

# Montclair High School

## Course Syllabus

**Department:** English

**Course:** AP Language and Composition: American Social Justice

**Level:** Advanced Placement, 12<sup>th</sup> grade

**Credits:** 5

### Course Description:

American Social Justice English is the third year in the Social Justice Program, an English and History interdisciplinary program with a strong emphasis on the impact that social movements have had on the development of history, humanities and the arts. Students will actively engage in curriculum that expands upon the themes of social justice that they have studied in their sophomore and junior years. Its focus is on exploring and responding to quality non-fiction from a variety of perspectives. There is emphasis on helping students to “write effectively and confidently in their college courses, across the curriculum and in their professional and personal lives” (College Board, *AP English Course Description*, 2010, p.7). Students will examine memoir/biography/autobiography, essays, criticism, speeches and other forms of expository writing. Students will respond to texts by writing in a variety of ways that include literary analysis, compare/contrast, argument/persuasion, and synthesis. Extension projects are assigned to permit students to demonstrate advanced understanding, the application of new knowledge, or immersion in a particular area of special interest. Collaborative learning, and attention to the writing process are critical components of the course. Student progress is measured through a variety of traditional and alternative means of assessment. Computer technology is used in research and writing development. The course is designed according to the requirements and guidelines of the current *AP English Course Description*; therefore, students are expected to read critically, analytically, and communicate clearly through verbal and written expression.

### Standards:

NJSLS: Reading Literature: 11-12.1-10; Reading Informational: 11-12.1-10; Writing: 11-12.1-10; Speaking and Listening: 11-12.1-6; Language: 11-12.1-6

### Anchor Text(s):

Text Title	Publisher/Author	Year/Edition	ISBN	Text Distribution
<i>The Language of Composition: Reading, Writing, Rhetoric</i>	Bedford/St. Martins Press – Shea, Scanlon & Aufses	2012 2 <sup>nd</sup> edition	978-0312676506	Hard copy
<i>Rereading America: Cultural Context for Critical Thinking and Writing</i>	Bedford/St. Martins Press – Sam Cohen, ed.	2006 2 <sup>nd</sup> edition	978-0312447038	Hard copy
<i>The Other Wes Moore: One Name, Two Fates</i>	Speigel & Grau – Wes Moore	2011	074347712X	Hard copy

<i>Sidewalk</i>	<i>Sidewalk</i>	Farrar, Straus & Giroux	2000 1 <sup>st</sup> edition	0374527253
<i>Food, Inc.</i>	Hard copy	2009 1 <sup>st</sup> edition media tie-in edition	1586486942	Hard copy
<i>Sarah's Key</i>	St. Martin's Griffin – Tatiana DeRosnay	2008 1 <sup>st</sup> edition	0312370849	Hard copy

### Supplementary Materials:

- *Silent Spring* – Rachel Carson, excerpts
- “Sexism in English” – Aileen Pace Nilsen
- “Politics and the English Language” – George Orwell
- “The Language of Prejudice” – Gordon Allport
- *Voice Lessons* – Nancy Dean
- Selected commercials, political cartoons, advertisements, film clips, documentary films and artworks
- Selected essays from *Outlooks and Insights: A Reader for College Writers* – Paul Eschholz and Alfred Rosa, eds.
- Selected essays and poetry

### Units of Study:

This course is organized by concept: Personal Narratives/Autobiography, Biography and Memoir; Persuasion and Methods of Rhetoric; Compare and Contrast; Methods of Research

**Proficiencies:** By the end of this course, students will:

- improve close reading and analytical strategies through careful annotation and dialectical note taking;
- employ a wide variety of writing strategies, techniques, and styles;
- improve their ability to find, explain, and defend (through discussion, coaching and writing) how style and rhetoric help to create and support meaning within a text;
- revisit the purposes and modes of rhetoric in order to: develop an effective use of rhetoric, including controlling tone, establishing and maintaining voice, and achieving appropriate emphasis through diction and sentence structure;
- improve organization in writing through the use of rhetorical modes and appeals to improve coherence
- effectively state, support, and explain their claims in both formal and informal arguments, in written and oral presentations;
- review and examine how grammar is used to create meaning, and implement the use of appropriate grammatical forms within their writing;
- advance and bolster vocabulary skills, providing skills to aid in deconstructing unfamiliar vocabulary, allowing students to use the words themselves to find clues to meaning;
- develop research topics through discussion, inquiry and writing;
- evaluate research materials for their reliability and relevance;
- synthesize and employ discoveries made through research to support their own argument;
- cite primary and secondary sources using MLA guidelines.

### Evaluation & Assessment:

Marking period grades for this course will be determined as follows:

- Tests: 60%
- Quizzes: 25%
- Class Work/Homework: 15%