



MULTICULTURAL HIGH SCHOOL

999 Jamaica Avenue
Brooklyn, NY 11208
Telephone: 718-827-2796 Fax: 718-827-3970



RESPECT • TENACITY • COLLABORATION • INNOVATION • PERSEVERANCE

AP Language and Composition

Welcome to AP Language and Composition! In this class, we will be focusing primarily on nonfiction prose selections and rhetorical situations, including purpose, audience, and visual media. Throughout the school year, students will be expected to participate in writing conferences with peers and their instructor that will aid them in developing as analytical thinkers, critical readers, and effective communicators in writing and speech. As is stated in the College Board's *AP English Course and Exam Description*, this course "cultivates the reading and writing skills that students need for college success and for intellectually responsible civic engagement. The course guides students in becoming curious, critical, and responsive readers of diverse texts and becoming flexible, reflective writers of texts addressed to diverse audiences for diverse purposes. The reading and writing students do in the course should deepen and expand their understanding of how written language functions rhetorically: to communicate writers' intentions and elicit readers' responses in particular situations." The course curriculum is taken from the current College Board's *AP English Course and Exam Description* and will cover texts from nonfiction books, novels, essays, letters, speeches, and images from a variety of genres, authors, modes, and historical contexts. As they read, students will be expected to write frequently, planning and revising often with frequent feedback from peers as well as the instructor. By the end of the course, students will be prepared to take the AP English Language and Composition Exam.

This course has been designed around the following "Big Ideas" and "Enduring Understandings" as identified by the College Board:

- **Rhetorical Situation:** Individuals write within a particular situation and make strategic writing choices based on that situation.
- **Claims and Evidence:** Writers make claims about subjects, rely on evidence that supports the reasoning that justifies the claim, and often acknowledge or respond to other, possibly opposing, arguments.
- **Reasoning and Organization:** Writers guide understanding of a text's lines of reasoning and claims through that text's organization and integration of evidence.
- **Style:** The rhetorical situation informs the strategic stylistic choices that writers make.

Within each trimester, there will be a variety of assessments to ensure that the students will be prepared for the AP Language and Composition exam. These assessments include (but will not be limited to) personal assessments, reflections, major assessments and project based assessments.

Classroom Rules:

- No Eating in class (Food, gum, soda)
- Please raise your hand to speak
- Have respect for all classmates and teachers
- Have "One Mic" when we are sharing out in class
- Keep your hands to yourself
- One person outside of the classroom at a time



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Trimester and Unit Breakdown:

All texts shown on this syllabus are subject to change based on the discretion of the teachers.

Texts may change due to student interests, student comprehension, and text availability.

First Trimester

We will start this course with a focus on personal and argumentative writing with emphasis on purpose, rhetorical choices, description, narration, and language. We will be using a variety of non-fiction texts as students practice close reading skills. Students also will apply analysis of rhetoric to editorial cartoons, advertisements, and photographs in addition to provided text selections. Grammar instruction will be related to student writing and analysis of language.

Skills:

Rhetorical Situation

- 1.A identify and describe the components of the rhetorical situation
- 1.B Explain how an argument demonstrates an understanding of an audience's beliefs, values, or needs.
- 2.B Demonstrate an understanding of an audience's beliefs, values, or needs.

Claims and Evidence

- 3.A Identify and explain claims and evidence within an argument
- 4.A Develop a paragraph that includes a claim and evidence supporting the claim
- 3.B Identify and describe the overarching thesis of an argument, and any indication it provides of the argument's structure
- 4.B Write a thesis statement that requires proof or defense and that may preview the structure of an argument

Reasoning and Organization

- 5.A Describe the line of reasoning and explain whether it supports an argument's overarching thesis.
- 6.A Develop a line of reasoning and commentary that explains it throughout an argument.
- 5.C Recognize and explain the use of methods of development to accomplish a purpose.
- 6.C Use appropriate methods of development to advance an argument.

Style

- 7.A explain how word choice, comparisons, and syntax contribute to the specific tone or style of a text

Selections:

- *The Glass Castle* by Jeanette Walls
- The Myth of the Latin American woman: I just met a girl named maria (page 1411 conversations in american literature)
- Thirteen ways of looking at a tortilla Aaron A. Abeyta
- Thirteen ways of looking at a blackbird Wallace Stevens
- 9/11 Speech by George W. Bush, *The Language of Composition*, pages 6-7



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- *Dear Phyllis, January 24, 1936* Albert Einstein
- Letter to President Obama, Toni Morrison, *The Language of Composition*, page 19
- “Speech to the Troops at Tilbury” by Queen Elizabeth, *The Language of Composition*, pages 40-41
- “Blood, Toil, Tears, and Sweat” by Winston Churchill, *The Language of Composition*, pages 43-44
- “The Knife” by Richard Selzer
- “Investing in Fast Food” by Ami Domini, *The Language of Composition*, pages 83-84
- “Not by Math Alone” by Sandra Day O’Connor, *The Language of Composition*, pages 112-113
- *Success is counted sweetest* Emily Dickinson

Second Trimester

Instruction will be focused on developing the skill of synthesis and is built around a unit on gender, race and identity, in which students will analyze a variety of texts, including essays, speeches, and letters. This unit also focuses on satire analysis. Grammar instruction will focus on SAT and Regents prep.

Skills:

Rhetorical Situation

- 1.A Identify and describe the components of the rhetorical situation
- 1.B Explain how an argument demonstrates understanding of an audience’s beliefs, values, or needs
- 2.A Write introductions and conclusions appropriate to the purpose and context of the rhetorical situation
- 2.B Demonstrate an understanding of an audience’s beliefs, values, or needs

Claims and Evidence

- 3.A Identify and explain claims and evidence within an argument
- 3.B Identify the overarching thesis of an argument, and any indication it provides of the argument’s structure
- 4.A Develop a paragraph that includes a claim and evidence supporting the claim
- 4.B Write a thesis statement that requires proof or defense and that may preview the structure of the argument
- 4.C Qualify a claim using modifiers, counter arguments, or alternative perspectives

Reasoning and Organization

- 5.A Describe the line of reasoning and explain whether it supports an argument’s overarching thesis
- 5.B Explain how the organization of a text creates unity and coherence and reflects a line of reasoning
- 5.C Recognize and explain the use of methods of development to accomplish a purpose
- 6.A Develop a line of reasoning and commentary that explains it throughout an argument
- 6.B Use transitional elements to guide the reader through the line of reasoning of an argument



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- 6.C Use appropriate methods of development to advance an argument
- Style**
- 7.A Explain how word choice, comparisons, and syntax to convey a specific tone or style in an argument
- 8.A Strategically use words, comparisons, and syntax to convey a specific tone or style in an argument

Selections:

- The Story of an hour- Kate Chopin
- “I Want a Wife” by Judy Brady p. 539
- “Just Walk on By: A Black Man Ponders His Power to Alter Public Space” by Brent Staples in *The Language of Composition* p. 541
- “The Myth of the Latin Woman: I Just Met a Girl Named Maria” by Judith Ortiz Cofer, *The Language of Composition* p. 546
- “There is No Unmarked Woman” by Deborah Tannen, *The Language of Composition* p. 552
- Excerpt from “The Onion” satire web publication
- The Yellow Wallpaper by Charlotte Perkins Gilman
- “A Modest Proposal” by Jonathan Swift in *The Language of Composition* p. 914
- *The Great Gatsby* by F. Scott Fitzgerald
- Released AP synthesis, argument, and analysis essays, rubrics, & samples
- Released AP analysis and argument essays, rubrics, & samples

Third Trimester

The fourth quarter will serve to combine all the skills, concepts, and material learned throughout the year. Students will be assessed on each of these skills and additional support will be given based on student needs. This combination of skills will be assessed through a researched argument paper, the A.P. exam (which will be given in the first part of May), a college application essay, and a portfolio reflection.

Skills:

Rhetorical Situation

- 1.A identify and describe the components of the rhetorical situation
- 1.B Explain how an argument demonstrates understanding of an audience’s beliefs, values, or needs
- 2.A Write introductions and conclusions appropriate to the purpose and context of the rhetorical situation
- 2.B Demonstrate an understanding of an audience’s beliefs, values, or needs

Claims and Evidence

- 3.C Explain ways claims are qualified through modifiers, counterargument, and alternative perspectives.



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4.C Qualify a claim using modifiers, counter arguments, or alternative perspectives

Reasoning and Organization

5.C Recognize and explain the use of methods of development to accomplish a purpose

6.A Develop a line of reasoning and commentary that explains it throughout an argument

6.B Use transitional elements to guide the reader through the line of reasoning of an argument

6.C Use appropriate methods of development to advance an argument

Style

7.A Explain how word choice, comparisons, and syntax to convey a specific tone or style in an argument

8.A Strategically use words, comparisons, and syntax to convey a specific tone or style in an argument

8.B Write sentences that clearly convey ideas and arguments

8.C Use established conventions of grammar and mechanics to communicate clearly and effectively

Selections:

- Periodical and scholarly articles related to researched argument paper
- Essays related to researched argument paper
- Released exam essays, rubrics, and samples

Grading Policy:

Student Evaluation

Grades are based on an accumulated point system with point totals for each assignment based on the nature and complexity of that assignment. Nine weeks grades are determined by dividing the number of points earned by the number of points possible. Students are assessed on major assignments, such as out-of-class essays, research papers and projects, and in-class essays, as well as other assignments such as tests, quizzes, released AP exams, Socratic seminars, class participation, and informal writings. In-class essays will be scored according to the AP rubric. If students want further feedback on these essays, they can schedule a conference. Students will receive a detailed rubric for out-of-class writing assignments, as well. Students may rewrite essays upon completion of a writing conference.

Assignment Policy

AP Language and Composition is a college-level course; just as the rigor for the course is set at that level, so too are the expectations. AP students are expected to turn in completed work on time. Late work is accepted with a 10 percent deduction up to one week late, and 20 percent deduction up to two weeks late. Late work will not be accepted after two weeks. Students who miss school are expected to follow the handbook policy; previously announced assignments and tests are to be completed on the day a student returns to school. Students must check Google Classroom for assignments and material covered each day.

Controversial Text Policy

Issues that might, from particular social, historical, or cultural viewpoints, be considered controversial, including



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references to ethnicities, nationalities, religions, races, dialects, gender, or class, may be addressed in texts that are appropriate for the AP English Language and Composition course. Fair representation of issues and peoples may occasionally include controversial material. Since AP students have chosen a program that directly involves them in college-level work, participation in this course depends on a level of maturity consistent with the age of high school students who have engaged in thoughtful analyses of a variety of texts. The best response to controversial language or ideas in a text might well be a question about the larger meaning, purpose, or overall effect of the language or idea in context. AP students should have the maturity, skill, and will to seek the larger meaning of a text or issue through thoughtful research.

–College Board\

Classwork ● Cornell Notes ● Participation ● Formative Assessments	15% 10% 5%	30%
Homework		10%
Assessments ● Quizzes/Exit Slips ● Projects ● Summative Tests ● Final	10% 20% 20% 10%	60%
	Total	100%

By signing your name on this document, you confirm that you have read the syllabus and understand the course expectations.

Student Signature

Parent/Guardian Signature