AP Language and Composition Syllabus
“The questions are more important than the answers.” ~L’Engle

Course Description —

“An AP course in English Language and Composition engages students in becoming skilled readers of prose written in a variety of periods, disciplines, and rhetorical contexts, and in becoming skilled writers who compose for a variety of purposes. Both their writing and their reading should make students aware of the interactions among a writer’s purposes, audience expectations, and subjects as well as the way generic conventions and the resources of language contribute to effectiveness in writing” (College Board, “English” 6).

“Rhetoric: the art of analyzing choices that a writer, speaker, reader, listener makes in a situation so the text becomes meaningful, purposeful, effective.” ~ David Jolliffe

Grading —

Students will be graded based on an accumulated point system. Each assignment is worth a specific number of points for which students are responsible. Points are assigned based on the individual assignment’s level of difficulty and its importance to the overall course. For example, essays and timed writes are usually worth 60 – 100 points depending upon the amount of writing, research, editing, and revision involved; whereas, a homework or in-class assignment may be worth 10-20 points. These points will be tallied throughout the semester. Students’ grades are then determined by dividing their point total by the total points possible.

Grading Scale —

A  =  90% - 100%
B  =  80% - 89%
C  =  70% - 79%
D  =  60% - 69%
F  =  59% and below

Grading Policies —

- Excused Absences: For each day you have an excused absence, you have a day of make-up (if you are absent for one day, you have one extra to get your work in, if you are absent for five days, you have five extra days to get your work in—beginning with the day you return to school). If absent on the day a long paper, project, or test is due, expect to turn in or take the day you return to school.
- Tardies/Sweep: If you are sent to Sweep on a day that an assignment is due or the class is scheduled for a quiz or test, you will have until the end of that same day to turn in the assignment and exams will be taken immediately the following day.
- Make-Up Work: It is your responsibility to collect and get instructions for any work missed while you were absent.

Plagiarism: Your work must be your own. The use and/or duplication of any other person’s work, ideas, or words will not be tolerated. Acknowledge copied or quoted material properly. Plagiarism constitutes pages, paragraphs, sentences, or even major ideas or organizational concepts that are taken from someone else. You will receive a ZERO on any assignment that is plagiarized.
In-Class Assignments —

Students will be expected to critically read short non-fiction pieces, while analytically annotating them. This annotation will be used for class discussion and in-class assignments that will later help students on larger projects such as essay papers, timed writes, and multiple choice quizzes and tests. Students will also be expected to define, determine examples for, and apply vocabulary that will demonstrate their knowledge of rhetoric and their academic voice.

Vocabulary —

Students will be given two vocabulary lists at the beginning of the year. The first covers rhetorical devices and will be learned through a process of short mini-lessons, many utilizing Nancy Dean’s *Voice Lessons*, in-class activities demonstrating examples, through non-fiction contemporary pieces which students will annotate, and short quizzes. Students will also be expected to strengthen their diction by the addition of college level vocabulary taken from an alphabetical list of 963 succinctly defined vocabulary words common to college level texts. (C.E.R. in English Aptitude.) Every week students will choose 20 words from this list to define for homework credit. They will then demonstrate their knowledge of these words by utilizing them in their writing for the upcoming weeks. This will continue throughout the year.

Homework —

Most homework will involve continuing and/or finishing what was begun in class, vocabulary, rough-drafting and editing for essays, take-home tests, and independent reading.

Assessment/Essays —

Students will learn and apply several modes of writing to include narrative (description), expository (definition, classification), analytical (comparison/contrast, cause/effect), and argumentative (argument, persuasion, synthesis). All essays will demonstrate the writing process. A rubric with expectations will be handed out and student papers will be modeled. Aspects of each paper will be rough drafted in class, giving students opportunities to discuss issues with the teacher and peers. Often students will work on writing in small groups, pinpointing areas of excellence and areas of weakness. There will be mini-lessons modeling the editing process, as well the “Edit Check” sheet. This will help students ensure all writing has a variety of academic vocabulary and sentence structure, logical organization, a balance of general and specific ideas supporting their main idea or thesis, and that they are able to maintain an appropriate academic voice. Essays follow MLA style guidelines for formatting and citation.

Assessment/Timed Writes —

Each timed write will reflect a writing mode, theme, or concept that we have recently covered. The first timed write within a mode will be used as a pre-assessment for students’ current abilities; for the next timed write, the teacher will outline, discuss, and model possible strategies; students will be able to ask questions during the third one, and each one thereafter will become increasingly independent—until the students are working completely on their own. These timed essays will help students prepare for the AP exam itself as well as help students see their progress as they continue to add new writing techniques to their repertoire. Students will still follow MLA style guidelines for formatting and citation in accordance with a timed situation.
Assessment/Quizzes —
Students will be quizzed over vocabulary terms and over rhetorical concepts and strategies. Most often these quizzes will be much like the multiple choice section of the AP exam, if not excerpts from actual past AP exam questions. These quizzes will help the teacher and the students determine where they stand with their base knowledge and help them practice a multiple choice format in a timed situation.

Assessment/Finals —
Fall Semester Final: This final will be much like the AP final commensurate with the knowledge students will have gained up to that point.

Spring Semester Final: Students who take the $84 AP Language and Composition Exam will not need to take the in-class final, though they will be expected to come to school on the day of the final (they can use that time to study for their other finals). Students who choose not to take the AP Exam will take an in-class final (which will be set up exactly like the AP Exam), and the score they receive on it will be incorporated into their final grade. If there is a financial issue involving the AP Exam, please let me know.

Fall Semester

Weeks 1-2: Introduction to AP English Language and Composition
• **Introduction to the Class, Class rules, Grading and the AP Test in May**
  1) Students will learn about the basic goals and objectives of the class.
  2) Students will learn the date and cost of the AP exam in May as well as the timing and format of the AP exam.

• **What is Close Reading?**
  1) Students will write on an adjusted prompt from the 2002 AP English Language Exam using a text by Virginia Woolf: Write a one page summary of the MAIN IDEA of this passage (a timed writing).
   Students will participate in group analysis of the structure and meaning of the Woolf piece.
  2) Sample Multiple Choice: Hockey Passage (from a former AP Language Exam)
   Group analysis of the structure of the passage
   Timed multiple choice practice
RATIONALITY: to acquaint students with the degree of rigor of reading and writing skills required in this class.

• **Introduction of “Terms Cards”**
Students will bring index cards daily to class and will create a small collection of cards for common AP terms. As we encounter language appropriate to those terms in daily class activity, we will add content to the cards. For example, the TONE card will have a definition of tone plus words we encounter throughout the year which might be used to describe tone. These words can be collected from many contexts such as multiple choice practice or rhetorical analysis or close reading activities.
A typical list of card titles might be:
  o Tone
• *Introduction of “Vocabulary Threads”*
  1) Students will receive an alphabetical list of 963 succinctly defined vocabulary words common to college level texts. (C.E.R. in English Aptitude)
  2) Students will keep this list in their notebooks and bring it to class daily.
  3) Students will learn 20 vocabulary words every week and incorporate them into the writing done in class or for homework.
  4) These “threads” will be woven throughout the year into activities such as creating multiple choice questions and writing analysis essays.
  5) The goal is that students will achieve familiarity with at least 50% of the words on the list by the end of the term.

RATIONAL: Students are exposed to a broad range of words considered to be basic college-level vocabulary. Through this exposure in a variety of activities, students gain a familiarity and confidence in identifying the meanings of these formerly unknown words.

• *Introduction of Fact Finding Friday: Elements of Argument, Synthesis and Exposition*
  ♦ Step 1
  Students will choose a controversial topic which they will research for the year. Students will be advised to select topics other than abortion, the war in Iraq, or other “too familiar” issues.

  ♦ Step 2
  After students have chosen topics, every Friday (for the next eight weeks or so) will be “Fact Finding Friday” and students will bring to class an article on their topic from a different source with an index card attached containing the author’s name and bibliographic information. Each student will orally give a new fact about their topic gleaned from the article.
  At least one of the articles must be a visual or graphic (cartoon, graph, photo etc).
But students may have no more than three visuals for their “Fact Finding Fridays.” Also the articles must represent different sides of the controversy and be taken from sources appropriate to college level research. Students will save all the articles in a file provided in the classroom.

♦ Step 3
Every three to four weeks students will do a 3 minute “Infomercial” on their topics. In the first “Infomercial” they will take a stand and persuade their audience. In the second “Infomercial” they will argue the opposing side. The third “Infomercial” will be a qualified argument. In each presentation they will cite (briefly) three sources and five facts as evidence to support their theses. Their peers will respond with a two minute Q & A period to evaluate the persuasiveness of the argument. Each “Infomercial” will be graded according to a rubric considering such elements as length, sources cited, persuasiveness, clarity of position etc.

♦ Step 4
In the spring, students will write a sample SYNTHESIS essay on a topic from the College Board.

♦ Step 5
After having written and scored this sample essay, students will create their own synthesis prompts using the texts gathered through Fact Finding Friday research. Students will select the best three prompts and the class will write synthesis essays from these prompts. Students may not write on their own prompt.

♦ Step 6
After the AP exam, students will present persuasive power point presentations on their topics using texts (visual and written) collected for Fact Finding Fridays.

♦ Step 7
Students will write a researched argument paper using the texts collected from Fact Finding Fridays. Students will use MLA guidelines in citations and footnotes. **RATIONALE:** Students become experts on a controversial topic of contemporary interest. Their in-depth research, and the associated activities, trains them to become more facile in persuasive argument on a variety of topics.

• **Introduction to The Greeks: A Quick Overview of Philosophy and Ethics: Elements of Exposition, Persuasion, and Researched Argument**
  - Students read Plato “Allegory of the Cave” from *The Republic* (pp. 284-291, Cohen).
  - Students read Aristotle “Book I” from *Nicomachean Ethics* (pp. 86-93)
  - In-class discussion of the topic “Values: To be Discovered or Developed?”

Using Plato and Aristotle as sources, and working in groups, students create graphic portrayals of the ethical views of Aristotle and Plato showing the philosophers’ presentation of values as either “Absolutes” or “Subjective
Determinations."

- Students write their own 2 page philosophical position paper from a Biblical perspective and referencing Plato and Aristotle on the topic: “Values: To be Discovered or Developed?” This paper will be written in class as a rough draft.
- After revising the rough draft and using 8 vocabulary threads in their revision, students will have in-class time for peer editing focusing on thesis, evidence and level of diction.
- Students will revise for final draft.

RATIONALE: Students have an opportunity to evaluate their own ethical standards and articulate them in the context of Greek philosophers traditionally recognized as influencers of western philosophical thought. Students are encouraged to apply these concepts in their pursuit of research on their Fact Finding Friday topics.

**Weeks 3-5: Autobiography and Personal Narrative - “My First Lifeline”**

- **Reading Autobiography, Narrative and Crafting an Essay**
  1) Students read an excerpt entitled “My First Lifeline” from *I Know Why the Caged Bird Sings* by Maya Angelou (Center for Learning).
  2) Students analyze the Angelou piece for effective use of narrative, descriptive language, figurative language, sensory details and dialogue.
  3) Students select someone from their past who “threw them a lifeline.” Then students do an in-class prewriting activity for an autobiographical essay modeled on Angelou’s use of narrative, simile, metaphor, physical description and dialogue.
  4) For homework students craft a rough draft of their autobiographical narrative. This is followed by in-class peer editing working with the required rubric of narrative, simile, metaphor, physical description and dialogue.
  5) Students have their first writing conference with the teacher discussing the revision process and self-evaluation techniques.
  6) Students read other autobiographical and personal narrative selections:
    a) “Notes on a Native Son” by James Baldwin (pp. 39-60, Cohen)
    b) Review from American Lit: “Where I Lived, and What I Lived For,” by Henry David Thoreau (pp. 416-422, Cohen)
    c) “On Being a Cripple” by Nancy Mains (pp. 231-243, Cohen)
  7) Students read four fifths of a fictional narrative by Katherine Mansfield (pp. 45-50, The Center For Learning) in class and for homework compose an ending and a title consistent with Mansfield’s use of detail, tone, and development of plot and character. Students read aloud their endings and titles in class the next day before receiving the title, “The Singing Lesson,” and the rest of the story. In pairs, students compare their narrative product to Mansfield’s.
  8) Students engage in class discussion of these selections, comparing the authors’ objectives and styles.
  9) Edited draft of students’ “My First Lifeline” papers submitted for a grade and returned for corrections.
  10) Students have their second writing conference with the teacher measuring progress in self-evaluation techniques.
  11) Final draft of “My First Lifeline” presented in two copies. One copy is recommended as a gift to the subject of the essay. Through the years, students have had the option to give their perfected essay to the person they have written about. Many students have received heartfelt letters of appreciation.
and thanks for their offering.

- **Anecdote as an Autobiographical Strategy**
  1) Students review the definition and objectives of anecdotal writing.
  2) Students read and analyze for meaning and structure “The Whistle” from Benjamin Franklin’s *Autobiography* (Center for Learning).
  3) Students write their own autobiographic and didactic anecdote to share with the class for peer editing and revision. Students discuss elements of narrative which give power to anecdotal writing.
  4) Students craft final revision of autobiographical anecdote.

- **Definition as a Rhetorical Strategy**
  1) Students recognize different types of definitions: dictionary, prose, scientific, slang etc.
  2) Students read a selection of 6 prose definitions developed for a variety of purposes (pp. 29-35, Center for Learning). After reading the definitions, students participate in a variety of activities (multiple choice, group discussion, short written responses, compare and contrast) to identify authors various rhetorical strategies in writing definitions.
  3) For homework students, using techniques from the samples, write their own prose definition on some aspect of their life. Students share written definitions with the class.

- **First Timed Free Response Essay**
  1) Students will review and discuss the template scoring guide for AP English Language Free Response Essays.
  2) Students will write a 40 minute in-class timed essay on the 1997 Question 1 prompt on the passage from Meena Alexander’s *Fault Lines*.
     A. Students will discuss the essay and possible approaches to writing this type of rhetorical analysis. Students will also read scored samples of student essays from previous years.
     B. Students will receive their first timed in-class free response essay score. When I score these first essays, I will note strengths and weaknesses to help students self-evaluate. Future scores will (for the most part) not be annotated in detail.

**RATIONALE:** Students learn to craft autobiography in vivid language and complete an essay through several drafts of peer editing and revisions. Students learn to recognize the rhetorical strategies of autobiography such as figurative language, description, anecdote, prose definition, direct definition etc. Students have an opportunity to apply skills of analysis in a free response essay.

- **First three Fact Finding Fridays completed**

**Weeks 6-8: Tone: Driven by Diction and Syntax** *(Studies of Exposition and Comparison/Contrast)*
- **Tone as a Tool of Persuasion: Satire and Exposition**
  1) Students will read Mark Twain’s letter to the Gas and Electric Company, Emily Dickinson’s letter on the death of her mother (pp. 15-16, the Center For Learning) as well as four or five letters brought by peers to class. For each
letter, students should be prepared to write a ¾ page essay on the author’s tone and purpose. To prepare for this assignment, students will be asked to collect three letters (from the newspaper, from history, from literature etc) demonstrating different tones for different authorial purposes. Students will bring copies of the letters to class (with bibliographical data) along with ideas about the tone and purpose of each.

2) Groups of 2 or 3 will collaborate to write two letters of complaint on one issue in two contrasting styles: exposition and satire. Most creative group wins!

3) Discussion of satire and exposition. When is each appropriate? When is each effective? Why?

4) Students will review elements of irony and satire responding orally as well as in writing to texts such as:
   - David Barry “British Art Snotts Are Working in the Dark” Missoulian Sunday October 6, 2002.
   - “A Modest Proposal” Jonathan Swift (Cohen)
   - John Dryden’s “Of Satire”
   - Ambrose Bierce “Devil’s Dictionary”
   - “Magnasoles” from The Onion Free Response Question 2, 2005 English Language Exam

5) In class, students will read and annotate Jack London’s and Mark Twain’s accounts of San Francisco earthquakes (pp. 61-65, Center for Learning). The contrasting tone and purpose of the two essays will be obvious to students. In 10 minutes of discussion, the class will generate a nest of words that could be used to describe the tone of each. For homework they will generate a two page, single spaced compare/contrast paper on the two accounts. When they are assigned the homework, we will briefly discuss the two most popular compare/contrast formats: “Back and Forth – ABABABABAB” and “Chunks A-B”

6) The next class meeting, students will read each others’ papers as well as excellent samples of the two compare/contrast formats in student essays on this topic from former years.

RATIONALE: These activities help students identify the relationship between and author’s overall tone and meaning of the text. These activities are preparatory for the rhetorical analysis of the Lewes letter on the first practice exam.

• Helping Students Craft Rhetorical Analysis using analysis of Tone, Diction, Syntax

1) Students read and annotate two essays: “General George Armstrong Custer” by Ralph K. Andrist and “My Average Uncle” by Robert P. Tristam Coffin (pp. 91-98, The Center For Learning). In class, students discuss the essays and collect numerous adjectives to describe the diction, tone and syntax of each author.

2) Students complete the following assignment:
   Diction:
   Write 6 different sentences (three for Andrist & three for Coffin) using:
   • The author’s name
   • plus an adjective (choices collected from class discussion such as: sophisticated, varied, inventive, sparkling, effective, carefully crafted, flashy, colloquial, folksy). Use a different adjective for each
sentence
• plus the term “diction”
• plus a strong verb (such as: demonstrates, creates, emphasizes, generates, fulfills)
• plus the function of the word choices (what those choices do for the piece)
• plus 2 examples.

Example: Andrist’s snazzy diction recreates the dynamic personality of General Custer with choices such as “flamboyant” and “teetotaler.”

Author’s name = Andrist
Adjective = snazzy
Term = diction
Verb = recreates
Function = recreates the dynamic personality of General Custer
2 Examples = flamboyant and teetotaler.

Tone:
Write 4 sentences total: (two for Andrist & two for Coffin) discussing tone using the same formula as above.

Syntax:
Write 2 paragraphs total: 1 paragraph on each piece showing how syntax choices of the writer contribute to the meaning (idea) of the text.

3) Practice sentences and paragraphs will be collected and typed anonymously and distributed for the class to pick the top five examples. In this way students get to see their products alongside others – some inspiring, some not so inspiring.

RATIONALE: This formula is used as a template throughout the year to help students generate effective rhetorical analysis by describing elements of rhetoric and using appropriate examples as evidence.

• Second timed Free Response Essay
  1) To prepare for the second in-class timed writing, students work with several comparison/contrast AP language prompts such as The Two Marriage Proposals (Question 1, 1993) and Audubon and Dillard (Question 3, 2003). Students will participate in group and individual activities such as writing sentences on diction, tone and syntax of two passages, making a prewriting outline for a free response essay, or doing a group annotation project.
  2) The second in-class timed writing is the compare/contrast of the two business Letters about the Coca-Cola slogan (Question 3, 1998)
  3) After writing the timed in-class essay, students will receive a scoring guide and do practice scoring of samples from former years before having an opportunity to score their own and then receive their true score (formerly assigned by the teacher).

RATIONALE: Practice writing compare/contrast sharpens skills of close reading, critical thinking and rhetorical analysis.

• Four Fact Finding Fridays Completed
• One “Infomercial” Completed

RATIONALE: Infomercials prepare students for the argument question on the practice exam given next unit. This presentation forces students to support their
Week 9: Grammar Review
By this time in the year, the students’ needs for grammar review are apparent and after a short diagnostic test, we address some of the fundamentals of grammar using the following texts:

- Thomas Jefferson “The Declaration of Independence” (Cohen)
- Martin Luther King “Letter from Birmingham Jail” (Cohen)
- Francis Bacon “Of Studies” (Center for Learning)

1) Using these sources, students do independent as well as group work identifying grammar terms and construction such as identification of subject/verb, complex sentences, clauses, verbals, pronouns and references etc.
2) Students identify “Vocabulary Threads” in the writing of Jefferson, King, and Bacon.
3) Students create and present concepts to the class using examples and visuals.
4) A class test is created from these presentations.

RATIONALE: Building students’ mastery of grammar fundamentals improves their ability to read difficult texts containing complex elements and obscure pronoun references.

Weeks 10-12: Practice Writing and Evaluating Argument and Analysis
- First Complete Practice Exam administered
  1) Students take the complete 2001 AP English Language and Composition Released Exam over a period of three to four class periods.
  2) I mark the multiple choice answers that are wrong and return them to students who try to correct their wrong answers with their second choices. They turn in the corrected multiple choice and I mark their wrong answers again for one more opportunity to correct.
  3) Students then go over the multiple choice in class adding unfamiliar terms to their terms cards, and asking questions about difficult passages.
  4) Students identify words in the 2001 exam (MC and Free Response) which are also on the “Vocabulary Threads.”
  5) For a week students do practice scoring of the 3 Free Response Questions. After practice scoring an essay, they attempt to score their own. I then assign their true score and students can check to see if they are internalizing the rubric.

RATIONALE: Students have an opportunity to internalize the scoring guide and begin to self-evaluate their writing. As they score student samples, they begin to discover weaknesses in their own essays and make adjustments to improve their performance on the next practice writing.

- Three final Fact Finding Fridays Completed
- Second “Infomercial” Completed

Weeks 13-16: Argument and Persuasion
- Third timed Free Response Essay
  1) Students will write in class on Question 2 of the 2004 AP Language Exam
which requested students to select a “controversial local, national or global issue with which they are familiar” and using appropriate evidence, “write an essay that carefully considers the opposing positions on this controversy and proposes a solution or compromise.” Students will be instructed to write on the topic of their Fact Finding Fridays project.

2) Students will spend a two class periods reviewing the scoring guide for this essay and scoring sample student essays. They will then score their own essay and finally receive their true score from my previous scoring of their papers.

3) Students will revise this timed writing, using their Fact Finding Friday articles, into a 3-page argument paper.

RATIONALE: This activity should underscore the importance of knowing a topic well enough to be able to support an argument “with appropriate evidence.” Students should be able to write to success armed with so much specific information gleaned from their Fact Finding Friday research.

• **Practice using “Assertions” and “Appropriate Evidence”**
  1) Students read and annotate Stephanie Ericsson’s “The Ways We Lie” (pp. 120-129, Cohen). In small groups of 2 or 3, students determine what is the main argument or thesis of this essay and list examples of appropriate evidence she uses to support her assertions. Students also note examples of evidence provided for the counter argument. Students should then prioritize the author’s evidence from least effective to most effective.
  2) Students will count off by threes and assign each group a position “Agree, Disagree, or Qualify.” Then they ill be assigned a topic and asked to brainstorm specific evidence to support their position and prioritize the evidence. All generalizations and assertions will be discounted.

RATIONALE: Student writers need practice discerning between generalization, assertion and “appropriate evidence.”

• **Logos, Pathos, Ethos**
  1) Students will review definitions of *logos, pathos, ethos,* and review how these appeals have been used in readings thus far in the course (refer to Terms Cards).
  2) For homework, students will read “Behind the Formaldehyde Curtain” by Jessica Mitford (pp. 255-264, Cohen). In class, students will write a rough draft analysis of Mitford’s use of *logos, pathos,* and *ethos,* for evidence to persuade her readers. Peer editing working with elements of persuasion, which will send the essay to a second draft, and then be typed and turned in for a grade.

RATIONALE: Students will have an opportunity to do close reading and critical analysis of an author’s evidence to support an argument.

• **Third “Infomercial” Completed**

**Reading over Christmas Break**

*Students are required to read two works over Christmas Break.*

1) One is a nonfiction piece selected from a list I compile with selections such as *Fast Food Nation* by Eric Schlosser, *Pilgrim at Tinker Creek* by Annie Dillard, *The Best and the Brightest* by David Halberstam, or *Salt: A World History* by
Mark Kurlansky.
2) The other work can be fiction or nonfiction based on an issue of social or political concern. For example, they might choose *Animal Farm* by George Orwell or *Cry, the Beloved Country* by Alan Paton. The list varies from year to year according to the needs and interests of the students.
   A) For each work, the student must keep a chapter-by-chapter journal detailing the author’s rhetorical strategies and/or arguments used to accomplish purpose.
   B) Students will note at least 3 new “Vocabulary threads” in each chapter.
   C) When the students return to school, they turn in the journal for a grade and are prepared to write an in-class essay on each book.
**RATIONALE:** This opportunity for independent reading allows students time to practice concepts of argument and rhetorical analysis.

**Week 17: Journals and Essays from Reading during the Break**
*Students will have an opportunity to review and access his/her reading and journal-keeping from the break. The in-class writing prompt on these sources will require students to draw from skills of analysis and argument covered in the first 16 weeks of class.*

**Weeks 18-21: Rhetorical Analysis of Visual Texts**
- **Rhetorical Analysis of a Photo**
- **Rhetorical Analysis of a Political Cartoon**
- **Rhetorical Analysis of a Painting**
- **Rhetorical Analysis of an Advertisement**
  1) Students will orally practice the above skills using overheads and handouts for each, working in groups and then as individuals. For each analysis students will employ “Vocabulary Threads.”
  2) Students will bring in samples of photos, political cartoons, paintings and advertisements to swap with peers and do in class writings of rhetorical analysis.
  3) Students will choose one in-class product to revise to a polished 2-page paper.

**Weeks 22-25: Synthesis Essay and Citation**
- **Students review the rules, codes and purposes of citation**
- **Students practice the sample College Board multiple choice questions dealing with footnotes and citation**
  1) Using overheads of footnotes from the multiple choice questions, students will take quizzes identifying the parts of a footnote.
  2) Using excerpts from *Fast Food Nation* and *Salt* students will analyze the value of footnotes and endnotes. Students will investigate the uses of footnotes and endnotes to illuminate and explicate the text.
  3) Students will bring to class a book length text related (this can be tangentially related) to their Fact Finding Friday topics, which demonstrates the value of extensive footnotes and endnotes.
  4) Students will give to the class a short (2-3 minute) oral presentation of the value of footnotes and endnotes using one example from their book.
  5) For homework, students will write a one-page review of their author’s use of
footnotes and endnotes to augment the text.

RATIONALE: Students receive training and experience in understanding the purpose and value of footnotes and endnotes as enrichments to a text.

- **Students write the College Board sample Synthesis Essay**
- **Students create page 1 of a synthesis essay using their Fact Finding Friday topics.**

**Weeks 26-27: Synthesis Essay and Second Complete Practice Exam**

- Students complete a replica of the College Board Sample Synthesis Prompt based on their texts (visual and written) from the Fact Finding Friday project. Peers choose the top three prompts and write an in-class synthesis essay on one of the chosen prompts.

**Weeks 28-30: Close Reading and Writing Practice:**

**Titles could possibly include:**
- Cicero
- Francis Bacon
- Machiavelli
- Frederick Douglass
- Virginia Woolf
- Jamaica Kincaid
- Martin Luther King, Jr.

- Students use classroom supplemental texts to select 4 personal reading essays to create multiple choice questions using “vocabulary threads” and “terms cards,” do a rhetorical analysis, and create a compare contrast essay. These are one page in-class writing activities to be shared and critiqued in reading groups.

- Students read selections (they vary from year to year) from these prose masters and practice close reading skills by writing multiple choice questions on one of the pieces, doing a rhetorical analysis of one, crafting a compare/contrast essay on two, and writing an argument paper agreeing, disagreeing or qualifying the argument of one of these writers.

**Weeks 31-33: Review of Literature from the Greeks to Contemporary**

- Chronological thematic and content review of literature from prerequisite material as well as material covered in the current year. Students create chronological posters and write short in-class prompts on thematic topics.

**Week 34: Third Complete Practice Exam (optional) and Review**

- I offer to any student who is able and interested an after-school 3-hour practice exam plus grading of multiple choice and discussion of free response questions with guaranteed next-day grading of free response. It is offered usually at least one week in advance of the actual exam and students through the years have found that this is a great way to get rid of pre-exam jitters and spend an evening dialoguing about strategies of rhetoric (over pizza).

- In class, students do annotations and outlines or mini-writes based on past Free Response questions.
• Students review vocabulary and terms cards as well as rhetorical strategies of analysis and argument.

RATIONALE: Students have an opportunity to review and practice various close reading skills and writing modes in preparation for the AP English Language Exam.

Weeks 35-37: The AP English Language and Composition Exam
Power point Presentations
Final Researched Argument Paper

• After the exam, students use class time to offer power point presentations on their Fact Finding Friday topic and craft (with final peer editing session in groups of three checking citation and format) their final researched argument paper.
  1) Students evaluate, and properly cite primary and secondary sources from their Fact Finding Friday research, using MLA documentation.
  2) Students collaborate in peer editing groups to evaluate citation of primary and secondary sources.

• Final meeting of the class is dedicated to compiling summer pre-college reading and film lists.
  All titles welcome – serious and not so serious!

Student Texts:


Supplemental and Teacher Texts:


• College Board. AP English Course Description. New York: The College Board, 2006.


