

AP U.S. History and AP English Language and Composition

AP AMERICAN STUDIES

Course description:

This course examines the development of the American character and culture through the study of history, literature, art, music, and film. This integrated approach to the literary, political, social, and economic patterns of our past and present develops in the students the capacity to work critically, independently, and collaboratively. This course satisfies the requirements of AP U.S. History and AP English Language and Composition. Students enrolled in this course are expected to take both the AP U.S. history exam and the AP English Language and Composition exam.

This course is truly interdisciplinary in that students are enriched by an analysis of the American experience from the perspective of both literature and history. They learn to appreciate the dimensions of historical events through the lens of literature and to recognize the cultural and historical roots in which literary texts are situated as well as the societal impact of those texts. Students grow in their knowledge of the fundamentals of two disciplines as they develop a sophisticated and critical understanding of American history and culture and also learn how to use written language in effective and powerful ways. American Studies provides an integrated study of the American experience and the ideas that form its foundation.

Class structure:

This is a double period class in which the ideas are explored through literary and historical texts. It is taught by both an English teacher and a history teacher who carefully plan together so that the course is not two separate courses, taught side by side, but rather a truly integrated study of the American experience. Each class period will provide opportunities for reading, writing, and discussion. At times, there may be parallel reading assignments. Therefore, students must learn to manage their time wisely to be successful in this course.

Successful student behaviors:

- Self-initiated research
- Inquisitive attitude about course content and the world in general
- Critically thinking, a person who is not afraid to challenge others and contradict themselves
- Dedication to quality academic work and the desire to continually improve

Work ethic:

There are long-term interdisciplinary projects, research, reading and response work, and formal writing assignments. On the average, two to three hours of homework is required for this double period class per night. Students are encouraged to respectfully offer feedback on the management of the course workload.

Academic integrity policy:

Students are required to use original thinking on all assignments and will be required to cite all sources in proper MLA format. Plagiarism will not be tolerated, will be reported immediately to administrators, and will lead to failure on the assignment in question. If students have questions about proper citation format, they should utilize the help of our Library Media Specialists.

Grading:

The grades in this course will be a combined average of a student's performance in AP English Language and Composition and AP U.S. History. A student working at an A level engages fully in every assignment, demonstrates a willingness to examine thoughts and assumptions, and reflects upon both their own and other's work. An A student submits work that reveals a level of thinking far beyond the obvious and the superficial. This student arrives to class fully prepared to discuss assigned readings and to participate actively in all phases of the instruction. All assignments are submitted on time, and all make-up work from authorized absences is managed in a timely fashion. Obviously, all work is the student's own.

AP ENGLISH LANGUAGE AND COMPOSITION SECTION

Students in this introductory college-level course read and carefully analyze a challenging range of nonfiction prose, poetry, and American Literature fiction selections, as well as autobiographical novels and fictional novels. Through close reading and frequent writing, students develop their ability to work with the language and text with a greater awareness of subject and purpose, strategy and audience, and vocabulary and style. This strengthens composing abilities. Students prepare for the AP English Language and Composition Exam and may be granted advanced placement, college credit, or both, as a result of satisfactory performance.

Curricular Objectives (Required by AP College Board)

Students will write in several forms (e.g., narrative, expository, analytical, and argumentative essays) about a variety of subjects (e.g., public policies, popular culture, profound and significant personal experiences.)

Students will write essays that proceed through several stages or drafts, with revision aided by individual teacher conferences and peer workshop.

Students will write in informal contexts (e.g., imitation exercises, journal keeping, collaborative writing, in-class responses, reflective writing) designed to help them become increasingly aware of themselves as writers and of the stylistic and rhetorical techniques employed by the writers they read.

Students will engage in expository, analytical, and argumentative writing assignments that are based on readings representing a wide variety of prose styles and genres.

Students will identify the purpose, the tone, the primary audience, and the rhetorical strategies and elements of specific texts. Students will critically read different types of arguments and demonstrate understanding by analyzing their construction.

Students will read nonfiction (e.g., essays, journalism, political writing, autobiographies/biographies, diaries, speeches, primary documents, and critical essays or reviews) that are selected to give students opportunities to identify and explain an author's use of rhetorical strategies and techniques. Students will evaluate fiction and poetry in order to understand how various effects are achieved by writers' linguistic and rhetorical choices.

Students will analyze how graphics and visual images (e.g., paintings, films, photographs, political cartoons, graphs/charts) both relate to written texts and serve as forms of text themselves.

Students will use research skills, and in particular, the ability to evaluate, use, and cite primary and secondary sources. Students will complete researched argument paper or project/presentation which goes beyond the parameters of a traditional research assignment by asking students to present an argument of their own that includes the analysis and synthesis of ideas from an array of sources.

Students will write using sources that enhance and/or challenge their ideas. Students will properly annotate, paraphrase, integrate, and cite sources using Modern Language Association conventions.

Students will write using the following:

- A wide-ranging vocabulary used appropriately and effectively
- A variety of sentence structures, including appropriate blend of simple, compound, complex, and compound-complex sentences
- Logical organization, enhanced by specific techniques to increase coherence, such as repetition, transitions, and emphasis
- A balance of specific, illustrative detail and broad overarching concepts
- An effective use of rhetoric, including controlling tone, establishing and maintaining voice, and achieving appropriate emphasis through diction and sentence structure

Possible Texts:

1. *The Scarlet Letter*
2. *The Crucible*
3. *Uncle Tom's Cabin*
4. *The Awakening*
5. *Narrative of the Life of Fredrick Douglass*
6. *The Great Gatsby*
7. *The Death of Salesman*
8. *The Grapes of Wrath*
9. *The Catcher in the Rye*
10. *The Things They Carried*

*One outside reading book will be required each semester and a book review assignment will be due on the date of the midterm exam and final exam. These books must be selected from a provided list. You may suggest a title, but it must be approved by an instructor before the assignment is due.

Literary Theory in AP English Language and Composition

- **Historical Criticism** insisted that to understand a literary piece, we need to understand the author's biography and social background, ideas circulating at the time, and the cultural milieu. **New Historicism** seeks to find meaning in a text by considering the work within the framework of the prevailing ideas and assumptions of its historical era. New Historicists concern themselves with the political function of literature and with the concept of power, the intricate means by which cultures produce and reproduce themselves. These critics focus on revealing the historically specific model of truth and authority (not a "truth" but a "cultural construct") reflected in a given work. In other words, history here is not a mere chronicle of facts and events, but rather a complex description of human reality and evolution of preconceived notions. Literary works may or may not tell us about various factual aspects of the world from which they emerge, but they will tell us about prevailing ways of thinking at the time: ideas of social organization, prejudices, taboos, etc. They raise questions of interest to anthropologists and sociologists. New Historicists, insisting that ideology manifests itself in literary productions and discourse, interest themselves in the interpretive constructions which the members of a society or culture apply to their experience.
- **New Criticism** emphasizes explication, or "close reading," of "the work itself." It rejects old historicism's attention to biographical and sociological matters. Instead, the objective determination as to "how a piece works" can be found through close focus and analysis, rather than through extraneous and erudite special knowledge. New Criticism, incorporating Formalism, examines the relationships between a text's ideas and its form, between what a text says and the way it says it. New Critics "may find tension, irony, or paradox in this relation, but they usually resolve it into unity and coherence of meaning" (Biddle 100). New Criticism attempts to be a science of literature. Working with patterns of sound, imagery, narrative structure, point of view, and other techniques discernible on close reading of the text, they seek to determine the function and appropriateness of these to the self-contained work.

Structure of the Course:

Close Reading and Rhetorical Analysis

- a. Awareness of the rhetorical triangle
- b. Introduction to rhetorical terms
- c. Annotating a text for style and construction
- d. Extended rhetorical analysis paper

Argument

- a. Decoding an author's argument
- b. The structure of an argument
- c. Defining defend, refute, and quality and determining when to take each stance
- d. Researching appropriate supporting information
- e. Avoiding logical fallacy
- f. Speech

Synthesis

- a. Finding a common thread among divergent works
- b. Structuring a synthesis paper
- c. Crafting a complex thesis, incorporating multiple sources in one paragraph, creating a reflective and eloquent conclusion
- d. Synthesis paper using at least three novels

Inventive writing

- a. Recognizing an author's craft
- b. Imitating and replicating an author's style, structure, and content
- c. Creative piece

THE AP ENGLISH LANGUAGE AND COMPOSITION EXAM

Yearly, the AP English Language Development Committee prepares a three-hour exam that gives students the opportunity to demonstrate their mastery of the skills and abilities previously described. The AP English Language and Composition Exam uses multiple-choice questions to test the students' skills in analyzing the rhetoric of prose passages. Students are also asked to write several essays that demonstrate the skills they have learned in the course. Although the skills tested in the exam remain essentially the same, there may be some variation in format of the essay questions from year to year. The type of writing expected from the essay questions are a rhetorical analysis, an argumentative piece, and a synthesis response. The essay section is scored by college and AP English teachers using standardized procedures.

Ordinarily, the exam consists of 60 minutes for multiple-choice questions followed by 120 minutes for essay questions. Performance on the essay section of the exam counts for 55 percent of the total grade and performance on the multiple-choice section 45 percent. Multiple-choice and essay questions typical of those on past exams are presented on the CollegeBoard website: <http://apcentral.collegeboard.com/>.

Essay Question Changes

Beginning in **May 2007**, the prompt and stimulus for one of the three mandatory essay questions will highlight synthesis skills. Students will read a number of related sources and respond to a prompt that requires them to cite a certain number of the sources in support of an argument or analysis. There will be an additional 15-minute reading period to accommodate the added reading.

The total number of essay questions will still be three, and there will still be 40 minutes of writing time allotted for each question.

Multiple-Choice Changes

Beginning in **May 2007**, some questions in the multiple-choice section will refer to documentation and citation of sources. While students will not be required to have memorized any particular styles (for example, MLA, Chicago, APA, etc.), they will be responsible for gleaning information from citations that may follow any one of these (or other) styles. At least one of the passages in the multiple choice section will be from a published work (book, journal, periodical, etc.) that includes footnotes or a bibliography; the documentation questions will be based on these passages. The total number of multiple-choice questions will not change.

AP UNITED STATES HISTORY SECTION

“E Pluribus Unum” is the nation’s motto: out of many, one. The Advanced Placement program in United States history is designed to provide you with an opportunity to acquire an in depth knowledge of the way the diverse people in this nation have lived and how the ideas and values of these people have shaped the development of this nation and our lives. By exploring the multiple backgrounds and experiences of the American people through the use of written text such as letters, journals, speeches, treaties, policies, as well as, paintings, architecture, political cartoons, documentaries, and poetry, you will gain the analytical skills and factual knowledge necessary to deal with a challenging college level examination administered in May 2013. In order to be successful on this exam you must be able to draw upon a reservoir of names, dates, events, places, and a vast amount of other facts to demonstrate competence in United States history. The primary focus of this course is to instill in each student abilities that will allow each of you to critically analyze the people and events of our nation’s history.

The following are the content units covered with estimated time frames:

- I. To 1789 (*September-October* 5 weeks) Inventing America chapters 1-7
 - a. Transatlantic Encounters and Colonial Beginnings (1492-1690)
 - b. Colonial North America (1690-1754)
 - c. The American Revolutionary Era (1754-1789)
- II. 1789-1840 (*October-November*- 5 weeks) Inventing America chapters 8-12
 - a. The Early Republic
 - b. United States confronts France and Britain
 - c. Nationalism and growing sectionalism
 - d. Jacksonian Democracy and a changing nation
 - e. Transformation of the Economy and Society in Antebellum America
- III. 1840-1877 (*November-December* – five weeks) Inventing America Chapters 13-17
 - a. Religion, Reform and Renaissance in Antebellum America
 - b. Territorial Expansion and Manifest Destiny.
 - c. The Crisis of the Union
 - d. Civil War
 - e. Reconstruction
- IV. 1865-1914 (*December- January* five weeks) Inventing America Chapters 18-22
 - a. Industrial America
 - b. Urban Societies
 - c. Gilded Age Politics
 - d. America’s New Role in the World
 - e. Progressives
- V. 1914-1945 (*February-March* five weeks) Inventing America Chapters 23-27
 - a. The Great War
 - b. Prosperity, Jazz, American isolationism and Intolerance
 - c. Great Depression and the New Deal
 - d. The Second World War
- VI. 1945-1968 (*March-April* five weeks) Inventing American Chapters 28-30/31
 - a. Early Cold War
 - b. Conformity, Consumerism and conservatism
 - c. Civil Rights
 - d. Reform, rage and Vietnam
- VII. 1968-present (*April* two weeks) Inventing America Chapters 31-34
 - a. Nixon at home and abroad
 - b. Economics and energy
 - c. Reagan’s America
 - d. Bush-Clinton-Bush

The Exam

The content covered on the U.S. History exam is broken down by themes which run through all units of study. Of course, some units will have greater emphasis on specific themes than others. The themes and percentages of the exam that will cover it are as follows:

| | |
|---|-----|
| a. Political Institutions/ Behavior and Public Policy | 35% |
| b. Social history (race, class, gender, ethnicity) | 35% |
| c. Diplomatic and International Relations | 15% |
| d. Economic | 10% |
| e. Cultural/ Intellectual | 5% |

Time and Date Three (3) hours and five (5) minutes administered on May 15th 2013 at 8 a. m.

Breakdown of the Exam Time and Requirements

| | Percentage | Points |
|---|------------|--------|
| a. Multiple Choice 80 questions, 55 minutes | 50% | 90 |
| b. Essays: Three Total in 2 hours 10 minutes | 50% | 90 |
| 1. <u>Document Based Essay Question</u> : 1 hour total 15 minutes organizing and 45 minutes writing 45% of the 50% for the essays | | |
| 2. <u>Free Response Questions</u> : 1 hour ten minutes There are two required essays but there is a choice out of two possible questions for each time period which are Pre-1865 and Post 1865. | | |

Key to Success on the Exam

1. Contents Strength
 - a. Breadth
 - b. Depth
2. Writing
 - a. Thesis
 - b. Supporting Evidence
 - i. For the DBQ: both external and internal knowledge relating to the documents
 - ii. Analysis of evidence presented
 - c. Fluency
3. Reading
 - a. Analytical
 - b. Interpretive
4. Three Leg Stool
 - a. Content, Writing and Reading