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”

(College Board, AP English Course Description, 2010, p. 7). 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.

[SC2] 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.

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 in

class, 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,

annotation of texts, and fluency writing. [SC12]

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.

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; [SC12]

• a variety of sentence structures, including appropriate use of subordination and coordination;

[SC16]

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 and 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

Syllabus: English III AP

Fall Semester

Introduction: AP English Course Description, Class Rules and Responsibilities, Grading

System, Rhetorical Terms (Definitions), Rhetorical Modes, Rhetorical Devices

Possible Readings:

• 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” [SC7]

Viewing:

• Picasso, Pablo, Weeping Woman. ARS, N.Y.

• CNN video extension (Comp21), Frames of Mind. [SC8]

SC7—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 explain an

author’s use of rhetorical

strategies or 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.

SC8—The course requires

students to analyze how

visual images relate to

written texts and/or how

visual images serve as

alternative forms of texts.

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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

• Original Visual:

Prompt: Create a 5-inch object, sculpture, or painting that reflects the central

idea of your memoir. These will be displayed in the classroom. 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. [SC1 & SC5]

SC4—The course requires

students to produce one

or more expository writing

assignments. Topics should

be based on readings

representing a wide variety

of prose styles and genres

and might include such

topics as public policies,

popular culture, and

personal experiences.

SC5—The course requires

students to produce one

or more analytical writing

assignments. Topics should

be based on readings

representing a wide variety

of prose styles and genres

and might include such

topics as public policies,

popular culture, and

personal experiences.

SC1—The course 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).

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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, selections from The Prince

• Hobbes, Thomas, selections from Leviathan

• Dekanawida, selections from The Iroquois Constitution [SC7]

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 analyzed as these become available. Students may contribute selections for

viewing with teacher’s approval. [SC8]

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

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. [SC6]

• Composition: Comparison/Contrast

Prompt: Compare and contrast The Iroquois Constitution to U.S. democracy

and/or the U.S. Constitution.

SC7—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 explain an

author’s use of rhetorical

strategies or 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.

SC8—The course requires

students to analyze how

visual images relate to

written texts and/or how

visual images serve as

alternative forms of texts.

SC6—The course requires

students to produce one or

more argumentative writing

assignments. Topics should

be based on readings

representing a wide variety

of prose styles and genres

and might include such

topics as public policies,

popular culture, and

personal experiences.

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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. [SC4]

• 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. You must also find and use two additional sources

in support of the topic. These sources should be credible and represent both

primary and secondary sources. Remember to attribute both direct and indirect

citations. Refer to the sources by authors’ last names or by titles using MLA

format. Avoid mere paraphrase or summary. [SC9, SC10 & SC11]