

11th Grade AP Language Syllabus

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- **Course Description:** The Advanced Placement (AP) Program offered at the eleventh grade level is English Language and Composition. This course is similar to freshman English courses commonly offered in colleges and universities. Upon completion of this tailored curriculum, students should plan to take the AP exam offered by College Board for possible college credit.
 - Students will read and analyze selected passages and write text-focused papers, including MLA-documented essays. Through critical reading, students will analyze, interpret, and evaluate the writer's use of language in achieving his purpose, projecting an attitude, and/or creating an effect. This class demands a thorough understanding of the concepts of grammar and the conventions of writing, although virtually no time will be spent studying either.
 - This course is recommended for students who have acquired reading and writing skills generally expected at the end of the tenth grade Pre-AP English class.
 - The goal of the Advanced Placement course is to develop the students' awareness of language and to sharpen their skills in effective writing and critical reading. Through the organized study of the structures of sentences, paragraphs, and larger discursive patterns, students are introduced to the semantic, structural, and rhetorical resources of the language.
 - **Objectives:** Through their study of language, students will practice for mastery in the following areas:
 1. reading critically in an effort to interpret text and analyze argument
 2. writing clearly, logically, and coherently
 3. analyzing a writer's use of stylistic/rhetorical devices for purpose, attitude, and effect on reader
 4. developing and practicing a vocabulary and style appropriate to the subject and audience
 - **Supplies You Need:**
 - 1 " 3 ring binder exclusively for AP English
 - 1 pkg. of 5 tab dividers
 - Loose college rule notebook paper (no spirals)
 - Pens with black/ blue ink/ pencils/ erasers
 - Highlighters (several colors)
 - A hard cover marbled composition notebook
- See your class for additional required supplies (used for class projects)**
- 1st hr: colored pencils
2nd hr: 3x5 index cards
3rd hr: post-its
5th hr: 3x5 index cards
6th hr: one hole punch
- *Not required, but helpful are multicolored pens for annotating

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- A rhetoric/video/research project will be due Monday, Dec. 12th. This is a major project and will mostly be conducted outside of class. You will receive specific information in a few weeks regarding the specific assignment, due dates, grading rubrics, etc. Another, but smaller project will be assigned for second semester.
- You are encouraged to purchase the novels that you will be reading this year; having your own copy allows you to read at your own pace and to annotate the text. You may schedule the reading as your time permits, but each book is due on the date indicated below. (Due dates are subject to change, but only in an extremely rare case would the book be due any earlier than indicated.)
 - September 16 *All the King's Men* by Robert Penn Warren
 - October 24 *1984* by George Orwell
 - November 28 *The Great Gatsby* by F. Scott Fitzgerald
 - January 23 *Unbroken* by Laura Hillenbrand
 - April 2 *The Poisonwood Bible* by Barbara Kingsolver
- About homework: Homework is not assigned just to give you a reason to stay busy. There will be many days when you will not have a specific assignment for the evening and you may feel or even tell your parents that you have "nothing to do in English" -- NOT TRUE. You have novels to read and assignments for each novel. *Trust me when I tell you that, around October, you will begin to feel overwhelmed. Avoid that feeling by keeping up with all your work on a regular basis.
- Many Friday's or Monday's in class we will be practicing for the AP Exam with essays one week and multiple choice passages the next. As exam time gets closer, we will increase the frequency of the test practice sessions.
Continuous Assignments/Activities Over the Course of the Year
- Rules regarding cheating, tardies, classroom discipline, cell phones, etc. will be enforced as outlined in the student handbook.
- STAY CURRENT WITH THE NEWS – ALL KINDS!**
 - To scan my website into your phone:



1. Download the free app "Scan" or any free barcode reader.
2. Scan this code to the left.
3. The mobile version of my website will appear. Click on full site.
4. Save for future reference.

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First Semester Syllabus

Aug. 25-26: -introductions
-current events quiz
-SL Essay test

Aug. 29- Sept 2-Discuss **SL**
- Orientation
-What is Rhetoric?
-How Ads Persuade
-Everyday Use p. 1- 26
-Everything is an argument

Sept 6-9: -Aristotle's ideas
-Review Schemes & Tropes

Sept. 12-16 -Assign video project
-Library/research

Sept. 19-23- -Rhet. Analysis of Dec. of Independence
-Patrick Henry's speech
-Elements of Argument
p. 275-285

Sept. 26-30: -**ATKM** due/test
Rachel's challenge
-Intro to logic: inductive and deductive thinking
-Syllogisms worksheet: categorical, hypothetical, disjunctive

Oct. 3 – 7 - Enthymemes
-Toulman's Logic
-Elements of Argument
text p. 57-109 "Claims"
-project synthesis due

Oct. 10-14: Understanding fallacies
-Nixon's "Checkers" speech p. 219 **Rhetoric**
-Methods of Persuasion
-Elements of Argument
text p. 194- 234
"Warrants"

Oct. 17-19: Benchmarks #1
-Parent-Teacher Conferences
-Fall Break

Oct. 24-28: -"The Crucible"
-Writing the précis
-"The Case for Torture"
-AP Practice Essay

Oct. 31-Nov 4: **1984** due/test
-"The Case for Torture"
-Satire notes and examples
-Political cartoons/issues

Nov. 7-11: -"A Modest Proposal"
-Machiavelli's "The Morals of the Prince"

Nov. 14-18 -Mark Twain's "On Patriotism"
-"War Prayer"

Nov. 21-22: -Speeches on war
-Rhetorical syntax

Nov. 28-Dec 2: AP prompts/practice

Dec 5-Dec.9: -**The Great Gatsby**
due/test

Dec. 12-16: -Movie rhetoric
-*Dr. Strangelove* and Kubrick's POV on war

Dec. 19-20 --**Video project**
due/presentation

Remainder of semester spent on reading about political issues and then war. On **Dec. 19**, the video project is due. **Be aware that this schedule will adjust, according to our rate of progress. However, we will cover everything on this syllabus.

*****You are responsible for the information on this sheet. Keep this info in a your notebook.*****

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English Advanced Placement Contract Broken Arrow High School

- The purpose of a College Board Advanced Placement (AP) course is to prepare students for college work and the AP exams. These AP exams offer students the opportunity to receive college credit. Pre-AP courses are prerequisites to the junior and senior level AP courses. They provide the students the opportunity to be prepared to take these courses.
- Typically, successful AP students are task oriented. They are proficient readers who are able to use their time wisely. These students also require student support.
- AP courses differ from regular high school courses in many ways. First, they are often taught with college level materials. This means the literature we read may contain mature language and/or situations. Second, these courses require more time to be dedicated outside of class. Overall, the course is much more demanding than an average high school course.
- Assignments are to be completed on a timely basis. Students are expected to be self-disciplined and self-motivated. If students are absent, they are expected to find out what they missed and make every opportunity to return to class with the assignment completed.

CONTRACT DESCRIPTION:

Please print student's name

Student: I agree to organize my time and effort to successfully perform in the AP course in which I have enrolled. I am aware that summer reading is a requirement of this course.

Student's signature _____ Date_____

Parent/ Guardian: I agree to be familiar with AP course requirements and to help my child organize his/her study time in support of class assignments.

Parent's signature _____ Date_____

Teacher: I agree to teach the above course at an advanced level and pace as outlined by the College Board, as well support and guide my students toward success.

Teacher's signature M. Dawn Stoddard Date_____

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BROKEN ARROW PUBLIC SCHOOLS

Talent Release

I, _____, hereby give my permission to Broken Arrow Public Schools to video tape, photograph, make a voice recording, or motion picture of me, or of my minor child, _____, to be used in connection with an educational television program or subsequent visual or audio presentation.

I understand and agree that this will become the exclusive property of the Broken Arrow Public Schools, and that I am to receive no compensation or remuneration for my participation, or that of my child.