Welcome back to Coral Reef Senior High School and to 10th Grade IB/Advanced Placement English Language & Composition. I am looking forward to a challenging and rewarding year with you and expect that you are rested and eager for the challenge as well. Because you are IB students, you have the privilege of taking this course, but you must also meet the rigor and requirements for the IBO, therefore our course will also prepare you for writing your extended essay and for upper level IB Literature courses. I know that as Coral Reef students, success is not expected, but demanded of you and I am here to help you succeed in your endeavors. With this in mind, I have provided some helpful guidelines that will help us get along and will assure your success in this course.

Classroom Policies and Procedures

Absences
Students must attend class on days and times scheduled.

- 3 tardies in one grading period will be cause for a conduct cut and detention.
- Make-up work will only be provided for excused absences at the student’s request (please speak with a colleague before approaching me).
- Excessive absences (5 or more absences whether they be excused or unexcused) are just cause for me to contact a parent or guardian for explanation.
- When you are absent, you cannot participate, so it is your job to find out how to make up for the participation grade for the week.
- When you are absent, whether it be excused or unexcused, you must return to class with your work that was due on the day of your absence. You have the equal number of days absent on any given absence to make up the work you missed.

Required Reading
- Students will be required to have a book from the marking period reading list to read in class.
- All assigned readings and timelines must be adhered to; titles will be provided throughout the year.

Textbooks Used in this Course
- 50 Essays: A Portable Anthology

Supplementary Materials
- Princeton Review for AP English Language and Composition
- Thank You for Arguing
- How to Read Literature Like a Professor
- Three literary works from my supplementary lists provided throughout the year
**Daily Writing and Studying**

- **Basic Knowledge Rule:** Students are expected to study all notes from daily lessons in order to be prepared for quizzes.
- **Essays/Writing Assignments/Projects:** Unless otherwise specified, all assignments must be turned in on-time, neat, in correct format, and error free.
- **Google Classroom:** ALL announcements, assignments, and reminders will be posted on Google Classroom.

*Late assignments will not be accepted and you will receive a Z for the assignment along with a cut in your participation grade.*

**Behavioral Expectations**

1. **Be on time:** in your seat and ready to proceed when the bell rings.
2. **Be prepared** (all materials and assignments must be with you).
3. **Be respectful:** keep all body parts, objects, and negative comments to yourself (profanity will not be tolerated and will result in a referral).
4. **Be involved:** participation is very important in this class.
5. **Be honorable:** any form of plagiarism and/or collusion will not be tolerated (we will discuss the definition of each in class).

*All district and school policies regarding dress, attendance, classwork, behavior, and home learning will be observed in our class.

**Consequences of inappropriate actions:**

- 1st – warning (verbal) and participation cut.
- 2nd – one-on-one discussion, parent contact, and participation grade of F for the week.
- 3rd – one-on-one discussion, parent contact, participation grade of F for the week, and administrative referral.

*I reserve the right to alter these steps as necessary.*

**Plagiarism/Collusion Consequences:** Both are forms of cheating. Cheating is giving yourself an unfair advantage on an assignment or test for our class. The consequences are: 1. An F for the assignment; 2. Call home to your parents; 3. Referral to Ms. Wise and administration; 4. An F for participation for the week; 5. Losing my trust and any hope of a recommendation of any kind from me along with foregoing your chances of obtaining a recommendation for your potential Extended Essay supervisor.

**Teacher Expectations:**

1. Provide a safe environment conducive to learning
2. Do my best to guide and assist you in your academic needs
3. Support your decisions and goals
Please feel free to come to me with any problems, comments, or concerns (whether class related or not) that you have. I will do my best to assist and guide you or refer you to the right person.

- If you have an individual concern that I cannot or should not address during class time, please send me an email and I will set up a conference time to meet your needs.
- If you have a grade or assignment concern of any kind, email me first at ginamarmol@dadeschools.net before approaching me so that we can resolve it privately and promptly.

Miscellaneous:

- You will be given a double extra credit A at the start of every quarter titled “Restroom;” you are always allowed to use the restroom, but you will lose this extra credit if you choose to go. Should you have a medical reason for using the restroom regularly, please provide medical documentation.

Required Materials:

1. Notebook—either 3-ring binder or spiral notebook with perforations next to margin
2. Black/blue pens, pencils
3. Grading pen red/green/purple
4. Class assigned novels and AP preparation materials – to be assigned periodically.
5. Tablet or laptop (advance notice will be given)
6. Access to a working computer with internet access and a printer (Coral Reef Library is down the block and has great laptops and PCs waiting to be used)
7. A printer with an ink supply that is meticulously monitored.

Printed issues are not a valid excuse for failing to turn in an assignment. Do not ask me to print your work. This means you are unprepared and will be given a Z for the assignment.

*MDCPS has provided each student with a tablet that must be insured and meticulously cared for throughout the year. Your choices are: 1. bring your own device; 2. sign up, check out, and insure the MDCPS device. It is important you remember that you are responsible for the mint condition return of the MDCPS tablet. Should you lose or damage it, you will have to pay to replace the device and/or any of the parts you damaged or lost.

Grading Scale:

- A = Excellent 3.50 – 4.0+
- B = Good 2.50 – 3.49
- C = Average 1.50 – 2.49
- D = Minimal 1.0 – 1.49
- F = Failing below 1.0
Quarter grades will be based on:

a. Daily/on-going assignments
b. Quizzes
c. Tests (AP essays are 6 grades each/multiple choice tests are 3-5 grades depending on length)
d. Projects/Presentations
e. Home Learning (varies)
f. Preparation (having materials in a timely fashion)
g. Class discussion (participation and cooperation): should you sleep, fail to produce homework, use your cell phone without permission, disrupt, or be disrespectful to students or teacher(s) in my presence, your weekly participation grade will decrease at my discretion depending on the severity of the infraction.
h. Research
i. Essays (AP Essays and Extended Essay drafts)

Communication

The lesson plan and homework for the class will always be posted on the board. I also use Google Classroom (GC) to post readings, documents, forms, and discussion posts related to our class. If you are ever confused about homework or any assignment, post the question on Google Classroom and your classmates will answer your question. I will be monitoring Google Classroom as well to ensure your question is answered. You must use GC as your primary mode of communication regarding assignments (GC sends me notifications when students post questions or concerns).

Granted, if there is a personal concern, a grade issue, or you used GC to no avail, then you are free to text me your question or concern. My cell phone number is (305) 431-4045. When texting, be sure to have the topic of your email in the subject line, greet me, state your name, period, class, and concern clearly and concisely. Do not text me after 9pm as I will not read it until the next day and will not appreciate the lateness of your communication should the concern involve the following day’s lesson.

As for parental contact, your parents should email me at ginamarmol@dadeschools.net when they have a concern. Parents should only use my personal number if it is an emergency (your health, well-being, or that of your family is at stake).
Print Student Name: __________________________

Student Signature: ____________________ Parent Signature______________________

Parent Contact Info. (Phone and email):

Phone: ________________________________

Email: ________________________________

PRINTING AND COMPLETING THIS PAGE WILL CONSTITUTE AWARENESS AND UNDERSTANDING OF OUR CLASS EXPECTATIONS—PLEASE BRING TO CLASS WHEN INSTRUCTED TO DO SO.
Objectives:

The objectives of this course are to teach students the skills necessary to become an effective reader, writer, speaker, listener and viewer of the English Language. The students will be expected and encouraged to think, read, speak, and write analytically according to the guidelines and requirements of the AP English Course Description.

Grading System:

Essays (50%): Most of these Essays are written in class timed at 40 minutes and will either be a question from Cohen’s 50 Essays reader or a past AP Free Response question. Because students are expected to revise and improve their writing, I provide many opportunities for students to partake in peer editing followed by an equally weighted revision of their essay. This is a clear signal to students that effective writers revisit and revise their writing so to become more seasoned writers. In order for students to visualize and chart their progress, I have them staple the first draft at the bottom (which has peer marks and comments) and their revision at the top. The revisions are 20% of the essay examinations grade for the marking period, while the essay exam is 30%. The timed, examination essay weighs 10% more than the revision so that students understand that timed writing is an important component of this course and college courses as well.

Tests and Projects/Presentations (25%):
Most of the tests in this course consist of multiple choice questions from past AP English examinations accompanied by free-response essay questions. The tests can also be based on material read before class or rhetorical devices. Once the course is at its peak in January, the students are tested on reading material they have never seen until the day of the examination. Building stamina is important, so the students begin with about 10 multiple choice questions and gradually build up to 55 questions in the month of March. Having a rationale for their answers is vital to their success on the AP exam, so I group them in four’s and have them create a test key.

Homework (15%):
The homework assigned varies, but it consists mostly of reading and annotating texts to be discussed in class from Cohen’s *50 Essays* reader. The students are expected to annotate in the margins, underline any text useful in creating a SOAPSTONE and/or Toulmin outline. This type of homework is extremely useful for executing Socratic Seminars and group discussions (a bit more informal than the Socratic Seminar).

**Daily Tasks (10%)**:  
These daily tasks vary from lesson to lesson, but consist mostly of grammar exercises and writing in response to PPETS (people, places, events, things, statements) in their journals. The journals are used for PPETS exercises during the weekdays and on weekends the students are prompted to discuss a topic of their choice in narrative form (independent journaling). Because I want the students to experiment with technique and style, I always encourage them to incorporate or imitate some of the rhetorical strategies they have noticed during the week.

Most lessons begin with a grammar lesson based on a grammatical concept present in the current text being read in or outside of class. These mini-lessons are taken from *The Lively Art of Writing* by Lucile Vaghan Payne. The vocabulary from weekly readings is also incorporated into every other class session.

Course Organization:  
This course is organized by theme (see syllabus)

**Pre-Unit: August (two weeks): Getting Started**  
Classroom expectations, grading system, classroom rules, Rhetorical Terms (Definitions), Rhetorical Modes, Rhetorical Devices, *AP English Course Description*.

**Readings:**  
- “On Keeping a Notebook” by Joan Didion  
- “I Just Wanna Be Average” by Mike Rose  
*Everything’s An Argument*: chapters 1-3: “Everything’s An Argument”, Arguments Based on Character”, “Arguments from the Heart—Pathos”.

**Assessment:**  
- Weekly quizzes on grammar, readings, vocabulary, rhetorical terms/devices, and vocabulary  
- Test: rhetorical modes and devices along with multiple choice questions on readings

**Composition**: Write a letter to the students of a teacher that has had a positive influence in your academic career. Try to use humor and wit when describing specific moments in that educator’s classroom, but balance humor with
introspective commentary that foreshadows the maturity gained from that
experience (refer to Rose’s I Just Wanna Be Average). Be sure to include
dialogue and people in your letter.

**Visual Project:** Create photograph, painting, diorama, or sculpture that
represents your memories of that classroom. These will be displayed in class.

**Unit 1: September/October: Human Nature**
For each reading assignment students must be able to identify the following:

- SOAPSTONE (Speaker, Occasion, Audience, Purpose, Subject, and
  Tone)
- Thesis or Claim
- Attitude
- Evidence
- Appeals: logos, pathos, ethos
- Style (diction, syntax, rhetorical mode, rhetorical devices)

Cover chapters 4-6 of *Everything’s An Argument: “Arguments Based on Facts
and Reasons”—Logos”, “Thinking Rhetorically”, “Writing Arguments”.*

**Readings:**
- “We’ll Go Forward from this Moment” by Leonard Pitts, Jr.
- “Twin Towers: 911 Memoir” by Jacques Menasche
- “The Holy Use of Gossip” by Kathleen Norris
- “The Ways We Lie” by Stephanie Ericsson
- “Where I Lived, and What I Lived For” by Henry David Thoreau
- “The Allegory of the Cave” by Plato
- “Shooting An Elephant” by George Orwell

**Novel:** *Candide* by Voltaire

**Viewing**
Film clip from *Ridicule*—this is a French film that focuses on the use of Voltaire-
like wit in the French Court of Louis XVI. The use of wit in this particular clip
reveals the selfish motives of an aristocrat pretending to be modest and altruistic.

**Project**
- Create a Candide Scrapbook that includes maps of his journey, pictures of
  important scenes, philosophers that challenged Voltaire’s views, rhetorical
devices (partner activity)
- Poster on Pitts’ “We’ll Go Forward from This Moment” and Menasche’s
  “Twin Towers Memoir” that compares and contrasts the rhetorical devices
  and SOAPSTONE for each with the use of illustrations (individual activity).
Composition 1: Memoir
Recall where you were during September 11, 2001 and write a memoir that imitates Menasche’s style. Be sure to capture the emotions of that day. The images and impressions 911 left on you should be present in your memoir.

Composition 2: Rhetorical Analysis Essay
What rhetorical devices does Menasche use in his memoir to convey the dramatic events that unfolded during 911?

Composition 3: Expository Essay
In a cohesive essay, explain how American society and government upholds Candide’s philosophy of optimism. Before you begin writing your essay, think about some aspects of American life: social structure, education, government, and media.

Revision Assignment:
After a peer group editing session (I begin peer editing groups at the end of September once the students have known each other for about a month), revise the evidence paragraphs of composition 2 with focus on the explanation and evidence given for each device. There should be no summary and grammatical errors. There must also be visible attempts at varied syntax and critical thinking that go beyond what is evident in the text.

Viewing
• Bennet’s Our New Lifestyle (political cartoon)
• Walt Handelmsmann’s Our Twin Towers (political cartoon)

The focus of the political cartoon analysis will be on the claim being made by the cartoons, and how both use similar techniques to convey their claim.

Tests and Quizzes
• Multiple Choice on readings and vocabulary
• Quizzes on grammar, readings, and rhetorical devices

Unit 2: October: The Female Persuasion
Readings:
1. “The Myth of the Latin Woman” by Judith Ortiz Cofer
3. “There is No Unmarked Woman” by Deborah Tannen
4. “Aren’t I A Woman?” by Sojourner Truth
5. “Lost in the Kitchen” by Dave Barry
6. “Against the Spanish Armada”, a speech by Queen Elizabeth I

Novels: Choose one
Nathaniel Hawthorne, The Scarlett Letter
Margaret Atwood, *The Handmaid’s Tale*
Kate Chopin, *The Awakening*
Brooks, Geraldine, *Year of Wonders*

**Viewing**
Scenes from the films *Elizabeth* and *Queen Elizabeth I*

**Writing Assignments**

**Test Essay in Class:**
1. Rhetorical Analysis Essay: AP Free Response Question on Queen Elizabeth’s speech *Against the Spanish Armada*.

2. Rhetorical Analysis Paper (1500-2000 words)
Rhetorical Analysis of novel: The student constructs a question based on notes made during the reading of their novel. After reviewing their notes they are asked to construct a question that focuses on rhetorical analysis of the text. The 1500-2000 word paper has a thesis (the answer to the question) that is supported by evidence from the text and literary criticism that is researched by the student. This particular assignment is comprehensive and requires the following: an outline, evidence of highlighted and annotated text, a 1000 word draft, an abstract, and the final product with a works cited page.

**Revision Assignments**
1. Revise the Rhetorical Analysis Essay draft and make changes based on feedback from the teacher and suggestions made by your peer editing group.
2. Revise one evidence paragraph of the Queen Elizabeth speech Free-Response question and focus on showing the device.

**Project** (see appendix)
Comparison/Contrast Poster Project (2-3 literary works): The students are given a week’s notice to obtain their project materials so that the posters are creative and as unique as possible. They are then given half a class session to plan and begin their posters. The poster must compare and contrast the rhetorical devices, SOAPSTONE, and themes of the literary works they choose for their project (must be from this unit).

**Tests and Quizzes:**

Multiple Choice Exams, Vocabulary and Grammar Quizzes will accompany each of the six shorter length texts.

**Unit 3: November-December: Politics and Government**

**Readings**
1. “Politics and the English Language” by George Orwell
2. “A Modest Proposal” by Jonathan Swift  
4. “Why Don’t We Complain?” by William F. Buckley, Jr.  
5. “The Morals of the Prince” by Niccolo Machiavelli  
6. “The Gettysburg Address” by Abraham Lincoln  

Longer Length Texts: Choose one  
Niccolo Machiavelli, *The Prince*  
Karl Marx and Engels, *The Communist Manifesto*  
George Orwell, *Animal Farm*  
Jean-Jacques Rousseau, *The Social Contract*  
Lewis Carroll, *Alice’s Adventures in Wonderland and Through the Looking Glass*  

Viewing  
Film clips from *Les Miserables* and *V for Vendetta*  
Analysis of painting: Pablo Picasso’s *Guernica*  

Writing Assignments:  
2. Argument Essay: AP Free Response Question from 2005 Singer’s Solution to World Poverty (timed in class at 40 minutes).  
3. Synthesis Essay on the United States immigration debate from Vogel’s *Multiple Choice and Free-Response Questions in Preparation for the AP English Language and Composition Examination*. **Reminder to students:** Remember to attribute both direct and indirect citations. Avoid mere paraphrase and summary.  

Revision Assignments  
1. Revision of one synthesis essay with an emphasis on grouping sources according to your argument and the quality of evidence analysis.  
2. Revision of argument essay with emphasis on making evidence sound mature and appropriate according to the question given.
Tests and Quizzes
Multiple choice tests, vocabulary and grammar quizzes will be from the texts covered in this unit.

MIDTERM
This examination consists of a rhetorical analysis essay, an argument essay, and a 55 question multiple choice exam from Vogel's *AP English Language and Composition Examination Preparation* book.

Presentation
The students will begin their preparation for the "Politics and Government Unit" presentation that is due in February. The students will highlight and annotate the texts read from this unit in order to create a presentation that focuses on the structure of argument according to Toulmin’s Outline from *Everything’s an Argument*. They will also be asked to search for any of the fallacies of argument taught in class from *Everything’s an Argument*. Because we have been reading, listening and viewing for months, the presentation must be a multimedia production that illustrates a theme from their texts. The students will do the work for this project in groups of 3-4 students and will have about a month to research, gather, analyze and synthesize their information into a 20 minute presentation. The presentation must have as many of the following forms of media as possible: photographs, music, paintings, text, film, and political cartoons. All of these forms of media will be used by the group in order to encourage and conduct a lively debate amongst the class. Being that the attention of a teenage audience is at stake, the groups will be told to have a meaningful and appropriate “attention grabbing device” and “memorable conclusion” in the form of media. This assignment is tailored to help students understand the construction of a synthesis essay, analyze all forms of documents, and formulate an argument based on their investigation.

Unit 4: January to February: On Being African American
Readings
1. “Graduation” by Maya Angelou
2. “Black Men and Public Space” by Brent Staples
3. “Letter from a Birmingham Jail” by Martin Luther King, Jr.
4. “They Must Have Spiked His Jello” by Leonard Pitts

**Longer Length Texts:** Choose one
- Nella Larsen, *Passing*
- Richard Wright, *Black Boy*
- Toni Morrison, *Beloved*
- Maya Angelou, *I Know Why the Caged Bird Sings*
- Zora Neale Hurston, *Their Eyes Were Watching God*

**Viewing**
- Film clip from *Glory* and *Malcolm X*
- Analysis of Norman Rockwell's painting, *The Problem We All Live With*

**Writing Assignments**
1. Rhetorical Analysis Essay: AP Free-Response Question from 2003, a speech by Alfred M. Green encouraging African Americans to fight with the Union Army (40 minutes/timed in class).
2. Argument Essay: Identify Staples' claim in “Black Men and Public Space”. After reading Staples' essay, write an essay that affirms, denies, or qualifies his claim.

**Revisions:**
1. Revise the rhetorical analysis essay for AP question from 2003 with concentration on critical thinking and analysis of the author's motive and purpose. Ask yourself if the rhetorical strategies you chose coincide with Green’s purpose and his audience.
2. Revise one of the argument essays with focus on the evidence you provided for your position. Ask yourself if the evidence provided is mature and appropriate for the free-
response question. Remember that there are different types of evidence for an argument and your choice should be made according to the subject matter of the question.

Project (second week in February):
Politics and Government Group Presentation: 20 minutes per group (see above)

Tests and Quizzes
Multiple choice tests on all readings, vocabulary quizzes and grammar warm-up quizzes.

Unit 5: March to May: It’s Crunch Time—Show Me What You Can Do

Readings
During these two months we mostly read AP Free-Response questions, write essays in response to the questions, and go over them as a class. I also have students revise their essays for homework, read their essays aloud to a partner, and do group grammar checks that focus on varied syntax and correct use of punctuation.

1. “The Boston Photographs” by Nora Ephron
5. AP free-response rhetorical analysis Question from 2003: Downe’s Letter to his wife.
7. Argument Question from Vogel’s preparation book (Vogel 166).
10. Argument Question from Vogel’s preparation book (Vogel 189).

Revision Assignments:

1. The students will be revising every essay written during this unit. Because it is the end of the year, the students will be asked to revise their entire essay with focus on grammar, syntax, diction, thesis, evidence, and critical thinking.

Novels: Choose one

The Naturalism, Realism and Surrealism movements should be covered in AP European History during the month of March. Most of my students are in AP European History and can appreciate the history behind these novels.

Gustave Flaubert, Madame Bovary
Albert Camus, The Stranger
Franz Kafka, The Metamorphosis and The Trial
Fyodor Dostoevsky, Crime and Punishment
Leo Tolstoy, Anna Karenina

Writing Assignments

1. All essay writing assignments done in class during the months of March, April and May are AP Free-Response questions based on the texts mentioned in the "readings" (see syllabus).

2. All homework assignments during this time are revisions of essays written in class.

3. Because time is limited, journal writing is done for homework on the days when there are no revisions.

Tests and Quizzes

All multiple choice tests during this time are based on passages read in class in a timed atmosphere.

All quizzes during this time are based on recognition of rhetorical devices and argument structure.

Final Exam

The final exam is given about ten days before the AP English Language and Composition Examination. It consists of 55 multiple choice questions and three Free-Response questions. Because we are on two hour block scheduling, the test is divided into two class sessions.