

AP English Language and Composition
2023–24
Room 115
Class website: cheriewalsh.weebly.com

Mrs. Cherie Walsh
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Office hours: Sign-up sheet on office door

Description

AP English Language and Composition will prepare you for college-level academic writing. The course has three major objectives:

- It prepares you for the AP English Language exam, which highlights an undergraduate conversance with rhetoric. Rhetoric is the art of persuasion, and you will develop skills supporting this art as you encounter it as both a reader and writer. Academic writing is a discourse, and this class will help you participate in the ongoing conversation about ideas. The course features a research paper sequence.
- Relatedly, the class encourages you to take the building blocks of grammar you have learned over the years along with the usage experiences you've had in grades 9 and 10 and to galvanize them, though your greater understanding of how language works, into skills you can wield as a writer of arguments and of art.
- It gives you a solid background in several major movements of American literature, improving your cultural understanding and aesthetic appreciation of beautifully written works across the genres of the novel, the poem, the short story, the drama, the letter, and the essay.

Class Texts

Semester 1

The Great Gatsby by F. Scott Fitzgerald

Poems by Ezra Pound, HD, William Carlos Williams

“‘Indians’: Textualism, Morality, and the Problem of History” by Jane Tompkins

“The Love Song of J. Alfred Prufrock” by T.S. Eliot

Excerpts from writings by Columbus, Franklin, Crèvecoeur

The Scarlet Letter by Nathaniel Hawthorne

Excerpts from writings by Emerson, Thoreau, Bryant

“Bartleby the Scrivener” by Herman Melville

Fascicle 13 by Emily Dickinson

Excerpts from “Song of Myself” by Walt Whitman

Semester 2

Selections from *Winesburg, Ohio* by Sherwood Anderson

Selections from *In Our Time* by Ernest Hemingway

As I Lay Dying by William Faulkner

Flannery O'Connor: Spiritual Writings. Summer reading

Short stories by Flannery O'Connor

Excerpts from writings by DuBois, Washington, Hurston,

Poems by Langston Hughes, Countee Cullen, Jean Toomer

Excerpts from Ralph Ellison's *Invisible Man*

“Black Men and Public Space” by Brent Staples

Othello by William Shakespeare

Textbooks:

(These books must be returned at the course's end.)

They Say/I Say: The Moves That Matter in Academic Writing by Gerald Graff and Cathy Birkenstein
Rhetorical Grammar by Martha Kolln

A few policy points:

1. Academic honesty. This course will follow the school policy for academic honesty, as discussed in class. Ask if you have questions about your relationship to outside sources. You may not use any AI for this class, including Grammarly.

2. Submission of work. New this year: You'll start your paper in a Google Doc and use the same Google Doc throughout. At the end, you'll make me an editor and submit the link to Jupiter (we will practice doing this). You won't edit your document after you have turned it in, and this process will give me the draft work as well.

3. Late work. Late homework is accepted for half credit; late papers lose one letter grade per day late, bottoming out at 50%. Fill out a late work slip (or put the information in the "note to teacher" field on Jupiter when you hand it in electronically) to receive any credit for late work. Ask for an extension at least 36 hours in advance if you see trouble coming. IEP-type accommodations apply to work completed in class only, e.g., in-class writings or tests. I enforce the late policy but happily grant extensions when warranted (and the first one for any reason).

3. The end of the quarter is the end of the quarter; the end of the year is the end of the course.

Tips for success:

1. Class is much more interesting when you have done the reading. If you fall behind, do the current assignment and then reach back to pick up what you have missed. Reading ahead is a good solution to scheduling crunches; just be sure to go over your annotations before class so that you are clear about what material is in the current assignment.

2. The revolution will not be televised.

- a. Come to class whenever you can; when you miss, get assignments from friends, the website, and the teacher.
- b. Take notes. Students sometimes think that book annotation is enough. It is not. Keep a daily record of class in your notebook.
- c. Annotate your books. We'll review how to do it, but most students develop their individual styles.
- d. Frequent office hours. You will not be fully successful in this class unless you come to office hours with drafts, ideas, and questions.

The Hot Seat:

For major writings, you will bring your best drafts to me to be graded/marked in real time. The purpose of the exercise is to help you really read your draft, understand the process of your reader, and engage in a mature way about your ideas.

A paper that comes to a Hot Seat with five or more instances of the “Unlucky 13” errors will be returned to you for polishing before we meet again. In the AP class, you don’t want my comments to be too much about your commas but more about the effectiveness of your expression and the quality of your ideas.

A final word:

The rigor of this AP Lang/American Literature class, if all is going well, hits a sweet spot in your development as a reader and writer, enabling you to see more than ever what literature and language itself are and can do. We read both to see ourselves in characters (for better or for worse) and to test out decisions and patterns of thought in a safe, imaginative way and also, of course, to learn about others. We read to enjoy the well wrought line or sentence, the structure of argumentation, and to be persuaded by it or to learn from it while arguing differently. I’ve selected the readings with this push to greater sophistication in mind. I hope you prepare well, work hard, and learn as much as you can.