

2009-2010

ADVANCED PLACEMENT LANGUAGE & COMPOSITION COURSE OUTLINE

Instructor: Mrs. H. Nayback
Hours Available: Before and after school
Prep Period
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<http://www.naybackapenglish.blogspot.com/>

(Please do not visit NOR hand in work during my other classes!! If you drop in during my prep period, you must have permission from your instructor that hour)

Class Description:

This class will cover literature and language in various forms such as novels, drama, some poetry, and modern texts (like essays, criticisms, etc). Most of the writing will be centered on individual career field, materials to get you ready for college and for the AP Language test. First semester texts will cover what most colleges currently recommend. Second semester students choose texts themselves, with teacher approval. Students will take practice tests, incorporate essays based on older AP tests, and do online exposure in order to prepare for the spring exam. We will also use Write for College and segments from other suggested AP materials as listed below.

Class Objectives

I hope that you will gain a tremendous amount of experience in this course as a student, writer, and critical thinker when it comes to literature of any kind. The goals of highest importance are that you will be able to:

- Further develop your individual writing process by writing and revising several drafts before finalizing
- Take risks in your writing by changing the format, style and at times, writing team papers
- Improve vocabulary using a reader's journal and logging examples and usage of rhetorical strategies
- Critically think and problem solve
- Analyze literature for why it was written and its historical context
- Become a critical reader of various genres, including modern materials or even electronic media
- Logically persuade, argue opinions, compare and contrast authors and tone, and synthesize texts
- Write in a concise manner for various audiences
- Teach others what you have learned and help other classmates revise writing
- Make an easier transition into college English classes
- Think and discuss using higher-level processes
- Write in a multi-genre context
- Use, analyze and recognize rhetorical devices in context, your own writing, or in AP test practice materials
- Synthesize texts for research-related presentations or papers
- Be more prepared to learn at a college level
- Use a different style of documentation (APA) and (MLA)

Coursework

- Readings and materials associated with a typical British literature course
- Readings of various lengths and from varying genre (much of which is done in class)
- An individual project using of a work/s of your choice that meets AP level caliber reading
- Research papers or projects with student created thesis or career –related materials
- Form own thesis after reading from multiple genres, including expository materials
- Tests and AP practice testing
- Several compositions that progress through various drafts and revisions
- Participation (See attached sheet on this!)
- Occasional quizzes
- Ethnic/minority literature or texts to broaden your reading
- Continuous daily journals or reading logs **You should write every day!!
- A future letter to yourself
- Viewing a video of Shakespearean drama
- Group or partner projects
- Book talks and related presentations
- AP test will replace the final exam

Textbooks and Materials

As previously mentioned, what is taught may change as we are learning. You as a student will have opportunities to decide that which you will study. You will read your choice of at least one text per theme. Some items as listed will be read as a class and some readings will be required that supplement that theme**Signifies required**. All texts will be supplied and you will be given an option to purchase a text called Write for College later in the year. Here is a list of themes, possible texts, and potential assignments we will cover:

Thematic Units will include but are not limited to:

1. What Makes a Good Leader or a Hero?

Thorton, Yvonne S. M.D. Ditchdigger's Daughter. Kensington, 2002.

Fitzgerald, F. Scott. The Great Gatsby. New York: Simon and Schuster, 1995 (originally published 1925, Scribner).

Roskelly, Hephizibah, and David Joliffe. Everyday Use: Rhetoric at Work in Reading and Writing. New York: Longman, 2005.

Sebranek, Patrick, Verne Meyer, and Dave Kemper. Write for College: A Student Handbook. Wilmington, MA: Write Source, 1997.

Sophocles. Oedipus the King Logan, Iowa: Perfection Form Co, 1980 (originally performed circa 428 B.C.).

Shakespeare, William. The Folger Library General Reader's Shakespeare: King Lear. Louis B. Wright and Virginia LaMar Eds. New York: Washington Square Press, 1957 (originally written circa 1608). OR

-- --. The Folger Library General Reader's Shakespeare: The Tragedy of Hamlet, Prince of Denmark. Louis Wright and Virginia LaMar, Eds. New York: Washington Square Press, 1958 (originally performed circa 1600). OR

-- --. Oxford School Shakespeare: Othello. Roma Gill and M.A. Cantab Eds. Oxford: Oxford UP, 1989 (originally written circa 1603).

Tolkien, J.R.R. The Hobbit. New York: Ballantine, 1992 (originally published 1937).

White, T.H. The Once and Future King. New York: Collins, 1958.

**Award winning essays from Fulbright essay applicants or scholars

**Nobel prize winner acceptance speeches from Faulkner, Hemmingway, and/or Morrison.

Related assignments will include:

**College entrance essay or scholarship competition essay using rhetorical devices to persuade

**APA style occupation exploration paper

2. Responsibility to Society

Atwood, Margaret Handmaid's Tale. New York: Random House, 1998.

**Chief Joseph Speaks (from Chester Anders Fee, Chief Joseph: The Biography of a Great Indian, Wilson-Erickson, 1936).

Golding, William. The Lord of the Flies. New York: Perigee, 1954.

Huxley, Aldous. Brave New World. New York: Harper & Row, 1946.

Local newspaper editorials

Salinger, J.D. The Catcher in the Rye. Boston: Bantam, 1951.

**Lunsford, Andrea A., John J. Ruszkiewicz, and Keith Walters. Everything's an Argument. Boston: Bedford: St. Martin, 2003

Wiesel, Elie. Night. Translated from French by Marion Wiesel. New York: Hill and Wang, 2006 (originally published 1972).

Wright, Richard. Native Son. New York: Harper Collins, 1993 (originally published 1940).

Related assignments will include:

-Debate or future letter to self

-Societal control experiment

**Argument for or against society

-Extemporaneous discussions

3. The Power of Women? To Rebel or Not to Rebel Against Society/Hypocrisy

“A Modest Proposal” Jonathan Swift (found online or read from copies)

Chaucer, Geoffrey. The Canterbury Tales. Translated into prose by R.M. Lumainsky. New York: Washington Square Press, 1971 (originally published circa 1399).

Golding, William. Lord of the Flies. New York: Perigee, 1954.

Hawthorne, Nathaniel. The Scarlet Letter. New York: Bantam, 1989 (originally published 1850).

Hugo, Victor. Les Misreables. Translated from French by Charles E. Willbour. New York: Simon & Schuster, 1964.

**Public trials or media about leaders who have been questioned or overthrown

McBride, James. The Color of Water. New York: Riverhead Books, 1997.

Orwell, George. 1984. New York: Signet, 1956.

Orwell, George. Animal Farm. New York: Penguin, 1996 (originally published 1946).

Rynd, Ann. The Fountainhead. New York: Signet, 1971.

Segments from Treblinka by Jean-Francois Steiner

Selections from Mien Kamf by Adolf Hitler

Related assignments will include:

-Satirical cartoon or propaganda

-Food metaphor presentation

**Argument for or against a leader forced from power or power is questioned (Nixon, Saddam Hussein, Clinton, etc.)

OR**solution to a major societal problem.

4. Other works you select with my approval for second semester that cover a classic, a non-fiction work or biography and your own modern novel choice. All books for second semester must be read with a partner (or me) and must meet the reading level appropriate for an AP course.

*Book talks

*Multi genre paper (APA or MLA) that shows understanding of rhetorical context (audience, diction, tone, etc.)

List of other items used for class or for assignments:

Films of: Othello, Hamlet, King Lear

Criticism of literature by published critics—students will come up with their own thesis based on multiple genre

Biographical information about writers

Internet research about historically related themes and problems

Daily newspapers for sample persuasive writings and examples of rhetorical devices

Brief poems with associated themes (example: “Crow Song” by Margaret Atwood used with Animal Farm)

Reading from political blogs

Participating in classroom blog for feedback on student writing in progress and for reading response

Late Work

Work that is one day late will be given HALF CREDIT. Work submitted after that will be given ABSOLUTELY NO CREDIT. Unless you have an excused absence, or you have made prior arrangements with me.

Grading

I'm sure that most of you will scan this portion first and with good reason. Participation is 25% of each marking period grade. What about rounding up? Don't count on it unless you stand at .9% and have been participating a lot! NOTE: If you do not hand in the literary research paper, which will be due toward the end of the year, you will not be given credit for the last semester.

What about the other 75% of your grade? Each marking period will have a different emphasis depending on the coursework we are studying using the following scale:

A	93%-100%	C	73%-76%
A-	90%-92%	C-	70%-72%
B+	87%-89%	D+	67%-69%
B	83%-86%	D	63%-66%
B-	80%-82%	D-	60%-62%
C+	77%-79%	F	59% and lower

Teaching Methods

For the most part, class will consist of discussion and sometimes reenacting the reading. Should students not be prepared nor willing to discuss, I will be forced to go back to the same old read/quiz routine. Group work will also be a big part of our learning. Hopefully, by the end of the course, you will be more self-sufficient in writing and reading critically. In other words, toward the end of the class, I will attempt to step further into the background and become more of a guide instead of a "Know-It-All."

CLASS RULES

- respect other students and instructor
- use school equipment properly
- use proper language and tone in class
- use proper heading on all assignments
- maintain proper behavior and noise level
- use class time wisely and for class time

_____ Student Name

_____ Class

_____ Date Due

Participation Evaluation form

	Always	Sometimes	Occasionally	Once or Twice	Never
I strive to do what my teacher requests in class and make up work promptly when absent					
I keep track of my grade in class.					
I volunteer and try to answer questions in class					
I have good classroom conduct and use time wisely					
I always bring needed class materials					
I am cooperative with group members and the instructor					
I am hardworking					
I make extra effort in assignments I will also strive to have a positive attitude and do my best instead of complaining					
I respect the feelings and possessions of others					

Feel free to explain in or all categories on this form (front or rear). Instructor will make final decision.
/45 _____percentage _____actual points
varies per marking period

PLEASE DISCUSS THIS HANDOUT WITH YOUR GUARDIAN AND RETURN THIS FORM TO ME AS SOON AS POSSIBLE

It is necessary that the student always have something for note taking, like a spiral notebook. Investing in several sturdy folders (especially for the research paper) is also recommended. AP students are also required to write daily in a journal.

"I have read the course outline and agree to do my best and help others in turn."

I understand that cheating points cannot be made up.

I also know that I am expected to actually read the texts instead of using Spark Notes, summarize online resources or Cliff Notes, etc.

Student signature/date

"I have witnessed this course outline and am aware of the course requirements and teacher availability."

Guardian signature/date

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