

## COURSE SYLLABUS

**Center for Talent Development  
Northwestern University  
Program:** Gifted LearningLinks

**Course Title:** AP English Language & Composition Online

**Class Time and Location:** This course is delivered 100% online. No campus attendance is required.

**Instructor:** This course is taught by **Leslie Salley**. More information about your instructor, including her credentials and contact information, is available in the **Instructor** area of this course site.

**Office Location:** Springfield, Missouri

**Office Hours:** Email 24/7; phone, live chat, or video conference, by appointment.

**Email Contact:** [xxxxxxx@northwestern.edu](mailto:xxxxxxx@northwestern.edu). When sending email to your instructor, make sure to sign it with your full name and to put **AP English** in the subject line, please.

## GENERAL INFORMATION

**Course Description:** The immediate goal of this course is to prepare students to take the AP English Language & Composition Exam. More broadly, this course focuses on the skills necessary to understand, evaluate, and critique analytical arguments and to develop higher-order thinking skills. For each reading, the question to consider will be: what is the main argument of this text, and how does it use written language? Paired with these readings will be an intensive series of written assignments.

**Outcomes:** Upon successful completion of this course, students will:

- Write on a variety of subject and in a variety of forms: narrative, expository, exploratory, and argumentative.
- Learn to read texts with understanding and write prose of sufficient richness and complexity to communicate effectively with mature readers.
- Develop an understanding of how to be aware of the writer's purposes, audience, and expectations.
- Understand the relationship between form and content in terms of language and composition.
- Understand methods of argumentation, analysis of rhetoric, and development of synthesized research.
- Complete and write original arguments, using sources, as well as compose successful analyses of rhetoric.

### Resources and Materials:

- Fadiman, Ann. *The Spirit Catches You and You Fall Down*. Farrar, Strauss, and Gireaux, 1998. ISBN 0374975809.
- Fitzgerald, F. Scott. *The Great Gatsby*. Scribner, 1999. ISBN 0743273567.
- Hurston, Zora Neale. *Their Eyes Were Watching God*. Harper Perennial, 2006. ISBN 0061120065.
- O'Brien, Tim. *In the Lake of the Woods*. Houghton Mifflin, 2006. ISBN 061870986X.
- Krakauer, John. *Into the Wild*. Pan New Ed, 1999. ISBN 0385486804.
- Rhys, Jean. *Wide Sargasso Sea*. Palgrave Macmillan, 2003. ISBN 0140818030.
- Lunsford, Andrea and John J. Ritzkiewicz, Eds. *The Presence of Others*. Bedford/St. Martin's, 2003. ISBN 0312404344.
- Wilde, Oscar. *The Picture of Dorian Gray*. Barnes and Noble Classics, 2003. ISBN 1420925288.

## STUDENT EVALUATION INFORMATION

**Evaluation Process:** Students will complete monthly reading and writing assignments. These questions and prompts will be posted at the beginning of each month. Each essay prompt should be 750-1000 words in length, with accurate and appropriate MLA citations. Each journal response should be the same length. The journal work precedes the analytical essays and is meant to serve as the classroom discussion.

### Grading Scale:

- A+ = 97–100
- A = 93–96
- A– = 90–92
- B+ = 87–89
- B = 83–86
- B– = 80–82
- C+ = 77–79
- C = 73–76
- C– = 70–72
- D+ = 67–69
- D = 63–66
- D– = 60–62
- F = Below 60

### AP Rubric:

Writing assignments will be graded using the following criteria. Detailed information about the possible points and required elements for assignments will be available in course lessons.

Score	Explanation
9	Essays earning the score of 9 meet all the criteria for 8 papers and, in addition, are particularly sophisticated in diction and syntax.
8	Essays earning the score of 8 show original insights as well as convincing textual support. The discussion demonstrates the writer's control of the topic, is well organized, and shows depth of understanding. Minor, if any, errors exist.
7	Essays earning the score of 7 fit the description a 6 essays but are distinguished from them by fuller analysis or stronger organization or composition style. The essay conveys the ideas clearly. Textual evidence is good but insights may lack originality.
6	Essays earning the score of 6 adequately address the prompt but may lack original insight. These essays use appropriate evidence. A few lapses in writing style may be present. Essays convey ideas clearly.
5	Essays earning the score of 5 adequately address the prompt, but are inconsistent in insights and/or evidence. Essays feature less control of writing with lapses in diction and syntax.
4	Essays earning the score of 4 respond to the prompt, but the ideas are generic. Although the essay shows evidence of focus, support, and organization, there are inconsistencies in evidence, and the writing is formulaic and mechanical. Lapses in writing style may be present.
3	Essays earning the score of 3 attempt to address the prompt. Use of textual evidence is insufficient and/or weak. Major lapses in writing conventions may exist.
2	Essays earning the score of 2 fail to address the prompt, may substitute a simpler task essays, and/or may lapse into plot summary. Essay might be incomplete or essential components missing.
1	Essays earning the score of 1 do not contain a thesis; essay does not attempt to prove anything. Multiple essential elements are missing.

**Grade equivalent:**

- A range (9, 8, 7.5)
- B range (7, 6, 5.5)
- C range (5, 4, 3.5)
- D range (3, 2)
- F range (1)

**ADMINISTRATIVE INFORMATION**

**Course Requirements:** Students enrolled in Gifted LearningLinks (GLL) online courses must adhere to the following requirements in order to participate successfully in the virtual learning environment:

- All GLL courses require a properly maintained computer with broadband Internet access, a recent-version Web browser (such as Internet Explorer 6 or 7, Firefox, or Safari), and a stable email account. Please don't change your email once you have registered for a course, because difficulties in communication will greatly affect your success in the course!
- All GLL courses use the Blackboard Course Management System. Web browsers must be Java- and cookie-enabled.
- Please check your email and the Blackboard Classroom 3–4 times a week!
- You are expected to be familiar with standard computer operations (e.g., login, cut and paste, email attachments) and to acquaint yourself with the Blackboard Course Management System and Acrobat Connect (formerly called Breeze) software prior to the start of class. Tutorials for using the software are in the Blackboard Classroom in the GLL Tutorials link.
- In order to be successful in an online course, you need the following skills:
  - Self-direction.
  - Independent time management.
  - Ability to meet deadlines.

**Intellectual Ownership, Academic Honesty, and Netiquette:** The GLL online course environment is offered as a virtual space where students and professionals may meet, communicate, and collaborate. Participants are expected to behave as they would in the workplace or in a face-to-face classroom, following online rules of etiquette (called netiquette). Students are expected to act with honesty and personal integrity in all of their academic work and social interactions. This expectation applies to all academic exercises, including assignments, papers, labs, and assessments. See the Center for Talent Development Web site for specific details: [www.ctd.northwestern.edu/learning/policies](http://www.ctd.northwestern.edu/learning/policies)

**Academic and Performance Expectations:** GLL online courses are intended for highly motivated, independent learners.

- While instructors initiate contact with students, it is each student's responsibility to contact the instructor with questions and concerns.
- While online programming provides students with the flexibility to schedule study time around their other academic and personal commitments, GLL students must be able to:
  - Devote the appropriate amount of time per week to study for their courses (see above chart)
  - Plan ahead and meet all assignment and test deadlines as set out in the course syllabus.
- Unless prior arrangements have been made with the instructor, students are expected to follow the course syllabus and meet all course requirements outlined therein.

Performance issues will be resolved in the following ways:

- Instructor and student will confer.
- Instructor will contact the parent(s)/guardian(s).
- GLL staff will arrange a conference with the student, parent(s)/guardian(s) and instructor.

Chronic performance problems unresolved by the above measures may warrant dismissal from the program. If CTD dismisses a student from a GLL course, CTD will enter a grade of "X" for that course on the student's transcript.

## COURSE SCHEDULE

SEMESTER ONE				
	Topic/Focus	Activities & Reading Assignments	What do I need to post to the Discussion Board?	What do I need to turn in?
Week 1	Fiction and Philosophy	<u>The Picture of Dorian Gray</u>		
Week 2		Prompts:  a. Compare and/or contrast Basil's influence upon Dorian with Lord Henry's, drawing specific attention to their artistic motivations.  b. Explore the degree to which this novel is both a condemnation and celebration of hedonism.	Responses to original prompts / peer review.	Responses to original prompts.
Week 3		Continue session 1		
Week 4		Continue session 1		
Week 5	Nonfiction	Journal: Analyze the structure of the text, paying particular attention to the beginnings and endings of each chapter. How does the structure further Fadiman's purpose? (3 pages)  <i>AP Practice Prompts (from College Board materials):</i>  •original argument (Postman prompt)		Journal work and practice AP prompts.

		<ul style="list-style-type: none"> <li>•<i>style analysis (Didion prompt)</i></li> <li>•<i>1st two multiple choice practice sections (from 2001 released exam)</i></li> </ul>		
<b>Week 6</b>		<p>Prompts:</p> <p>a. Defend, challenge or qualify: Ann Fadiman believes the Hmong should assimilate.</p> <p>b. Analyze the portrayal of the American medical community in the text. Pay particular attention to how Fadiman creates bias through her use of language.</p>	Original prompts/ peer review	Responses to original prompts.
<b>Week 7</b>		Continue session 2		
<b>Week 8</b>		Continue session 2		
<b>Week 9</b>	American Themes	Read <u>The Great Gatsby</u>		
<b>Week 10</b>		Journal: Note Fitzgerald's economy of language by evaluating how motifs complement the larger thematic purpose. Motifs to focus on are music and eyes. (4 pages)		Journal work
<b>Week 11</b>		<p>Prompts:</p> <p>a. Analyze the portrayal of women in the novel.</p> <p>b. Defend, challenge or qualify: Gatsby is great.</p>	Original essays / peer review.	Original essays.
<b>Week 12</b>		Continue session 3.		

<b>Week 13</b>	Multiculturalism	Read <u>Their Eyes Were Watching God</u>		
<b>Week 14</b>		Journal:  Evaluate the motifs of trees and animals in the novel.  AP Practice Prompts (from College Board materials):  •original argument (Baldwin prompt)  •style analysis (Rodriguez prompt)  •2nd two multiple choice practice sections (3rd and 4th prompts from 2001 released exam)		Journal work.
<b>Week 15</b>		Prompts:  a. Defend, challenge or qualify: <u>Their Eyes Were Watching God</u> perpetuates negative stereotypes about African Americans.  b. Analyze how Janie's voice reflects her development in character.	Original essays/ peer review.	Original essays.
<b>Week 16</b>		continue session 4		
<b>Week 17</b>	Multiple genres	Read <u>In the Lake of the Woods</u>		
<b>Week 18</b>		Journal:  Note the interrelationship of genres in the telling of the story. Explain how these different genres further O'Brien's overall purpose. Pay		Journal work and AP practice responses.

		particular attention the notes on the bottom of the pages throughout.		
		AP Practice prompt: Synthesis questions, with attention to the use of multiple sources in response to prompt. (Invasive species prompt)		

**SEMESTER TWO**

	Topic/Focus	Activities & Reading Assignments	What do I need to post to the Discussion Board?	What do I need to turn in?
<b>Week 19</b>		Prompts: a. Determine which hypothesis is most plausible and explain why. b. Evaluate the relationship between power and magic in the novel.	Original essays/ peer review.	Original essays.
<b>Week 20</b>		continue session 5		
<b>Week 21</b>	Nonfiction Unit #2	Read <u>Into the Wild</u>		
<b>Week 22</b>		Journal: Explore Krakauer's research methods as his way of establishing credibility. Pay particular attention to the relationship of scientific and personal resources.		Journal work.
<b>Week 23</b>		Prompts: a. Defend, challenge or qualify: Chris McCandless is a hero. b. Evaluate Krakauer's bias in	Original essays/ peer review.	Original essays.

		his narrative technique.		
<b>Week 24</b>		continue session 6		
<b>Week 25</b>	Post modern fiction.	Read <u>Wide Sargasso Sea</u>		
<b>Week 26</b>		Journal:  Explore Rhys' point of view shifts throughout the novel. Why does she do this? What is accomplished in terms of her thematic purpose?  AP Practice: New Synthesis question (from AP Central materials)		Journal work/ practice AP prompts.
<b>Week 27</b>		Prompts:  a. Compare and/or contrast Antoinette's views of marriage with Rochester's.  b. Evaluate the motif of fire in the novel.	Original essays/ peer review.	Original essays.
<b>Week 28</b>		Continue session 7		
<b>Week 29</b>	Multiple perspectives	Read selected essays: "What are Homosexuals For?" by Andrew Sullivan  "Guys vs. Men" by Dave Barry  "The Place Where I Was Born" by Alice Walker  "Home" by Barbara Smith  "The Clan of One-Breasted Women" by Terry Tempest Williams  "The Way to Wealth" by		Journal work.

		<p>Benjamin Franklin</p> <p>“Work Makes Life Sweet” by bell hooks</p> <p>“Learning is the Key of Life” by Jon Spayde</p> <p>Journal:</p> <p>For each essay, write a one page discussion where you analyze the author’s credibility, emotional manipulation, and logical appeals.</p>		
<b>Week 30</b>		<p>For the essay by Jon Spayde, explain how the implementation of graphics enhances Spayde’s position. Analyze the graphic with attention to juxtaposition, imagery, and tone.</p> <p>For the essay by Dave Barry, explain how the chart at the end of the essay enhances the overall tone of the writer; ultimately, is the essay’s credibility enhanced or diminished by this chart?</p>	Analysis and peer review.	Original essays.
<b>Week 31</b>		Continue session 8		
<b>Week 32</b>		Continue session 8		
<b>Week 33</b>				
<b>Week 34</b>	Revision and original argument	<p>With each revision, attach a one page response which explains what changes were made and why.</p> <p><u>Select 2-4 original essays to</u></p>		Revisions

		<u>revise.</u>		
<b>Week 35</b>		Write an original essay, modeled on one of the above examples, which emulates the author's rhetorical and/or stylistic devices. This essay must also <b>synthesize</b> at least three documents/texts read during this course.	Original essay/ peer review.	Original essay
<b>Week 36</b>		Continue session 9		

GLL SAMPLE