, current text.

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