NCCC English 101/102

Advanced Placement Language and Composition Course Syllabus

# **Philosophy:**

An effective college class is a community of learners. The daily activities of reading, discussing, and writing are the crucial modes of learning and expressing learning for Advanced Placement English. Students should experience an open atmosphere where guessing, speculation, trial interpretations, and mistakes are welcomed as resources upon which valid and insightful interpretations can be built. Alternative interpretations must be assessed by a community of readers who evaluate their own and their classmates’ speculations on the basis of the content and structures of the text under discussion. As the community of readers responds to and evaluates the interpretations expressed in discussions, class members will grow in their ability to read closely, to report accurately on the contents of the text, and to respond with creative and intelligent readings, interpretations, and insights.

These reading and discussion skills are the necessary foundation for effective college writing. Good writing about literature arises from knowledge and insight about a particular text. Without the essential understanding of the text, the student will be at a loss in developing appropriate content for writing. Once content knowledge and intelligent interpretation are secure, the student can focus on improving the quality of writing by developing correctness, effective sentence style, and coherent, meaningful organization and structure. The task of improving writing must be accomplished individually, but the community of learners can contribute to each student’s progress.

Student writing that is shared through peer review and editing and through published models and samples can provide valuable instruction for the class. Sharing writing gives students an opportunity to evaluate their own progress against models and samples. This is an effective way to motivate writers to make the effort necessary for growth.

# **Course Objectives**

· Students will be able to become more skilled, confident, and competent writers through the process of reading, writing (including drafting and revising), and class discussions.

· Students will learn to understand and appreciate the diverse ways that authors make meaning in oral and written texts.

· Students will identify structures and conventions and effectively use them in their own writing.

· Students will gain a better understanding of the way writers employ language to explore their subjects.

· Students will gain a better understanding of the methods and nuances writers employ to shape thought and emotion while offering readers their unique perspectives on experiences.

· Students will learn the process of documenting sources using MLA, APA and Chicago styles of documentation.

· Students will analyze how graphics and visual images both relate to written texts and serve as alternative forms of texts.

# **Class Assignments:**

· Writing: Students will be writing on a daily/weekly basis. Students will be given an opportunity to seek written and oral feedback, for the purpose of revision, from the instructor prior to final evaluation. Students will be given up to allotted time to apply corrections/ revise assignments in order to become a master writer. Assignments may include timed (in class) essays; take home essays, homework based on essays, novels, plays, and short stories. Types of writing will include all rhetorical modes (expository, descriptive, persuasive, narrative, compare/contrast and informative) as instructed.

· Reading: Major works will be read, analyzed, and discussed frequently. Students will read a wide range of genres including essays, journalistic pieces, political writing, autobiographies, biographies, diaries, historical pieces, novels, plays, and essays from a variety.

· On\_Demand Writing: On-Demand may follow major literary selections and are sometimes announce. Tests will evaluate student’ understanding of structure, style, themes, social/historical values, rhetorical modes and elements

· Projects/Presentations: Creative projects, research projects, oral presentations, and open discussions will occur throughout the year. These types of activities allow students to actively and creatively engage in learning and sharing their insight with the class in order to embrace multiple intelligences.

# **Suggested Preliminary List of Texts**

· In Cold Blood by Truman Capote

· Short non-fiction and essays – as selected

· The Glass Castle by Jeannette Walls

· Into The Wild by

· Heart Of Darkness by Joseph Conrad

· Slave Narrative by Frederick Douglas

· Animal Farm by George Orwell

· The Outliers by Malcolm Gladwell

· The Things They Carried by Tim O’Brien

# **Performance Tasks:**

· Timed essays based on college writing prompts

· Personal Essays designed to focus students’ style, tone, voice, syntax and diction.

· Reading/responding/analyzing novels, drama, essays, non-fiction

· Imaginative/ creative writing based on classroom literature studied

· Literary analysis

· Assignments that demonstrate understanding of rhetorical modes and devices

· Reading logs and journals, paragraph response/quick writes

# **Writing Expectations:**

For each reading and writing assignment, students must identify and explain the author’s use of rhetorical modes and techniques as well as 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 always including diction and syntax.

· Every piece of writing done in this class should be used to develop and improve writing skills. It is expected that students will be reflective writers meaning that they will revise past pieces, reflect on personal weaknesses and apply the recommendations received from instructors. It is expected that these techniques will be incorporated into any new pieces.

· It is also expected that students will seek feedback from your instructor prior to handing in work; students will utilize the opportunity for revision, by re-submitting the work within a week incorporating techniques, corrections and suggestions provided by the instructor.

· Peers will review many of the pieces submitted for this class and feedback will be given based on a supplied rubric. Students will be given the opportunity to rewrite based on this feedback.

· All work will be graded using the 0-9 rubric provided and modeled after the actual AP reader’s rubric.

· Timed writing exercises will give feedback as to how work would be scored on an actual exam and will be graded using the aforementioned 0-9 rubric.

· It is expected that students will have a command of Standard English. Mini- lessons focusing on grammar, usage, mechanics, syntax and diction will take place over the course of the year.

· It is expected that students will demonstrate a balance of generalization and specific, illustrative detail.

· Students will develop stylistic maturity through effective use of rhetoric, including controlling tone, maintaining a consistent voice and achieving emphasis through parallelism and antithesis

# **Pre-course assignment/ Summer Reading (when permitted):**

· Students have been given a list of four non-fiction titles at the end of the last school year.

· Students should have chosen to actively read two of the titles.

· Students are to come to class prepared to write a timed essay based on ONE of the novels and a prompt provided by the instructor.

· Additionally, students will be assigned to a group who have read the same work and receive a creative project based on the author’s style and the rhetorical devices used throughout.

In no particular order

# **Principles of Writing The Bedford Reader**

Unit Goals:

· Examine the qualities and effectiveness of the modes of discourse including Persuasion, Analysis, Expository, Narration, Argumentation, and Informative.

· Recognize the rhetorical devices within these types of writing.

· Respond through class discussion and written assignments that demonstrate the message and focus of the writing.

· Readings selected from The Bedford Reader.

# **Unit 3: Non-fiction Literature – Columbine, Frederick Douglas**

# **4** weeks Unit Goals:

· Students will learn the characteristics of non-fiction literature.

· Students will read a wide variety of non-fiction literature including these novels, essays, anecdotes and visual images.

· Students will participate in Socratic Seminar-style discussions that focus on the use of non-fiction/memoir as an effective means of communication.

· Students will view excerpts of the TV movie *Tuesdays with Morrie* and discuss the method by which a manuscript is turned into a TV script.

· Students will write analytical essays based on non-fiction literature.

· AP essay prompts and multiple choice tests will be administered to demonstrate understanding of the elements of this genre of literature and writing.

# **Unit 4: Biography/Memoir – The Glass Castle, Into the Wild**

4 weeks Unit Goals:

· Students will examine the elements of the genre of biography and memoir.

· Appreciate the importance of the change in style of language and vernacular.

· Understand the complexities and implications of setting within the context of the author’s life.

· Students will compose their own version of a memoir/biography to submit and examine the difference between theirs and McCourt’s.

· Students will participate in peer review of the memoirs; sharing theirs with another student

# **Unit 5: An Author’s Perspective on Popular Culture – The Outliers, The Things They Carried**

3 weeks Unit Goals:

· Students will examine and analyze the elements of drama such as stage direction, dialog, setting, symbolism, and characters.

· Students will examine the culture of New Orleans at the time and research T. Williams life in order to better understand his motivation as a writer.

· Students will work with a group of peers to actively demonstrate their knowledge of one the themes within the play by composing a lesson that included a handout and class participation to teach their assigned theme.

· Students will, using the free response question from past AP exams, look at how literature is a mirror for the society that inspired it.

# **Unit 6: The Social Impact of Satirical Writing Animal Farm, Heart Of Darkness**

**4 weeks**

· This unit of study focuses on social unrest and how literature has the ability to focus readers on what may be troubling matters of state.

· The social aspect of these novels, and the fact that they are British, force students to create a new world-view and support the rationale that the American view of things isn’t the only view in the world.

· Stylistically these novels are complex and lend themselves well to discuss both whole class and small group.

· Students will be asked to complete daily reading logs and actively participate in discussions.

· The project at the end of this unit involves asking students to choose a current event and fictionalize it, emphasizing the culture, moral and societal issues it contains. The project must include visual representations of their approach to the topic they have chosen.

# **Unit 7: In Cold Blood by Truman Capote 4 weeks**

o This is an introduction to literary journalism.

o Students will examine and analyze the following characteristics: scenes, characterizations, dialogue, description, point of view, metaphors, similes, literary style.

o Students will discuss the difference between literature and literary journalism.

o Students will understand that literary journalism is bound by facts obtained through research.

o Analysis paper evaluating the stylistic differences within the literary journalism genre paying attention to strong introduction, usage, form, mechanics and style.

# **Unit 8: Research - On-going**

# **Paper 4 weeks**

· Students will be instructed on the process of composing a research paper.

· Students will be learn how use MLA, APA and Chicago styles of documentation.

· Students will be introduced to researching on the Internet; making use of our Library Media Center and LM Specialists, students will receive instruction on the art of research including primary sources, how to evaluate information, how to narrow a search, and what to include in a paper.

· Other skills to be addressed are note taking, paraphrasing, constructing a thesis, MLA style of writing the paper and composing a works cited page.

· Students will, at the completion of the written piece, orally present their findings and defend what they have asserted.

· Students will be given a rubric for all phases of the research project.

· This project will be commensurate with a senior level project.

# **Unit 9: Exam Preparation 1 week**

After exam:

Students will compile a comprehensive portfolio that focuses on the course objectives and provides opportunity for students to be metacognitive about the tasks they completed as part of the course work. This will serve as a local final exam score.