



# AP English Language and Composition

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## Course Overview

Students in this introductory college-level course read and carefully analyze a broad and challenging range of nonfiction prose selections, deepening their awareness of rhetoric and how language works. Through close reading and frequent writing, students develop their ability to work with language and text with a greater awareness of purpose and strategy, while strengthening their own composing abilities. Course readings feature expository, analytical, personal, and argumentative texts from a variety of authors and historical contexts.

## Big Ideas and Enduring Understanding:

These serve as the foundation of the course and allows students to create meaningful connections among course concepts.

- **Rhetorical Situation** –Individuals write within a particular situation (context) and make strategic choices based on that situation. The rhetorical situation involves the interaction and analysis of the audience,purpose of the text, speaker, occasion,tone of the text, subject and themes as well as the situation that caused the demand for the text known as exigence.
- **Claims and Evidence** –Writers make claims about subjects , rely on evidence that supports the reasoning that justifies the claim and often acknowledge or respond to other possible opposing arguments.
- **Reasoning and Organization**-Writers guide understanding of a text's line of reasoning and claims through that text's organization and integration of evidence.
- **Style**- The rhetorical situation informs the strategic choices that writers make.

## SUMMER TASK:

- a) Students are encouraged to read and annotate the story *Henrietta Lacks* from the reading list. You are expected to annotate the text, making notes and commenting on the following:

Rhetorical Feature	Specific Details to note
<b>Subject</b>	What are the main ideas contained in the text? What is this piece about? Summarize the key themes and ideas that the writer wished to convey.
<b>Occasion</b>	Where and when was the piece written? Did you observe any shifts in time and place?
<b>Audience</b>	The group of readers to whom this piece is directed. The audience may be one person, a small group, or a large group. Identify the audience to whom you think this text is directed. Be ready with reasons to support your answer.
<b>Purpose</b>	The reason behind the text. What does the speaker, and writer, want the audience to do, feel, say or choose? Identify the purpose of the story. Find evidence in the story to support your answer.
<b>Speaker</b>	The voice that tells the story, or in nonfiction, the author. What do we know about the writer's life and views that shape this text? Research the author of the story.

<b>Tone</b>	What choice of words and use of rhetorical devices let you know the speaker's tone? Is the tone light-hearted or deadly serious? Mischievous or ironic? Identify these as you read.
<b>Language/Diction/Word choices used</b>	What word choices were used in the story and to what effect?

**b) Use the list of literary and rhetorical devices as well as the tone and diction list to identify and label textual features as you read.**

**PLEASE NOTE:** Your annotations will guide our class discussions and subsequently conclude in a graded assignment. Use post-its, index cards or Google Docs to explain your answers.

### Texts to be Read for the Year:

*Everything's An Argument*

*The Essay Connection*

*A World of Essays*

*The Immortal Life of Henrietta Lacks*

*The Omnivores Dilemma*

*Various other selections , essays and speeches*

### Other Readings

*The Craft of Revision; Easy Writer; Everyday Use: Rhetoric at Work in Reading and Writing; Inventing the Truth: The Art and Craft of Memoir; The Norton Sampler: Short Essays for Composition; One Hundred Great Essays; Picturing Texts; and Subjects/Strategies: A Writer's Reader.*

