

Course Title: AP English Language and Composition

Name of instructor: Fabian E. Sisneros

Contact Information

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Google Classroom yocarr7

My Mission Statement:

Mr. Sisneros' class will be a safe learning environment where students may feel free to explore new ideas, mature into a healthy young adult, and prepare for a successful secondary education.

Course objective

The purpose of this course is to prepare students to write at a college level. Students will be prepared to take the AP English and Language and Composition exam in Spring 2013. Students will write, both formally and informally, in several forms (narrative, expository, analytical, and argumentative, etc.) about a variety of subjects. Students will develop their writing skills by studying the writing process. Students will be given several opportunities to draft and edit their own work with the aide of both the teacher and peers. Each semester will culminate in a researched argument paper.

Students will engage a variety of literature, about 70% nonfiction and 30% fiction. Readings will be selected to challenge students to think critically, with a large emphasis on the analysis of rhetorical moves.

Course readings

Every student is expected to engage the readings in this class with maturity and respect. This course will use controversial material typical of a mature college audience.

Course assignments

Assignments are centered on reading and writing. Students will be expected to develop their skills in public speaking, as well.

Students will frequently study past AP exams as practice material. We will engage this material as a class, analyzing the material to prep for the exam. The material includes past multiple-choice questions and past writing prompts. Essays developed using the writing prompts will have the opportunity to be revised through in class writing workshops led by the instructor. Past AP prompts will also be used to practice in-class timed essays; these essays will be graded according to an AP rubric, graded on a scale of 0-9.

Students may expect to write regularly in response to class readings, both formally and informally. Students will keep a journal in which they respond to the

literature. Students will produce formal writing assignments: expository writing, analytical writing, and synthesized argumentative writing. Aside from reading traditional texts, students will also analyze and evaluate other types of media: using graphics and visual images as an alternative form of text.

Course expectations

Students are expected to treat this course with the same seriousness as an entry-level college course. Deadlines will be given; and they will be honored. Feedback will be given; that feedback will be internalized and utilized. Students will be treated with the respect deserving of an intelligent and mature young adult; that same respect will be expected of every person in the class. Peers will treat each other professionally; this professionalism will be expected to bleed into their other courses. Behavior outside of class will be just as important as in class. Our school is small. Expect regular communication amongst all of your instructors, both in the academics and the arts.

General course outline

First Semester

1st quarter

Begin reading, “Outliers, the Story of Success” by Malcolm Gladwell. This will be read outside of class. You will be given periodic journal writing assignments related to this book.

Week 1

Introduction to the course; overview of the AP Exam

MLA In-text citation: the basics. We will begin the course with a review of the MLA format for citing and using quotations in a text.

Texts used: Discovering Arguments, chapter 9, Documentation, pg 558
English Composition and Grammar, chapter 24, Punctuation, pg 552

Additional Resource: <http://owl.english.purdue.edu/owl/resource/747/2/>

Week 2

We will begin a study and practice of the AP Lang & Comp multiple-choice portion of the AP exam. We will begin with the released questions taken from the 2010 AP English course description handbook. The link is attached below. Copies will be provided for you in class.

http://www.collegeboard.com/student/testing/ap/english_lang/samp.html?english

We will study and review our understanding of annotating literature: nonfiction and fiction.

Texts used: Reading and Writing from Literature, chapter 2, Making New Texts from Old: Intertextuality. We will study the four-step process for writing from reading: Concentrated first reading; a second annotated reading; review and analysis of annotations; and review and evaluation of annotations. Continuing with chapter 3 we will explore the ten ideas for writing.

Read and respond to N. Scott Momaday’s “The Indian Dog” using the four-step process for writing from reading; for step four use one of the “ten ideas” and compose a response of at least 300 words.

Week 3 & 4

An Introduction to Rhetoric

We will study the use of Logos, Pathos, and Ethos in rhetoric.

Text: Discovering Arguments, Chapter 1, Communication and Persuasion:
Logos, Pathos, Ethos

Read, "Stop the Clock" by Amy Wu, pg 3.

Journal Activity 1: To practice communicating clearly, write two paragraphs about a quality of a person you know well. In the first paragraph communicate poorly—be vague and general. In the second paragraph, communicate clearly, present sound reasons and specific, concrete evidence.

Read, "Freedom from Choice" by Brian A. Courtney

Journal Activity 2: Write an essay in which you support and opinion about something that matters to you. Share your rough draft with a peer and share your reviews.

Week 5 & 6

Begin outside reading of

Theme: Prejudice

We will explore our understanding of prejudice. We will explore a variety of texts and media; then we will synthesize this information in a one-page argument paper. This paper will be reviewed by the instructor and will be returned with feedback for improvement. The paper must be improved and returned for a grade, as well.

Text: "The Spanish Black Legend, Origins of Anti-Hispanic Stereotypes" by Joseph P. Sanchez, Ph.D. University of New Mexico, Director of the Spanish Colonial Research Center.

"Alibi" by Levi Romero, 2011 NM Centennial Poet, a selection from his first book of poetry, "In the Gathering of Silence."

Film: "The Bronze Screen: 100 years of the Latino image in American Cinema," a documentary. HBO Productions. 2002.

Cartoons: varied

Week 7

I Am From, a poem

Through the study of poetry we will experiment with diction and syntax. This study will segue into a study of the personal narrative. We will write an "I Am From" poem; this poem will be an argument of your self. We will pay particular attention to the use of diction; using the text by Constance Hale we will be revisiting our understanding of basic concepts in grammar: the use of nouns, verbs, adjectives, adverbs and prepositions.

Text: excerpts from "Sin and Syntax, How to Craft Wickedly Effective Prose" by Constance Hale.

Week 8 & 9

This I believe

Through the careful reading of selections taken from "This I believe II, more personal philosophies of remarkable men and women," we will learn to analyze and evaluate the personal philosophies of our fellow Americans.

We will develop our own *This I believe* essay.

Memory

Through the careful reading and annotation of "Sweet Nata, Growing up in Rural New Mexico," written by local author, Gloria Zamora, we will imitate important choices she has made to provide her reader with a memorable experience. Through the use of diction, syntax, and form we will write a memorable scene from our own lives to communicate a well-defined mood and tone. Additionally, we will look at the work of local author, Andres Armijo, "Becoming a Part of my History." We will integrate several of his methods, as well.

2nd Quarter

Begin reading the novel, "Blood Meridian or the Evening Redness in the West," by Cormac McCarthy. The majority of this novel will be read outside of class. You will be given a separate list of questions to be answered by chapter. It is important that you stick to the due date. You will receive periodic quizzes related to the novel.

Week 1 & 2

An introduction to the Rhetorical Précis: we will read a variety of texts that will aid in our understanding of the function and purpose of a rhetorical précis.

Texts: "The Declaration of Independence" by Thomas Jefferson; paired with "Declaration of Sentiments and Resolutions" by Elizabeth Cady Stanton.

“Crito” by Plato; paired with “Letter from Birmingham Jail” by Martin Luther King Jr.

Week 3 & 4

From Rhetorical Précis statement to Rhetorical Analysis essay.

We will continue practicing the précis; and we will begin deconstructing other essays to develop an analysis of the rhetorical moves that the authors have chosen for a specific purpose. This essay will be developed in class. This essay will undergo two revisions. It will be both peer and teacher reviewed.

Texts: “Girl Moved to Tears by Of Mice and Men Cliffs Notes,” The Onion, August 18, 2006; paired with “Tips for women: How to have a relationship with a guy” by Dave Barry (précis practice).

You will write a rhetorical analysis paper based on the speech by Colonel Tim Collins delivered to his troops pre-battle.

Media: Excerpt from video of Kenneth Branagh’s recreation of Col. Tim Collins’ speech to 1 Batt., Royal Irish Regiment, on 19 March 2003, immediately prior to the invasion of Iraq. From the BBC production 10 Days to War.

Week 5

Rhetorical fallacies: we will learn about a list of several popular rhetorical fallacies that are used regularly in contemporary media. We will look at how these fallacies are often used as strategies to influence others, including ourselves.

Week 6

The how to of sentence variety, a close look at how to steal great sentences from famous authors and get away with it. We will take a look at some of John Milton’s most celebrated lines of poetry and we will mimic his use of diction and syntax to serve another purpose different from his original purpose.

Using Constance Hale’s book, “Sin and Syntax,” we will study sentence variety, revisiting our understanding of the basic sentence elements, the subject and the predicate. After experimenting with simple sentences and more complex phrases and clauses, we will investigate Hale’s meaning of “music,” that is voice, lyricism, melody, and rhythm.

Week 7

Introduction to research: you will be given a topic to research to write your first of two argumentative research papers. This paper will be your final project of the quarter; it will also count for your semester final. This paper will be between 2-3 pages, double spaced. No less than 3 sources. You must successfully synthesize more than three texts on a particular topic, including one graphic media source (cartoon, film, etc.) to develop one cohesive argument about the topic. You will be given a timeline of the particular assignments and due dates.

After a review of the rhetorical précis and rhetorical analysis paper we will take a closer look at the argumentative paper thesis statement, the research paper outline, and the MLA formatted works cited page.

Week 8

We will look at the AP Synthesis paper in depth, studying several past AP questions and past answers. As we analyze these essays we will train ourselves to recognize the full spectrum of the AP score, 1-9. We will imitate top scoring essays as we attempt the same questions. Continue to work on the research paper outside of class.

Week 9

Review and edit final drafts of the paper.

You will present your research in a 2-3 minute class presentation. Professionalism will be key to your success on this assignment. You will be given a rubric to follow for the presentation.

<<<<Winter Break>>>>>>>>>>>>

Second Semester

3rd quarter

Week 1

Week 2

Week 3

Week 4

Week 5

Week 6

Week 7

Week 8
Week 9

4th quarter

Week 1
Week 2
Week 3
Week 4
Week 5
Week 6
Week 7
Week 8
Week 9