

AP[®] English Language and Composition

Syllabus 4

Course Objectives:

The purpose of this course is to help students “write effectively and confidently in their college courses across the curriculum and in their professional and personal lives.” (The College Board, *AP[®] English Course Description*, May 2007, May 2008, p. 6) The course is organized according to the requirements and guidelines of the current *AP English Course Description*, and, therefore, students are expected to read critically, think analytically, and communicate clearly both in writing and speech.

Grading System:

Essays 30%: Most essays are first written as in-class essays and graded as rough drafts. Rough drafts are self-edited and peer-edited before students type the final copies. [C2] Final copies make up 30 percent of the six weeks’ grade. Rough drafts and editing assignments are part of the daily work, which is 20 percent of the six weeks’ grade. Students must submit all drafts with final copies. Graded final copies are kept in a portfolio that counts as part of the final exam grade for the semester.

C2—The course requires students to write essays that proceed through several stages or drafts, with revision aided by teacher and peers.

Tests 25%: Most tests consist of multiple-choice questions based on rhetorical devices and their function in given passages. Some passages are from texts read and studied, but some passages are from new material that students analyze for the first time.

Quizzes 25%: Quizzes are used primarily to check for reading and basic understanding of a text. Each unit has at least one quiz on vocabulary from the readings. Also, each unit has at least one quiz on grammatical and mechanical concepts reviewed in daily tasks as well as from the discussions and/or annotations of syntax from the readings.

Daily 20%: Daily assignments consist of a variety of tasks. Some of these tasks involve individual steps leading to a larger product, such as plans, research, drafts, and edits for an essay. Other daily tasks consist of grammar reviews, vocabulary exercises, [C9] annotation of texts, and fluency writing.

C9—The AP teacher provides instruction and feedback on students writing assignments, both before and after the students revise their work, that help the students develop these skills: 1. A wide-ranging vocabulary used appropriately and effectively.

Most lessons begin with a warm-up or anticipatory task. These focus on a grammatical or writing concept that connects to the day’s reading assignment. (Items for these mini-lessons are from *PSAT/NMSQT[®] Practice Tests*, *SAT[®] Preparation booklets*, *Harbrace College Handbook*, and *Glencoe Grammar and Composition Handbook*.) Students do these exercises during the first five minutes of the class period.

Course Organization

The course is organized by themes. (See Syllabus.)

Each unit requires students to acquire and use rich vocabulary, to use standard English grammar, and to understand the importance of diction and syntax in an author's style. Therefore, students are expected to develop the following through reading, discussion, and writing assignments:

- a wide-ranging vocabulary used appropriately and effectively; [C9]
- a variety of sentence structures, including appropriate use of subordination and coordination; [C10]
- logical organization, enhanced by specific techniques to increase coherence, such as repetition, transitions, and emphasis; [C11]
- a balance of generalization and specific illustrative detail; and [C12]
- an effective use of rhetoric including controlling tone, establishing and maintaining voice, and achieving appropriate emphasis through diction and sentence structure.
(College Board AP English Course Description, May 2007, May 2008, p. 8) [C13]

For each reading assignment students must identify the following:

- Thesis or Claim
- Tone or Attitude
- Purpose
- Audience and Occasion
- Evidence or Data
- Appeals: Logos, Ethos, Pathos
- Assumptions or Warrants
- Style (how the author communicates his message: rhetorical mode, rhetorical devices, which always include diction and syntax)
- Organizational patterns found in the text, i.e., main idea detail, comparison/contrast
- Cause/effect, extended definition, problem/solution, etc.
- Use of detail to develop a general idea

C9—The AP teacher provides instruction and feedback on students writing assignments, both before and after the students revise their work, that help the students develop these skills: 1. A wide-ranging vocabulary used appropriately and effectively.

C10—The AP teacher provides instruction and feedback on students writing assignments, both before and after the students revise their work, that help the students develop these skills: 2. A variety of sentence structures, including appropriate use of subordination and coordination.

C11—The AP teacher provides instruction and feedback on students writing assignments, both before and after the students revise their work, that help the students develop these skills: 3. Logical organization, enhanced by specific techniques to increase coherence, such as repetition, transitions, and emphasis.

C12—The AP teacher provides instruction and feedback on students writing assignments, both before and after the students revise their work, that help the students develop these skills: 4. A balance of generalization and specific, illustrative detail.

C13—The AP teacher provides instruction and feedback on students writing assignments, both before and after the students revise their work, that help the students develop these skills: 5. An effective use of rhetoric, including controlling tone, establishing and maintaining voice, and achieving appropriate emphasis through diction and sentence structure.

Syllabus: English III AP

Fall Semester

Introduction: *AP English Course Description*, Class Rules and Responsibilities, Grading System, Rhetorical Terms (Definitions), Rhetorical Modes, Rhetorical Devices

Reading:

- Verlaan, Saskia. "Perspectives on Fear"
- Cofer, Judith Ortiz, "The Myth of the Latin Woman: I Just Met a Girl Named Maria"
- O'Brien, Tim, "How to Tell a True War Story" [C5]

Viewing:

- Picasso, Pablo, *Weeping Woman*. ARS, N.Y.
- CNN video extension (Comp21), *Frames of Mind*. [C6]

Assessments:

Quizzes: Students are given a quiz on most readings. These check for understanding of meaning and strategies.

Quiz: Vocabulary from readings

Quiz: Grammar (from warm-up exercises, syntax discussions, and/or reading annotations)

Test: Definitions of Rhetorical Modes and Devices

Composition: Letter [C1]

Prompt: Write a letter to a future teenage relative (son, daughter, niece, nephew). Reflect on September 11, 2001. Try to capture that day in a story of self-contained dramatic moments. (Review O'Brien's selection.) Keep the narrative dramatic and free of commentary. Allow people and dialogue into your story. Let the story represent how 9/11 affected you.

Composition: Memoir [C1]

Prompt: Select a moment from memory, an experience that has stayed with you. In a well-written essay, re-create that experience, and then analyze it, figuring out what it means to you.

Original Visual:

Prompt: Create a 5" object, sculpture, or painting that reflects the central idea of your memoir. These will be displayed in the class. Write a short essay in which you either explain how your sculpture reflects the main idea of your memoir, OR explain how the sculpture serves as an alternative form of text that "says" the same thing as your memoir. [C1]

C5—The course requires nonfiction readings (e.g., essays, journalism, political writing, science writing, nature writing, autobiographies/biographies, diaries, history, criticism) that are selected to give students opportunities to identify and explain an author's use of rhetorical strategies and techniques. If fiction and poetry are also assigned, their main purpose should be to help students understand how various effects are achieved by writers' linguistic and rhetorical choices. (Note: The College Board does not mandate any particular authors or reading list, but representative authors are cited in the AP English Course Description.)

C6—The course teaches students to analyze how graphics and visual images both relate to written texts and serve as alternative forms of text themselves.

C1—The course teaches and requires students to write in several forms (e.g., narrative, expository, analytical, and argumentative essays) about a variety of subjects (e.g., public policies, popular culture, personal experiences).

UNIT 1: Obligations Within a Society: Foundation for the American Mind-set

Reading:

- Plato, “The Death of Socrates: Crito” from *Phaedo* (Includes writing assignment: Write a short description of the emotions Socrates’ friends must have felt at that time.)
- Plato, “Allegory of the Cave” from *The Republic*
- Cicero, “On Duties”
- Machiavelli, Niccolo, from *The Prince*
- Hobbes, Thomas, from *Leviathan*
- Dekanawida, from *The Iroquois Constitution* [C5]

Readings on Current Events: Theme-related articles, articles that reflect claims or central ideas made by the authors studied in this unit, submissions from students with teacher’s approval

Viewing:

- David, Jacques-Louis, *The Death of Socrates* (oil on canvas in The Metropolitan Museum of Art, New York, N.Y.)
- Theme-related photos, video clips, and/or cartoons from current periodicals will be discussed as these become available. Students may contribute selections for viewing with teacher’s approval. [C6]

Assessments:

Quizzes: Students are given a quiz on most readings. These check for understanding of meaning and strategies.

Quiz: Vocabulary from readings

Quiz: Grammar (from warm-up exercises, syntax discussions, and/or reading annotations)

Composition: Argumentative/persuasive essay on Hobbes or Machiavelli [C4]

Prompt: Reading Niccolo Machiavelli and Thomas Hobbes, one gets a similar view of mankind but with radically different suggestions for its management. Using your own critical understanding of contemporary society as evidence, write a carefully argued essay that explains your support of either Machiavelli or Hobbes. Be sure that your essay is well organized and that it moves smoothly from one idea to another, so that your reader can easily follow your development of each point. Your essay will be peer reviewed and evaluated by the instructor on the elements of organization.

Composition: Comparison/Contrast [C4]

Prompt: Compare and contrast *The Iroquois Constitution* to U.S. Democracy and/or the U.S. Constitution.

C5—The course requires nonfiction readings (e.g., essays, journalism, political writing, science writing, nature writing, autobiographies/biographies, diaries, history, criticism) that are selected to give students opportunities to identify and explain an author’s use of rhetorical strategies and techniques. If fiction and poetry are also assigned, their main purpose should be to help students understand how various effects are achieved by writers’ linguistic and rhetorical choices. (Note: The College Board does not mandate any particular authors or reading list, but representative authors are cited in the AP English Course Description.)

C6—The course teaches students to analyze how graphics and visual images both relate to written texts and serve as alternative forms of text themselves.

C4—The course requires expository, analytical, and argumentative writing assignments that are based on readings representing a wide variety of prose styles and genres.

Prompt: After reading Plato’s “The Death of Socrates” and writing about the emotions reflected therein, examine closely David’s painting *The Death of Socrates*. Write a short essay comparing and contrasting the emotions elicited by the painting with those elicited by Plato’s text. Be sure to show how Plato’s key words can draw images similar to David’s painting.

Composition: Synthesis essay [C7]

Prompt: What is the individual’s duty to his government? What is the government’s duty to the individual? In an essay that synthesizes and uses for support at least four of the readings from this unit, discuss the obligations of individuals within a society. Remember to attribute both direct and indirect citations. Refer to the sources by authors’ last names or by titles. Avoid mere paraphrase or summary. [C8]

UNIT 2: Obligations Within a Society— Documents and Speeches

Reading:

- Henry, Patrick, “Speech in the Virginia Convention”
- Paine, Thomas, from “The Crisis, Number 1”
- Jefferson, Thomas, *The Declaration of Independence*
- Lincoln, Abraham, *The Gettysburg Address*
- King Jr., Martin Luther, *I Have a Dream* [C5]
- Readings on Current Events: Theme-related articles, articles that reflect claims or central ideas made by the authors studied in this unit, submissions from students with teacher’s approval

Viewing:

- Trumbull, John, *The Declaration of Independence* (Mural in the Capitol Building, Washington, D.C.)
- *Patrick Henry Arguing “the Parson’s Cause”* (c. 1830, oil painting thought to be the work of George Cooke; the Virginia Historical Society, Richmond)
- “*The Horse America Throwing his Master*” (1779; political cartoon of King George; Library of Congress)
- King Jr., Martin Luther, *I Have a Dream* (Video clip; AmericanRhetoric.com)
- *Mr. Smith Goes to Washington* (1939; video clip “Mr. Jefferson Smith takes the constitutional oath of office”; AmericanRhetoric.com)

Theme-related photos, video clips, and/or cartoons from current periodicals will be discussed as these become available. Students may contribute selections for viewing with teacher’s approval. [C6]

C7: The course teaches research skills, and in particular, the ability to evaluate, use, and cite primary and secondary sources. The course assigns projects such as the researched argument paper, which goes beyond the parameters of a traditional research paper by asking students to present an argument of their own that includes the analysis and synthesis of ideas from an array of sources.

C8—The course teaches students how to cite sources using a recognized editorial style (e.g., Modern Language Association, The Chicago Manual of Style, etc.).

C5—The course requires nonfiction readings (e.g., essays, journalism, political writing, science writing, nature writing, autobiographies/ biographies, diaries, history, criticism) that are selected to give students opportunities to identify and explain an authors use of rhetorical strategies and techniques. If fiction and poetry are also assigned, their main purpose should be to help students understand how various effects are achieved by writers linguistic and rhetorical choices. (Note: The College Board does not mandate any particular authors or reading list, but representative authors are cited in the AP English Course Description.)

C6—The course teaches students to analyze how graphics and visual images both relate to written texts and serve as alternative forms of text themselves.

Assessments:

Quizzes: Students are given a quiz on most readings. These check for understanding of meaning and strategies.

Quiz: Vocabulary from readings

Quiz: Grammar (from warm-up exercises, syntax discussions, and/or reading annotations)

Test: American documents and speeches

Composition: Compare/Contrast

Prompt: Compare Paine's paper with Henry's speech as persuasive works. In your composition, consider claim, occasion, audience, data or evidence, assumptions, and conclusions.

Composition: Compare/Contrast

Prompt: Compare *I Have a Dream* to *The Gettysburg Address* and *The Declaration of Independence*. [C4]

Composition: Compare/Contrast

Prompt: Compare Jefferson's *Declaration of Independence* to Stanton's *Declaration of Sentiments and Resolutions*. As you write this comparison, note how each author states his or her main idea and then develops that idea with detailed evidence. [C4] Note: Students complete this assignment in class and then edit each other's work to evaluate the essays on same component, use of detail to develop a general idea. [C2, C12]

Composition: Synthesis Essay

Prompt: What is the individual's duty to his government? What is the government's duty to the individual? In an essay that synthesizes and uses for support at least four of the readings from this unit, discuss the obligations of individuals within a society. Remember to attribute both direct and indirect citations. Refer to the sources by authors' last names or by titles. Avoid mere paraphrase or summary. (Yes, same prompt, different sources.) [C7]

UNIT 3: Nature of Man

Independent reading: Steinbeck, John, *The Grapes of Wrath*

Students do an annotated reading of this novel. [C3] They are responsible for identifying and understanding the elements about the plot chapters: characterization, setting, initial incidents, conflicts, climaxes, resolutions, and conclusions, as well as identifying and commenting on the stylistic and rhetorical choices made by the author. The intercalary chapters, which are essays commenting on society in general rather than on the characters in particular, are considered in greater depth. (See readings below for intercalary chapters.)

Reading:

Grapes of Wrath, Chapter 1 (the corn)

Grapes of Wrath, Chapter 3 (the turtle)

Grapes of Wrath, Chapter 5 (plea for change)

Grapes of Wrath, Chapter 7 (salesmen)

C4—The course requires expository, analytical, and argumentative writing assignments that are based on readings representing a wide variety of prose styles and genres.

C2—The course requires students to write essays that proceed through several stages or drafts, with revision aided by teacher and peers.

C12—The AP teacher provides instruction and feedback on students writing assignments, both before and after the students revise their work, that help the students develop these skills: 4. A balance of generalization and specific, illustrative detail.

C7: The course teaches research skills, and in particular, the ability to evaluate, use, and cite primary and secondary sources. The course assigns projects such as the researched argument paper, which goes beyond the parameters of a traditional research paper by asking students to present an argument of their own that includes the analysis and synthesis of ideas from an array of sources.

C3—The course requires students to write in informal contexts (e.g., imitation exercises, journal keeping, collaborative writing, and in-class responses) designed to help them become increasingly aware of themselves as writers and of the techniques employed by the writers they read.

Grapes of Wrath, Chapter 9 (tenants forced to sell)
Grapes of Wrath, Chapter 11 (horse versus tractor)
Grapes of Wrath, Chapter 12 (Highway 66)
Grapes of Wrath, Chapter 14 (poetic and philosophic)
Grapes of Wrath, Chapter 17 (needs of man)
Grapes of Wrath, Chapter 19 (repetition of history)
Grapes of Wrath, Chapter 21 (anger fermenting)
Grapes of Wrath, Chapter 25 (reason for title)
Grapes of Wrath, Chapter 29 (winter in California)
 Thoreau, Henry David, from “Civil Disobedience”
 Perkins, Joseph, “Homeless: Expose the Myths”
 Quindlen, Anna, “Homeless”
 Eighner, Lars, “On Dumpster Diving”
 Ericsson, Stephanie, “The Ways We Lie”
 Ascher, Barbara Lazear, “On Compassion”
 Readings on Current Events: Theme-related articles that reflect claims or central ideas made by the authors studied in this unit, submissions from students with teacher’s approval

Viewing:

- Photographs from the Depression, 1930s
- Theme-related photos, video clips, and/or cartoons from current periodicals will be discussed as these become available. Students may contribute selections for viewing with teacher’s approval. [C6]

C6—The course teaches students to analyze how graphics and visual images both relate to written texts and serve as alternative forms of text themselves.

Assessments:

Quizzes: Students are given a quiz on most readings. These check for understanding of meaning and strategies.

Quiz: Vocabulary from readings

Quiz: Grammar (from warm-up exercises, syntax discussions, and/or reading annotations)

Test: *The Grapes of Wrath*

Composition: Journal entry [C1]

Prompt: Using Ascher’s essay as a springboard, consider a personal experience that involved misfortune. Have you ever had to beg on the street, been evicted from your home, or had to scrounge for food? Have you ever been asked for money by beggars, worked in a soup kitchen, or volunteered at a shelter or public hospital? Write about such an experience in your journal.

C1—The course teaches and requires students to write in several forms (e.g., narrative, expository, analytical, and argumentative essays) about a variety of subjects (e.g., public policies, popular culture, personal experiences).

Composition: Letter to the editor of a local newspaper [C1]

Prompt: Write a letter to the school or city newspaper expressing your views on the treatment of homeless people in our city. Offer a suggestion or solution to this situation.

Composition: Analysis [C4]

Prompt: Read Chapter 5 from *Grapes of Wrath*. In a well-developed essay, identify the theme of this chapter, and explain how Steinbeck supports his main idea. Use short embedded quotations (or paraphrase) from the chapter as evidence for your thesis.

Composition: Analysis [C4]

Prompt: Read Chapter 11 from *Grapes of Wrath*. Identify Steinbeck's attitude toward the tractor and the horse. Explain how this contrast develops the theme of this chapter.

Composition: Comparison/Contrast [C4]

Prompt: In Chapter 17 of *Grapes of Wrath*, Steinbeck comments on the birth of civilization from physical needs to governmental issues. In "Civil Disobedience," Thoreau discusses the function of government. In a well-developed essay, compare and contrast Steinbeck's idea of government to Thoreau's beliefs. Be sure to use evidence from both selections.

Composition: Analysis [C4]

Prompt: Explain how Steinbeck establishes his claim or thesis in Chapter 19.

Composition: Analysis [C4]

Prompt: Chapter 25 gives the reason for the title of *Grapes of Wrath*. Explain how Steinbeck develops his claim or thesis in this chapter. Be sure to use evidence from the text.

Composition: Argumentation [C4]

Prompt: In Chapter 27, Steinbeck comments on honesty. Identify the theme of this chapter, then qualify, defend, or challenge Steinbeck's claim and assumptions.

Composition: Analysis [C4]

Prompt: In Chapter 29, Steinbeck returns to the theme that if people are angry, they will take action. Explain how he uses realism to illustrate the horrid conditions that angered the people.

Composition: Synthesis

Prompt: How does an individual judge right from wrong? What is the role of the individual in confronting injustice? In an essay that synthesizes and uses for support at least five intercalary chapters from *Grapes of Wrath* as well as three other selections from this unit's readings, discuss the role of the individual in confronting injustice. Remember to attribute both direct and indirect citations. Refer to the sources by authors' last names or by titles. Avoid mere paraphrase or summary. [C7]

UNIT 4: Man versus Society

Independent Reading: Hawthorne, Nathaniel, *The Scarlet Letter*.

Students do an annotated reading of this novel. They are responsible for identifying and understanding its elements: characterization, setting, initial incidents, conflicts, climaxes, resolutions, and conclusions, as well as identify and comment on the rhetorical and stylistic choices that the author makes. [C3]

C4—The course requires expository, analytical, and argumentative writing assignments that are based on readings representing a wide variety of prose styles and genres.

C7: The course teaches research skills, and in particular, the ability to evaluate, use, and cite primary and secondary sources. The course assigns projects such as the researched argument paper, which goes beyond the parameters of a traditional research paper by asking students to present an argument of their own that includes the analysis and synthesis of ideas from an array of sources.

C3—The course requires students to write in informal contexts (e.g., imitation exercises, journal keeping, collaborative writing, and in-class responses) designed to help them become increasingly aware of themselves as writers and of the techniques employed by the writers they read.

Reading:

The Scarlet Letter, Chapter 1, “The Prison Door”

The Scarlet Letter, Chapter 2, “The Market-Place”

Staples, Brent, “Just Walk On By: Black Men and Public Space”

Edwards, Jonathan, “Sinners in the Hands of an Angry God” (rhythm becomes meaning)

Goodman, Ellen, “Putting in a Good Word for Guilt”

Davidson, James West, and Mark Hamilton Lytle, “The Visible and Invisible Worlds of Salem”

Gelsey, Zara, “The FBI is Reading Over Your Shoulder”

Swift, Jonathan, “A Modest Proposal” [C5]

Readings on Current Events: Theme-related articles, articles that reflect claims or central ideas made by the authors studied in this unit, submissions from students with teacher’s approval

Viewing:

Miller, Arthur, *The Crucible*, starring Daniel Day-Lewis and Winona Ryder

Senator Joseph McCarthy attacks Edward R. Murrow on CBS, video clip, AmericanRhetoric.com

Good Night and Good Luck, video clip, AmericanRhetoric.com

Theme-related photos and/or cartoons from current periodicals will be discussed as these become available. Students may contribute selections for viewing with teacher’s approval. [C6]

Assessments:

Quizzes: Students are given a quiz on most readings. These check for understanding of meaning and strategies.

Quiz: Vocabulary from readings

Quiz: Grammar (from warm-up exercises, syntax discussions, and/or reading annotations)

Test: *The Scarlet Letter*

Composition: Analysis [C4]

Prompt 1: Read the following passage (paragraph 3, “I might be, ... martyrdom.”) from *The Scarlet Letter*, Chapter 5, “Hester at Her Needle.” Then write an essay showing how Hawthorne depicts Hester’s inner turmoil. Consider such rhetorical devices as diction, figurative language, syntax, irony, and tone.

OR

Prompt 2: Read the following passage (paragraph 7, “Hester sought not, ... wrong, beneath.”) from *The Scarlet Letter*, Chapter 5, “Hester at Her Needle.” Then write an essay analyzing the author’s use of clothing to reveal Hester’s self-perception, the attitude of Hester’s neighbors, and the nature of her daughter’s conception. Consider such rhetorical devices as diction, imagery, syntax, irony, and tone.

C5—The course requires nonfiction readings (e.g., essays, journalism, political writing, science writing, nature writing, autobiographies/biographies, diaries, history, criticism) that are selected to give students opportunities to identify and explain an author’s use of rhetorical strategies and techniques. If fiction and poetry are also assigned, their main purpose should be to help students understand how various effects are achieved by writers’ linguistic and rhetorical choices. (Note: The College Board does not mandate any particular authors or reading list, but representative authors are cited in the AP English Course Description.)

C6—The course teaches students to analyze how graphics and visual images both relate to written texts and serve as alternative forms of text themselves.

C4—The course requires expository, analytical, and argumentative writing assignments that are based on readings representing a wide variety of prose styles and genres.

Composition: Comparison/Contrast [C4]

Prompt: Read the following passages from *The Scarlet Letter*. Passage 1 is from Chapter 2, “The Market-Place” (paragraph 11, “The young woman ... by herself”). Passage 2 is from Chapter 3, “The Recognition” (paragraphs 1 and 2, “From this intense... his lips”). Then write a carefully reasoned and fully elaborated analysis of Hawthorne’s attitude toward these two characters. Consider allusion, irony, imagery, syntax, organization of details, and other rhetorical devices.

C4—The course requires expository, analytical, and argumentative writing assignments that are based on readings representing a wide variety of prose styles and genres.

Composition: Analysis [C4]

Prompt: Read Chapter 9, “The Leech,” from *The Scarlet Letter*. Then write an essay analyzing how Hawthorne uses setting, allusion, metaphor, irony, diction, and tone to reveal character.

Composition: Analysis [C4]

Prompt: Read Chapter 22, “The Procession,” from *The Scarlet Letter*. Then write an essay analyzing how Hawthorne uses rhetorical devices, including irony and extended metaphor, to reveal the conclusion.

Composition: Argumentation letter to the editor. [C1]

Prompt: Using Jonathan Edward’s sermon as a model, write a letter to the editor of our school newspaper, using fear tactics to deter your audience from doing something.

C1—The course teaches and requires students to write in several forms (e.g., narrative, expository, analytical, and argumentative essays) about a variety of subjects (e.g., public policies, popular culture, personal experiences).

Composition: Comparison/Contrast [C4]

Prompt: Both Jonathan Edwards and Ellen Goodman deal with the idea of guilt in their writings. In an essay, define guilt. Then compare and contrast the rhetorical strategies each author uses to deliver his or her message about guilt.

Composition: Journal entry [C1]

Prompt 1: Write a journal or diary entry reflecting on a time when you felt isolated from society.

OR

Prompt 2: What does guilt imply about free will and choice? If we had no free will and choice, how would guilt likely affect us?

Composition: Letter to the editor [C1]

Prompt: Write a letter to the local newspaper expressing your views on the treatment of a minority group or outsider in your community. What suggestions or solutions do you have to offer?

Composition: Synthesis [C7]

Prompt: Who are considered outsiders in our society? Why are they in this position? How does society treat them? Should society be more tolerant of them? Using at least five sources from this unit, including *The Scarlet Letter*, write an essay that discusses the position of the outsider in society. Remember to attribute both direct and indirect citations. Refer to the sources by authors’ last names or by titles. Avoid mere paraphrase or summary.

C7: The course teaches research skills, and in particular, the ability to evaluate, use, and cite primary and secondary sources. The course assigns projects such as the researched argument paper, which goes beyond the parameters of a traditional research paper by asking students to present an argument of their own that includes the analysis and synthesis of ideas from an array of sources.

Research Paper: The Documented Essay [C7]

Task and Prompt:

- Choose a current event that reflects one of the themes that we studied this semester.
- Research the topic through different types of sources (newspapers, magazines, news stories, interviews, online sources, radio broadcasts, visuals, etc.).
- Take careful notes, making sure that you cite your sources accurately using MLA format.
- Develop an argument about this topic.
- Establish a claim.
- Then integrate a variety of sources into a coherent, well-written essay.
- Use the sources to support your position; avoid mere paraphrase or summary.
- Your argument should be central.
- Remember to attribute both direct and indirect citations, using MLA format. (Give credit where credit is due.)
- Create a Works Cited page using MLA format. [C8]
- Plagiarism will result in a zero.

C7: The course teaches research skills, and in particular, the ability to evaluate, use, and cite primary and secondary sources. The course assigns projects such as the researched argument paper, which goes beyond the parameters of a traditional research paper by asking students to present an argument of their own that includes the analysis and synthesis of ideas from an array of sources.

Final Exam:

Students have two hours to take their final exam; it is worth 25 percent of the semester average. (There are 18 weeks in a semester. Each six weeks' grading period is worth 25 percent of the semester average.)

Part 1: Multiple Choice

This section is interpretation of new material. Students read four passages and answer 45 to 55 questions. Reading selections and questions are similar to those on the AP Released English Language Exam.

Part 2: Free Response

Students have one hour to write an in-class essay. The prompt asks for rhetorical analysis, comparison/contrast, or argumentation. This essay is graded on the AP rubric, or nine-point scale.

C8—The course teaches students how to cite sources using a recognized editorial style (e.g., Modern Language Association, The Chicago Manual of Style, etc.).