

NUVHS AP English Language & Composition Syllabus

Course Description

The AP English Language and Composition course aligns to an introductory college-level rhetoric and writing curriculum, which requires students to develop evidence-based analytic and argumentative essays that proceed through several stages or drafts. Students evaluate, synthesize, and cite research to support their arguments. Throughout the course, students develop a personal style by making appropriate grammatical choices. Additionally, students read and analyze the rhetorical elements and their effects in non-fiction texts, including graphic images as forms of text, from many disciplines and historical periods.

In the first semester, students focus on writing rhetorically, reading mostly technical selections contributing to their higher-level writing skills. In the second semester, students focus on reading rhetorically, reading mostly nonfiction selections (with some graphic, poetic, and fiction prose literature options) that will expand their critical reading skills.

Learning Outcomes (Comprehensive)

The AP English Language and Composition course is designed to help students become skilled readers and writers through engagement with the following course requirements:

- Composing in several forms (e.g., narrative, expository, analytical, and argumentative essays) about a variety of subjects
- Writing that proceeds through several stages or drafts, with revision aided by teacher and peers
- Writing informally (e.g., imitation exercises, journal keeping, collaborative writing), which helps students become aware of themselves as writers and the techniques employed by other writers
- Writing expository, analytical, and argumentative compositions based on readings representing a variety of prose styles and genres
- Reading nonfiction (e.g., essays, journalism, science writing, autobiographies, criticism) selected to give students opportunities to identify and explain an author's use of rhetorical strategies and techniques
- Analyzing graphics and visual images both in relation to written texts and as alternative forms of text themselves
- Developing research skills and the ability to evaluate, use, and cite primary and secondary sources
- Conducting research and writing argument papers in which students present an argument of their own that includes the analysis and synthesis of ideas from an array of sources
- Citing sources using a recognized editorial style (e.g., Modern Language Association, The Chicago Manual of Style)
- Revising their work to develop a wide-ranging vocabulary used appropriately and effectively; a variety of sentence structures, including appropriate use of subordination and coordination; logical organization, enhanced by techniques such as repetition, transitions, and emphasis; a balance of generalization and specific, illustrative detail; and an effective use of rhetoric, including tone, voice, diction, and sentence structure.

Required Texts

Primary Texts (Online Textbooks, also available in Print)

Title: *Writing America: Language and Composition in Context*

Author(s): David A. Jolliffe and Hephzibah Roskelly

Publisher: Pearson

Year published: 2014

ISBN: 978-0-13-274880-3

Title: *Rhetorical Grammar: Grammatical Choices, Rhetorical Effects* (Eighth Edition)

Author(s): Martha Kolln and Loretta Gray

Publisher: Pearson

Year published: 2013

ISBN: 978-0-13-408037-6

Semester A

Title: *On Writing Well: The Classic Guide to Writing Nonfiction*

Author(s): William Zinsser

Publisher: Harper Perennial

Year published: 2016

ISBN: 978-0-06-089154-1

Semester B

Title: *On Writing: A Memoir of the Craft*

Author(s): Stephen King

Publisher: Scribner

Year published: 2010

ISBN: 978-1439156810

Independent Reading Choices

Every two units, students must choose one book from a short list of books to read independently. The following are your choices:

Units	Semester 1	Semester 2
1-2	<ul style="list-style-type: none"> • <i>Animal Farm</i> by George Orwell • <i>Fahrenheit 451</i> by Ray Bradbury • <i>Freakonomics: A Rogue Economist Explores the Hidden Side of Everything</i> by Steven D. Levitt and Stephen J. Dubner 	<ul style="list-style-type: none"> • <i>The Sound and the Fury</i> by William Faulkner • <i>A Farewell to Arms</i> by Earnest Hemingway • <i>Slaughter House-Five</i> by Kurt Vonnegut
3-4	<ul style="list-style-type: none"> • <i>One Flew Over the Cuckoo's Nest</i> by Ken Kesey • <i>The Catcher in the Rye</i> by J.D. Salinger • <i>Catch Me if You Can</i> by Stan Redding and Frank W. Abagnal 	<ul style="list-style-type: none"> • <i>A Separate Peace</i> by John Knowles • <i>My Name is Asher Lev</i> by Chaim Potok • <i>Man's Search for Meaning</i> by Viktor E. Frankl



5-6	<ul style="list-style-type: none"> • <i>The Bell Jar</i> by Sylvia Plath • <i>A Tree Grows in Brooklyn</i> by Betty Smith • <i>I am Malala: The Girl Who Stood Up for Education and Was Shot by the Taliban</i> by Malala Yousafzai 	<ul style="list-style-type: none"> • <i>The Grapes of Wrath</i> by John Steinbeck • <i>Into Thin Air</i> by John Krakauer • <i>The Electric Kool Aid Acid Test</i> by Tom Wolfe
7-8	<ul style="list-style-type: none"> • <i>The Awakening</i> by Kate Chopin • <i>The Scarlet Letter</i> by Nathaniel Hawthorne • <i>Woman Warrior</i> by Maxine Hong Kingston 	<ul style="list-style-type: none"> • <i>Uncle Tom's Cabin</i> by Harriet Beecher Stowe • <i>Invisible Man</i> by Ralph Ellison • <i>Black Like Me</i> by John Howard Griffin

Course Methodology

Semester 1		
Unit	Topic	Activities
1	Reading as Inventing	Dialectical Journal Assignment Visual Texts Vocabulary Rhetorical Grammar - A Review of Words and Phrases Working Practice Essay Independent Reading Assignment Unit Exam Discussions
2	Reading Genres	Dialectical Journal Assignment Persuasive Essay Vocabulary Rhetorical Grammar - Sentence Patterns Working Practice Essay Independent Reading Assignment Unit Exam Discussions
3	Composing Rhetorically	Dialectical Journal Assignment Rhetorical Triangle Rhetoric in Writing Rhetorical Appeals in Visual Texts Vocabulary Rhetorical Grammar - Our Versatile Verbs Working Practice Essay Independent Reading Assignment Unit Exam Discussions



4	Rhetoric and Analysis	Dialectical Journal Assignment Rhetorical Analysis Vocabulary Rhetorical Grammar - Coordination and Subordination Working Practice Essay Independent Reading Assignment Unit Exam Discussions Midterm (Rhetorical Analysis Essays)
5	Argument	Dialectical Journal Assignment Argument Essay and Revisions Vocabulary Rhetorical Grammar - Choosing Adverbials Working Practice Essay Independent Reading Assignment Unit Exam Discussions
6	The Researched or Synthesis Essay	Dialectical Journal Assignment Synthesis Project (Research, MLA) Vocabulary Rhetorical Grammar - Choosing Adjectivals Working Practice Essay Independent Reading Assignment Unit Exam Discussions
7	Sentences	Dialectical Journal Assignment Sentence Architecture Vocabulary Rhetorical Grammar - Choosing Nominals Working Practice Essay Independent Reading Assignment Unit Exam Discussions
8	Finals & Project	Dialectical Journal Assignment Nonfiction Writing Vocabulary Exam Rhetorical Grammar Exam Working Practice Essay—Final Draft Independent Reading Assignment AP Essay Exam Discussions Project (Synthesis Essay Research Project)



Semester 2		
Unit	Topic	Activities
1	How Do We Become a Nation?	Dialectical Journal Assignment Read, Write, Connect Vocabulary Rhetorical Grammar - Stylistic Variations Working Practice Essay Independent Reading Assignment Unit Exam Discussions
2	How Do We Build a Nation?	Dialectical Journal Assignment Read, Write, Connect Vocabulary Rhetorical Grammar - Cohesion Working Practice Essay Independent Reading Assignment Unit Exam Discussions
3	How Do We Preserve a Nation?	Dialectical Journal Assignment Read, Write, Connect Vocabulary Rhetorical Grammar - Sentence Rhythm Working Practice Essay Independent Reading Assignment Unit Exam Discussions
4	How Do We Recover a Nation?	Dialectical Journal Assignment Read, Write, Connect Vocabulary Rhetorical Grammar - The Writer's Voice Working Practice Essay Independent Reading Assignment Unit Exam Discussions Midterm Synthesis Essay Analysis Essay
5	How Should a Nation Change?	Dialectical Journal Assignment Read, Write, Connect Vocabulary Rhetorical Grammar - Words and Word Clauses Working Practice Essay Independent Reading Assignment Unit Exam Discussions



6	How Does a Nation Learn to Live in the World?	Dialectical Journal Assignment Read, Write, Connect Vocabulary Rhetorical Grammar - Punctuation Working Practice Essay Independent Reading Assignment Unit Exam Discussions
7	AP Exam Practice & Review	Dialectical Journal Assignment Practice Exams Vocabulary Working Practice Essay Independent Reading Assignment Unit Exam Discussions
8	Finals & Project	Dialectical Journal Final Exam Vocabulary Final Rhetorical Grammar Exam Working Practice Essay—Final Draft Independent Reading Assignment Discussions Project (7 Modes of Development)

Dialectical Journal

Throughout the course, you are required to keep a Dialectical Journal of your reading. The journal is a 4-column document with the following headings for the columns: Unit & Entry #, Source & Page, Quote, Commentary. The number of required entries varies in some of the units, but on average you will need about 35 entries each unit. The journal will become a study guide for when you take the AP English Language & Composition Exam, so you will want to make sure you use higher level critical thinking skills when writing your commentary. A more detailed description of the journal requirements is included in the course.

Vocabulary

Every unit you will be working with 10 new vocabulary words that are important to learn for the AP English Language & Composition Exam. For each word, you will need to define it, give an example, and provide a visual representation of the word. Students should then work to incorporate the vocabulary into their writing as well as recognize it in their reading.

Working Practice Essay

Through each semester, you will be working on writing and revising one essay on a provided topic. You will be revising your essay based on what you learned in that unit, teacher feedback, and peer review. You will not earn a grade on this essay until you submit the final draft in Unit 8. You will also write a reflection on the revision process and an essay on the rhetorical grammar used to strengthen your essay.

Independent Reading

Every two units you will be selecting an Independent Reading book. You will be reading this book on your own and completing assignments on the book you chose, as well as discussing the rhetoric and themes of the book with your classmates. The reading options are listed above so you can choose your books ahead of time and obtain them.

Essays

There will be a wide variety of essays required for this course, including timed, revised, researched, informal, expository, analytical, and argumentative. Students are advised to always submit their best attempt on the essays, making sure they plan their essays before writing them and review them before submitting them. If students would like to receive feedback on non-revised essays before they are submitted, they are welcome to send the essay to their instructor in a message, including the prompt in the message. If students struggle with basic grammar and writing skills, they should utilize the National University Writing Center, which is a free online writing tutoring service for all NUVHS students.

Discussions

Each unit has four discussion topics. Two of the topics are based on that unit's readings. One topic is posting your Working Practice Essay for peer review. The fourth topic is discussing your Independent Reading book. Discussions count as your participation grade. Original posts should be a minimum of 200 words. You must respond to at least 2 of your classmates' posts, with each response a minimum of 100 words. Try to use higher level thinking when responding to the Discussion prompts and your classmates' posts. These discussions should mimic Socratic-style discussions, with multiple responses going back and forth on each Discussion Board.

Assessment:

Semester 1	
Activity	Points
Vocabulary (Units 1-7)	10
Vocabulary Quizzes (Units 1-7)	10
Discussions (4 each, Units 1-8)	5
Assignments (3 each, Units 1-7)	10
Dialectical Journal (Units 1-8)	10
Practice AP Essay Exam (Units 1-7)	20
Midterm (Unit 4)	50
Unit 8 Assignment	50
Unit 8 Vocabulary Exam	70
Unit 8 Rhetorical Grammar	25
Working Practice Essay (Final Draft)	50



Unit 8 Practice AP Essay Exam	75
Project (Unit 8)	100
Points Possible: 1205	

Semester 2	
Activity	Points
Vocabulary (Units 1-7)	10
Vocabulary Quizzes (Units 1-7)	10
Discussions (4 each, Units 1-8)	5
Assignments (3 each in Units 1-6, 1 + a double point assignment in Unit 7, 1 in Unit 8)	10
Dialectical Journal (Units 1-8)	10
Unit Exam	12-15 points
Midterm (Unit 4)	50
Unit 8 Assignment	50
Unit 8 Vocabulary Exam	70
Unit 8 Rhetorical Grammar	25
Working Practice Essay (Final Draft)	50
Unit 8 Final Exam-Multiple Choice Questions	53
Unit 8 Final Exam-Free Response Questions	60
Project (Unit 8)	100
Points Possible: 1092	

Grading Scale

Letter Grade	Percentage Earned
A	95%+
A-	90%-94%
B+	87%-89.9%
B	84%-86.9%
B-	80%-83.9%
C+	77%-79.9%
C	74%-76.9%
C-	70%-73.9%
D+	67%-69.9%
D	64%-66.9%
D-	60%-63.9%
F	59% and lower

Student's Role and Responsibilities in this Course

Expectations:

It is expected that students are taking this course to prepare themselves for the AP English Language & Composition Exam.

- Students must put forth their best effort on all assignments and assessments.
- Students should complete exercises in the textbooks even if they are not assigned to better prepare themselves to be successful on the exam and in the course.
- Students should keep a reading journal to use as a study guide for the exam.
- Students must spend a minimum of 7 days actively working in each unit.
- Students should know basic grammar and mechanics. All final drafts should be free from errors. If the student struggles with grammar and mechanics, it is advised that they use the NU Writing Center for help before submitting final draft essays that are not timed.
- Students will be respectful of the learning environment, their classmates, and the instructor.
- Students will participate in discussions, creating a dialogue to further their learning and understanding of the discussion topics.
- Students will complete all their own work and will not plagiarize, in any sense of the word. Any sources used outside of the course will be properly cited in MLA format.
- Students should regularly communicate with their instructor, and let him or her know if they have any questions, concerns, or problems with the course.

Time Required For This Course:

Although students have the flexibility to accelerate through the course materials, students must spend a minimum of 56 calendar days (8 weeks) demonstrating regular participation and coursework submissions in each semester Advanced Placement course. The pacing guides provided upon enrollment and accessible on the NUVHS website (<http://www.nuvhs.org/Academics/Calendar.html>) are intended to assist students in gauging the amount of work necessary for accelerated course completion depending on the date they begin working