**AP English Language and Composition**

**Course Syllabus**

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*“While thought exists, words are alive and literature becomes an escape, not from,*

*but into living.” Cyril Connolly*

This syllabus is designed for a ninety minute block schedule. The course is taught over a forty week period, and is intended to function as a rigorous college-level course.   The reading and writing is frequent and challenging, and will require a great deal of independent thinking.  If you are committed to the work as well as to listening and learning from each other, this class will ultimately become one in which we are all teachers and students.  Each member of the class will have a voice.  We will learn from each other and share our thoughts, ideas, and observations with each other.    I am not the expert of any of these texts – we will understand each of them through shared discussion.  I am just as interested in your interpretations as you are in mine.  While the ultimate goal of the class is to pass the exam with a 3, 4, or 5; if you actively engage yourself in this class and complete all of the work, you will have taken giant steps in preparing yourself for college.

**Course Description**

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*. Taught as an introductory college-level survey of composition and rhetoric, this course uses both fiction and nonfiction readings across various genres and time periods to provide students with a solid basis for university-level rhetorical studies. Extensive reading of critical/analytical texts provides students with modeling for their own essay writing. Assessment is based on tests, short 3-5 pp. papers, and in-class, timed, AP style on-demand essays.

**Course Objectives**

1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. (RL 1)
2. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.) (RL 4)
3. Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement). (RL 6)
4. Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., *The Federalist,* presidential addresses). (RI 8)
5. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. (W 1)
6. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.(W 4)
7. Draw evidence from literary or informational texts to support analysis, reflection, and research. (W 9)
8. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. (W 10)

**Course Policies**

* Successful students will demonstrate skills indicative of quality workers by bringing required materials, completing assignments, participating in class discussions, and respecting the opinions of others
* Successful student will demonstrate accountability by listening closely in class
* All final drafts of take-home written assignments are to be typed and must adhere to MLA format guidelines, or submitted via the Internet to www.dropitto.me, unless otherwise specified
* Students are not allowed to bring food or drinks (except water) into the classroom
* Cell phones must be turned off during class time. Cell phone use during class time will result in disciplinary action, unless prior arrangements have been made BEFORE the start of class
* I reserve 15% of a student’s grade for attitude, behavior, achievement, attendance, and participation
* Students are permitted ONE bathroom pass for the semester. Additional passes must be made up in nutrition or after school detention
* Cheating and plagiarism on assignments will result in a zero
* I have a ZERO TOLERANCE policy for derogatory remarks or racial/sexual slurs of any kind (even in jest). Defaming and inflammatory remarks will be subject to $.25 penalty (per word).

**Course Readings and Timeline**

Due to the brevity of Friday’s schedule, these classes will be not typically included in the semester timeline. These days are marked in bold on the syllabus calendar. With whatever time is left in class, students will also have time to prepare their classroom notebook for submission.

Note! All readings are expected to be done all or in part by the first day of each new unit. If more than one day is devoted to a text, it is expected that the first portion of the reading which is equivalent to the amount of days for the unit will be completed by the first day of the unit (i.e. if there are two days for a reading, the first half of the reading will be completed on the first day, the second half on the second day).

Dates marked with an asterisk (\*) will have a longer, take-home paper assigned for that unit. Due dates for these essays will be one week after the end of the unit (see special notes column). Dates marked with a plus sign (+) will have an in-class, timed essay assigned at the end of the unit.

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| **DATE** | **READING / TEXT** | **ACTIVITY (IES)** | **SPECIAL NOTES** |
| 8/13 | “Rhetorical Situation” | * Opening Policies and Procedures | * “Rhetorical Situation” must be read and annotated by Friday, 8/16. |
| 8/14-8/15 | N/A | * ArTES Art Fest 2013 |
| 8/16 | “Rhetorical Situation” |  |
| 8/19-23+ | Lincoln’s 2nd Inaugural Address  Obama Response to Trayvon Martin |  | * In class essay assigned on 8/23 |
| 8/26-9/13  9/6+ | “On Being a Cripple”  Roosevelt’s Pearl Harbor Address  Al Gore’s Nobel Address  King’s “Letter from a Birmingham Jail” |  | * **Labor Day** weekend will be 8/30- 9/2 * In class essay assigned on 9/6 * **Five week grades** will be due the week of 9/9 * Commercial project due 9/13 |
| 9/16-10/4\* | “How to tell a War Story”  *The Great Gatsby* |  | * Visual narrative due 10/3 * Take home narrative essay due 10/4 |
| 8/30-9/14  +9/14 | *Beloved*  *The Adventures of Huckleberry Finn* (individually) | * Class discussion / lecture on historical and social context * Exploration of dialect, oral tradition, and use of folk tales * Class discussion on contemporary social issues * In class, AP style essay assigned (60 minutes) | * **Labor Day** weekend will be 8/31-9/3 |
| **9/7, 9/14** | N/A  Selections from the following poets:   * William Blake * William Wordsworth * Samuel Taylor Coleridge * Percy Bysshe Shelley * Walt Whitman * Henry David Thoreau * Ralph Waldo Emerson | * Class notebook check and/or in class literary terms quiz * Class discussion / lecture on theme, tone, imagery, diction, and style * Students will prepare a proposal of a school that adheres to the tenets of the Romantic / Transcendentalist writers | * **9/17 -** **Unassigned holiday** * **5 grades will be due** (approximately) * Transcendental school proposal will be a web-based design group project. Due 9/28 |
| 9/17-21 |
| \*9/24-10/5 | *The Tempest*  *Midsummer Night’s Dream* (individually) | * Class discussion / lecture on metaphor, simile, imagery, metonymy, and synecdoche. Connections will be made between Greek and Shakespearean comedy * Study questions to be answered for homework * Take home compare/contrast essay discussing concept of lovers and nature | * **9/26 - Unassigned holiday** * Essay due 10/12 |
| **10/5** | N/A | * Class notebook check and/or in class literary terms quiz |  |
| 10/8-12 | CATCH UP WEEK, DEPENDENT ON WHEN GRADES ARE TO BE SUBMITTED | | * **10/12 – end of Term A** * All final work to be included in 10 weeks grades MUST be submitted by 10/5 if it is to be included. |
| 10/15-25  +10/26 | *King Lear*  “The Avoidance of Love” (individually) | * Class discussions regarding nature of evil in/sanity, familial relationships, and power/authority * Introduction to literary criticism and exploration of textual analysis * Graphic organizers focusing on character and plot structure, and imagery * Contrast character analysis between 2 of the major characters in the play, paying particular attention to use of imagery in the play. * In-class lit prose analysis questions will be assigned at the close of the unit. |  |
| **10/19, 10/26** | N/A | * Class notebook check and/or in class literary terms quiz |  |
| \*10/29-11/8 | Selections from the following writers:   * Gerald Manley Hopkins * Lord Alfred Tennyson * Robert Browning * Matthew Arnold * Thomas Hardy * Emily Dickinson * Henry Wadsworth Longfellow * Herman Melville * Edgar Allan Poe * Nathaniel Hawthorne | * Class discussion / lecture on connections between the Romantics and the Victorians. * Discussion of influences of modernism on human psyche * Take-home critical essay assigned exploring historical context and influences of a given work or writer | * Essay due 11/16 |
| **11/2, 11/9** | N/A | * Class notebook check and/or in class literary terms quiz | N/A |
| 11/12-16 | CATCH UP WEEK, DEPENDENT ON WHEN GRADES ARE TO BE SUBMITTED | | * **11/12 – Mandatory Furlough Day** * **5 grades will be due** (approximately) |
| 11/19-23 | THANKSGIVING BREAK! ENJOY YOUR HOLIDAY! | | * In the interest of time, please have the first half of *R / G* read over break. |
| 11/26-12/6 | *Hamlet*  *Rosencrantz and Guildenstern are Dead* (individually) | * Class discussion / consideration of minor themes in *Hamlet,* and how they are portrayed in *R/G.* * Discussion / lecture on justice vs. revenge and character analysis of Hamlet’s function * Short answer essay responses will be assigned to explore these topics |  |
| **11/30, 12/7** | N/A | * Class notebook check and/or in class literary terms quiz | * ALL final work for the semester is due NO LATER than **12/7**. NO EXCEPTIONS! |
| 12/12-13 | N/A | * Final exam schedule. Exam will be on curriculum from ENTIRE semester, using an AP style format. * Exam date TBA | |