

## **AP Language and Composition**

Teacher: Susan Woodhams

School of the Arts

Email: [susan.woodhams@rcsdk12.org](mailto:susan.woodhams@rcsdk12.org), [1465071@rcsd121.org](mailto:1465071@rcsd121.org),  
[suewoodhams@yahoo.com](mailto:suewoodhams@yahoo.com)

Phone/Voicemail: (585) 242-7682 Ext, 8022

### **Course Description:**

Advanced Placement English Language and Composition is a junior level, one credit English course offered in the Rochester City School District, School of the Arts. The course corresponds with the objectives and expectations outlined in the College Board Course Description. This, notably, includes synthesizing information and analyzing images-as-text. Students in this course are expected to perform at a higher level than Regents and honors English classes. Students who score a 4 on the AP English and Language Composition Exam are ready for a College Composition Two course.

This is a rigorous course that gives students ample opportunities to examine a writer's PURPOSE in accordance with the writer's use of rhetorical devices, including tone, diction, audience, context, organization, appeal, style, and attitude. The course also teaches students how to read and evaluate primary and secondary sources in order to incorporate them into an original composition. Students will understand that academic research is about entering into a conversation around a particular topic, and contributing to that topic. All students will be required to document these sources using the guidelines set forth by the Modern Language Association (MLA).

This course also requires students to write expository, analytical, and argumentative papers in response to a variety of prose and genres. Students will read and write (formally and informally) in the following rhetorical modes: narration, description, process analysis, example, definition, classification, comparison/contrast, cause/effect, and argument/persuasion. They will learn how to link technique and meaning into well-organized, supported, logical responses to complex texts (primarily nonfiction). In writing their essays, students will proceed through the stages of the writing process with revisions aided by teachers and peers. Students will learn that writing an essay is not about turning in a paper to the teacher but about creating something meaningful from the writer or speaker to their audience.

**Students enrolled in this course will also fulfill the English III requirements and take the Common Core Regents Examination in June.**

All students will take the AP English Language and Composition exam in May 2017.

### **Course Objectives:**

- To read a variety of nonfiction readings, supported by fictional and poetic pieces, in order to identify and explain an author's use of rhetorical strategies and techniques.

- To interpret, evaluate, and negotiate differing critical perspectives in literature and non-fiction
- To analyze how graphics and visual images both relate to written texts and are considered as alternative forms of texts.
- To understand strong relationships between author's purpose, use of literary/stylistic devices, and creating desired effect
- To write, especially in persuasive, analytical, argumentative, and expository forms on a variety of subjects, such as personal experience, current events, and popular culture.
- To write in informal context where students become increasingly aware of themselves as writers, and of the techniques employed by the writers they read.
- To develop clarity, complexity, self-awareness, flexibility, effectiveness, and confidence in their own writing
- To develop awareness of the composing process, especially the exploration of ideas through research of primary and secondary sources, the consideration of writing strategies, and an understanding of the value of revision.
- To study the English Language, especially differences between oral and written discourse, formal and informal language usage, and historical variations in speech and writing
- To develop a wide ranging vocabulary and use vocabulary appropriately and effectively in writing assignments
- To incorporate in student writing rhetorical devices, illustrative detail, controlling tone, proficiency in establishing and maintaining voice, and the ability to achieve appropriate emphasis through diction and syntax.
- To prepare for the AP English Language and Composition Exam in May 2017, students will do extensive work with AP sample response passages and multiple choice questions and discuss strategies for decoding and encoding AP Prompts for the exam.

**Primary Texts:**

- *The Language of Composition* – Reading, Writing, Rhetoric, by Renée H. Shea, Lawrence Scanlon, Robin Dissin Aufses
- *The Brief Bedford Reader*, X.J. Kennedy, Dorothy M. Kennedy, Jane E. Aaron
- *Eats, Shoots & Leaves*, Lynne Truss
- *The Elements of Style*, Strunk and Whites
- *50 Essays: A Portable Anthology*, Samuel Cohen
- *Poetry TBD*
- *Ragtime* by E.L. Doctorow
- *The Theban Plays*, Sophocles
- *Invisible Man*, Ralph Ellison
- *The Scarlet Letter*, Nathaniel Hawthorne
- *Their Eyes Were Watching God*, Zora Neale Hurston

**Essayists** will include but not be limited to:

- Jonathan Edwards

- David Sedaris
- Thomas Jefferson
- Abigail Adams
- Elizabeth Cady Stanton
- Margaret Atwood
- Annie Dillard
- Jonathan Swift
- Sir Thomas More
- Frederick Douglass
- Virginia Woolf
- Dave Barry
- Stephen Colbert
- Maya Angelou
- Alice Walker
- Plato
- Langston Hughes
- Tim O'Brien
- Brent Staples
- Bharati Mukherjee
- Alexis de Tocqueville
- Martin Luther King, Jr.

**Online Sources** will include, but not be limited to:

- *The Onion*
- *NPR: This I Believe*
- *New York Times*
- *Voice Lessons: Nancy Dean*
- *OWL@Purdue*

**Instructional Philosophy:** All students are expected to participate and put forth their best efforts in an environment that is student centered, collaborative, fast-paced, constructive, enjoyable, encouraging, candid, and focused.

**Expectations:** All students are expected to follow the guidelines for behavior as outlined in the School of the Arts Classroom Culture and Climate Plan. Cell phone use during instruction will result in a call to the administrator and a Saturday detention.

**Academic Integrity:** “Academic integrity refers to moral and ethical principles when engaging in academic pursuits. An integrity policy is part of an effort to nurture a community where trust, honesty, and personal integrity guide all of our dealings with one another. Personal integrity is vital to our pursuit of education and becoming educated. The responsibility to be honest, fair, and forthright with others is a responsibility that each teacher, parent, and student must accept.”

*Electronic Communication Online Grade Book – District Power Teacher; Web Site:*  
<http://www.rcsdk12.org//>

**Email:** Students are encouraged to email me with questions; an email must have a greeting, complete sentences and paragraphs, accurate punctuation and spelling, and signed with first and last name and class period. Diction, punctuation, and sentence structure are also paramount because they create the tone of the email. Notably, my email policy and format is extremely important because email has become one of the primary sources of communication in business, school, college, personal life, and almost every other realm of modern life across the globe. This is just another way of reinforcing All of the writing done in class, and it adds some real-life emphasis on the importance of written language. Students are also encouraged to contact each other via email to discuss assignments and projects.

**Lateness Policy:**

All assignments are to be turned in promptly on the due date. No late assignments will be accepted. No consideration will be given for students who miss a due date as a result of an illegal absence. In the case of legal absences, the student is responsible for obtaining missed work and turning it in within five days of their absence.

**Evaluation:**

- Writing Assignments 40%
- Homework/Binder 15%
- Tests/Quizzes 25%
- Participation/Classwork 20%
- Summer Assignment: (to be turned in the first week of classes) will count as 20% of the first marking period grade.

**Chrome Books and Google Classroom:**

We will be utilizing chrome books throughout the course and most assignments will be posted and turned in via Google Classroom. The google docs, google chrome and google classroom apps are free and work on most smartphones and tablets. I will also be emailing you via google classroom to help you keep informed as to your child's progress on class assignments.

**Required Course Materials:**

- Writing Instruments: Students are required to submit all written work in black or blue ink and on white paper. This includes handwritten work such as in-class essays and typed assignments.
- Five Subject Binder/Notebook:
  1. Journal: Quotes and analysis, reader response, questions for discussion and language use
  2. Mechanics/Grammar/Vocabulary
  3. Literature
  4. Test Prep and Timed Writing
  5. Rhetorical Devices/Strategies
- Thumb Drive/Removable Storage

**In-Class Timed Writings:**

In-class timed writings will be given weekly after the second marking period. These will consist of writing prompts from past AP exams, as well as responses to assigned readings and current events in the local, national, and global news. All in-class essays are hand written in black ink and simulate the AP exam experience. When essays are revised and rewritten beyond the initial in class “rough draft” and are reviewed, edited, and reflected upon by the teacher and/or peers, they must be typed and in accordance with MLA format.

**Major Writing Assignments:**

Students will write major papers that require utilization of the entire writing process: pre-writing, drafting, revising, and editing. Many of these papers may start as in-class writing assignments that require further investigation and analysis. Students will go through several peer edits and revisions for each paper. Each writing piece will receive an extensive review from the teacher after it has been revised and edited at least twice by peers. Students will receive specific comments on content, organization, style, grammar and usage, and mechanics.

As this is a language and composition course, students will be expected to use every assignment that involves writing as an opportunity to practice composition skills. Stand-alone paragraphs, as well as paragraphs within formal essays, will be evaluated according to the following criteria: a clear topic sentence, containing the main idea of the paragraph, usually the first and/or second sentence; one to three explanatory sentences, two or more sentences containing specific details, which are colorful, interesting and appropriate; the unique voice of the author which clearly expresses his/her opinion on the topic; a clear closing sentence which refers to the main idea without repeating the topic sentence. In longer essays, the final sentence may be a transition sentence. Paragraphs should be free of run-on sentences, sentence fragments, as well as free of errors in subject/verb agreement, passive versus active verbs, antecedent agreement, spelling or punctuation. Errors in preliminary drafts will be noted, but not corrected by the teacher. The student will be responsible for revisions/corrections prior to submitting final drafts for grading.

Formal essays will be evaluated using the same grammatical and stylistic standards – Diction, Figurative Language, Syntax, Structure/Organization, Point of View, Rhetorical appeals and devices. Additional expectations include: the development of a clear and focused thesis statement, paragraphs that focus on one topic, appropriate organization and flow to effectively support the thesis, and a meaningful conclusion that summarizes, but does not re-state the thesis or introduction. Frequently, first drafts will be revised after feedback from peer reviewers. Students will be expected to rewrite major papers after receiving feedback from the teacher.

Timed writings will be evaluated using AP English Language and Composition scoring guides as a basis. Periodic journal entries or Quickwrites will be assigned to stimulate

critical thinking and deeper understanding of rhetorical language, and to facilitate class discussions. These writings may also facilitate selection of topics for formal essays.

Students are expected to have a good command of Standard English grammar and usage. The teacher will provide mini-lessons throughout the course dealing with complex grammar and usage issues, as well as vocabulary that will increase sophistication in diction and rhetorical analysis. The teacher will place particular emphasis on guiding students in their development of increasing rhetorical sophistication in the use of voice, tone, diction, and sentence construction. (Adapted from Dr. Leslie Edwards, Syllabus AP English Literature and Composition)

### **Independent Reading Project:**

Students will be required to read four independent novels during the school year, in addition to course reading assignments. During the reading, students will document observations, questions, connections, and literary techniques in a journal. The purpose of this assignment is to promote improved reading comprehension by means of individualized, thoughtful writing. Selected novels are based on societal representation, gender issues, discussion possibilities, and complexity. Journals will be assessed on critical analysis, diction, and syntax. Students will also complete a ten minute book talk for their classmates. Students may choose from the following authors: Maya Angelou, George Orwell, James Baldwin, William Faulkner, Thomas Paine, Benjamin Franklin, S. J. Perelman, Robert Bly, Margaret Fuller, Ishmael Reed, William Bradford, Paul Fussell, Richard Rodriguez, William Byrd, Henry Louis Gates, Jr., Arthur Schlesinger, Chief Joseph, Zadie Smith, John Irving, Countee Cullen, Thomas Jefferson, Henry David Thoreau, Joan Didion, Gore Vidal, Maxine Hong Kingston, Jamaica Kincaid, Dorothy West, W. E. B. Du Bois, Jon Krakauer, Elie Wiesel, Lewis Lapham, Ralph Waldo Emerson, Richard Wright, Nora Ephron, Barack Obama, Malcolm X

### **Contemporary/Current Issues:**

Depending on a current issue or “hot topic,” different or additional readings may be assigned as a source of information or writing model. This also includes issues within the school that the students feel compelled to discuss. In accordance with reading about and writing on a topic, classroom discussions/debates on these topics will take place in order to give students a chance to validate or refute other students’ arguments. They will discuss their own strategies and appeals as well as those used by their peers in order to achieve the objective of understanding arguments. If students decide to include a poem or other creative medium within an argument, they must justify why it is so important and how it works rhetorically.

### **Style:**

Students will study each author’s style and look for specific techniques (schemes and tropes) that each author uses in order to deliver the message of a given text. These will be discussed as they appear in the course texts, and sample multiple choice questions and passages. Students will also have periodic quizzes on definitions and application as they continue to develop their own rhetorical writing style.

**Reading Expectations:**

As a college-level study, this course requires a substantial amount of reading. Students are expected to read and annotate each assigned work comprehensively and timely. This requires planning and allocating of valuable time combined with their other course assignments.

**Plan of Instruction:**

Each student will take a diagnostic AP exam during the second marking period. Students will be expected to identify, develop, and analyze the following concepts:

- Purpose, tone, context, and audience (Aristotle's Rhetorical Triangle)
- Analyze appeals – Ethos, Logos, and Pathos
- Distinguish main ideas from supporting details
- Identify thesis, claim
- Determine author's rhetorical purpose
- Discern specific organizational patterns
- Infer from implications, assumptions
- Derive meaning from context
- Find multiple meanings
- Understand irony
- Understand a wide variety of literary terms
- Use footnotes and bibliographic information to further research
- Create sentences of varied length and structure
- Construct coherent paragraphs with specific organizational patterns
- Use effective Diction
- Offer a unique voice to a specified audience
- Incorporate outside source material to support arguments

**Strategies:****1. Rhetorical Précis:**

([http://mrlemaster.com/sitefiles/argument\\_summary\\_precis.pdf](http://mrlemaster.com/sitefiles/argument_summary_precis.pdf))

There are two purposes for a rhetorical précis: the first, to practice writing a concise summary of an argument; and the second, to demonstrate comprehension of the complexities and nuances inherent in sophisticated discourse. The rhetorical précis includes five parts. The following outlines the information to be included in each of the five parts:

- Part 1: Introduces the writer or speaker, the text, and the central claim.
  - Part 2: Explains how the author develops or advances the argument.
  - Part 3: States the author's purpose of the text.
  - Part 4: Describes the intended audience through his/her tone, and the author's relationship to the audience.
  - Part 5: Explains the significance of this work.
- 2. Writing about/Responding to/Teaching Visuals: Overview-Parts-Title-Interrelationships-Conclusion (OPTIC)**
- O is for overview: write down a few notes on what the visual appears to be about

- P is for parts: zero in on the parts of the visual. Write down any elements or details that seem important
  - T is for title: highlight the words of the title of the visual (if one is available)
  - I is for interrelationships: use the title as the theory and parts of the visual as clues to detect and specify the interrelationships in the graphic.
  - C is for conclusion: draw a conclusion about the visual as a whole. What does the visual mean? Summarize the message of the visual in one or two sentences.
3. SOAPSTone: (poetry or prose analysis; particularly useful in analysis of persuasive texts)
- Speaker
  - Occasion
  - Audience
  - Purpose
  - Subject
  - Tone

A variety of other Mnemonic Devices will also be introduced and used throughout the course.

### **Course Schedule:**

**Unit 1: Introduction:** Rhetorical Analysis, AP English Course Description, Class Rules and Responsibilities, Grading System, Rhetorical Terms (Definitions), Rhetorical Modes, Rhetorical Devices

**Essential Questions:** What are the patterns of Rhetorical Language? How does Rhetorical Language influence the way we think and act?

### **Overview:**

Here the groundwork is laid for the entire year since the skills in this unit will be applicable to the subsequent Synthesis/Exposition, Argument and Narrative Units. Rhetorical strategies are identified in selected essays, analyzed as to how they are used, and evaluated according to their effectiveness. Summer work will be addressed and several of the suggested essayists will be studied. For each reading assignment, students maintain a journal that records author's purpose, style and audience. They identify rhetorical strategies such as logos, pathos, ethos, stylistic schemes, tropes and grammatical rules then incorporate these tools into their own essays and paragraphs. Different techniques are introduced as they are encountered in *The Scarlet Letter*, by Nathaniel Hawthorne, multiple essays, various *political* speeches and debates, and online satirical sources. Visual images such as photographs, print advertisements, paintings and film are all evaluated for their meanings.

### **Essential Readings:**

- CH 1: An Introduction to Rhetoric, The Language of Composition
- Maya Angelou – “My First Life Line”



- CH 2: Close Reading: The Art and Craft of Analysis, The Language of Composition
- Letters: Frederick Douglass, Abraham Lincoln, Malcolm X, Martin Luther King
- Roger Ascham, excerpt from *Toxophilus* (1545)
- John F. Kennedy, Inaugural Address 1961
- “Why I Write” by Joan Didion
- “Introduction,” *Best Essays of 1992* by Susan Sontag
- “The Essayist” by E.B. White
- “Sinners in the Hands of an Angry God,” Jonathan Edwards

**Fiction:**

- *The Scarlet Letter*, by Nathaniel Hawthorne

**Assessments:**

- Composition: Narrative Essay on a Personal Lifeline - Prompt: Select a moment from your life where someone or something influenced you in a positive way – in effect, they threw you a lifeline. In a well-written essay, re-create that experience, and then analyze it, figuring out what it means to you.
- Composition: Compare and Contrast - Prompt: Compare and contrast Frederick Douglass, Abraham Lincoln, Malcolm X, Martin Luther King Letters
- Advertisement Analysis for Rhetoric
- Apply Rhetorical Analysis to various Quotes and Political Cartoons
- Composition: Descriptive -Prompt: write a letter to a significant person in your life describing a memory or experience that you shared with that person, explain the significance it has had on your life. Use sensory detail.

**Rhetorical Analysis:** Subject, Speaker, Audience, Context, Purpose, Ethos, Logos, Pathos, Patterns of Development: Narration, Description, Process Analysis, Exemplification, Comparison and Contrast, Classification and Division, Definition, and Cause and Effect Rhetorical Structure: Diction, Syntax, Imagery, Figurative Language, Connotation, Denotation, Style

**Tropes:** Allegory, Exposition, Metonymy, Personification, Symbol, Ambiguity, Fiction, Mood, Point of View, Synecdoche, Analogy, Figurative Language, Onomatopoeia, Pun, Synonym, Apostrophe, Foreshadow, Oxymoron, Rhetorical Question, Tension, Atmosphere, Hyperbole, Pacing, Satire, Theme, Attitude, Irony, Paradox, Simile, Tone, Contrast, Juxtaposition, Parody, Speaker, Understatement, Elegy, Litotes, Persona, Syllogism, Voice, Euphemism, Metaphor

**Unit 2: Heritage and the American Dream**

**Essential Questions:** What is the American Dream? How is my heritage represented in the landscape of America?

**Overview:**

This unit will focus on applying the writing process, MLA Format, and time management. Expository techniques will be analyzed as we read *Ragtime* and *The*

*Narrative of the Life of Frederick Douglass*. In addition, we will work on test-taking strategies, annotating text, types of multiple choice questions and multiple choice strategies. We will work on synthesizing and analyzing the different types of sources: Anecdotes, Facts, Quantitative Data, Expert Testimony and the reliability of sources. We will also focus on drafting thesis statements. Students will analyze multiple writers' ability to synthesize researched information to develop a thesis. Students will then practice research methods as they research a student-chosen, teacher-approved issue in contemporary American life (e.g. energy policy, abortion, drug legalization, immigration, war, gender, etc.)

### **Essential Readings:**

- CH 3: Analyzing Arguments: From Reading to Writing
- CH 4: Synthesizing Sources, The Language of Composition -Volunteer reading selections on Community Service

### **Essays:**

- T. Williams, *Clan of the One Breasted Woman*
- Louisa Young, *Men Should Have Better Things to Do*
- Andrew Sullivan, *What is a Homosexual?*
- Cora Daniels, *Ghetto Nation*
- Henry David Thoreau, *from Civil Disobedience*
- Benjamin Franklin, *Moral Perfection*
- Ralph Waldo Emerson, *Self-Reliance*
- Dan Rather, *They Live the Dream*
- Narrative of the Life of Frederick Douglass

- **Speeches:**

- Transcripts of the 2008 Presidential and Vice Presidential Convention Speeches
- 2008 Presidential Debates
- 2016 Presidential Speeches (TBD)

- **Fiction and Poetry**

- Phyllis Wheatley, *On Being Brought from Africa to America*
- Langston Hughes, *I, Too, Sing America*
- E.L. Doctorow, *Ragtime*
- Dana Gioia, *Money*

### **Assessments:**

#### **Composition:**

- Synthesis Essay: Prompt: defend, challenge, or qualify your position on community service
- Group Research on Transcendentalism, Puritanism, or Revolutionary movement (Individual Essay using MLA format, and Group Presentation)
- Composition: Establish definition of American Dream as it relates to student heritage

- Writing Assignment: Rhetorical Analysis of one of the Presidential or Vice-Presidential Speeches
- Thematic Presentation on *Ragtime*
- Composition: Classify two to three characters from novel, their purpose & dreams
- Composition: Research/Synthesis -Essay – Formulate a position and defend, challenge, or qualify your thesis based on research on a topic relevant in American Life today.
- Writing Assignment: Choose five figures of speech, and show examples of how they are used for effective rhetorical language

**Terms:**

Schemes: Alliteration, Assonance, Anaphora, Anastrophe, Antecedent, Antithesis, Apposition, Appositive, Asyndeton, Chiasmus, Climax, Consonance, Diction, Epanalepsi, Loose Sentence, Parenthesis, Parallelism, Periodic Sentence, Polysyndeton, Repetition, Syntax, Zeugma

**Unit 3: Education/Argument**

**Essential Questions:** What is the purpose of Education? How might education be considered the civil rights movement of the 21st century? To what extent do our schools serve the goals of a true education?

**Unit Overview:** In this unit we will focus on arranging an Argumentative Essay using the Rhetorical Précis template. We will also work with Tone and identifying the speaker’s attitude and purpose in affecting the thoughts and actions of an audience. Mechanics and grammar work will focus on appositives and developing noun or noun phrases to modify main subjects

**Essential Readings:**

- Chapter 4: Education, The Language of Composition

**Essays:**

- Francine Prose, *I Know Why the Caged Bird Cannot Read*
- Sherman Alexie, *Superman and Me*
- James Baldwin, *A Talk to Teachers*
- David S. Broder, *A Model for High Schools*

**Film/ YouTube:**

- Robert Compton, *Two Million Minutes*

**Fiction**

- Ralph Ellison, *The Invisible Man*

**Speeches:**

- President Obama: Speech on the Importance of Education, September 8, 2009
- John B. King: *What School Can Be*, April 14, 2016

**Assessments:**

- Explore elements of tone, ethos, pathos, logos, appositives, and audience in *A Talk to Teachers*

- Composition: Comparison and Contrast:
  - Prompt: Do the problems and prejudices discussed in James Baldwin's, *A Talk to Teachers* continue to exist today, or are they history? Explain and support your viewpoint.
- Rhetorical Précis on *A Model for High Schools*, by David S. Broder
- Grammar: Exercises on Appositives
- Writing Assignment: Write a dialogue that shifts the tone several times throughout the conversation; and reflect on the cause and effect for each shift and tone.
- Project: Group Survey on Education based on Essential Question – What is the Purpose of Education? Along with questions based on selected readings from Chapter 4
- Composition: Argumentative Essay developing a claim that Education is the Civil Rights Movement of the 21st century
- Composition: Analysis of *Invisible Man* (Specific question TBD)

**Terms:** Rhetorical Précis, Argumentative Essay, Tone, Attitude, Syntax, Dialogue, Conversation, Point-of View, Parallel Structure

#### **Unit 4: Gender and Narrative**

**Essential Questions:** What is the impact of the gender roles that society creates and enforces?

#### **Overview:**

This unit will focus on applying synthesis, persuasion and rhetorical analysis to narrative reading, writing and speaking in both verbal and visual modes. Several elements of narrative are introduced such as memoir, description, elements of conversation and dialogue, along with different varieties of structural organization. We will be practicing editorial writing, students will write a persuasive piece about a controversial topic. We will look at editorial cartoon and students will work at creating an image using rhetorical strategies. We will work to understand Pro and Con and the elements that support and refute an opinion. In addition we will work with Irony and identifying use of irony and its purpose.

#### **Essential Readings:**

- **Fiction:**
  - *Their Eyes Were Watching God*, Zora Neale Hurston
  - *The Yellow Wallpaper*, Charlotte Perkins Gilman
  - *Sweat*, Zora Neale Hurston
  - *Hamlet*, William Shakespeare
- Non Fiction (Suggestions)
  - Virginia Woolf, *Professions for Women*
  - Judith Ortiz Cofer, *The Myth of the Latin Woman: I Just Met A Girl Named Maria*
  - Gretel Ehrlich, *About Men* paired with Paul Theroux, *Being a Man*

- Stephen Lewis, *Aids Has a Woman's Face*
- Goodman, Ellen, *Putting in a Good Word for Guilt*

**Assessments:**

- Composition: Analysis -Prompt 1: Read the following passage (paragraph 3, “I might be, martyrdom.”) from *The Scarlet Letter*, Chapter 5, and “Hester at Her Needle.” Then write an essay showing how Hawthorne depicts Hester’s inner turmoil. Consider such rhetorical devices as diction, figurative language, syntax, irony, and tone. **OR** Prompt 2: Read the following passage (paragraph 7, “Hester sought not, wrong, beneath.”) from *The Scarlet Letter*, Chapter 5, and “Hester at Her Needle.” Then write an essay analyzing the author’s use of clothing to reveal Hester’s self-perception, the attitude of Hester’s neighbors, and the nature of her daughter’s conception. Consider such rhetorical devices as diction, imagery, syntax, irony, and tone.
- Composition: Analysis -Prompt: Read Chapter 22, “The Procession,” from the *Scarlet Letter*. Then write an essay analyzing how Hawthorne uses rhetorical devices, including irony and extended metaphor, to reveal the conclusion.
- Composition: Comparison/Contrast Prompt: Both Jonathan Edwards and Ellen Goodman deal with the idea of guilt in their writings. In an essay, define guilt. Then compare and contrast the rhetorical strategies each author uses to deliver his or her message about guilt.
- Composition: Synthesis -Prompt: Who are considered outsiders in our society? Why are they in this position? How does society treat them? Should society be more tolerant of them? Using at least five sources from this unit, including *The Scarlet Letter*, write an essay that discusses the position of the outsider in society. Remember to attribute both direct and indirect citations. Refer to the sources by authors’ last names or by titles. Avoid mere paraphrase or summary.
- Grammar – Pronoun exercises
- Reader Response Journal for *Their Eyes Were Watching God*
- Composition: Contrast/Compare of Hester Prynne and Janie Starks
- Independent Reading Book Talk and Reader Response Journal

**Parents/Guardians:** Please be sure to sign up for Parent Connect so that you can closely monitor your student’s progress in all of his/her classes. Please sign below to acknowledge that you have read over the Course Criteria sheet with your children and return it by Monday, September 8th. Also, please provide your contact information below. Thank you, I look forward to a great year and to meeting you **at Curriculum Night on September 14, 2016 from 6:30-8:30.**

**In addition, please plan on attending the parent teacher conferences throughout the year:**

**SOTA PARENT CONFERENCES**

<b>Thursday, October 13, 2016</b>	<b>5:00 – 7:00 PM</b>
<b>Thursday, January 12, 2017</b>	<b>5:00 – 7:00 PM</b>
<b>Thursday, March 16, 2017</b>	<b>5:00 – 7:00 PM</b>

**We have read the syllabus, noting the required materials and the importance of registering on Parent Connect and the importance of attending Parent Conferences. (Please return this page signed by September 9<sup>th</sup>.)**

\_\_\_\_\_  
Parent/Guardian

\_\_\_\_\_  
Student

Parent/Guardian Name(s):

\_\_\_\_\_

Home Phone number(s):

\_\_\_\_\_

Work Phone number(s):

\_\_\_\_\_

Cell Phone number(s):

\_\_\_\_\_

E-Mail Address(es):

\_\_\_\_\_