

## Course Syllabus: AP English Language and Composition

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Welcome to Advanced Placement English Language and Composition. AP English Language and Composition is a college-level course examining rhetoric as “the art of finding and analyzing all the choices involving language that a writer, speaker, reader, or listener might make in a situation so that the text becomes meaningful, purposeful, and effective for readers or listeners, and examining the specific features of texts, written or spoken, that cause them to be meaningful, purposeful, and effective for readers or listeners in a situation” (David Joliffe, former AP exam creator). Therefore, students will become mature and sophisticated consumers and creators of a variety of texts. By the end of the course, students will understand:

- what they read: the main point or thesis, the occasion or context, the author’s motivation for writing, the tone and style;
- how a text is created to develop meaning and purpose including genre, organization, paragraphing, syntax;
- the relationship of the text’s creation to its accomplishment, the purpose of academic intellectual prose, its meaning and effect;
- how to articulate their analysis of what they read; how the organizational structure, diction, syntax, imagery, figurative language flesh out the meaning of a text;
- how to create, develop and support an argument, acknowledging the complexities and nuances of important issues that adults argue about in contemporary intellectual circles;
- how to become good citizens through awareness of public discourse issues;
- how to enter into a conversation with sources and develop a thesis and argument or exposition by synthesizing these conversations into their own writing;
- how to analyze and incorporate their analysis their analysis of visual texts into their writing;
- effective research skills and proper MLA citation;
- how to read a question, so they know exactly what and how to approach it;
- how to enhance their vocabulary as a means to effective writing;
- how to grapple with archaic prose;
- strategies necessary for success on the AP English Language and Composition exam

Student should become aware of how writers’ linguistic choices create effective writing and achieve stylistic effects as well as how to effectively incorporate many of these techniques into their own writing.

### COURSE MATERIALS

- 3 Ring Notebook (minimum of 2 inches) with 6 dividers
- 2 Composition Books
- A Planner
- Flash cards so you can memorize vocabulary words and a box to keep them in
- Highlighters
- Pens (blue or black ink)
- Small Post-it Notes (sticky notes) to stick in your books as you read important concepts. (You can annotate the text this way since you are not allowed to write in school books). If you write in a school book, you will have to pay to replace it.
- Students are to maintain a digital notebook (information will be forthcoming).
- Ample supply of notebook paper (spiral paper **is not** permitted)
- At least one highlighter at all times
- USB Flash Drive for saving work (minimum of 8GB storage)

## **COURSE NOVELS/TEXTS**

All novels and texts are **REQUIRED** material for the course and must be purchased by each student. The deadline for the purchase of bringing in of these materials will be set by the instructor. The instructor will also make every attempt to have Barnes and Noble order extra copies to have in stock for purchase. For the novels, it is acceptable for the use of a tablet/Kindle device for use in class, however, students will **NOT** be allowed to download the novel to their cellphone for use in class.

- Hawthorne, Nathaniel – *The Scarlet Letter*, ISBN: 978-1512090567
- Turgenev, Ivan – *Fathers and Sons*, ISBN: 978-0199536047
- Dorris, Michael – *A Yellow Raft in Blue Water*, ISBN: 978-0312421854
- Fitzgerald, F. Scott – *The Great Gatsby*, ISBN: 978-0743273565
- Hartzell, Richard – *The Princeton Review: Cracking the AP English Language & Composition Exam, 2016 Edition*, ISBN: 978-0804126168
- Heinrichs, Jay – *Thank You for Arguing*, ISBN: 978-0385347754
- McIntire, Suzanne ed. – *The American Heritage Book of Great American Speeches for Young People*, ISBN: 978-0471389422
- Daley, James ed. – *Great Speeches by African Americans*, ISBN: 080-0759447619
- Dictionary (**with at least 50,000 entries**)
- Thesaurus
- Sadlier-Oxford Vocabulary Workshop Level G
  - The instructor will make a presentation in class demonstrating exactly how to go about ordering this book. This presentation will include all options for obtaining this book.

**At any time, the instructor reserves the right to edit this list based on the needs of the students, timing, and teacher preference. All students will be required to read one book over winter recess and another over spring break. Students must be prepared for classroom instruction and learning. The responsibility of each student is to bring all required materials to class daily. Failure to do so may result in the student receiving an ZERO (Z) for the day.**

## **CLASS GUIDELINES**

- **Respect yourself and each other-** Students will exhibit courtesy and respect toward all other students at all times. Hateful comments concerning race, gender, sexuality, political views, appearance, or of any other type will not be tolerated; this applies to serious as well as "joking" comments. Physical contact of any kind is not permitted. Violation of this simple rule will be punished by the most severe consequences possible.
- **No food, drink, or chewing gum-** Students may not eat or drink in the classroom. This includes gum and candy.
- **Do not leave your seat without permission-** Do not walk around during class unless directed to do so. Have everything you need ready before class begins.
- **When talking, do it QUIETLY-** Students may not yell or scream at any point while inside the classroom. Excessive loud talking will not be permitted under any circumstances, there are other classes trying to facilitate the learning process, just as we are here.
- **Keep your area clean-** Students maintain a clean workspace and environment in order that the learning environment may be conducive to optimal learning taking place.
- **Follow all instruction that are given to you-** Any and all instructions that are given to you from an adult in the building is important, so they need to be followed. Choosing not to follow instructions will result in the appropriate consequences.

### **If YOU CHOOSE to Break a Rule:**

Punishments will always fit the crime. Of course there are behaviors that will warrant a Referral immediately. Examples of this include gross insubordination or violent behavior. Behaviors that are less severe, but in violation of the basic rules of the class will be dealt with in the manner described below. This format is in no way all inclusive and is subject to change:

**1<sup>st</sup> Incident** – Verbal warning

**2<sup>nd</sup> Incident** – Writing enhancement

**3<sup>rd</sup> Incident** – Detention and phone call home

**4<sup>th</sup> Incident** – Referral and phone call home

## **Detentions**

All detentions will be served at the time and place approved by the instructor. Parent notification will always be given at least 24 hours in advance.

## **Tardiness and Late Arrivals**

A Student who is not in the classroom when the bell sounds and my door is closed, is considered either late or tardy. A student is **tardy** if he is **without a pass** after the bell or is on time but without an approved school uniform AND student ID. A student is **late** if he arrives **with a pass** after the bell. Tardy and Late students need to sign-in at the sheet on the closet door, and are not to disrupt the class. Late students need to place their pass on the podium. There is no penalty for arriving late with a pass. The tardy penalty is explained below:

**Definition:** A student is tardy if he is not inside the classroom when the bell stops ringing, my door is closed, and does not have a pass or is on time but without an approved school uniform AND student ID.

**First & Second Tardy** -- Student receives Writing Enhancement.

**Third Tardy** -- Student receives Writing Enhancement and a phone call home.

**Fourth Tardy** -- Student receives a Referral to the Assistant Principal and/or Counselor.

*Further tardiness will be handled by the Counselor's office as indicated in the student handbook.*

## **Academic Honesty/Plagiarism**

It is expected that students will use genuine, sincere, and fair means for the accomplishment of the tests, tasks, or projects from which evaluations of progress shall be determined. Students found plagiarizing, copying or cheating in any way will receive automatic zeros and have phone calls made to their parents. In addition, a write-up of the incident will be given to the student's counselor. Flagrant or repeated offenses will result in a failing grade for the nine-weeks or semester depending on the nature of the incident. Plagiarism is the act of taking another person's words, ideas or images and presenting them as your own. It is also failing to give credit for words, ideas, or images you use whether you get them from a book, a website, social media, a parent or another student. I need to know what YOU are capable of and what your ideas are. The following are examples of plagiarism:

- Copying passages, sentences, phrases from another work (this includes the internet).
- Copying passages, sentences, phrases and then changing some of the words.
- Taking the ideas of someone else and using them as your own ideas.
- Using a video clip, PowerPoint, Prezi, etc. from the internet and calling it your own.
- Copying another student's answers on any assignment including worksheets.
- When working in groups, taking the other students' work without contributing to the creation of that work.

- ***Additionally, assisting someone else with plagiarism (allowing them to copy your work) is cheating and is wrong. The person caught assisting someone else will also receive discipline action and a ZERO (Z) on the assignment.***

## **Attendance**

If a student has an excused absence from class he or she is responsible for the assignments/ homework that missed. The student has two (2) days to make up the assignments. It is up to the student to inquire about missed work and tests. Absences will only be considered excused if the student is in possession of an "admit" slip from the attendance office, which should have "Excused Absence" circled and signed. Zeros will be given if a student fails to make up work within an acceptable time frame. Unexcused absences void all make-up privileges.

- ***Because of the nature of this course and its difficulty, regular attendance is a must. Students who miss the equivalent of (10) ten class periods, whether excused absence or unexcused absence, will receive either no grade, incomplete, or a grade of 'F' for the marking period. This falls in line with the requirements of the MDCPS Pupil Progression Plan.***

## **Written and Typed Assignments**

All written work must be in blue/black ink ONLY and on one side of loose leaf paper. Work turned in on spiral notebook paper or in other colors will not be accepted. All typed work must be double-spaced, using a standard font (Times New Roman, Cambria, Garamond, or Arial ONLY) at 12 pt. All work whether typed or written must have an appropriate title, identifying the content of the paper, centered on the top line. Capitalize all important words in the title, even short words like the pronouns it or we or verbs like is or was. Do not capitalize articles (a, an, the), conjunctions (and, but, or nor, for, so, yet), and prepositions of five or fewer letters (of, to, in, for, etc.). Do not underline titles of your own papers or enclose them in quotation marks. However, in the text of your paper, do mark titles of literary works:

- Italicize titles of full length works like novels, plays, films, magazines, newspapers (e.g. *Animal Farm*, *Romeo and Juliet*, *Mean Girls*, *Newsweek*, *The Miami Herald*). (UNDERLINE THEM IF YOU'RE WRITING A TIMED ESSAY BY HAND.)
- Enclose titles of short pieces or excerpts like articles, short stories, and poems in quotation marks ("The Necklace," "The Road Not Taken," "Tropical Storm Moving Away from South Florida").

Skip a line after the title, but do not skip a line between paragraphs. Indent paragraphs one inch (hit the tab button) or five spaces. Leave a one-inch margin on the right and on the bottom of each page. Do not abbreviate words on the final draft of a paper. For example, write "and" rather than "&," write "because" rather than "b/c." There is no such word as "u." Always staple prewriting and rough drafts, showing revision, behind the final draft of an essay taken through the steps of the writing process. Students will use the conventions dictated by MLA in their research papers.

### **Late Work**

Homework assignments may not be turned in late. Essays and projects may be turned in late with a penalty of two letter grades lower for each day late, only if the instructor says that this is an option.

### **Make-Up Tests**

If a student has an excused absence for a test day, he may make up the test in the afternoon on Fridays. Arranging a make-up requires signing up with the instructor. A missed make-up appointment without notice will result in a zero. Quizzes are not to be made-up. Instead, the previous night's homework will be handed in and graded in place of the quiz.

### **Cellphone/Electronics Usage Policy**

We are living in a technologically driven age and education is no exception. You will have to do research beyond the textbook and your notes to complete many assignments in this class. Unfortunately, space is limited in the computer lab at times; therefore, there may be times students will need to use their own electronic devices. If we are unable to be on school computers, I will give students a heads up that they may bring their laptop, iPad/tablet, or cellphone in order to do research. They by no means have to, but it will be allowed. This will be the only time students are allowed on any electronic device.

If cellphone/electronic devices are out without permission, the following will occur:

**1<sup>st</sup> Incident** – the instructor will collect the device until the end of the class period

**2<sup>nd</sup> Incident** – the instructor will collect the device, the student will pick it up at the end of the day, and a parent/guardian will be notified

**3<sup>rd</sup> Incident** – the instructor will collect the device and a parent/guardian will have to pick it up.

***If student continues to violate the electronic devices usage policy, detentions will be assigned and a parent/guardian will have to pick up the student's cellphone every time it is collected.***

### **Grading Policy**

The following grading scale will apply to all assignments:

93%-100%	A
85%-92%	B
77%-84%	C
70%-76%	D
0%-69%	F

**DUE TO THE INCREASED VOLUME OF STUDENTS IN THE INSTRUCTOR'S CLASSES THIS YEAR, THERE IS A STRONG POSSIBILITY THAT THERE WILL ONLY BE 9 GRADES GIVEN EACH QUARTER (OR ONE PER WEEK). THAT MEANS THERE IS NO ROOM FOR GOOFING OFF OR MISSING EVEN ONE ASSIGNMENT.**

## **CLASS PROCEDURES**

### **Note from the Instructor**

*As an instructor, I pride myself on an efficient and smooth running classroom. To achieve this I have established a few simple procedures. As a student, it is your responsibility to learn and perform these procedures. Through these procedures, I promise to you a more organized and effective learning experience.*

### **Most Common Procedures**

- **Entering the Classroom**

You are to enter the classroom without screaming, running or otherwise causing a ruckus. Students who do not do this will be asked to leave the room and reenter as expected. It is expected that as soon as you enter you first look at the board to see what materials will be needed and pick up any books needed or hand in homework in the appropriate tray. Once seated, check the left side of the board for the day's bellwork. You can also use this time to briefly speak with me or make an appointment to make-up a test or get extra help.

- **Bellwork**

Everyday will begin with bellwork. You will find instructions for the bellwork on the left side of the board or on the Promethean Board. Bellwork should be started before the bell rings. Bellwork is required.

- **Picking up Materials for Day**

Any materials that you will need on a given day picked up prior to taking your seat. If you arrive late and picking up the materials will cause a distraction, sign-in, go to your seat, and raise your hand when it is appropriate to do so.

- **Handing In Homework**

If there is an assignment that you need to turn in, place it in the tray marked with your class period on it. If you arrive late and handing in the homework will cause a distraction, sign-in, go to your seat, and raise your hand when it is appropriate to do so.

- **Failure to do your Homework**

If there is a homework assignment that you fail to complete for whatever reason, pick up a "NO HOMEWORK SLIP" from the tray on the shelf, fill out the form COMPLETELY and turn it in with the other homework assignments.

- **Uniforms**

This is a mandatory uniform school, thus, uniforms are expected to be worn at ALL TIMES. Boys **AND** girls are **REQUIRED** to **TUCK THEIR SHIRTS IN THEIR PANTS BEFORE ENTERING THE CLASSROOM.**

- **Leaving the Classroom**

The bell does not dismiss the class, I do. Do not pack up until I dismiss the class. Do not leave your seats until I dismiss the class by saying, "*Thank you for coming, drive safely.*"

- **Final Drafts of Papers:** Must be typed and follow MLA format. All papers will be submitted digitally using the students' flash drive (or by email) along with a paper copy and plagiarism report obtained from one of the plagiarism websites approved by the instructor.

- **Absences**

On the day you return from an absence you should arrive early to class, with your "admit" slip. The first thing to do is check the Class website. The website will likely answer any questions regarding "what we did" when you were gone. If there are any questions beyond the website, speak with me before class begins or after class.

- **Detentions**

There will be no conversation or debate regarding detentions. When class is dismissed, you will see me, sign-up for the detention, and receive a detention reminder slip to be taken home and signed by a parent. Failure to speak with me after class will result in an immediate Referral.

- **Using the Restroom**

The restroom may only be used outside of class time. There will be absolutely NO restroom usage during class time for any reason.

- **When you finish your work early**

When work is finished early, you have several options:

1. Start on your homework for the evening.
2. Grab a novel from the library and write a ½ page summary on the reading.
3. Writing Enhancement

- **Paper Heading**

Upper right-hand corner (not on the first four lines of the paper):

Last Name, First Name	<b>EXAMPLE:</b>	Doe, John
Date (must be written out; no abbreviations)		January 27, 2018
AP English Language and Comp.		AP English Language and Comp.
Dr. Lewis/Period #		Dr. Lewis/Period #6

- **Penmanship/Handwriting**

Illegible work is not accepted. Students must always practice good penmanship. Cursive and/or manuscript is acceptable as long as it is neat and legible. **Students will be required to be able to write in cursive by the start of the second marking period.** Cursive handwriting practice sheets can be found and downloaded from the internet and used to practice during the entire first marking period. The instructor will also place cursive handwriting sheets on the course website.

- Procedures may be changed or added by the instructor. All procedures will be thoroughly rehearsed as a class.

## **COURSE OUTLINE**

### **Unit 1 – 1st Marking Period – Understanding Rhetoric**

- Literary Text
  - Hawthorne, Nathaniel – *The Scarlet Letter*
  - Dickens, Charles – *Great Expectations*
- Non-Fiction Text
  - “An Oath of Allegiance to a Great Ideal” – speech by Woodrow Wilson
  - “There Comes A Time When People Get Tired” – speech by Martin Luther King
  - “Are Women Persons?” – speech by Susan B. Anthony
  - “While There Is a Lower Class, I Am In It” – speech by Eugene V. Debs
  - “Four Little Girls Were Killed” – speech by Charles B. Morgan Jr.
  - “On the Death of John Brown” – speech by William Lloyd Garrison
  - “What Has the North to Do with Slavery”? – speech by Angelina Grimke
  - “My Faith in the Constitution Is Whole” – speech by Barbara Jordan
  - *To The United Nations* – speech by Albert Einstein
  - “The Rhetorical Situation” – essay by Lloyd F. Bitzer
  - Selected texts from: Peterson and Brereton, eds. – *The Norton Reader 13th Edition*
- Writing Assignments
  - **Argumentative Essay:** Has slavery permanently damaged America’s relationship with African-Americans?
    - Students must use at least two (2) speeches presented earlier in the marking period.
    - Students must use at least one (1) primary source and (1) secondary source that they locate on their own, one of which must be a political cartoon.
    - Essay should be typed, three to five pages, double-spaced.
    - First draft will be submitted electronically via OneDrive account on the Student Portal.
    - After first draft, student must sign up for consultation hours where each will meet individually with instructor after school and be given specific feedback on improvements that need to be made on the essay. Student and teacher will analyze the essay for deficiencies in sentence structure, understanding of the writing task, and weaknesses in writing as a whole.
    - The instructor will provide additional instruction in-class on improvements that must be made by the class as a whole and holistic improvements that need to be made to students’ essays.
    - Student is then required to complete the revision process and write a Final Draft.
    - Final draft should demonstrate marked improvements and mastery of areas in which the first draft was weak or lacking. Must be submitted in both electronic and hard copy. Hard Copy must be accompanied with a “Peer Review Form.”
  - **Formal Rhetorical Analysis:** Students will write a formal rhetorical analysis where they analyze the effectiveness of one of the six texts (*Declaration of Independence, Cicero Oration #1, Gettysburg Address, Churchill Speech on Dunkirk, Kennedy Inaugural Address, and Speeches given after the death of President Kennedy*) listed in the essay by Lloyd Bitzer.
    - Essay should be typed, three to five pages, double-spaced.

- First draft will be submitted electronically via OneDrive account on the Student Portal.
- After first draft, student must sign up for consultation hours where each will meet individually with instructor after school and be given specific feedback on improvements that need to be made on the essay. Student and teacher will analyze the essay for deficiencies in sentence structure, understanding of the writing task, and weaknesses in writing as a whole.
- The instructor will provide additional instruction in-class on improvements that must be made by the class as a whole and holistic improvements that need to be made to students' essays.
- Student is then required to complete the revision process and write a Final Draft.
- Final draft should demonstrate marked improvements and mastery of areas in which the first draft was weak or lacking. Must be submitted in both electronic and hard copy. Hard Copy must be accompanied with a "Peer Review Form."
- In-Class Topics/Activities
  - Socratic Appeals (Ethos, Logos, Pathos)
  - Rhetorical Devices (Definitions and Examples of each)
  - Rhetorical Styles
  - Famous Rhetoricians
  - What Makes Good Rhetoric?
  - MLA Style Writing and MLA Citations
  - Audience
  - Political Cartoons
    - Analysis of the cartoon's message – Instruction on identification of the complete message being conveyed by the cartoon
    - Written argument in support of cartoon and written response challenging the cartoon
  - Practice for multiple choice part of AP Exam

## Unit 2 – 2nd Marking Period – Analyzing Rhetoric

- Literary Text
  - Dorris, Michael – *A Yellow Raft in Blue Water*
  - Fitzgerald, F. Scott – *The Great Gatsby*
- Non-Fiction Text
  - A Vietnamese fighter pilot's "Permission To Land" request – letter written by Major Bung
  - A 16th Century love letter from a pregnant wife, which her husband took to his grave – letter written by unknown author
  - Iggy Pop's words of encouragement to a fan – letter from Iggy Pop
  - Letter offering to assist the US government in the war on drugs – letter written by Elvis Presley
  - The Queen shares a recipe with President Eisenhower – letter written by Queen Elizabeth II
  - An anonymous letter - actually sent by the FBI - encouraging Martin Luther King to kill himself – letter written by the FBI
  - Fidel Castro writes to Franklin D. Roosevelt – letter written by Fidel Castro
  - The Ren & Stimpy creator's advice to a budding young cartoonist – letter written by John Kricfalci
  - Letter from Birmingham Jail – letter written by Martin Luther King
  - A Soldier's Declaration – letter written by Siegfried Sassoon
  - Open Letter to the Kansas School Board – letter written by Bobby Henderson
  - Letter on Corpulence – letter written by William Banting
  - Open Letter to Hobbyist – letter written by Bill Gates
  - Selected texts from: Peterson and Brereton, eds. – *The Norton Reader 13th Edition*
- Writing Assignments
  - Argumentative Essay: Are emails as effective in conveying an author's message as a standard letter written on paper?
    - Students must use at least two (2) letters presented earlier in the marking period.
    - Students must use at least one (1) primary source and (1) secondary source that they locate on their own, one of which must be a photo or image.
    - Essay should be typed, three to five pages, double-spaced.
    - First draft will be submitted electronically via OneDrive account on the Student Portal.
    - After first draft, student must sign up for consultation hours where each will meet individually with instructor after school and be given specific feedback on improvements that need to be made on the essay. Student and

teacher will analyze the essay for deficiencies in sentence structure, understanding of the writing task, and weaknesses in writing as a whole.

- The instructor will provide additional instruction in-class on improvements that must be made by the class as a whole and holistic improvements that need to be made to students' essays.
- Student is then required to complete the revision process and write a Final Draft.
- Final draft should demonstrate marked improvements and mastery of areas in which the first draft was weak or lacking. Must be submitted in both electronic and hard copy. Hard Copy must be accompanied with a "Peer Review Form."
- AP-Style Rhetorical Analysis: Students will write an AP-style rhetorical analysis in class with a 40-minute time limit.
  - First draft will be scored and graded without instructor knowledge of who the student is.
  - After first draft, student must sign up for consultation hours where each will meet individually with instructor after school and be given specific feedback on improvements that need to be made on the essay. Student and teacher will analyze the essay for deficiencies in sentence structure, understanding of the writing task, and weaknesses in writing as a whole.
  - The instructor will provide additional instruction in-class on improvements that must be made by the class as a whole and holistic improvements that need to be made to students' essays.
  - Student is then required to complete the revision process and write a Final Draft.
  - Final draft will be completed in class with a 40-minute time limit and should demonstrate marked improvements and mastery of areas in which the first draft was weak or lacking. Final draft must be peer-reviewed by two (2) other students in class and the two "Peer Review Forms" must accompany the Final Draft.
- In-Class Topics/Activities
  - Tone vs. Mood/Author vs. Audience
  - Locating Shifts in Tone
  - Rhetorical Devices (Famous Examples of each in writing)
  - Famous Pieces of Rhetoric and What Makes Them Great
  - How to Analyze Rhetoric
  - A Picture is Worth a Thousand Words: How to Make Rhetoric Out of Pictures
    - Instruction to include the following:
      - Message conveyed by image/photo
      - Tone conveyed by artist/photographer
      - Mood perceived by audience
      - How to manipulate the image/photo for your own use/purpose
  - Practice for multiple choice part of AP Exam

### **Unit 3 – 3rd Marking Period – Rhetoric & Writing**

- Literary Text
  - Kafka, Franz – *The Metamorphosis*
- Non-Fiction Text
  - Commencement Address by Stephen Colbert Knox College
  - Commencement Address by Glenn Beck at Liberty University
  - Commencement Address by Aaron Sorkin at Syracuse University
  - Commencement Address by Barack Obama at University of Michigan
  - Commencement Address by David Broder at Kalamazoo College
  - Commencement Address by Edward Brooke at Wellesley College
  - Commencement Address by Franklin Roosevelt at Oglethorpe University
  - Commencement Address by Gwendolyn Brooks at University of Vermont
  - Commencement Address by James B. Andell at University of Michigan
  - Commencement Address by Ralph Waldo Emerson at Harvard University
  - "Eulogy at the Marine Corps Cemetery" – eulogy by Roland Gittelsohn
  - "Reflections on the Bicentennial of the United States Constitution" – speech by Thurgood Marshall
  - "In Defense of Leopold and Loeb" – closing arguments made by Clarence Darrow
  - "The Threat of Nazi Germany" – speech by Winston Churchill
  - "Training Negroes for Social Power" – essay by W.E.B. Du Bois
  - "A Jewish State" – speech by Golda Meir



- “A Time to Break The Silence” – speech by Martin Luther King
- Selected texts from: Peterson and Brereton, eds. – *The Norton Reader 13th Edition*
- Writing Assignments
  - Argumentative Essay: Have commencement addresses become obsolete and outdated?
    - Students must use at least two (2) commencement speeches presented earlier in the marking period.
    - Students must use at least one (1) primary source and (1) secondary source that they locate on their own, one of which must be a photo or image.
    - Essay should be typed, three to five pages, double-spaced.
    - First draft will be submitted electronically via OneDrive account on the Student Portal.
    - After first draft, student must sign up for consultation hours where each will meet individually with instructor after school and be given specific feedback on improvements that need to be made on the essay. Student and teacher will analyze the essay for deficiencies in sentence structure, understanding of the writing task, and weaknesses in writing as a whole.
    - The instructor will provide additional instruction in-class on improvements that must be made by the class as a whole and holistic improvements that need to be made to students’ essays.
    - Student is then required to complete the revision process and write a Final Draft.
    - Final draft should demonstrate marked improvements and mastery of areas in which the first draft was weak or lacking. Must be submitted in both electronic and hard copy. Hard Copy must be accompanied with a “Peer Review Form.”
  - AP-Style Synthesis Essay: Students will write an AP-style synthesis essay in class with a 55-minute time limit.
    - First draft will be scored and graded without instructor knowledge of who the student is.
    - After first draft, student must sign up for consultation hours where each will meet individually with instructor after school and be given specific feedback on improvements that need to be made on the essay. Student and teacher will analyze the essay for deficiencies in sentence structure, understanding of the writing task, and weaknesses in writing as a whole.
    - The instructor will provide additional instruction in-class on improvements that must be made by the class as a whole and holistic improvements that need to be made to students’ essays.
    - Student is then required to complete the revision process and write a Final Draft.
    - Final draft will be completed in class with a 55-minute time limit and should demonstrate marked improvements and mastery of areas in which the first draft was weak or lacking. Final draft must be peer-reviewed by two (2) other students in class and the two “Peer Review Forms” must accompany the Final Draft.
- In-Class Topics/Activities
  - True Synthesis: How to Guide the Sources and Not Let Them Guide You
  - Finding Your Own Rhetoric (How to incorporate tone and have great command of language)
  - Logical Progression of Ideas in Writing
  - Rhetorical Devices (Student Examples of each in writing)
  - We Are Great: Great Examples of Rhetoric Produced by Current Students in Class
  - Picture Debates:
    - Students will hold a debate using only photos and images.
    - Absolutely no words.
    - Students will first make their arguments in printed format, then they will locate pictures to express their points and arguments.
  - Practice for multiple choice part of AP Exam
  - AP Exam Test Prep
  - Mock AP Exam (at least 2)

#### **Unit 4 – 4th Marking Period – Rhetoric & Research**

- Literary Text
  - Turgenev, Ivan – *Fathers and Sons*
- Non-Fiction Text
  - Works selected by students and approved by instructor (at least two per week from each class)
  - Selected texts from: Peterson and Brereton, eds. – *The Norton Reader 13th Edition*
- Writing Assignments
  - Research Paper: Students will complete a formal research paper from a topic of their choosing (topics must be approved by instructor).

- Essay should be typed, eight to twelve pages, double-spaced.
- First draft will be submitted electronically via OneDrive account on the Student Portal. A “Sources Evaluation Form” and “Website Evaluation Form” must be completed for all electronic and print sources.
- After first draft, student must sign up for consultation hours where each will meet individually with instructor after school and be given specific feedback on improvements that need to be made on the essay. Student and teacher will analyze the essay for deficiencies in sentence structure, understanding of the writing task, and weaknesses in writing as a whole.
- The instructor will provide additional instruction in-class on improvements that must be made by the class as a whole and holistic improvements that need to be made to students’ essays.
- Student is then required to complete the revision process and write a Final Draft.
- Final draft should demonstrate marked improvements and mastery of areas in which the first draft was weak or lacking. Must be submitted in both electronic and hard copy. Hard Copy must be accompanied with a “Peer Review Form.”
- AP-Style Open Response Essay (Question 3): Students will write an AP-style open response essay in class with a 40-minute time limit.
  - First draft will be scored and graded without instructor knowledge of who the student is.
  - After first draft, student must sign up for consultation hours where each will meet individually with instructor after school and be given specific feedback on improvements that need to be made on the essay. Student and teacher will analyze the essay for deficiencies in sentence structure, understanding of the writing task, and weaknesses in writing as a whole.
  - The instructor will provide additional instruction in-class on improvements that must be made by the class as a whole and holistic improvements that need to be made to students’ essays.
  - Student is then required to complete the revision process and write a Final Draft.
  - Final draft will be completed in class with a 40-minute time limit and should demonstrate marked improvements and mastery of areas in which the first draft was weak or lacking. Final draft must be peer-reviewed by two (2) other students in class and the two “Peer Review Forms” must accompany the Final Draft.
- In-Class Topics/Activities
  - What is Research?
  - What Makes a Source Credible?
  - The Internet and the Google Trap: How to Vet Internet Sources
  - Selection of a Research Topic
  - Making Sense of the Numbers: Data and Statistical Analysis
  - The Research Process: Steps to Writing a Research Paper
  - Video/Film as Rhetoric Practice for multiple choice part of AP Exam
  - AP Exam Test Prep
  - Mock AP Exam (at least 2)
  - Expectations for English Literature and Composition



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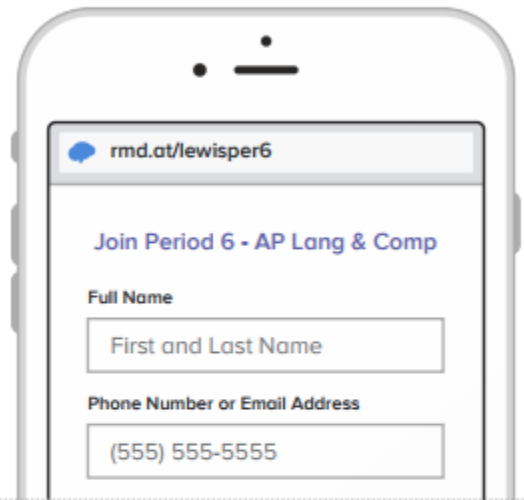
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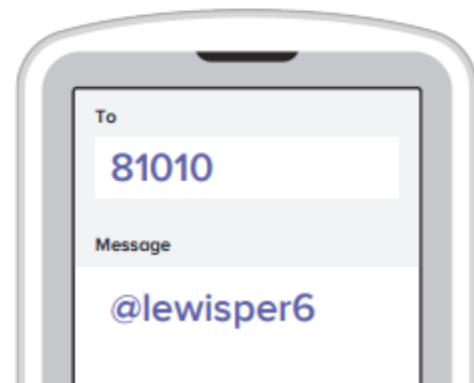


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## Receipt of Course Syllabus Acknowledgement

**Course:** Advanced Placement English Language and Composition

**Instructor:** Dr. Lewis

### STUDENT

I, \_\_\_\_\_, have read and agree to abide by the rules listed above regarding academic integrity. I understand that the teacher can invalidate any score at any time for any reason without explanation. I understand the penalties involved with inappropriate testing behavior or inappropriate scholarship including submitting homework that I did in collaboration with someone else. I understand what constitutes plagiarism. I understand that if I plagiarize or fail to submit major assignments, I run the risk of failing an entire quarter, being kicked off a sports team, being kicked off Honor Society, and/or earning an F in conduct for the quarter. **I know that ignorance of what constitutes plagiarism will not be considered an excuse.**

I am also aware that all policies and penalties as outlined in the school's Student Handbook regarding attendance, tardiness, use of electronic devices, dress code, and ID badges will be strictly enforced.

I understand the expectations and agree to try my best to meet all of them. I understand the consequences of non-compliance with procedures and rules

I have read and understand the all of the information contained in the Course Syllabus for AP English Language and Composition. I understand what is expected of me and will conduct myself appropriately in the classroom. Failure to do so may result in my prompt removal from the classroom, lower or failing conduct grades, a referral to an administrator, and/or the consequence of failing English class. Furthermore, failure to complete class assignments may cause me to be excluded from field trips and/or special events, and may cause me to fail AP English Language and Composition.

Student Signature \_\_\_\_\_ Date \_\_\_\_\_ Period \_\_\_\_\_

### PARENT

I have carefully read through the packet and understand what the teacher expects of my child both in the class and out of school as pertains to this course. I understand the consequences of non-compliance with procedures and rules.

I agree that my child must abide by the rules stated in this Course Syllabus that was discussed in class and can be found online and in the Student Handbook. I understand that the teacher can invalidate any score at any time for just cause and violation of policies and/or procedures. I have carefully read the information stated immediately above this box and understand that these stipulations will be strictly enforced. I understand that if my child plagiarizes a major assignment he or she may fail an entire quarter. **I know that ignorance will not be considered an excuse.**

Parent Name (print): \_\_\_\_\_ Parent Signature: \_\_\_\_\_

Date \_\_\_\_\_ Email: \_\_\_\_\_ Work Email: \_\_\_\_\_

Cellphone #: \_\_\_\_\_ Work Phone #: \_\_\_\_\_ Alt. Phone #: \_\_\_\_\_

My child has access to a computer at home: Yes \_\_\_ No \_\_\_

My child has access to the internet at home: Yes \_\_\_ No \_\_\_

My child has access to a computer printer at home: Yes \_\_\_ No \_\_\_

If you answered "No" to any of the above:

I can make provisions for my child to use a computer with internet access and printer:

At a friend's house: Yes \_\_\_ No \_\_\_

At a nearby library: Yes \_\_\_ No \_\_\_

Other: \_\_\_\_\_ Yes \_\_\_ No \_\_\_

*Thanks in advance for all of your support this school year!*