



AP LANGUAGE AND COMPOSITION •2009- 2010  
**CULTIVATING CRITICAL LITERACY**  
Course Instructor: Mr. Jon K. Salunga, M.Ed.  
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Room 310 • (619) 262-0763 x4310



**Required Textbooks:**

- McCuen, Jo Ray and Anthony C. Winkler. Readings for Writers. 11<sup>th</sup> ed. Cambridge: Thomson/Heinle, 2004.
- Peterson, Linda H. and John C. Brereton, eds. The Norton Reader: Shorter Eleventh Edition. New York: W.W. Norton and Company, 2004.
- Other text sources, articles, essays and resources provided in class or accessible online.

**Supplies:** Required texts and textbook, black or blue pen, no. 2 pencil, binder with pocket(s) and/or dividers, notebook paper, writing notebook, student I.D and lanyard, Literacy Portfolio, current email address, regular access to the internet.

**Course Description:** Students will be prepared for college level reading and writing in a variety of disciplines by being exposed to **complex, nonliterary texts**. This class will focus on rhetorical analysis with the aim of comprehending rich works and producing student writing that reflects the maturity, complexity, and sophistication evident in the former. Students will learn to guide their reading and writing by considering content, purpose, and audience. Formal and informal reading and writing will be practiced regularly to both prepare students for the exam in the spring and consistently build and improve skills in preparation for college or the professional environment. This course applies to the Language Arts standards for the twelfth grade.

**Goals for the Course/ Essential Standards:** Vocabulary knowledge will be increased and improved toward the end of developing writing conventions, strategies and applications. In addition, students will actively and continually engage in civic discourse in an attempt to broaden knowledge, deepen understanding, and increase intellectual maturity. The use of technology will be an inherent element of this course as a medium for learning and assessment.

**Students will be required to take the Advanced Placement Exam (May 2010)**, but will be neither rewarded nor penalized for the score. The purpose of this requirement is to prepare students for circumstances where they must take their learning outside of the classroom and apply it to new, possibly stressful situations as independent individuals.

**Course Plan:** The units of study in this course are organized primarily by rhetorical modes, with some deviation early in the year designed to promote and practice rhetorical strategies and reading and writing techniques. Most units will

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require approximately six weeks to complete. Class discussions, course work, journal writing, and practice tests will be used for informal assessment. Formal assessment will include in-class, timed essays and multiple choice tests as well as multiple draft writing assignments and projects.

In addition to the California Standards for Education, each unit seeks to fulfill the AP Language requirements as described by the College Board and teach those skills described by the Intersegmental Committee of the Academic Senates of the California Community Colleges, the California State University, and the University of California.

**Grading Policy:** Grading rests more on evidence of effort, critical thinking, quality products, mastery of skills and demonstration of student growth than on “the expectation of right answers” especially with written assignments.

**Homework Policy:** Homework will be checked on a random basis, all work assigned is expected to be completed. Homework is graded as full credit (100%,) partial credit (70%,) or no credit (0%,) There are no in-betweens! **Full effort and completion of assignment demonstrating evidence of understanding equals full credit!**

**Make-up Policy:** Make-up assignments for class work will always be accepted up until two days after an *excused* absence. After the fact, it is the responsibility of the student to find out from a peer what work was missed, complete those assignments, and show Mr. Salunga before or after class. If a student knows of an upcoming, excused absence ahead of time, please inform the instructor to make arrangements.

**Personal Preparedness Policy:** *Physical-* According to the Morse Dress Code policy, students are required to have the necessary supplies in class every day. Hats, hoods and personal electronics are not permitted in class. *Mental -* Students and teacher will be focused and respectful during class periods. *Interpersonal –* Students and teacher will work together to create a safe, challenging, high-quality learning atmosphere. Students must be ready to work and be self-directed to take on college-level learning. Active communication with the instructor, especially when complications arise, is the duty of the student so that solutions may be developed. Be active in your learning and you will be successful!

**Participation and Citizenship Policies:** Students and teacher will behave respectfully at all times. Active participation in relevant class discussion and project work shows responsibility and engagement with the subject matter. All foods (with the exception of water) are prohibited in the classroom. Once students enter the classroom, they may not leave until the end of the period when they are officially dismissed.

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**Honesty Policy:** The Morse High School Honesty Policy will be upheld. Plagiarism will be detected and reported, and the resulting consequences will follow in accordance with school rules. **Especially as our course is focused on writing, I take this policy very seriously. *Things don't just "cut and paste" by themselves!***

**Attendance/ Tardy Policy:** The Morse High School Attendance and Tardy Policies will be upheld. Tardy students must sign-in at the door upon arrival. This sign-in sheet will be used to reverse a marked absence, and will allow the class to run smoothly. Prior notice in the case of absences will always be appreciated.

**Student Support / Office Hours:** Mr. Salunga is here to assist you in preparing for college and to strengthening your critical literacy skills for the 21<sup>st</sup> century. Our learning begins and ends at different points, but the expectation is you are learning, growing and improving from where you have started. **Extra support is available to you.** I am available to students everyday before school and at lunch; after school I am accessible *by appointment.*

Please feel free to contact Mr. Salunga at school or via e-mail if you have a question or need assistance: [jsalunga@sandi.net](mailto:jsalunga@sandi.net); [literacy.justice@yahoo.com](mailto:literacy.justice@yahoo.com), (619)262-0763 x4310.

**I appreciate students who take responsibility to ask appropriate questions to facilitate their learning. This shows maturity in one's self and respect for what is being taught.**



PLEASE SIGN  
& RETURN

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**AP English Language and Composition Contract 2009-2010**

*I have read the syllabus for the AP English Language and Composition class and agree to abide by the general structure and protocol.*

Student Name \_\_\_\_\_ Period \_\_\_\_\_

Student Signature \_\_\_\_\_

Parent/Guardian Name \_\_\_\_\_

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Parent/Guardian Signature

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**Film Permission:** *Films will occasionally be shown as supplements to lessons. All films will be relevant and used for the purpose of education, but may have a PG-13 or R rating due to language and/or violent content. If you do not wish your student to view these films, indicate below and other assignments will be set as necessary. Please feel free to contact Mr. Salunga with further questions.*

**Only Parent/Guardian Signature below:**

My student **may** watch supplementary films.

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My student **may not** watch supplementary films.

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Month	Unit	Focus	Texts	Formal Assessments	Standard(s)
September- October	Unit 1, Intro to AP Lang: Media and Advertising	<ul style="list-style-type: none"> <li>Vocabulary</li> <li>Rhetorical Terms and Analysis (5 Canons)</li> <li>RIPP; Analysis Tool</li> <li>Mature Perspectives, Global Awareness</li> <li>Prompt Analysis (The Arch)</li> <li>Charting, Etc.</li> <li>Précis</li> </ul>	<ul style="list-style-type: none"> <li><u>Everyday Use</u></li> <li><u>Reading Rhetorically</u></li> </ul>	<ul style="list-style-type: none"> <li>Letter to the President</li> <li>Timed Write 1</li> <li>Article Analysis</li> </ul>	Reading 1.0, Reading Comprehension 2.2, Writing Strategies 1.1, Writing Applications 2.1 and 2.2, Language Conventions 1.0
October- November	Unit 2, Invention: Developing Voice	<ul style="list-style-type: none"> <li>Developing Ideas</li> <li>Sentence construction</li> <li>Hierarchies</li> <li>Grammar, Syntax</li> <li>Style</li> <li>Writing an Opening</li> <li>MLA Format</li> </ul>	<ul style="list-style-type: none"> <li><u>Elements of Style</u></li> <li><u>MLA Handbook</u></li> <li><u>Dust Tracks on a Road</u></li> </ul>	<ul style="list-style-type: none"> <li>Timed Write 2</li> <li>Autobiographical Narrative</li> </ul>	Reading 1.0, Reading Comprehension 2.2, Writing Strategies 1.2, 1.4, 1.5 and 1.9, Writing Applications 2.1 and 2.2, Language Conventions 1.0
December - January	Unit 3, Argument	<ul style="list-style-type: none"> <li>Overview of Modes</li> <li>Overview of Intent</li> <li>The Art of Argument (Aristotle, Logos, Fallacies, Errors in Thinking, Warrants, Main Claim)</li> <li>Arrangement and Organization</li> <li>Tone, Satire</li> </ul>	<ul style="list-style-type: none"> <li><u>Everything is an Argument</u></li> <li><u>Genre of Argument</u></li> <li><u>Elements of Style</u></li> </ul>	<ul style="list-style-type: none"> <li>Timed Write 3</li> <li>Argument Project</li> </ul>	Reading 1.0, Reading Comprehension 2.3, 2.4, and 2.6, Writing Strategies 1.3 and 1.4, Writing Applications 2.2, Listening and Speaking Strategies 1.4-1.9, 1.11-1.14, Language Conventions 1.0
January- February	Unit 4, Synthesis	<ul style="list-style-type: none"> <li>Synthesizing information</li> <li>Source citation</li> <li>Inferring from text</li> <li>Inferring from visuals</li> </ul>	<ul style="list-style-type: none"> <li><u>Everything is an Argument</u></li> <li><u>Beyond Words</u></li> <li><u>MLA Handbook</u></li> </ul>	<ul style="list-style-type: none"> <li>Timed Write 4</li> <li>Synthesis Project</li> </ul>	Reading 1.0, Reading Comprehension 2.5 and 2.6, Writing Strategies 1.3, 1.4, 1.6, and 1.7, Writing Applications 2.2 and 2.6, Language Conventions 1.0

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March	Unit 5, Modes	<ul style="list-style-type: none"> <li>• Modes</li> <li>• Intent</li> <li>• Source citation</li> </ul>	<ul style="list-style-type: none"> <li>• <u>Everyday Use</u></li> <li>• <u>The Compact Reader</u></li> <li>• <u>50 Essays</u></li> <li>• <u>Elements of Style</u></li> <li>• <u>MLA Handbook</u></li> </ul>	<ul style="list-style-type: none"> <li>• Timed Write 5</li> <li>• Modes Project</li> </ul>	Reading 1.0, Reading Comprehension 2.4 and 2.6, Writing Strategies 1.1-1.5 and 1.9, Writing Applications 2.2, Language Conventions 1.0
April	Unit 6, Exam Prep and Review	<ul style="list-style-type: none"> <li>• Multiple Choice</li> <li>• Passage Analysis</li> <li>• Prompt Analysis</li> </ul>	<ul style="list-style-type: none"> <li>• AP Materials</li> </ul>	<ul style="list-style-type: none"> <li>• Timed Write 6</li> </ul>	Reading 1.0, Reading Comprehension 2.2-2.6, Writing Strategies 1.1-1.5, Language Conventions 1.0
May- June	Unit 7, Documentary as Persuasion	<ul style="list-style-type: none"> <li>• Persuasion</li> <li>• Critical Thinking</li> <li>• Film Analysis</li> <li>• Researching claims</li> </ul>	<ul style="list-style-type: none"> <li>• <u>Asking the Right Questions</u></li> </ul>	<ul style="list-style-type: none"> <li>• Final Project</li> </ul>	Listening and Speaking Strategies 1.1-1.3 and 2.4, Language Conventions 1.0

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**Sample Assignments**

***Summer Assignment:***

**Summer Reading List:**

*(Choose one of the following.)*

Capote, Truman. In Cold Blood

Krakauer, John. Into the Wild

Ehrenreich, Barbara. Nickel and Dimed

**Summer Assignment:**

- Write a one-page, single-spaced response to the summer reading. What compliments *and* criticisms do you have to offer the author of the text you chose regarding his or her work?
- Find an Op-Ed article with which you *disagree* from any newspaper. In a two-page, double-spaced essay, explain what you think the author has done to convince you that he or she is correct. Do not involve your argument against the author's point in this essay. (Make sure you attach the original article to your essay.)

These assignments will be due on the first day of school.

**Recommended Purchases:**

Hartzell, Richard, ed. The Princeton Review: Cracking the AP English Language and Composition Exam, 2006-2007 Edition. New York: Random House Publishers, 2006.

Hacker, Diana. A Writer's Reference, 4<sup>th</sup> Edition. London: Bedford St. Martin's Publishers, 2003.



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### ***Independent Reading:***

#### **2009-2010 AP Language and Composition Independent Reading Work**

- Each book is worth 25 points, 10 points for reading journal entries and 15 points for a written analysis *or* oral presentation
- Extra points will be rewarded for completion *before* the deadline
- Students must read three books total, two non-fiction and one fiction
- Students will receive credit for books on the reading list *only*- you may not duplicate any reading!
- All books may be obtained from a book store or public library. If a student has difficulty obtaining the book desired, he or she may ask the teacher for help.

#### ***First Semester***

Book 1	Choose from Contemporary Non-Fiction Titles	17 Nov. 2009
Book 2	Choose from Classic Non-Fiction Titles	5 Jan. 2010
Book 3 2010	Optional/Extra Credit, choose from any list	19 Jan.

#### ***Second Semester***

Book 1	Choose from Fiction Titles	23 Mar. 2010
Book 2 2007	Optional/Extra Credit, choose from any list	6 April

**Reading Journal Entries-** Must be between 5 and 10 separate entries, dated. Entries must include details about the progression of the text as well as your thoughts, reactions, and elements of confusion. Each entry must be at least two, well-developed paragraphs. Points will be awarded for depth of response and steadiness of reading, as well as language conventions.

**Written Analysis-** Must be two pages, typed, double-spaced. This analysis must reference the entire text in detail as well as your reading journal entries. You will

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analyze your own process of reading, questioning, and understanding the text you chose. No points will be awarded for summary of the text!

**Oral Presentation-** Must be between 4 and 7 minutes long, presented at the beginning of a class period. This presentation must describe to the class the text and your experiences reading it by referencing both the book and your reading journal entries. A visual aid of your choosing must accompany the presentation and will be the only item you are required to submit. No points will be awarded for summary of the text!

*(These assignments are vague in nature as they are dependent on the reading journal entries created by the student during the reading process.)*

#### Independent Reading List-

*Contemporary Non-Fiction:*

Jon Krakauer- Into the Wild  
Into Thin Air

Zora Neale Hurston- Dust Tracks on the Road

\*Bell Hooks- Communion

\*Michael Moore- Stupid White Men

John Grogan- Marley and Me

\*Germaine Greer- The Whole Woman

Nathaniel Philbrick- The Heart of the Sea

Malcolm Gladwell- Blink

The Tipping Point

\*Adam Roberts- The Wonga Coup

\*Vali Nasr- The Shia Revival

James Sullivan- Jeans

\*Deborah Blum- Ghost Hunters

*Classic Non-Fiction:*

Plato- Gorgias

\*Suetonius- The Twelve Caesars

Procopius- Secret History

\*Henry D. Thoreau- Walden

Truman Capote- In Cold Blood

\*Machiavelli- The Prince

*Thomas Nashe- The Unfortunate Traveller*

*Fiction:*

Ovid- Metamorphoses

\*Homer- The Iliad

Euripedes- Me dea"

Holy Bible- The Book of Job"

\*John Milton- Paradise Lost"

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Shakespeare- "The Tempest"

"Twelfth Night"

Albert Camus- The Plague

Jean-Paul Sartre- Nausea

\*Dostoevsky- Crime and Punishment

George Orwell- 1984

\*Cervantes- Don Quixote

Gabriel Garcia Marquez- 100 Years of Solitude

Alice Walker- The Color Purple

Toni Morrison- Beloved

\*Ralph Ellison- Invisible Man

\* = Advanced Reading

### ***Multiple Drafts Writing Assignment 1- Autobiographical Narrative:***

**Objective:** *To write a brief, but gripping autobiographical narrative useful for the college application process.*

**Standards:** *Writing Strategies 1.1, Narrative demonstrates a thorough understanding of the elements of discourse for this genre: purpose, speaker, audience, form. Writing Applications 2.1a, Author accurately narrates a sequence of events and communicates their significance to the audience.*

**Prompt:** Over the past few weeks, we have read a variety of texts regarding the outcome of the mistakes we make in our youth and how these affect our development into adulthood. Describe in detail the aftermath of an error in judgment you've made in your life and make it clear to the reader how this has influenced the way you see yourself, who you are, and who you are going to be.

In your introduction, draw the reader immediately into the action and present your self-definition. In your conclusion, connect this past event to the future you envision for yourself in terms of your education and career.

### **Suggested Essay Structure:**

- I. Introduction (1-2 ¶)
  - a. Establish setting
  - b. Introduce main idea
- II. Mistake (1 ¶)

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- III. Aftermath (2-4 ¶)
  - a. Describe in detail
  - b. Convey importance of its effect on you
- IV. Conclusion (1-2 ¶)
  - a. Connect to your future
    - i. Education
    - ii. Career

**Technical/Style Elements:** *Final Draft must include a strong example of each-figurative language, imagery, allusion, diction, hyperbole, repetition, comparison, and one other rhetorical device of your choice.*

**Length:** *Two pages, double-spaced, 12 pt. font.*

**Format:** *MLA Format- see sample.*

**Due Dates:** *Multiple Drafts will be submitted and reviewed by peers and teacher prior to final draft submission.*

*First Draft-*

*Second Draft-*

*Third Draft-*

*Fourth Draft-*

***Final Draft-***

### ***Multiple Drafts Writing Assignment 2- Autobiographical Narrative Revision:***

**Objective:** *To improve upon your previous essay by considering and revising your arrangement and style, creating a new draft suitable for your desired audience.*

**Standards:** *Writing Strategies 1.9, Revise text to highlight the individual voice, improve sentence variety and style, and enhance subtlety of meaning and tone in ways that are consistent with the purpose, audience, and genre. Writing Applications 2.3, Explore the significance of personal experiences, events, conditions, or concerns by using rhetorical strategies.*

**Prompt:** You have described in detail the aftermath of an error in judgment you've made in your life and made it clear to the reader how this has influenced the way you see yourself, who you are, and who you are going to be.

Take this previous essay and revise it to suit any audience you wish. Consider how you will alter its arrangement and manipulate language in order to convey to this particular audience who you are. You may add or delete information,

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details, descriptions, or rhetorical devices as you see fit, but your topic and self-definition must remain the same.

**Technical/Style Elements:** Try to utilize rhetorical devices related to arrangement and style, such as repetition, contrast, parallelism, periodic sentences, etc.

**Length:** *Two pages, double-spaced, 12 pt. font.*

**Format:** *MLA Format- see sample.*

**Value:** *Last essay was worth 50 points in a category that is 25% of your overall grade. This essay is worth 100 points in the same category.*

**Due Dates:** *Multiple Drafts will be submitted and reviewed by peers and teacher prior to final draft submission.*

*First Draft-*

*Second Draft-*

*Final Draft-*

### ***Researched Argument Essay:***

#### ***United States Institute of Peace National Essay Contest***

Over the past 20 years, children—both boys and girls— as young as six years old have become involved in many violent conflicts around the world. The reasons why they become involved are complex. Sometimes, despair and a lack of hope for the future— because of limited opportunities for jobs, education, housing, or health care— use some young people to join groups that use violence, such as gangs, criminal groups, or militant organizations. At times, youths are persuaded that violence— sometimes going as far as suicide bombings— is their only chance for political, social, and economic change. Many young people are involuntarily recruited into or forced to join armed groups. There are more than 300,000 child soldiers (soldiers under the age of 18 according to the UN Protocol on Child Soldiers) participating in current conflicts.

Many governments, international organizations, and private groups work to provide young people with alternatives to joining militias or other groups prone to violence. The focus of some of these programs is to prevent young people from engaging in violence. For instance, the organization Search for Common Ground holds soccer camps and peace camps for children from different ethnic groups in Burundi. These camps help build solidarity across ethnic divides and offer alternatives to violence by providing leadership training and education. Other programs integrate those who have fought in violent conflicts back into civil society. As an example, the organization Save the Children is working in Sri Lanka to reintegrate child soldiers into their communities by giving them job skills and hope for the future. The United Nations Children's Fund (UNICEF) is doing the same with child soldiers in Uganda.

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In this exercise, you are the leader of a United Nations task force on youth and conflict. The Secretary-General of the United Nations has asked you to develop programs that (1) prevent young people from turning to violence, or (2) help them to rejoin their community after a conflict. Base your program on an analysis of two foreign conflicts— at least one case should be post-Cold War—in which young people were involved in the fighting. At least one case should include efforts to prevent young people from fighting or help them rejoin society after conflict comes to an end. In 1500 words, your essay should:

- Briefly describe and analyze the conflicts by examining causes and the parties involved. How did the nature of the conflict affect the role youth played in the conflict? What kind of impact did the conflict have on those young people? Describe programs to prevent youth from participating in violence or reintegrate them when the conflict had come to an end. If there were no such programs, what were the consequences?
- Drawing on lessons learned from your analysis, design one or more options for preventing youth from becoming involved in violent groups or for reintegrating them into their communities after a conflict. Explain the key components of your program, including target audience, and how you would determine its success.
- In conclusion, explain how your proposal will help to prevent, reduce, or resolve violent conflict.

### ***How Do I Write the Essay?***

For the purposes of the National Peace Essay Contest, an essay is a three-part paper that lays out and develops a position in response to the essay contest question. Although researching the topic to find examples that support your points is crucial to writing your essay, it should be more than a research paper, a narrative description of an event, or a statement of opinion.

Your essay should contain the following:

- An **introduction**, which introduces the subject and contains an explanation of your position. The objective is to demonstrate that you understand the essay contest question and have formed a response to it.
- A **body**, which develops your argument using research and analysis. The process of analysis may include comparing and contrasting, differentiating among several ideas or events, critiquing a variety of perspectives, interpreting results, or drawing inferences. In this section, you should analyze two case studies involving transitions to democracy. Be sure to identify the sources of your information or ideas.
- A **conclusion**, which summarizes the research and analysis presented in the essay and sets forth your conclusions. Drawing on ideas already presented, you should demonstrate that your conclusions support the position you put forward in the opening paragraphs. Your aim is to convince the reader that your position is reasonable and valid.

Your essay should also include **notes and a bibliography**:

- **Reference notes** (footnotes or endnotes) give the sources of your information or ideas. Footnotes are placed at the bottom of the page where the information appears. Alternatively, you may gather all the notes at the end of the text as endnotes.
- A **bibliography** is a list of the works that you have referred to in your essay or have consulted in order to write it.

Essays that use a variety of sources— academic journals, news magazines, newspapers, books, government documents, publications from research organizations—are better in the contest.

Citations in the reference notes or bibliography should follow rules given in a handbook such as the ***MLA Handbook for Writers of Research Papers or the Manual for Writers of Term Papers, Theses, and Dissertations***. Typically an entry will have **at least** the name of the author or editor, title of the work, and date and place of publication. The bibliography should be arranged alphabetically by the last names of the authors.

**Encyclopedias are not acceptable as sources.** Essays citing encyclopedias in notes or bibliography may be disqualified.

**The Internet or World Wide Web should not be the only source for your essay.** Be aware that you may encounter "republished" or "third generation" information on the Internet that is inaccurate or improperly attributed. When citing Internet sources, you must include the following information: author(s), title of work, Internet address, and date information was accessed. Detailed instructions can be obtained from the manuals listed above. For the purposes of this essay, Internet sources should be listed separately from non-electronic sources, such as books, magazines, and newspapers.

You must:

- Type your essay, double-spaced, on one side of white 8 1/2 by 11 inch paper with left and right margins set at 1 1/4 inches each.
- **Your name and your school's name must not appear anywhere on the essay.**

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- Answer the essay contest question in a well-organized, well-reasoned essay of no more than 1,500 words. Points will be deducted from essays exceeding the 1,500-word limit. The word count includes articles (the, and, a) and quotations. Only count the body of the essay. You must include the exact word count in your student registration form.
- Include standardized citations and a bibliography. (These are not included in the 1,500-word count.) Essays without these elements will be disqualified.
- Write the essay in English and address all parts of the 2006-2007 contest topic. Essays on other topics will be disqualified.
- Number the pages of your essay.
- Include your name, school, and address **ONLY** on the student registration form.
- Submit four stapled, legible, collated copies of your essay, along with the completed registration form, to your contest coordinator well in advance of the February 1, 2007 postmark deadline. Attach the student registration form (one copy only) to the top of your essay copies. Your coordinator will submit the essays to the Institute with the coordinator registration form.

Your essay may be disqualified if:

- It is not on the topic.
- Registration forms are not complete or contains incorrect information
- It does not have reference notes and a bibliography.
- It uses encyclopedia citations in the bibliography, or relies solely on Internet research.
- It is postmarked after the deadline of February 1, 2007.
- It plagiarizes—that is, uses someone else's statements or ideas as your own.

### ***How Will Your Essay Be Judged?***

Essays submitted to the National Peace Essay Contest in Washington, D.C., are sent to state-level judges—qualified experts selected by the Institute. Using the criteria described below, state judges select winning essays. National winners are selected from among the first-place state essays by the Institute's board of directors. The decisions of the judges are final. The Institute reserves the right to present no awards at the state and national levels, or to reduce the number of awards if an insufficient number of deserving entries is received. Participants are notified in May of their essay's status. Please do not call the Institute for information about the status of your essay.

Your essay will be judged based on the seven criteria outlined below.

1. **Focus:** Examines how well your essay responds to the questions and/or tasks presented. Does the essay provide specific and thorough responses to all of the questions and/or tasks presented? An excellent essay provides specific and thorough responses to all of the questions and/or tasks presented.
2. **Organization:** Looks at the structure of your essay and the strength of your thesis statement. Does the essay have an organized structure? An excellent essay has an introduction, a body and a conclusion. The organization includes an excellent thesis and moves the reader through the text.
3. **Analysis:** Considers how well your arguments are supported. Are the discussion points argued coherently and supported with research? In an excellent essay all of the arguments are strong, well detailed and extremely well supported by convincing and accurate evidence.
4. **Conclusions and Recommendations:** Examines how well conclusions and recommendations are expressed and how closely they follow from the analysis. Conclusions and recommendations should not present new information that is not a part of the analysis: Does the essay provide sound conclusions and recommendations that follow from the analysis? An excellent essay provides a coherent and comprehensive summary based on the analysis. All of the solutions to the problems presented are specific and well thought out.
5. **Originality:** Looks for creativity in writing. Does the writer use develop ideas creatively? In an excellent essay, the writer proposes and develops creative ideas, through the selection of cases and/or examples, to present novel analysis and alternatives throughout the entire essay.
6. **Voice:** Considers how well your writing engages the reader. Is the essay compelling and/or engaging? An excellent essay fully captures the reader's attention. The flow of the essay keeps the reader engaged throughout the entire text.
7. **Style and Mechanics:** Examines how well the essay is written in terms of grammar, spelling, and punctuation, as well as word choice and sentence construction. Is the essay well written? An excellent essay uses standard writing conventions correctly, e.g. grammar, spelling, and punctuation, with no errors. There are no errors in word choice and all sentences are well constructed.

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(Multiple Drafts will be submitted and reviewed by peers and teacher prior to final draft submission.)

### **Synthesis Project:**

**Objective:** Students will use a variety of carefully selected literary, expository, and informational texts, graphs, and diagrams to determine the connection between Shakespeare's "Macbeth" and the succession of King James I and VI. Students will identify the historical significance of this connection, thereby deducing Shakespeare's political views and statement.

Each group will create a multimedia, text-based product (website, video with script, web-log, PowerPoint) that presents an argument regarding the politics of "Macbeth" and supports its point with evidence from the text and research.

Groups will present their product to the class, explaining how it illustrates the political viewpoint represented by the play and cite the evidence they have gathered to support their claim.

**Prompt:** The film "300 for Vendetta" is inspired by actual events that occurred in England in 1605. Soon after his succession to the throne, there was an attempt to assassinate King James I and VI. A group of men planned to detonate barrels of gunpowder they had hidden under Parliament when the King would be present. This plot was exposed at the very last minute on November 5, 1605. Only one year later, Shakespeare would complete his famous play, "Macbeth," which deals with treason, assassination, and usurpation. Having read the play and researched the materials provided, identify the political comment Shakespeare was presenting.

**Standards:** *Reading Comprehension 2.3-* Verify and clarify facts presented in other types of texts by using a variety of documents; *Reading Comprehension 2.5-* Analyze an author's implicit and explicit philosophical assumptions and beliefs about a subject; *Writing Applications 2.2-* Write responses to literature; *Writing Applications 2.6-* Deliver multimedia presentations.

**Materials:** In response to a class reading of "Macbeth," each student will be provided a packet of excerpts, essays, articles, and other texts they will research together. These will include selected readings from Machiavelli's The Prince; historical papers, graphs, and diagrams documenting the Tudor and Stuart family histories, the religious turmoil of Renaissance England, and the Gunpowder Plot; excerpts of England Law related to Scottish inheritance; and original correspondence between various individuals involved.

**Due Date:**



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## CULTIVATING CRITICAL LITERACY

### **Modes Project:**

Students will complete both the reading and writing portion of the project for credit. To progress to the next assignment, it will be necessary to complete in order each portion.

### **Reading Portion:**

- 1.) Textbook reading- Learning the Modes of Development. Followed by Reading Test. *Students will read the textbook, pages 191-194; 195-198; 237-241; 279-282; 359-363; 411-417; 465-469; 517-521; 571-576 and take a brief Reading Test to assess their learning. (10 points)*
- 2.) Independent reading- Exploring the Modes of Development. Accompanied by Précis writing. *Using the Norton Reader, students will read one essay of their choice in each category: Narration, Description, Compare and Contrast, Classify and Divide, Definition, Process Analysis, Cause/Effect, Persuasion. Students will submit a précis for each essay as an assessment of their reading. (20 points)*

### **Writing Portion:**

- 1.) Timed-Write Response- Analyzing the Modes of Development. *Students will complete a practice timed-write following submission of their précis. The timed-write will be in the same mode as the reading they completed prior. It is due the next class. (30 points)*
- 2.) Multiple Drafts Essays- Writing the Modes of Development. *After all timed-writes are completed, students will begin writing in the modes. Each student will choose a single topic to write about and will complete one, short essay of approximately 600 words for each of the eight modes above. Students will work in "expert groups" to peer-edit the work. Final drafts will be submitted in order of the student's expertise. Essays will be graded based on*

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*the following:* originality, clarity, adherence to mode style, proof of deliberate revision, and correctness. (40 points)

**Due Dates:**

*Reading Test-*

*Eighth Précis-*

*Eighth Timed-Write-*

*Eight Final Drafts-*