

AP Language and Composition

for readers and writers and lovers of language

Human

SYLLABICATION: hu·man

PRONUNCIATION: hy^{oo} ' mən

NOUN: **1.** A member of the genus *Homo* and especially of the species *H. sapiens*. **2.** A person: *the extraordinary humans who explored Antarctica*.

ADJECTIVE: **1.** Of, relating to, or characteristic of humans: *the course of human events; the human race*. **2.** Having or showing those positive aspects of nature and character regarded as distinguishing humans from other animals: *an act of human kindness*. **3.** Subject to or indicative of the weaknesses, imperfections, and fragility associated with humans: *a mistake that shows he's only human; human frailty*. **4.** Having the form of a human. **5.** Made up of humans: *formed a human bridge across the ice*.

ETYMOLOGY: Middle English *humain*, from Old French, from Latin *hūmānus*. See *dhghem-* (earth in Old English, *gama* in Germanic) in Appendix I.

Most words for “human” (or “man,” as sexist as that may be) in most languages are derived from the word “earth,” including English. In Hebrew the word is “*adam*” – like the name of the first man...who was created from the earth? Get it? Interesting, huh?

So, now that you know what the word “human” means and where it comes from, (if you didn’t know already), the question we will be exploring this semester (and for the rest of the year) is,

What makes us (you and me and everyone else) human?

It will be the theme for this class this semester; keep it in mind when reading your assignments. Speaking of assignments, here are the texts you have already read and the ones you may be reading this year:

Major texts you *may* have studied by the end of the year:

The Great Gatsby F. Scott Fitzgerald
Fences August Wilson
The Crucible Arthur Miller

Macbeth William Shakespeare
Color of Water James McBride
The Tempest William Shakespeare

Invisible Man Ralph Ellison
Glass Castle Jeanette Walls
Pride and Prejudice Jane Austen
Hawthorne
Hunger for Memory Richard Rodriguez
Ta-Nehisi Coates

The Scarlett Letter Nathaniel

Between the World and Me

The Classroom Text:

The Language of Composition
50 Essays: A Portable Anthology

In this class, major texts will be supplemented by many different kinds of texts, including but not limited to all of the following:

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- Essay (analytical, persuasive, informative, travel, naturalist, commentary)
 - Personal Narrative, Memoir, Autobiography
 - Speech (17th, 18th, 19th, 20th, 21st Century)
 - Letter (17th, 18th, 19th, 20th, 21st Century)
 - Bible Story, Bible Quotation
 - Textbook (including science, history, math...)
 - Newspaper Article
 - Novel, Short Story, Play
 - List of Facts
 - Quotation
 - Artwork
 - Editorial
 - Poem
 - Film

Words and Terms you must be familiar with:

ACTIONS

Defend
Support
Refute
Challenge
Qualify
Analyze
Synthesize
Develop
Evaluate
Assume
Propose
Juxtapose
Manipulate
Employ

Promote

Explore

Consider

Convey

Assert

Argue

Assess

Criticize

Paraphrase

Recognize

Persuade

Identify

STRATEGIES

Biblical Allusion

Logical Argument

Rhetorical Devices

Rhetorical Strategy

Use of Appeals

Methods of Persuasion

Aspects of Style

Detail Manipulation

Rhetorical Structure

Reasoned Essay

**METHODS OF
ARGUMENT**

*Plus all of those poetic devices you have been studying since the dawn of time...yes, I do mean all of them.

Other themes for this class:

Keep these in mind as you move through the year:

1. Language as it characterizes its user
2. Language and its power to persuade

“Empty vessels make the most noise.” -- James Joyce

Let us strive not to be empty, huh?

Tips for Success in this Class:

- Keep up
- If you have a question, **ask**
- If you are having trouble, **talk to me**
- If you need more clarification, **talk to me**
- If you want to talk about ideas, **talk to me**
- If you want a bit of extra practice, **talk to me**
- “If you want to be successful, you must be educated and decisive” – Julie Luncheon

“Once you learn to read, you will be forever free.” —Frederick Douglass

The Syllabus Starts Here

You are what you read, and what you read influences what and how you write. **Reading is absolutely fundamental to this class.** All texts read in this class are meant for close reading and explication by students and as models of the use of language and rhetoric. The selections are expected to influence in some way student writing and analysis.

Semester One – From infant to toddler to awkward pre-teen – oh, and now there’s a new classification between infant and toddler; it’s called “waddler.” You’ll do that too (waddle, I mean).

- The elements of argument and their application to the text – SOAPSTONE
- The importance of our words and how we use them: Diction, Syntax, Style, and Rhetoric
- Analysis of audience and rhetorical strategies
- Speaker vs. Author
- Synthesis of multiple text to support an original, insightful claim
- The In-Class AP Exam – Essay and Multiple Choice

(just in case you wanted a preview...)

Semester Two – From pre-teen to teen to adult – yes, you’re still awkward. Don’t be worried. It’ll pass.

- The finer points of style and argument
- Finding your own voice – if you haven’t already found it...
- Irony and Satire – the argument behind the humor
- More on the AP Exam – Essay and Multiple Choice

Classroom Rules and Expectations

“Things do not change; we change” – Henry David Thoreau

- Late work will be penalized. All work turned in after the due date but before the deadline will be marked down by 10% off the earned score; anything submitted past deadline will be given feedback only and will receive a zero. Moral: turn in work on time or your grade will suffer, and pay close attention to due dates and deadlines.
- Because of the rigorous nature of this class, and because of our dependence on classroom discussion for understanding, all reading must be done on time. Reading will be assessed on a regular basis.
- Come to Zoom class on time. With so much to read and write this year, it is important that we use all of our time wisely. The class will neither wait for you nor repeat what you miss for your exclusive benefit. Although, there will be recordings for 72 hours after the class-in case you miss it.

Breakout Sessions

We will be using break out rooms throughout the semester. Here are the ground rules for break out rooms.

- No break out sessions will be recorded unless there is a legitimate educational reason for doing so, and if so, students and parents will be notified
- All provisions of the Student Code of Conduct apply in break out rooms and will be enforced
- Students acting out during break out sessions will, at a minimum, not be able to engage in break out sessions and will be given alternate assignments
- Be ready to speak. A large part of understanding and analyzing text is classroom discussion. You will be expected to participate in classroom discussion as well as in group discussion daily. You will also be expected to participate in spirit reading as the occasion requires.
- **A note about attendance:** It is absolutely critical that you be in class *each Tuesday and Thursday*. We learn as a unit, together discovering the power of language through thoughtful discussion. Not only that, but missing class means asking me, your teacher, to do something twice, and my time is

valuable. Unless there is an extreme, unavoidable reason to miss class, don't. **The importance of being here cannot be overstated.**

- We will write *at least* once a week for a grade. In-class timed essays will be worth 30 points. Other written responses will be shorter in nature, worth fewer points. Rewriting is essential to success in this writing class, so please make sure you are committed to it. *Fully* committed.

Tools for Success

- College -ruled paper – in case you want to write out your notes and essays
- Pencils (with eraser) AND pens (blue or black) and perhaps a few highlighters (if you like that kind of thing)
- Sticky notes of many sizes
- *Good* paperback or electronic *portable* dictionary (NOT an abridged dictionary) – something you can easily carry. A few good ones are: *American Heritage*, *Merriam-Webster*, *Oxford*
- *Elements of Style* Strunk and White (not required, but I highly suggested buying a copy)
- <https://www.virtualsalt.com/rhetoric.htm>
- Obviously some of these are not as essential in a virtual classroom. You must have access to quality internet and a chromebook or laptop. If you are having trouble acquiring either of these please let me know

“Write. Rewrite. When not writing or rewriting, read.

A Note on the Grading Policy

Please have your parents or guardians read this part of the syllabus and contact me with any questions

As stated in the MCPS Grading and Reporting policy, when using points or percentages, the teacher will assign a grade no lower than 50% to a task or assessment. **If, however, a student does no work on the task or assessment, the teacher will assign a zero. If the teacher determines the student did not attempt to meet the basic requirements of the task or assessment, the teacher will also assign a zero.** The teacher will clarify these basic requirements and minimum standards when assigning the task or assessment.

Academic Dishonesty

Any student found to have committed academic dishonesty will receive an automatic zero for the assignment with the opportunity to redo or make-up the assignment for 50%. Academic dishonesty includes, but is not limited to: cheating, copying another student's assignment, letting another student copy an assignment, copying the words or ideas of an outside source without providing appropriate citations.

For the sake of clarity:

- The purpose of reading quizzes is to assess the reading of the assignment as well as the thought and analysis the student put into the reading. Students will be assessed not only on content but also on analysis of text.
- The purpose of vocabulary assessments is to gauge a student's understanding not only of definitions of words but also of practical applications. Full credit will be given to an answer that is entirely correct, ½ credit will be given to an answer that gives the correct word in the incorrect form, and 0 credit will be given to an incorrect answer. Weekly vocabulary assignments, as they are on-going, weekly homework assignments, **will not be accepted late.** Please make arrangements to get them to me on time, and please let me know if there is something urgent and critical keeping you from getting to class on time.

Additional Note: We are all experiencing different hardships during this time. If you have a legitimate excuse for being unable to meet a due date or deadline, please contact me with the details and I will make a decision on whether to accept the work late. I understand that some of you will need this and in most cases I will grant an extension.

- The purpose of in-class writing assignments is to assess a student's ability to respond to a prompt according to the College Board's standards for AP Language and Composition students. The grading scale for in-class writing assignments is graduated in order to allow for student progress over the course of the year.
- Multiple choice tests will be taken from College Board's AP Classroom so be sure to register. Like the in-class writing, there is a sliding scale to allow for student progress over the course of the year. Earned grades will be recorded; they will reflect the grade a student can expect to receive on the final AP Language and Composition exam.
- The purpose of research assignments is to assess a student's ability to collect and synthesize information about a specific topic using multiple sources. The assignment also assesses a student's understanding of intellectual property and his or her ability to accurately cite sources used and consulted.

I know of no shortcuts." Larry L. King
