

Advanced Placement English Language and Composition Course Outline

1. Advanced Placement Language and Composition
2. Course Number: 135
3. Date Written (or revised): June 2007
4. Prerequisites: Grade of 82 in AP Literature or successful performance on entrance screening
5. Level and Number of Credits: 5 AP credits
6. Grade Levels offered to: Grade 12 only
7. **Course Description:** This college level course is ideal for the student who loves language and the manipulation of words and ideas. Through a study of nonfiction and fiction writing, students will examine writing for various purposes: to persuade, to inform, to express, to describe. These pieces may come from a variety of time periods, disciplines, and rhetorical contexts. Students will use these writings as models for their own writing in the various rhetorical modes. Further, students will study how authors create their desired effect through a rhetorical analysis of diction, tone, imagery, figures of speech, and sentence structure. In addition, students will examine speeches, political cartoons, advertisements, and other visual texts for their rhetorical elements and impact. Students will be expected to synthesize a broad range of readings on a topic to create their own argument. An ability to control stylistic elements while expressing a position is the overarching goal of the course. The complexion of the reading selections will be predicated on the social, political, and cultural movements of the day; however, the underlying choices have their genesis in the guidelines described in the **AP English Course Description handbook**.

All students enrolled in AP Language are required to take the AP test offered by the College Board in May.

High Point Regional High School's curriculum and instruction are aligned to the State's Core Curriculum Content Standards and address the elimination of discrimination by narrowing the achievement gap, by providing equity in educational programs and by providing opportunities for students to interact positively with others regardless of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, religion, disability or socioeconomical status. AP courses are offered to High Point students on a non-discriminatory basis, without regard to a student's race, color, or national origin.

Course Objectives: The following course requirements are detailed at www.apcentral.collegeboard.com. Throughout this document, these objectives will be identified as CO1, CO2, etc.

1. The course teaches and requires students to write in several forms (e.g., narrative, expository, analytical, and argumentative essays) about a variety of subjects (e.g., public policies, popular culture, personal experiences).

2. The course requires students to write essays that proceed through several stages or drafts, with revision aided by teacher and peers.
3. The course requires students to write in informal contexts (e.g., imitation exercises, journal keeping, collaborative writing, and in-class responses) designed to help them become increasingly aware of themselves as writers and of the techniques employed by the writers they read.
4. The course requires expository, analytical, and argumentative writing assignments that are based on readings representing a wide variety of prose styles and genres.
5. The course requires nonfiction readings (e.g., essays, journalism, political writing, science writing, nature writing, autobiographies/biographies, diaries, history, criticism) that are selected to give students opportunities to identify and explain an author's use of rhetorical strategies and techniques. If fiction and poetry are also assigned, their main purpose should be to help students understand how various effects are achieved by writers' linguistic and rhetorical choices. **(Note: The College Board does not mandate any particular authors or reading list, but representative authors are cited in the AP English Course Description.)**
6. The course teaches students to analyze how graphics and visual images both relate to written texts and serve as alternative forms of text themselves.
7. The course teaches research skills, and in particular, the ability to evaluate, use, and cite primary and secondary sources. The course assigns projects such as the researched argument paper, which goes beyond the parameters of a traditional research paper by asking students to present an argument of their own that includes the analysis and synthesis of ideas from an array of sources.
8. The course teaches students how to cite sources using a recognized editorial style (e.g., Modern Language Association, *The Chicago Manual of Style*, etc.)
9. The AP teacher provides instruction and feedback on students' writing assignments, both before and after the students revise their work, that help the students develop these skills:
 - a. A wide-ranging vocabulary used appropriately and effectively
 - b. A variety of sentence structures, including appropriate use of subordination and coordination
 - c. Logical organization, enhanced by specific techniques to increase coherence, such as repetition, transitions, and emphasis
 - d. A balance of generalization and specific, illustrative detail
 - e. An effective use of rhetoric, including controlling tone, establishing and maintaining voice, and achieving appropriate emphasis through diction and sentence structure

8. CCCS Addressed:

New Jersey CCCS Addressed:

- a. 3.1 Reading
- b. 3.2 Writing
- c. 3.3 Speaking
- d. 3.4 Listening
- e. 3.5 Viewing/Media Literacy

9. District Policy: **ACADEMIC INTEGRITY**

Pupils are expected to be honest in all of their academic work. This means that they will not engage in any of the following acts:

- Cheating on examinations or other school assignments, including but not limited to, the non-authorized use of books or notes, the use of crib sheets, copying from other students' papers, exchanging information with other students orally, in writing, or by signals, obtaining copies of the examination illegally and other similar activities. Cheating through the use of technology to exchange information on any school assignment, examination, etc. is prohibited. Technology is defined as, but not limited to, computers, telephones, text messaging, palm pilots, calculators, cameras or any other hand held device.
- Plagiarism is not permitted in term papers, themes, essays, reports, images, take-home examinations, and other academic work. Plagiarism is defined as stealing or use without acknowledgment of the ideas, words, formulas, textual materials, on-line services, computer programs, etc. of another person, or in any way presenting the work of another person as one's own.
- Falsifications, including forging signatures, altering answers after they have been graded, inserting answers after the fact, erasing of grader's markings, and other acts that allow for falsely taking credit.

A pupil found guilty of academic dishonesty may be subjected to a full range of penalties including, but not limited to reprimand and loss of credit for all of the work that is plagiarized. Disciplinary action may also be a consequence of such behavior. Additional consequences may apply as defined in specific department policies and guidelines.

A teacher who believes that a pupil has been academically dishonest in his/her class should resolve the matter in the following manner:

- Reprimand the student orally and/or in writing. The teacher is also authorized to withhold credit in the work due to academic dishonesty.
- If warranted, the teacher shall file a written complaint against the student with the Administration, requesting a more stringent form of discipline. The complaint must describe in detail the academic dishonesty that is alleged to have taken place, and must request that the matter be reviewed by the Administration.
- The Administration will determine if further discipline of the pupil is appropriate, and will determine the nature of the discipline on a case-by-case basis.

- If the pupil is not in agreement with the disciplinary action of the Administration, he/she may appeal the action first to the Principal and secondly to the Superintendent. If the pupil is dissatisfied with the Superintendent's disposition of the case, he/she may grieve the action in accordance with Policy No. 5710, Pupil Grievance.

10. Course Policy: All students in AP Language must complete a research project. Students will not receive credit for the course if a research project is not completed. Additionally, all students enrolled in the AP course must take the corresponding AP test in May.

11. Units of Study

Ongoing Curricular Elements: The following activities are completed over the course of the school year and reflect regular attention to the rhetorical study of social, political, and cultural issues.

- A. Columnist Project: Students will track a columnist on a regular basis, completing a rhetorical analysis every other week. (CO3, 4, 5)
- B. POW: Piece of the Week: Alternating with the columnist study, students will select any piece of text, written or visual, that strikes them for some reason and write their observations on the rhetorical make up of the piece. (CO3, 5, 6, 8)
- C. Class Blog on www.blogspot.com. Students will post each paper within the study of rhetorical modes on the class blog. The teacher and classmates will post comments and suggestions for revisions. As students proceed through the drafting process, they will use the feedback from their classmates and teacher to help them focus on their own rhetorical choices. After they have engaged in online conferencing and revised the posted version based on these discussions, students may submit a final draft for evaluation and scoring. (CO2, 9a-e)
- D. Treasure Chest of Cultural Knowledge (adapted from Carol Wingard, Georgia): Students will maintain a collection of note cards that highlights news features, favorite lines or passages from both fiction and nonfiction, political trends, pop culture, elements of art and music~anything that enhances the students' role as a "citizen rhetor." (CO6)
- E. Exposure to practice multiple choice questions using materials such as Applied Practice or released AP tests.

Unit 1: Introduction to Rhetoric

- A. Unit Goals: Students will understand the meaning of rhetoric and the nature of a “citizen rhetor.” Students will recognize the underpinnings of an analysis of language by having a solid background in grammatical constructs and the rhetorical canons. (CO9a, b, c, e)
- B. Unit Objectives: Students will be able to approach a text with the tools to assess the rhetorical choices made by the writer. Students will be able to define and use the following:
1. rhetorical appeals
 2. rhetorical canon
 - a. memory
 - b. arrangement
 - c. invention
 - d. delivery
 - e. style
 3. figures of speech~tropes
 - a. simile
 - b. metaphor
 - c. synecdoche
 - d. metonymy
 - e. syllepsis
 - f. hyperbole
 - g. litotes
 - h. oxymoron
 - i. paradox
 4. figures of speech~schemes
 - a. parallelism
 - b. antithesis
 - c. ellipsis
 - d. asyndeton
 - e. polysyndeton
 - f. alliteration
 - g. assonance
 - h. anaphora
 - i. epistrophe
 - j. anadiplosis
 - k. chiasmus

Students will possess the grammatical skills to recognize the manipulation of language and syntax for rhetorical effect. Students will be able to define and use the following:

1. sentence order
 - a. basic
 - b. interrupted
 - c. inverted
 - d. cumulative
 - e. periodic
2. sentence types
 - a. declarative
 - b. imperative
 - c. exclamatory
 - d. interrogative
3. sentence structure
 - a. simple
 - b. compound
 - c. complex
 - d. compound-complex
4. parts of speech
5. parts of sentence
6. phrases
 - a. prepositional
 - b. participial
 - c. gerund
 - d. absolute
 - e. appositive
 - f. infinitive
7. clauses
 - a. independent
 - b. dependent

Students will be able to identify an author's tone by examining the subtleties of language and the diction choices. Students will be able to distinguish gradations of attitude by their understanding of differences in connotation of similar words. Through vocabulary study, students will be able to add to their store of resources for assessing rhetorical choices.

C. Class Writings:

1. "Dear John" letter in various tones to show understanding of subtle differences in meaning of vocabulary words. (CO 9a, d, e)
2. "Personal Statement" for college applications. Students will experiment with different sentence structures and figures of speech to "sell" themselves to college admissions officers. Through peer editing and student/teacher conferences, writers will revise and edit their drafts until appropriate for submission. (CO 9a-e)

Unit 2: Happening Truth vs. Story Truth

- A. Unit Goals: Students will understand the differences, similarities, varieties, and value of happening truth and story truth; students will explore the confluence of reality and illusion, fact and fiction in both novels and memoirs.
- B. Unit Objectives: Students will examine and evaluate degrees of truth in novels and memoirs; students will write their own memoirs following the style of selected authors.
- C. Summer Readings: (CO5)
 - 1. *Extremely Loud and Incredibly Close* by Jonathan Safran Foer
 - 2. *Angela's Ashes* by Frank McCourt
 - 3. *The Glass Castle* by Jeannette Walls
- D. Class Readings: (CO5)
 - 1. *The Things They Carried* by Tim O'Brien
 - 2. *The Color of Water* by James McBride
 - 3. "Memoir? Fiction? Where's the Line?" by Mimi Schwartz
 - 4. "The Whole Truth" by Peter M. Ives
 - 5. "Everything but the Truth" by Fern Kupfer
 - 6. "On Keeping a Diary" by William Safire
 - 7. "Why I Write" by George Orwell
 - 8. "Why I Write" by Joan Didion
 - 9. "Why I Write" by William Saroyan
 - 10. "I Am Writing Blindly" by Roger Rosenblatt
 - 11. from *It's All Over but the Shoutin'* by Rick Bragg
 - 12. from *Firebird: A Memoir* by Mark Doty
 - 13. from *Growing Up* by Russell Baker
 - 14. from *An American Childhood* by Annie Dillard
 - 15. "Fifteen" by Bob Greene
- E. Class Writings:
 - 1. Analysis of happening truth vs. story truth in summer readings (CO4)
 - 2. "The Things I Carry" personal poem (CO3)
 - 3. Personal Memoir (CO2, 9a-e)
 - 4. Practice AP Prompt: Virginia Woolf (CO4)
 - 5. Practice AP Prompt: from *The Color of Water* by James McBride (CO4)

Unit 3: Narration and Description

- A. Unit Goals: Students will understand the methods and strategies for creating descriptive narration, while examining purpose and point of view.
- B. Unit Objectives: Students will be able to use the methods studied to create their own piece of narration. Students will be able to define:
 - 1. various points of view
 - 2. narrative structures
 - 3. figurative language
 - 4. various elements of style
- C. Class Readings: (CO5)
 - 1. *In Cold Blood* by Truman Capote
 - 2. from *Moll Flanders* by Daniel Defoe
 - 3. from *Lord Jim* by Joseph Conrad
 - 4. from *The Return of the Native* by Thomas Hardy
 - 5. “The Way to Rainy Mountain” by N. Scott Momaday
 - 6. “Once More to the Lake” by E. B. White
 - 7. “My Name is Margaret” by Maya Angelou
 - 8. “Shooting an Elephant” by George Orwell
 - 9. “A Hanging” by George Orwell
 - 10. “My Flamboyant Grandson” by George Sanders
- D. Class Writings:
 - 1. Personal Narrative paper (CO1, 2, 9a-e)
 - 2. Stylistic analysis of Defoe, Conrad, or Hardy (CO4)
 - 3. Practice AP Prompt: from *In Cold Blood* (CO4)

Unit 4: Process Analysis

- A. Unit Goals: Students will understand the methods and strategies of creating a process analysis, while examining purpose, structure, and point of view.
- B. Unit Objectives: Students will be able to use the methods and strategies to create their own process analysis piece. Students will be able to define
 - 1. various points of view
 - 2. sequencing appropriate to purpose
- C. Class Readings: (CO5)
 - 1. “My Daily Dives in the Dumpster” by Lars Eigher
 - 2. “Desperation Writing” by Peter Elbow
 - 3. “How Teachers Make Children Hate Reading” by John Holt
 - 4. “What the Novelist Gives Us” by Virginia Woolf
 - 5. “Ground for Fiction” by Julie Alvarez
 - 6. “Girl” by Jamaica Kincaid

- D. Class Writings:
1. Personal Process Analysis paper (CO1, 2, 9c)
 2. Personal “Girl” essay (CO3)
Using “Girl” as a model, students will write a process paper for a persona they claim in their own lives; for example, they may be “student,” “son,” “daughter,” “athlete,” “sibling,” among others. Through the voice of the other person in the relationship, students will reveal their understanding of the roles they play and the manner in which they (should) act.

Unit 5: Comparison and Contrast

- A. Unit Goals: Students will understand the methods and strategies for creating a comparison and contrast piece, while examining purpose, structure, and point of view.
- B. Unit Objectives: Students will be able to use the methods and strategies to create their own comparison/contrast paper. Students will be able to define
1. point by point structure
 2. block structure
 3. various types of parallel structure
- C. Class Readings: (CO5)
1. *A Tale of Two Cities* by Charles Dickens
 2. “Of Youth and Age” by Francis Bacon
 3. “The Spider and the Bee” by Jonathan Swift
 4. “In Search of a Room of One’s Own” by Virginia Woolf
 5. “Shakespeare in the Bush” by Laura Bohannon
 6. “Two Views of the River” by Mark Twain
 7. “School vs. Education” by Russell Baker
- D. Class Writings:
1. Personal Comparison/Contrast paper (CO1, 2, 9b, c)
 2. Practice AP Prompt: Audubon/Dillard (CO4)

Unit 6: Division and Classification

- A. Unit Goals: Students will understand the methods and strategies for creating a division and classification paper, while examining purpose, structure, and point of view.
- B. Unit Objectives: Students will be able to use the methods and strategies to create their own division and classification papers.

- C. Class Readings: (CO5)
1. “Of Studies” by Francis Bacon
 2. “Of Friends” by Francis Bacon
 3. “College Pressures” by William Zinsser
 4. “Thinking as a Hobby” by William Golding
 5. “Shades of Black” by Mary Mebane
 6. “Mother Tongue” by Amy Tan
 7. “Revelation” by Flannery O’Connor
- D. Class Writings:
1. Personal Division and Classification paper (CO1, 2, 9b, c)
 2. Imitation of Bacon’s essays/style: “Of ...” (CO3, 9a-c)
Students will select their own topics for a division/classification essay in the style of Francis Bacon. They will experiment with subordination and coordination as they vary their sentence structure to show the relationship and categories of their topics. Subjects for the essays range from friendships to families to colleges to values and beyond.

Unit 7: Definition

- A. Unit Goals: Students will understand the methods and strategies for creating a definition paper, while examining purpose, structure, and point of view.
- B. Unit Objectives: Students will be able to use the methods and strategies to create an effective definition paper.
- C. Class Readings: (CO5)
1. “What is Happiness?” by John Ciardi
 2. “Happiness” by Raymond Carver
 3. “The Meaning of a Word” by Gloria Naylor
 4. “Being a Chink” by Christine Leong
 5. “Kiss Me, I’m Illegal” by Paul Vitello
 6. “I Want a Wife” by Judy Brady
 7. “Existentialism” by Jean-Paul Sartre
- D. Class Writings:
1. Personal poem: “What is Happiness?” (CO3, 9e)
 2. Personal Definition paper (CO1, 2, 9a, d)
 3. Practice AP Prompt: Nancy Mairs (CO4)

Unit 8: Cause and Effect

- A. Unit Goals: Students will understand the methods and strategies for creating a cause and effect paper, while examining purpose, structure, and point of view.
- B. Unit Objectives: Students will be able to use the methods and strategies to create an effective cause and effect paper.
- C. Class Readings: (CO5)
 - 1. “Politics and the English Language” by George Orwell
 - 2. “Words and Change” by Gloria Steinem
 - 3. “Black Men and Public Space” by Brent Staples
 - 4. “Television: The Plug-In Drug” by Marie Winn
 - 5. “Safe-Sex Lies” by Meghan Daum
- D. Class Writings:
 - 1. Personal Cause/Effect paper (CO1, 2, 9b)
 - 2. Practice AP Prompt: “I Forgot the Words to the National Anthem” (CO4)

Unit 9: Persuasion and Argumentation

- A. Unit Goals: Students will understand the principles of argument and persuasion. They will be able to assess the effectiveness of an argument and recognize the elements that make it effective or ineffective. Students will recognize that persuasive techniques can be applied to many types of media and texts, including speeches, advertisements, political cartoons, editorial and opinion pieces, graffiti, billboards, photographs, etc.
- B. Unit Objectives: Students will be able to use the methods and strategies studied to create an effective argument and to effectively assess an argument. Students will read the short story “Love is a Fallacy” by Max Shulman as an introduction to fallacious reasoning. Students will be able to define, recognize, refute, and use, when necessary, the following:
 - 1. ethos
 - 2. pathos
 - 3. logos
 - 4. inductive reasoning
 - 5. deductive reasoning
 - 6. logical fallacies:
 - a. testimonial
 - b. bandwagon
 - c. non sequitur
 - d. post hoc ergo propter hoc/slippery slope
 - e. red herring
 - f. stereotyping

- g. straw man
- h. ad verecundiam
- i. ad hominem
- j. ad misericordiam
- k. hasty generalization
- l. begging the question/circular reasoning
- m. oversimplification
- n. slanted/prejudicial language
- o. poisoning the well
- p. biased sample
- q. faulty analogy

C. Class Readings: Speeches (CO5)

1. "I Have a Dream" by Martin Luther King, Jr.
2. "The Quarantine Speech" by Franklin D. Roosevelt
3. "Message to the Grass Roots" by Malcolm X
4. "The Audacity of Hope" (DNC) by Barack Obama
5. "The Gettysburg Address" by Abraham Lincoln
6. "St. Crispin's Day" by Henry V

D. Class Writings:

1. Personal "I Have a Dream" speech (CO3, 9a-e)
Students will select a topic about which they hope for change. They will write and present their own "I Have a Dream" speeches, incorporating repetition, extended metaphor, and appropriate logical appeals.
2. Rhetorical analysis of "The Audacity of Hope" (CO1)
3. Practice AP Prompt: Queen Elizabeth (CO4)

E. Class Readings: Argument (CO5)

1. "Letter from Birmingham Jail" by Martin Luther King, Jr.
2. "In Defense of Prejudice" by Jonathan Rauch
3. "Should This Student Have Been Expelled?" by Nat Hentoff

F. Class Writing:

1. Response: Should the student have been expelled? (CO1, 3, 9d, e)

G. Class Readings: Argument (CO5)

1. "The Case for Torture" by Michael Levin
2. "The Case for Torture" by Pat Buchanan
3. "Torture and the Bomber Scenario" by Tim Gorton
4. "It Should be Permissible to Torture Suspected Terrorists to Gather Information" by Clinton R. Van Zandt
5. "It Should Not be Permissible to Torture Suspected Terrorists to Gather Information" by Vincent Iacopino
6. "Torture Should Not be Authorized" by Philip B. Heymann

7. “Yes, It Should be ‘On the Books’” by Alan M. Dershowitz

H. Class Writings:

1. Pre-reading: Is torture ever justified? (CO3)
Without having read any articles or discussed the subject of torture, students will write a personal response to the question: Is torture ever justified?
2. Post-reading: Is torture ever justified? (CO1, 7, 8)
Following the reading of seven articles on the issue of torture, students will revisit their initial responses. They will then write a persuasive essay that supports, refutes or qualifies the stance that torture is justified. Students will use the articles in service of their own arguments; they will properly cite the sources using MLA format.

I. Class Activities:

1. Extemporaneous debates on local, national, and global issues
2. Presentation of Columnist Project: (CO7)
Students have been regularly reading and responding to the articles of a featured columnist. As a class they will select a common issue and find their columnists stance on that issue and present it to the class. Students will debate the issue using their columnist as a source.

J. Class Readings: Persuasive (CO5)

1. Save Darfur ad; Newsweek (CO6)
2. Pledge letter: Habitat for Humanity
3. Pledge letter: World Vision
4. Pledge letter: Doctors without Borders
5. Various Political and Editorial Cartoons (CO6)
6. Visual Texts: *Picturing Texts*, Chapter 6
7. Presentation of visual texts: photos of Jacob Riis, Bernie Boston, Ernest Withers, Dorothea Lange, “The Burning Monk,” and many others.

K. Class Writings: Persuasive

1. Rhetorical analysis of pledge letters (CO1)
2. Practice AP Prompt: Coke letters (CO4)
3. Analyzing Editorial Cartoons:
http://lcweb2.loc.gov/learn/features/political_cartoon/index.html
Students will complete this activity and then apply the steps of analysis to a current cartoon of their own selection.
4. Visual Text Analysis (CO6)

Students will select a photograph and write an analysis of the visual text, using the mnemonic OPTIC as a starting point and supplementing with the questions from *Picturing Text*.

- L. Class Readings: Satire (CO5)
 - 1. *A Modest Proposal* by Jonathan Swift
 - 2. “War Prayer” by Mark Twain
 - 3. “A Modest Proposal for a ‘Museum of the Plains White Person’” by Rayna Green
 - 4. “Complete Sentences: Turning Students into Prison Inmates” by Margo Freistadt
 - 5. “Nation’s Children Drop to 4th Most Valuable Resource” by National Lampoon

- M. Class Writings: Satire
 - 1. Personal “Modest Proposal” (CO1, 2, 4, 9a-e)
Students will select an issue in which they have a personal investment, an issue which they hope to change or reform. They will write their own proposal for change, using Swift’s work as the model. They will follow his organizational pattern and experiment with balancing generalizations about the issue with specific, illustrative details to affect change.

Unit 10: Synthesis

- A. Unit Goals: Students will understand the strategies needed to integrate and synthesize various texts into a coherent argument.

- B. Unit Objectives: Students will be able to assess sources and select texts that offer arguments and counter-arguments in the service of establishing a position. Students will engage in a conversation with the texts as they formulate and support a position. They will show proper attribution to their sources while also using appropriate documentation format. (CO7, 8)

- C. Class Activities:
 - 1. Analyze sample synthesis prompt on the effect of television on political debates. Review the prompt structure, the source material, sample essays, and scoring rubric. Students will understand the process involved in synthesizing materials to create their own argument.
 - 2. Identify four significant issues; create four groups to research different perspectives on the issues. Compile, assess, and excerpt passages to create group synthesis question. Include graphs, charts, or cartoons as sources. (CO5, 6, 7, 8,)

- D. Class Writing:

1. Students will write individual, well-developed research papers based on the information found by the group members. They will take a stance on their issue, argue that stance using the materials gathered, and write a well-reasoned analysis of the issue. Through peer editing sessions with the teacher and the other members of the group, students will polish their essays and show evidence of revision and incorporation of peer comments. Students will use proper attribution of textual support, as well as MLA documentation throughout their papers. (CO1, 2, 4, 5, 6, 7, 8, 9a-e)
2. Students will exchange questions and write on one of the other synthesis prompts in a timed setting. (CO1, 4, 7, 8, 9a-e)
3. Those students who created the prompts will analyze, score, and peer review the written essays, in concert with the teacher's direction.

Unit 11: Putting it all together

- A. Unit Goals: Students will be able to understand the effects of rhetorical and stylistic choices on a piece of writing.
- B. Unit Objectives: Students will be able to use their understanding of rhetorical and stylistic devices to both analyze a piece of writing and adopt the author's style of writing.
- C. Class Reading: ((CO5)
 1. *As I Lay Dying* by William Faulkner
- D. Class Writing: (CO3)
 1. Students will write a eulogy for Addie in the style of Faulkner and the voice of one of his distinctive characters.
 2. Students will write a rhetorical analysis of their own eulogy in a meta-cognitive exercise to show their understanding of their own rhetorical and stylistic choices as they relate to their chosen character and to Faulkner.

Class Resources

Student Text:

Trimmer, Joseph and Maxine Hairston. *The Riverside Reader*. Boston: Houghton Mifflin Co, 2002.

Student Supplemental Works:

Capote, Truman. *In Cold Blood*
Dickens, Charles. *A Tale of Two Cities*
Faulkner, William. *As I Lay Dying*
Foer, Jonathon Safran. *Extremely Loud and Incredibly Close*
O'Brien, Tim. *The Things They Carried*
McBride, James. *The Color of Water*
McCourt, Frank. *Angela's Ashes*
Swift, Jonathon. *A Modest Proposal*
Walls, Jeannette. *The Glass Castle*

Teacher Supplemental Texts:

Covino, William A. and David A. Jolliffe. *Rhetoric: Concepts, Definitions, Boundaries*. Boston: Allyn and Bacon, 1995.

Faigley, Lester, et al. *Picturing Texts*. New York: W. W. Norton & Co, 2004.

Lunsford, Andrea A., John J. Ruszkiewicz, and Keith Walters. *Everything's an Argument*. 3rd ed. Boston: Bedford/St. Martin's, 2004.

Peterson, Linda, et al. *The Norton Reader*. New York: W. W. Norton & Co, 2000.

Root, Robert L. and Michael Steinberg. *The Fourth Genre: Contemporary Writers of/on Creative Nonfiction*. New York: Pearson Education, Inc., 2002.

Roskelly, Hephzibah, and David Jolliffe. *Everyday Use: Rhetoric at Work in Reading and Writing*. New York: Pearson Longman, 2005.

Ruszkiewicz, John. *Beyond Words: Reading and Writing in a Visual Age*. New York: Pearson Education, Inc., 2006.

Strunk, William. *Elements of Style*. 1918. New York: Pearson Education, Inc. 2000.