

AP English Language and Composition Course Syllabus 2010-2011

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Course Overview:

The goal and purpose of AP English Language and Composition is to help students “write effectively and confidently in their college courses across the curriculum and in their profession and personal lives.” The course is organized according to the requirements and guidelines of the current *AP Language and Composition Course Description*.

Course Objectives:

In the course of the academic year, students will

- Analyze and interpret samples of good writing, identifying and explaining an author’s use of rhetorical strategies and techniques;
- Apply effective rhetorical strategies and techniques in their own writing;
- Create and sustain arguments based on readings, visual texts, research, and/or personal experience;
- Demonstrate mastery of standard written English as well as stylistic maturity in their own writings, using a variety of sentence structures and effective vocabulary;
- Produce compositions that introduce a thesis supported with appropriate evidence, cogent commentary, and clear transitions;
- Evaluate and incorporate reference documents into researched papers;
- Demonstrate understanding of the components of citations, endnotes, and footnotes;
- Participate fully in all phases of the writing process for the media review, rhetorical analysis, and researched definition synthesis including prewriting, drafting, peer and student-teacher conferencing, revising, and editing.

Assessment

Essays will be evaluated on a 1-9 scale patterned after the AP exam writing rubric. Major papers will count as 40%, in-class essays as 20%, oral evaluations 10%, tests and quizzes as 20%, and daily assignments and activities (journals, shared inquiry, writer’s workshop activities, and written homework responses) as 10% of your quarter grade. The semester exams will count as 10% of the semester grade.

Attendance

A student who wishes to be successful in AP English must be present. Please do not schedule appointments, vacations, field trips, school events or other activities during English class time.

Absenteeism:

- If a student was present on the day an assignment was given, but absent when the assignment was due, the student must submit the assignment on the day he or she returns.
- Students will receive the number of days they were absent plus one extra day to take tests and quizzes in the testing center or submit assignments due while they were absent.
- Excused or unexcused absences will be treated the same.
- Students who are absent due to a doctor’s appointment, field trip, musical performance, or athletic event are required to get their homework the day before they miss class.

- Students who are absent due to illness are expected to meet with teachers before school on the day they return. Due dates for long term assignments and group assignments will not change because a student is absent.
- Students in In-School Suspension are present and are required to turn in their assignments on time. Failure to do so will result in a 20% late work deduction.

Policy for late work:

- If a student does not submit the assignments due during periods of absence on his/her first day back at school, the assignment will be accepted with a late work penalty of 20% for two weeks or until the end of the unit.
- Missing assignments will be marked as G's in Skyward until the two week time frame has passed or the unit has ended.

Required Materials

Three ring binder (3" or several smaller binders) and dividers
 College-ruled loose leaf paper
 Highlighter, pens and pencils
 College dictionary & thesaurus
 Flash drive

Texts

Everything's an Argument with Readings 4th ed by Lunsford, Ruskiewicz, and Walters
The Language of Composition by Renee H. Shea, Lawrence Scanlon, and Robin Dissin Aufses.
The Best Test Preparation for the AP English Language and Composition Exam. 6th ed.
Pygmalion by George Bernard Shaw
Macbeth by William Shakespeare
Fences by August Wilson

Students will read one of the following:

The Awakening by Kate Chopin
The Jungle by Upton Sinclair

Students will read two of the following nonfiction texts:

Nickel and Dimed: On (Not) Getting by in America by Barbara Ehrenreich
This Land Is Their Land by Barbara Ehrenreich
Last Child in the Woods: Saving Our Children from Nature-Deficit Disorder by Richard Louv
Made to Stick: Why Some Ideas Survive and Others Die by Chip Heath and Dan Heath
The Wisdom of Crowds by James Surowiecki

Course Requirements

All students enrolled in AP Language and Composition will be required to

- write a variety of essays in different contexts for different purposes and audiences;
- work through the various stages of the writing process and be both prompt and diligent in revision;
- be both helpful and honest in peer reading sessions, making an effort to provide thoughtful feedback to classmates;
- do the assigned readings from the texts and other handouts as specified by the instructor;
- be able to recognize, analyze and use various rhetorical devices;
- take periodic quizzes and tests on the various readings and concepts covered;
- work through numerous practice items from past AP exams in preparation for the exam;

- take the AP Language and Composition Exam as scheduled;
- actively participate in class discussion and writer’s workshop sessions

AP Student Binder

The binder should be organized into the following sections with labeled dividers: AP test-based handouts (including vocabulary and terms); prose handouts; reading responses; writing in process; graded writing, tests and quizzes. Many students in the past have chosen to use more than one binder to decrease bulk and weight in their backpacks.

Reader Response

Students will be expected to craft thoughtful responses to the prompts that will help to develop fluency in writing. Topics will include responses to the readings, reactions to images viewed as text, and opinions/positions on issues.

Shared Inquiry Discussions

This course is taught primarily in a seminar format that we refer to as the “round table.” The allusion is to the legendary King Arthur’s round table, where all the knights were considered as equal; in the same manner, we consider all ideas, opinions and reactions as equal in importance when we discuss and analyze text. All students are expected to be active participants, sharing from journal responses, reading logs and notes and annotations.

Writer’s Workshop

One of the most important aspects of this course is the emphasis on writing and revision. Writer’s workshop is a session that focuses on some aspect of composition; frequent peer reading sessions will occur where students bring in their drafts and engage in small group reading and discussion, often completing peer evaluations on one another’s compositions. Students are encouraged to have conversations about composing and to share ideas with one another. There will be opportunities for collaborative writing as well. In addition to peer sessions, student writers will also have periodic conferences with the instructor as scheduled and/or as needed. Students will give and receive both oral and written feedback, as will the instructor. Writer’s workshop activities will also include work with voice, style, syntax, and other strategies and techniques that will lead to greater stylistic maturity in composition.

Writing Assignments

In addition to the journal, students will be assigned a variety of writing assignments, to be done both inside and outside of class, in both formal and informal contexts. There are four major papers described in the course outline; these assignments will focus on moving through the writing process and will include multiple revisions. At least two will require some research and documentation, and the final synthesis assignment will require that students incorporate multiple primary and secondary sources into their work. In addition to these papers, frequent timed in-class essays will be assigned, requiring students to analyze, explain and/or take a position in the composition. Some of these essays will be responses to released AP exam prompts, others will be related to certain readings. All writing assignments are to be completed according to schedule; late work will be penalized according to the district’s attendance policy.

If you have any questions regarding this document, please email Ms. Sagritalo at ksagritalo@grantbulldogs.org or leave a voice mail at the above number.

AP Language and Composition Syllabus 2010-2011

First Quarter- Aug. 16-Oct. 15

Unit 1: Introduction to Rhetoric (2 weeks)

Texts to Read

LC Ch. 1 An Introduction to Rhetoric, 1-25
LC Ch. 2 Close Reading: The Art and Craft of Analysis, 35-42
EA Ch. 1 Everything's an Argument, 1-44
EA Ch. 2 Arguments from the Heart, 45-58
EA Ch. 4 Arguments Based on Facts and Reason. 78-100
"The Stranger in the Photo Is Me" handout
"Barriers to Seeing" handout
"Letter from Birmingham Jail" handout
"Modern Applications of Ancient Rhetoric" handout
"The Power of Pictures" handout
LC 52-55 JFK's Inaugural Address
"Woman Waiting to Take a Photograph" Eggers handout
Norma Rae film excerpts

Rhetorical Analysis

Find an ad that either appeals to you or provokes you, and analyze it following the example in the text, 49-51 using WS. Present ad analyses to a small group. Choose one from each group to share with the whole class. [C1, C3, C6]

Visual Analysis Presentation

Select three photographs that might be used to accompany "The Power of Pictures" text, offering a rhetorical rationale for including each one.

Rhetorical Analysis Essay

Write an essay analyzing the strategies John F. Kennedy uses in his inaugural address to achieve his purpose.

AP Vocabulary LC Ch. 1-2 Quiz 1

AP Vocabulary LC Ch. 1-2 Quiz 2

Unit 2: Language and Community (6 Weeks)

Texts to Read

Pygmalion
LC "Walking the Path Between Worlds," 300-306
Steps for Writing the Perfect Essay, 106-111 with Mr. Henry Irving's *Macbeth* responses
"Job Applicants Strive to Lose Their Accents" Chicago Tribune
Henry Irving's *Macbeth* Rhetorical Analysis
Meital Caplan's Essay
EA "Why and When We Speak Spanish in Public," 754-755
EA "Mother Tongue," 804-808
Mastering Multiple Choice Questions 73-104
Diagnostic Test Multiple Choice Test Practice
Pointers for Writing the Synthesis Essay 176-191
LC The Synthesis Essay, 72-85
6 Moves Toward Success handout

***Pygmalion* Reader Response Journals**

Find one or more significant quotes from each act in Pygmalion and copy it onto a sheet of paper. After the quotation, write a paragraph explaining why you found the quotation significant. Comment on developing patterns, themes, social or historical commentary, or connections that tie the play to modern society. Be prepared to share your ideas with the class. [C3]

***Pygmalion* Rhetorical Analysis**

After examining an excerpt from George Bernard Shaw's Pygmalion, write an essay that explains what view of the world the speaker is presenting to the reader and how elements of language such as syntax, diction, imagery, and tone persuade the reader to acknowledge that there is some validity to this unorthodox point of view. [C3, C4]

***Pygmalion* Shared Inquiry**

Prior to the shared inquiry session, read Pygmalion and complete "Text Notes" worksheet. Participate in shared inquiry by introducing and interpreting key points from the text, listening carefully to peers and asking insightful questions, and supporting an interpretation using references to the text.

Narrative Essay

Write a narrative explaining the different "Englishes" which you speak and write. If your home language is not English, consider the reasons and ways you switch from it to English and vice versa. If you speak only English, focus on situations in which you "code switch," perhaps in response to different audiences or situations. Consider language use during a formal occasion, informal e-mail, jargon used with peers, and so forth. After your narrative, discuss how these different "Englishes" define you. [C1, C3]

Synthesis Essay Introduction

After reading the texts on community service from LC, write an essay stating your opinion on the issue of whether or not the Illinois State Legislature should add a mandatory community service codicil to Illinois high school graduation requirements. [C4, C6, C8]

First draft- peer evaluation

Submit second draft, peer evaluations to instructor

Revise and submit for a grade

Paper 1

Choose a film which develops characters through dialogue using the rhetorical devices of diction, (figurative language, slang, accents, or colloquialisms); varying syntax; and verbal delivery variations (rate, tone, pitch). Begin by watching the film several times, taking notes on rhetorical devices and recording the exact wording of supporting quotes. Divide the paper into three parts: Plot Summary, in which you summarize the plot; Linguistic Analysis, in which you identify linguistic variations among the characters or within the same character; and Critical Analysis, in which you analyze the effect of the characters' linguistic differences on character relationships and the story's plot. [C2, C4, C6, C9, C10, C11, C13]

Prewriting notes for Writer's Workshop discussion

First draft- peer evaluation

Second draft, second peer evaluation

Submit second draft, peer evaluations to instructor

Revise and submit to turnitin.com

Vocabulary Units 1-5

Second Quarter – Oct. 18 – Dec. 14

Unit 3: Gender (3 weeks)

Texts to Read

LC Cathy cartoon 404

Consciousness-Raising Questions Shared Inquiry
Multiple Choice Test Practice “I Am a Woman”
LC “There Is No Unmarked Woman” 388-393
“Fatherhood 2.0” Cullen and Grossman
“The Risky Business of Salary Negotiation” Vendantam
LC “2004 Nobel Peace Prize Speech” 834-840
“The Name Is Mine” Quindlen
LC “Being a Man” 378-382

Gender Attitude Research

Choose a thesis from the Gender Attitude handout and find and copy supporting evidence from at least one One Search source and one book, periodical, or speech (the speech can be from an online source). Create a Works Cited page and essay outline.

Argumentative Essay

After reading Quindlen’s essay, write an essay in which you defend, challenge, or qualify the assertion that American women should change their last name to their husband’s last name when they marry. [C1, C3, C4]

Gender Stereotypes in Advertising Analysis- Group Analysis and Oral Presentation

Working in groups of 3 or 4, students will collect ads from popular magazines and newspapers that depict men and women according to stereotypical roles, as well as ads that show men and women in a more progressive light and determine which kinds of products show men and women in stereotyped roles and which show men and women breaking gender stereotypes. Students will mount ads on poster board and discuss what the ads show about American values, beliefs, and attitudes toward gender roles. [C1, C4, C5, C7, C8]

Gender Unit Test

Unit 4: Economy (3 weeks)

Texts to Read

Nickel and Dime or This Land Is Their Land
LC 2004 Nobel Peace Prize Speech,” 834-840
LC “The Singer Solution to World Poverty,” 319-324
LC “Lifeboat Ethics: The Case Against Helping the Poor,” 324-333
“Rich, Poor, and Climate Change” Oliver handout
“On the Want of Money” Hazlitt
Penny Synthesis Essays
LC “More Sick Parents Play ‘Beat the Clock’” 235-238
LC “We Can Afford to Give Parents a Break,” 6-8
“Academic Selves” Pipher
LC “Sick Parents Go to Work, Stay Home When Kids Are Ill,” 242-243
LC “My Mother, Myself, Her Career, My Questions,” 243-245
The High Cost of the Low Price film
King in Chicago

State of the Economy Interviews

Interview one person from each of the following categories:

- a. An adult (over 21) supporting himself or herself with a high school diploma, GED, or less education
- b. An adult whose income has been affected by the downturn in the economy
- c. A recent (2007-2010) college graduate’s job search experiences
- d. A custodial single parent who lives independently

Working Parents Shared Inquiry

Prior to the shared inquiry session, complete “Text Notes” worksheet. Using your reading, interviews, and personal experience, participate in a class discussion of difficulties facing working parents with young children. Come prepared to approach management with at least three realistic measures an employer might enact to make the workplace more family friendly.

Paper 2

As you read, note the rhetorical devices Ehrenreich uses in the book you have chosen to read. Appeals to logos, ethos, and pathos; diction, figurative language, and choice of detail; methods of division including chapter divisions and syntax, and tone should each be addressed in turn. Write a 3-4 page rhetorical analysis of the chosen text, evaluating the effectiveness of the author’s rhetorical choices. [C2, C4, C5, C9, C10, C11, C12, C13]

Prewriting notes for Writer’s Workshop discussion

First draft- peer evaluation

Second draft, second peer evaluation

Submit second draft, peer evaluations to instructor

Revise and submit to turnitin.com

Unit 4: Macbeth (3 weeks)

Texts to Read

Macbeth

“Macbeth” by Norrie Epstein

***Macbeth* Rhetorical Analysis**

Characterize Lady Macbeth and Macbeth by what they say and how they react to their individual parts in slaying Duncan. What is Shakespeare’s purpose in 2.2? What rhetorical devices does he use to achieve his purpose?

***Macbeth* Shared Inquiry**

Prior to the shared inquiry session, read Macbeth and complete “Text Notes” worksheet. Participate in shared inquiry by introducing and interpreting key points from the text, listening carefully to peers and asking insightful questions, and supporting an interpretation using references to the text.

***Macbeth* Scene Performance and Analysis (2nd semester)**

Macbeth Vocabulary Test

Vocabulary Units 6-10

Semester Exam Part I – Argumentative Essay

Contemporary life is marked by controversy. Choose a controversial local, national, or global issue with which you are familiar. Then using, appropriate evidence, write an essay that carefully considers the opposing positions on this controversy and proposes a solution or compromise.

(AP Exam 2004)

Semester Exam Part II - To Rise above Oppression Synthesis Essay

This question requires you to synthesize a variety of sources into a coherent, well-written essay. Refer to the sources to support your position; avoid mere paraphrase or summary. Your argument should be central; the sources should support this argument.

Read the sources carefully. Then, in an essay that synthesizes at least three of the sources for support, take a position that defends, challenges, or qualifies **ONE** of the following quotes:

“The bird that would soar above the level plain of tradition and prejudice must have strong wings.”

Mademoiselle Reisz from The Awakening by Kate Chopin, 1899

“Reform is born of need, not pity. No vital movement of the people has worked down, for good or evil, [from concerned outside sources.] What will this lowest class – thieves, Magdalens, Negroes – do with the light filtered through ponderous church creeds, Baconian theories, Goethe schemes? Some day, out of their bitter need will be thrown up their own light-bringer, -their Jean Paul, their Cromwell, their Messiah.”

Rebecca Harding Davis, “Life in the Iron Mills,” 1861

You may refer to the sources by their titles (Source A, Source B, etc.) or by the author’s last name.

Source A	(“2004 Nobel Peace Prize Speech” Maathai)	<u>LC</u> 834
Source B	(“Salary Negotiation” Vedantam)	handout
Source C	(“Being a Man” Theroux)	<u>LC</u> 378
Source D	(“Fatherhood 2.0 Cullen and Grossman)	handout
Source E	(“Cathy” Guisewite)	<u>LC</u> 405
Source F	(“Academic Selves” Pipher)	handout
Source G	(“One of the Girls” Heywood)	handout
Source H	“Walking the Path Between Worlds”	<u>LC</u> 300
Source I	<u>Norma Rae</u> 1979 (PG) Dir. Martin Ritt	film
Source J	<u>Milk</u> 2008 (R) Dir. Gus Von Sant	film
Source K	<u>King in Chicago</u> 2009 Dir. Seth McClellan	film

Semester Exam Part III - 15 Multiple Choice

Third Quarter – Jan. 3 – Mar. 11

Unit 6 Satire (2 weeks)

Texts to Read

EA Ch. 13 “Humor in Arguments,” 393-410

Herblock cartoon “Read me what it says, Dad”

EA “The ‘F Word’,” 787-790 Dumas

“Girl Moved to Tears...” from The Onion

Multiple Choice Practice “A Modest Proposal” Swift

Ch. 2 “Modern Approaches to Argument” handout

Multiple Choice Practice “The Battle of the Ants” Thoreau

Multiple Choice Practice “Advice to Youth” Twain

“Magna Soles” handout

Rhetorical Analysis of a Visual Argument

Choose a visual argument which uses humor or ridicule to make its point. Analyze the effectiveness of emotional appeal in an essay. [C4, C6, C8]

Environmental Debate Satire In-Class Group Analysis

Develop an argument analyzing how Wilson’s satire illustrates the unproductive nature of the stereotypical characterizations of opposing groups and their arguments.

Rhetorical Analysis of a Satiric Work

Write an outline for an essay in which you analyze the strategies used in the article to satirize how products are marketed to consumers. (2005 Exam)

Original Satire

Choose some aspect of life, for example, a policy, tradition, or an institution, which you believe to be foolish in some way and in need of correction or reform. In a well-organized essay, write a satire about this subject in which you expose its folly. [C1, C4]

Prewriting notes for Writer's Workshop discussion

First draft- peer evaluation

Revise and submit to turnitin.com

Unit 7 Turn of the Century Fiction (5 weeks)

Texts to Read

"The Writer as Reader: Reading and Responding," 3-10

"The Reader as Writer: Developing a Thesis, Drafting and Writing an Argument," 11-31

"History Is a Weapon" handout from The People's History of the United States

"The Stones of the Village" Dunbar-Nelson

"A Woman's Work: Mary Lease Celebrates Women Populists" handout

America 1900 Film

The Awakening

Historical and Cultural Background

"Transcendental Wild Oats" Alcott

"The Yellow Wallpaper" Gilman

"Next Stop-Paradise" Griggers

Multiple Choice Practice *Awakening*

The Jungle

Jacob Riis Photographs

Lithuanian Folk Songs

Pure Food and Drug Act (1906)

EA "On Education: It's Latino Parents Speaking Out on Bilingual Education Failures," 783-785

Multiple Choice Practice What Life Means to Me

Applying Key Concepts to the Present Day

Choose one of the following options.

Investigative Journalism

Have a brainstorming session to come up with a list of current problems that could be the topics of investigative pieces. Discuss the challenges that a journalist would have to face while getting the whole story, the techniques which might be used to get around those challenges, (hidden cameras/tape recorders, concealing one's identity, etc.) and consider potential legal issues. After you have a clear understanding of what modern investigative journalism involves, create your own piece of investigative journalism about a school or neighborhood issue (individually, or with one other student). Your product can either be in video format or a newspaper article with accompanying photographs. Students will present their story to the class; and, if possible, a representative from the school administration and/or the town will be asked to watch the presentations and respond to the issues raised.

Write a Gender-Based Synthesis Question

Using the synthesis essay prompts and texts we have viewed as an example, write an original gender-based synthesis essay prompt. Next, find a minimum of five written texts and one visual text which students may use to develop support for a claim on this topic. Finally, create an MLA Works Cited page using EA Ch. 20, “Documenting Sources.”

Individual’s Responsibility to the Family and Community Synthesis Essay

In The Awakening, we are introduced to Edna Pontellier, a mother of two who is torn between her responsibilities to her children and her need for self-fulfillment. As an upper-class woman, Edna is profoundly self-absorbed and has little awareness of the suffering those in the community. Voluntarily separating herself from her few responsibilities, Edna leaves her children and rationalizes that they will do well without her.

In The Jungle, Jurgis Rudkus initially wishes to provide for Ona’s relatives, his aging father, and his wife and son, but as time passes, he is forced to accept his own limitations and temper his generosity. Ona and Jurgis see great suffering in Packingtown, but have such meager resources that in time they focus only on protecting what little they have. Happily, Jurgis’ introduction to socialism gives him renewed hope while reminding him of his responsibility to the broader community.

After analyzing the facts and anecdotes in the sources below, develop an essay explaining your view regarding an adult’s responsibility to his or her family and community. Your argument should be central, but you will use three documented sources to lend credence to your claim.

Source A	(Rowlands and Drash)	“Tents on Wheels” video
Source B	(Brown)	“Post-Separation Suggestions for Non-Custodial Parents”
Source C	(Cal. Penal Code 272)	
Source D	(Ngugi)	“What about the Pursuit of Happiness?”
Source E	(U.S. Supreme Court)	“Parental Rights Caselaw”
Source F	(Hatfield)	“Role Reversal: Caregiving for Aging Parents”
Source G	(Echlin)	“Unemployment Benefits: Should You Pick Up the Check for Jobless Friends?”
Source H	(Flanagan)	“Why Marriage Matters”

Novel Rhetorical Analysis In-Class Group Analysis

Students will develop an outline in which they discuss how the stylistic elements used reflect the author’s attitude toward Mr. Pontellier or the factory owners and managers. [C1, C3]

Speech Rhetorical Analysis

Identify the overall purpose of the passage. Then, in a well-written essay, analyze the rhetorical strategies Lease uses to achieve her purpose.

Working Class Argumentative Essay

Using your “A History of Oppression” Chart as a resource, write an essay in which you defend, challenge, or qualify the assertion that in relation to the wealthy, the lives of the working class have changed very little since 1720.

Paper 3 Literary Analysis of *The Awakening* or *The Jungle*

Write a claim about why the author chose to compose the novel as he or she did. For example, how did the author manipulate point of view, characterization, archetypal hero patterns, or rhetoric to achieve a specific purpose? Reread pertinent sections of the text, noting words and phrases which support your claim. Next, generate an outline which organizes your information into three or more main categories. Finally, write a three-page literary

analysis, using quotes, summaries, and paraphrases with corresponding parenthetical citations to support your claim. [C2, C4, C5]

Turn of the Century Novel Exam

Unit 8: ACT and College Admissions (3 weeks)

Texts to Read

EA Ch.8 Arguments of Definition 217-239

EA “Cheerleaders, What to Do about Them?” 729-731

EA Ch. 11 Proposals

EA Ch. 16 What Counts As Evidence 469-490

“Let America Be America Again” Hughes handout

“In Pursuit of Unhappiness” McMahon handout

“Adults Only” Greene handout

“The People in Me” Kelley handout

“A Word’s Meaning Can Often Depend on Who Says It” Naylor handout

EA Ch. 17 Fallacies of Argument

College Admissions Essay

Choose **one** of the following options.

Proposal Essay

After researching current practices, write an essay in which you make a proposal about how your post-secondary school might (or should) deal with managing the competing demands for seats in the entering class. [C1, C4, C7]

Application or Scholarship Essay

Draft an engaging essay in accordance with the specifications given for the scholarship or application essay of your choice.

ACT Prep

Practice Reading, English, and Writing tests

Name That Fallacy Quiz

Vocabulary Units 11-15

Fourth Quarter – Mar. 14 – May 19

Unit 9: Exploring an Idea (6 weeks)

Texts to Read

Made to Stick, Last Child in the Woods, or The Wisdom of Crowds

EA Ch. 8 Arguments of Definition

EA Ch. 16 What Counts as Evidence

EA Ch. 19: Evaluating and Using Sources, 528-548

EA Ch. 20: Documenting Sources, 549-581

Primary Research

Conduct research to confirm or challenge one or more of the claims made by the author of the book you chose to read. For example, keep a record of a group of children’s reactions to experiencing nature through the senses on a series of occasions or ask teens to monitor their stress levels when using the internet as compared to doing an unstructured outdoor activity such as sledding, flying a kite, or taking a nature hike. [C2, C4, C7, C8, C11, C12]

Prewriting notes for Writer's Workshop discussion
Conference with instructor
First draft, peer evaluation
Revise and submit to turnitin.com

Paper 4- Researched Definition Synthesis Essay

In this essay you will formulate a controversial or provocative definition, challenge an existing definition, or determine whether or not something fits an existing definition. Use a variety of the following to research your topic: dictionaries, encyclopedias, and other reference works; periodicals; books, interviews, and surveys. Complete the WS and create a data matrix as your prewriting. [C2, C4, C7, C8, C9, C10, C11, C12, C13]

Prewriting for Writer's Workshop discussion
First draft- peer evaluation
Second draft with visual for second peer evaluation
Submit second draft, peer evaluations to instructor
Revise and submit to turnitin.com

Nonfiction Multiple Choice Tests

Term Review Quiz A
Term Review Quiz B
Term Review Quiz C

Unit 10: Ethics and Education (3 weeks)

Texts to Read

Fences

LC "I Know Why the Caged Bird Cannot Read," 89-99

College Synthesis Essay

Read the following sources carefully. Then write a synthesis essay that answers the question. Your argument should be central, but you will use three documented sources to support your claim.

Corporate Sponsorship Argumentative Essay

In a well-written essay, defend, challenge, or qualify the statement based on your own reading, beliefs, and experiences.

Rhetorical Analysis

Analyze how the rhetorical strategies that Chesterfield uses reveal his own values. Use appropriate terms from Best Test Ch. 4-5 (open book). [C3]

Vocabulary Units 16-20

Final Exam

Students have 70 minutes to take their semester exam which is worth 10% of their semester grade. Students will defend a claim using support from three or more documents and will complete a properly formatted works cited page.