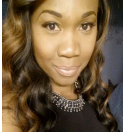


Coretta Scott King Young Women's Leadership Academy
1190 Northwest Drive
Atlanta, GA 30318
404.802.4900 Main Office

Advanced Placement & Composition w/American Literature Focus
Course Syllabus: Spring 2015



Teacher: Dr. Juliette Attis

Room: C228

Email: jxattis@atlanta.k12.ga.us or docattis@gmail.com

Tutorial: Thursday @ 3:45- 4:30

Department Philosophy:

- You must build authentic relationships with students.
- Each student deserves an education tailored to his or her strengths and needs.
- Students learn best when they construct their own knowledge through exploration and discussion.
- Engaging students in developmentally appropriate and meaningful tasks is a step in effectively managing a classroom.
- Optimism and encouragement are powerful.
- A teacher is always a student.

Brief Course Description:

The purpose of this course is to help students “write effectively and confidently in their college courses across the curriculum and in their professional and personal lives.” (The College Board, *AP® English Course Description*, p. 6) The course is organized according to the requirements and guidelines of the current *AP English Course Description*, and, therefore, students are expected to read critically, think analytically, and communicate clearly in both writing and speech.

Expected Student Learning Outcomes: When this class concludes at the end of the year (May), all students will have demonstrated progression and eventual mastery in the following skills and concepts:

- understand what they read: the main point or thesis, the occasion or context, the author’s motivation for writing, the tone and style;
- understand how a text is created to develop meaning and purpose including genre, organization, paragraphing, syntax;
- understand the relationship of the text’s creation to its accomplishment, the purpose of academic intellectual prose, its meaning and effect;
- understand how to articulate their analysis of what they read; how the organizational structure, diction, syntax, imagery, figurative language flesh out the meaning of a text;
- understand how to create, develop and support an argument, acknowledging the complexities and nuances of important issues that adults argue about in contemporary intellectual circles;
- develop and demonstrate the ability to read a text, determine its primary meanings and purposes, then write an analysis of how the author crafted the text to achieve those meanings and purposes for an audience.
- develop and demonstrate the ability to write a cogent, persuasive

Book Bags

Book Bags are not permitted in classroom environments; students who have backpacks are out of compliance. Book Bags create tripping hazards and for safety reasons should be placed in lockers.

APS Grading Scale

A = 90 to 100 Advanced mastery of state standards
B = 80 to 89 Proficient mastery of state standards
C = 70 to 79 Basic mastery of state standards
F = 0 to 69 Below basic mastery of state standards

Grading Weights

Classwork	30%
Tests	25%
Quizzes	15%
Projects	20%
Homework	10%

Tutorial

Thursday @ 3:45- 4:30
Monday-Thursday during lunch

Late Pick Ups

All students are required to clear the campus by 5pm. Students who remain on campus after this time will be subjected to the following consequences:
1st Occurrence: Administrator on duty contacts parent
2nd Occurrence: Parent liaison meets with parent
3rd Occurrence: Parent liaison schedules meeting with parent and principal at which time the policy is reviewed.

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argumentative essay about an important issue, to be read by an educated, thoughtful audience.

- develop and demonstrate the ability to write an argumentative or expository essay, addressed to an educated audience, which synthesizes and incorporates information and perspectives from secondary sources, including visual artifacts such as graphs, charts, pictures and editorial cartoons.
- develop a critical vocabulary.
- learn to recognize the power of diction by studying the nuances of denotation and connotation.
- understand and employ the power of syntax by examining and manipulating the composition of sentences.
- define and use terms related to writing, rhetoric and literary analysis.
- improve their writing, specifically in content, structure, and tone.
- increase their understanding of texts by writing, taking and analyzing tests.
- recognize author's purpose, evaluate author's message in relation to historical, social or cultural context, draw valid inferences, discover patterns, and identify major devices that control tone and structure.
- employ a variety of rhetorical devices in their own writing and explain how one's choice of language produces a desired effect.
- understand how to become good citizens through awareness of public discourse issues
- understand how to enter into a conversation with sources and develop a thesis and argument or exposition by synthesizing these conversations into their own writing;
- understand how to analyze and incorporate their analysis of visual texts into their writing;
- understand effective research skills and proper MLA citation;
- understand how to read a question, so they know exactly what and how to approach it;
- understand how to enhance their vocabulary as a means to effective writing; how to grapple with archaic prose;
- employ strategies necessary for success on the AP English Language and Composition exam;
- become aware of how writers' linguistic choices create effective writing and achieve stylistic effects as well as how to effectively incorporate many of these techniques into their own writing.

In addition, according to the College Board website, upon completion of the AP English and Composition course, students will be able to:

- analyze and interpret samples of good writing, identifying and explaining an author's use of rhetorical strategies and techniques;
- apply effective strategies and techniques in their own writing;
- create and sustain arguments based on readings, research and/or personal experience;
- write for a variety of purposes;
- produce expository, analytical and argumentative compositions that introduce a complex central idea and develop it with appropriate evidence drawn from primary and/or secondary sources, cogent explanations and clear transitions;
- demonstrate understanding and mastery of standard written English as well as stylistic maturity in their own writings;
- demonstrate understanding of the conventions of citing primary and secondary sources;
- move effectively through the stages of the writing process, with

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careful attention to inquiry and research, drafting, revising, editing and

- write thoughtfully about their own process of composition;
- revise a work to make it suitable for a different audience;
- analyze image as text; and
- evaluate and incorporate reference documents into researched papers.

Required Texts (PDF Versions will be provided)

- *The Crucible*, by Arthur Miller
- *Scarlett Letter*, Nathaniel Hawthorne
- *The Awakening*, by Kate Chopin
- *Water For Elephants*, Sara Gruen
- *A Thousand Splendid Suns*, Khaled Hosseini
- *Their Eyes Were Watching God* by Zora Neal Hurston
- *Freakonomics* by Steven D. Levitt & Stephen Dubner
- *Thank you for Arguing*, by Jay Hendricks

Required Supplies

- Student Planner
- 3 Ring Binder (2 inch)
- Dividers (4)
 - Rhetoric
 - Multiple Choice
 - Synthesis
 - Argument
- Loose Leaf Paper
- Pens (Blue or Black) and #2 Pencils
- Highlighters for annotating
- USB drive or drop box account

Dates to remember

Midterm Examination Semester 1 – October 5-7, 2015
Final Examination Semester 1 – December 16-18, 2015

Midterm Examination Semester 2 – March 15-17, 2016
Final Examination Semester 2 – May 23-25, 2016

Parent Conferences: Tuesday is the official parent conference day. Conferences are scheduled from 3:30 p.m. – 4:30 p.m. Conferences are held the third Tuesday of every month.

Website Link

<http://drattis.weebly.com>

Class Blog

www.edmodo.com/attis

Edmodo Class Code:

Parent Reminder Texts: Send a text to 81010 with the message @attis1

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Standards Based Grading Policy

Classrooms that employ standards-based grading to measure mastery work this way:

- Your grade becomes a true assessment of the standards that you have mastered.
- The way you are able to demonstrate mastery may be different than the way another student is able to demonstrate mastery of the same standard.
- If you at the time of the assessment you have not developed mastery you still have time to work on the standard and be reassessed at a later date.
- Every assessment will tell me what you know, and what you still need practice with.
- In the end...It's all about what you really know, and not how much work you've turned in!

Students in Danger of Not Meeting Academic Expectations

1. As soon as there is evidence that a student is in danger of not meeting expectations, teachers shall hold individual conferences in person or by telephone with the parents/legal guardians to discuss a plan for student remediation. Except in unusual cases, teachers should request conferences no later than the interim progress report deadline.
2. Response to Intervention (RTI) protocols should be followed for students in danger of not meeting expectations based on the needs of the individual student.
3. A social work referral should be completed if the teacher cannot establish contact with the parent/legal guardian via telephone, email, or US mail within five (5) business days of a conference request.
4. If a student earns a "Not Yet Meeting Expectations" or a numerical grade below 70 on a final report card and the teacher has not conducted a conference with the parent/legal guardian or documented contact attempts and a social worker referral, the student shall temporarily receive an incomplete (I) and the opportunity to have mastery of the standards reassessed via a performance plan (See Section 4. Incompletes).

Incompletes

1. Students who have not demonstrated mastery of standards due to documented medical absences or other reasons approved by the principal may receive a temporary grade of "Incomplete" (I) with a written performance plan approved by the principal.
2. Student mastery must be reassessed and incompletes changed to an evaluation/grade within 4.5 weeks. The principal shall authorize all grade changes. (See Section 6. Grade Changes.)

Repeating Courses/Recovering Credit (High School Students Only)

1. Students may not retake courses for which they have already earned credits
2. Students may repeat courses for which they have earned a grade below 70. In such cases, both grades shall appear on the student transcript and shall be factored into the student's grade-point average (GPA).

Credit Recovery

1. Students may recover credit through the Atlanta Virtual Academy (AVA), Alonzo A. Crim Open Campus High School, West End Academy, and APS summer school programs. When a student successfully participates in a credit recovery course, both grades shall appear on the student transcript and shall be factored into the student's grade-point average (GPA).
2. Seniors Testing for Credit – Second semester seniors currently enrolled in a course required for graduation with a grade below 70 may request to test for credit. See [policy IHE Promotion and Retention](#). Once approved, a student who scores 70 or above on a rigorous comprehensive examination covering the course content approved by the principal or his/her designee shall have the course grade replaced with the numerical examination score.

Grade Changes

1. Errors in grade entry or calculations affecting student grades may be corrected at any time.
2. Challenges to grades based on objective criteria may be considered by the principal within 15 days of the issuance of a final report card. Any grade changes approved by the principal shall be documented in writing with a detailed explanation of the rationale. Disputes shall be settled by the school's Associate Superintendent.
3. Incompletes must be changed to a numerical grade no later than the midpoint of the following 9-week grading period.
4. Notification of grade changes made for any reason shall be sent to the parent/legal guardian and the school's Associate Superintendent.

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Transferring Grades

1. APS accepts final grades for elementary, middle, and high school students who transfer from schools outside the Atlanta Public Schools in accordance with [state board rule 160-5-1-.15 Awarding Units of Credit and Acceptance of Transfer Credit and/or Grades](#). See regulation JBC-R (4) School Admissions – Transferring Credits.
2. APS shall accept final grades issued by public schools and private schools accredited by agencies recognized by the Georgia Board of Education. Course grades from transcripts issued by accredited schools shall be transcribed exactly and shall not be changed.
3. When a transcript with letter grades is submitted for a student transferring to APS, it is the parent/guardian's responsibility to request an official school system document or a notarized statement on the transferring school/system's letterhead with the actual numerical grade the student earned for each course. If that information cannot be determined by the sending school, the following conversion scale will be used.

Bring Your Own Device (BOYD)-For High School Students, GRADES 9-12, ONLY!!

Bring Your Own Device (BYOD) is a policy that allows high school students, in grades 9-12 only, to bring and use their own personal electronic devices at school. Devices include but may not be limited to: tablets (such as iPad), laptops, smartphones and netbooks. With teacher approval, students may use their devices in the classroom to access and save information from the Internet, collaborate with other learners, and utilize productivity tools available to them.

The BYOD program is designed to help students keep up with the demands of the 21st Century. Helping students become responsible digital citizens will enhance not only what we do in the classroom, but also give students authentic experiences to build their 21st Century skills (collaboration, creativity, communication and critical thinking) to prepare them for college and career.

When using their device, students need to expand the concept of their school community to the community they will be interacting with online. Appropriate use of devices and rules concerning devices apply from the time the student leaves for school until the time they arrive home. Devices may not be used to disrupt the educational environment or violate the rights of others. Using the device to cheat, violate school conduct rules, harass/bully students or staff, or using the device for unlawful purposes will subject the student to disciplinary action. Serious offenses will be reported to the local authorities. Recording the voice or image of another in any way that disrupts the educational environment, invades the privacy of others, or is made without the consent of the individuals being recorded is prohibited. Devices recording the voice or image of another to take, transfer, or share any audio, video, or photographs that reveal parts of the body (ordinarily covered by clothing) is prohibited. The possession of pornographic images or video on any electronic device is prohibited.

The electronic devices that students bring to school are their sole responsibility.

- The campus or district assumes no responsibility for personal devices if they are lost, loaned, damaged, or stolen. .
- Personal devices may be subject to investigation in accordance with District Policy.
- Students are expected to keep their devices secure at all times and not loan to others.
- Students are expected to exhibit digital responsibility and follow the Atlanta Public Schools Internet Acceptable Us

Use of technology is a privilege, not a right. This privilege can be revoked by any staff member at any time. If you violate this agreement, each teacher has the authority to:

- 1st Occurrence: Revoke technology for the remainder of the month
- 2nd Occurrence: Revoke technology for the remainder of the quarter
- 3rd Occurrence: Revoke technology for the remainder of the semester Disciplinary action will occur
- 4th Occurrence: Revoke technology for the remainder of the school year. Disciplinary action will occur.

Consequences for Classroom Disruptions:

If you fail to adhere to classroom expectations the following will occur:

- 1st time: Verbal Warning
- 2nd time: Student Conference
- 3rd time: Parent Contact
- 4th time: ISS Write Up

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Cheating/ Plagiarism

Academic Honesty is the responsibility of every student and employee to exhibit honesty, trust, fairness, respect, and responsibility in academic work at all times to support a positive learning environment in the school. Instances of Academic Dishonesty/Integrity will be handled as violations of the student code of conduct and addressed via the progressive discipline guidelines in the Student Handbook. *Instances of cheating should not impact students' academic grades. Student mastery of the standards covered by the assignment on which cheating was detected should be reassessed with supervision.*

Georgia Milestones

The Georgia Milestones Assessment System (Georgia Milestones) is a comprehensive summative assessment program spanning grades 3 through high school. Georgia Milestones measures how well students have learned the knowledge and skills outlined in the state-adopted content standards in language arts, mathematics, science, and social studies. Students in grades 3 through 8 will take an end-of-grade assessment in each content area, while high school students will take an end-of-course assessment for each of the eight courses designated by the State Board of Education.

Course Overview: *This is a tentative outline.*

UNIT 1: Foundations of Rhetoric (AUGUST)

Enduring Understandings	Guiding Questions
1. Those who understand and can use rhetoric to appeal to an audience of one or many find themselves in a position of strength as they have tools to resolve conflict, persuade others to support their positions, and move people to action.	a. What is Rhetoric? b. What is the Rhetorical Triangle? c. What are ethos, logos, and pathos?
2. Writers, including student writers, purposefully use different formats and rhetorical structures to influence different audiences for different purposes.	a. How do audience and purpose determine format and rhetorical structures? b. How does American literature from various time periods reflect authors' audiences and purposes? c. How do visual media purposefully use rhetorical structures and formats to achieve its purpose? d. How does the student as a writer purposefully use rhetorical structures?
3. The pattern of development (organizational structure) of a text can influence its purpose.	a. What are the patterns of writing? b. What is the purpose of each pattern?
4. Skilled readers use close reading to develop a full understanding of a text recognizing rhetorical strategies and how they are used is necessary for effective communication.	a. What is close reading? b. What questions and processes do readers use to help them analyze a text? c. How does the process of close reading lend itself to writing a critical analysis?

Extended Text: Thank You For Arguing by Jay Heinrichs

- What is Rhetoric?
- Rhetorical Triangle
- Ethos, Pathos, Logos
- Rhetorical Strategies
- Logical Fallacies
- Logical Argumentative Daily responses
- Advertisement project
- Women's issue PSA commercial

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- Fallacies in the media
- Assessment: Rhetoric and Logical Fallacies

American Literature Focus: Native Americans (40000-20000 BC)

Historical Context: Oral literature, Deep respect for nature, Cyclical World view, Myths and Legends

Close Reading:

American Literature Focus: Puritanism/Colonial (1607-1800)

Extended Text: *The Crucible* by Arthur Miller

Historical Context: Puritans and Pilgrims, McCarthyism, Salem Witch Trials, American Colonies

Close Reading:

- Sermon: “*Sinners in the Hands of an Angry God*”
- Poem: “Half Hanged Mary” by Margaret Atwood
- Information text: How to Spot a Witch by Adam Goodheart
- Documentary: Puritan Life
- Documentary: Salem With Trial
- Film Excerpt: Salem
- Extended Text: The Crucible by Arthur Miller
- *The Crucible* Writing Assessment: Argumentative essay
- *The Crucible* Performance Based Assessment: Trial
- Puritanism Peer Teaching Project

UNIT 2: Analyzing and Close Reading Rhetoric (SEPTEMBER-OCTOBER)

Enduring Understandings	Guiding Questions
1. Skilled readers/writers set a purpose for reading/writing and choose strategies to help meet their purpose.	<ul style="list-style-type: none"> a. Given a piece of writing, how does a reader/writer determine the purpose for reading/writing? b. How does a reader/writer choose strategies based on their purpose? c. How does a reader/writer monitor and adjust the use of strategies based on their purpose?
2. Skilled readers/writers ask questions of a text and read/write to answer those questions.	<ul style="list-style-type: none"> a. What questions do readers/writers ask when approaching a text?
3. Skilled readers/writers recognize the importance of details, and seek to find and evaluate patterns in details.	<ul style="list-style-type: none"> a. How are details used as rhetorical strategies? b. How can small details contribute to the larger meaning of a text? c. What are rhetorical strategies commonly used by writers? d. How do readers/writers evaluate patterns of rhetorical strategies?
4. Skilled readers/writers understand the needs of the intended audience(s)	<ul style="list-style-type: none"> a. How does a reader/writer identify the audience? b. How does a reader/writer anticipate the needs of an audience?

- Rhetorical Grammar: cohesion, style, voice, syntax, sentence structure, punctuation
- SOAPStone
- Connotation/denotation
- Point of view
- Irony
- Toulmin Model
- Rhetorical Precis
- Logical Appeals
- Emotional Appeals
- Ethical Appeals
- Excerpts to annotate and close read:
 - Excerpt Ozymandias
 - Excerpt by Frederick Douglas

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- o Poem: “Aint I a Woman” by Sojourner Truth
- o Speech: Challenger, Ronal Regan
- o Essay: “I Want a Wife” by Judy Brady
- o Speech: 9-11 Bush Address
- o Speech: Obama Inaugural Address
- o Essay: “Just Walk on By” by Brent Staples
- o Essay: “Lost in the Kitchen”
- o Essay: “On Compassion” by Barbara Ascher
- o Essay: “On Dumpster Diving” by Lars Eighner Speech: Apology by Bill Clinton

American Literature Focus: Rationalism: The Age of Reason/Enlightenment (1750-1800)

Historical Context: American Revolution; growth of patriotism, Development of American character/democracy, Use of reason as opposed to faith alone

- Documentary: Age of Reason
- Essay: “Rights of a Man” excerpt by Thomas Pain (2011 AP Lang Essay #3)
- Essay: “Civil Disobedience” by Henry David Thoreau
- Poem: “To Sir Toby” by Phillip Freneau
- Poem: “To His Excellency, General Washington”, “On Being Brought to America” by Phyllis Wheatley
- Pamphlet: *Common Sense/The American Crisis* by Thomas Paine
- Political Document: *Declaration of Independence* by Thomas Jefferson

Age of Reason Peer Teaching Project

American Literature Focus: Romanticism (1800-1870)

Historical Context: Industrial Revolution, Abolitionist Movement, California Gold Rush

Documentary: Romanticism

Extended Text: Scarlett Letter by Nathaniel Hawthorne

Poems:

- “The Raven” and Annabel Lee by Edgar Allen Poe
- “How do I love thee? Let me count the ways...” Elizabeth Barrett Browning
- “Bright Star” by John Keats
- “The Aeolian Harp” by Samuel Coleridge
- “She Walks in Beauty”, Lord Byron
- “Hope” Emily Dickson

Letter: Love letter from Robert Browning to Elizabeth Barrett

Romanticism Peer Teaching Project

UNIT 3: Rhetoric and Effective Writing (NOVEMBER-DECEMBER)

Enduring Understandings	Guiding Questions
1. Skilled readers and writers use meta-cognition to determine the most appropriate note-taking techniques for a close a reading.	a. What is meta-cognition? b. Why is meta-cognition important? c. What are appropriate note-taking techniques one can use when engaged in a close reading?
2. A writer purposefully chooses details and rhetorical devices for a specific function which is based on purpose and audience. 3. Recognizing and analyzing rhetorical structures and strategies allows readers to read complex texts with understanding and to write prose of sufficient richness and complexity to communicate effectively with mature readers.	a. Which rhetorical devices are appropriate for specific purposes and audiences? b. Which devices are inappropriate for specific purposes and audiences?
3. Style and purpose are interrelated and interdependent.	a. What is the difference between style and purpose? b. How are style and purpose congruent in a piece of writing?
4. Authors develop their own form and writing style specific to their audience and purpose.	a. How do various rhetorical choices interact with each other to create a cohesive and unique writing style?
5. Writing has a common vocabulary to describe stylistic choices.	a. How does an understanding of common vocabulary allow for deeper discussion and comprehension of a piece of writing?

Rhetorical Analysis of the following excerpts:

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- Essay: “The Great Imagination Heist” by Reynolds Price
- Essay: “The Ways We Lie” by Stephanie Ericsson
- Commercial: Dove
- Essay: “There is No Unmarked Woman” by Deborah Tanned
- Essay: “A Whisper of AIDS” by Mary Fisher
- Essay: “Beauty: When the Other Dancer is the Self” by Alice Walker
- Essay: “Being a Man” by Paul Theroux
- Essay: “Between the Sexes” by Anna Quindlen
- Essay: “Blaming the Victim” by Bruno Bettelheim
- Essay: “On Going Home” by Joan Didion
- Essay: “Looking at Women” by Scott Russell Sanders

American Literature Focus: Transcendentalism/American Renaissance (1840-1860)

Historical Context: Individualism, Intuition, nature, and self-reliance, Utopia, Abolitionists, Women’s Suffrage Movement

- Documentary: Transcendentalism
- Essay: “Self Reliance” by Ralph Emerson
- Essay: “On Civil Disobedience” by Henry Thoreau
- Poem: “Because I could not stop for death” Emily Dickenson
- Poem: “We Wear the Mask” Paul Laurence Dunbar

Transcendentalism Peer Teaching Project

American Literature Focus: Realism (1865-1915)

Extended Text: The Awakening by Kate Chopin

Historical Context: Slavery, Civil War, Reconstruction, Industrial Revolution, Class system, Darwin and Marx, Out of fantasy and into reality

Documentary: Realism

Excerpt: Uncle Tom’s Cabin by Harriet Beecher Stowe

Short Story: “Story of an Hour” by Kate Chopin

Realism Peer Teaching Project

UNIT 4: Close Reading and Rhetoric (JANUARY)

- Multiple choice strategies
- Group dissection of multiple choice exam section

Extended Text: Water For Elephants by Sara Gruen

UNIT 5: Argumentation (FEBRUARY)

Enduring Understandings	Guiding Questions
1. There are multiple interpretations of any piece of writing, but they are all subject to the same standard of argumentation, reasoning, and rhetorical analysis.	<ul style="list-style-type: none"> a. How does an interpretation of a piece of writing vary based on the audience? b. How is it possible for a piece of writing to have many meanings that may be contradictory? c. What goes into creating a well-developed critical interpretation of writing?
2. The effectiveness of a piece of writing depends on the balance of the author’s intent and the reader’s interpretation of the writing.	<ul style="list-style-type: none"> a. To what extent does an author’s intention have to be taken into account when providing a critical interpretation? b. To what extent does a reader’s personal interpretation and intentions have to be taken into account when providing a critical interpretation?
3. There is a different purpose and audience for persuasion and argument.	<ul style="list-style-type: none"> a. How do persuasion and argument differ? b. What audiences are subject to persuasion? c. What audiences areas subject to argumentation?
4. All texts are subject to bias and assumption, and it is the reader’s responsibility to read critically in order to identify and consider the bias and assumption.	<ul style="list-style-type: none"> a. What is bias? b. What is an assumption? c. What are skills and strategies for detecting bias and assumption?

Essay Topics:

- Certainty and Doubt

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- Freedom vs Safety
- Gendercide
- N-word

American Literature Focus: Modernism (1915-1945)

Historical Context: Technological changes, WWI, WWII, Eroding Traditions, The Great Depression, American Dream

- Documentary: Modernism
- Poem: "The Road Not Taken" by Robert Frost
- Poem: "A Dream Deferred" by Langston Hughes
- Poem: "A Rose for Emily" by William Faulkner

Extended Text choices:

- A Thousand Splendid Suns by Khaled Hosseini
- The Great Gatsby by F. Scott Fitzgerald
- Of Mice and Men by John Steinbeck

Modernism Peer Teaching Project

UNIT 6: Synthesizing Rhetoric (MARCH)

Enduring Understandings	Essential Questions
1. • When a writer writes about a topic he/she enters an ongoing conversation. 2. • Synthesizing what others have said before you is a necessity for full involvement in a topic. 3. • Valid arguments require adequate and reliable support.	a. • Why is synthesis of other writers' information necessary for a valid opinion? b. • Why is research an integral part of reading and writing? c. • How can a writer use rhetorical strategies and synthesized material to advance an argument? d. • What are viable forms of support? e. • How does grammar influence rhetoric and style?

- Synthesizing sources for writing
- Primary Sources
- Validity of Sources
- Analyzing Sources

Essay Topics:

- Technology
- Colorism
- Oppression
- Pay for Women
- Gun Control
- Women's issues

American Literature Focus: Harlem Renaissance (1915-1940)

Historical Context: Black Cultural Movement, New Negro Movement, Prohibition, Jazz Age

- Poem: "America" by Claude McKay
- Poem: by "A Brown Girl Dead" by Countee Cullen

Extended Text: Their Eyes Were Watching God by Zora Neale Hurston

Harlem Renaissance Peer Teaching

UNIT 7: AP Exam Drills (APRIL)

Two Full-Length timed AP Language and Composition practice exams.

American Literature Focus: Contemporary (1945-Present)

Historical Context: Vietnam War

- Poem: "Still I Rise" by Maya Angelou
- Historical Context: Media saturation, social protest,
- Excerpt: Color Purple by Alice Walker
- Excerpt: Sula and Beloved by Toni Morrison
- Excerpt: In Cold Blood by Truman Capote

Extended Text: Freakonomics by Steven D. Levitt & Stephen Dubner

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UNIT 8: – Research Writing (MAY)

Enduring Understandings	Essential Questions
Acquiring Information	
<ul style="list-style-type: none"> • Analytical questioning creates a purpose for research. 	<ul style="list-style-type: none"> • Why do I research?
<ul style="list-style-type: none"> • Information can be acquired from various sources. 	<ul style="list-style-type: none"> a. What do I do when my immediate resources are not adequate? b. What are the benefits of using multiple media to locate information? c. How do I know which resources fit my needs?
<ul style="list-style-type: none"> • The research process requires the use of a variety of resources to ensure validity. 	<ul style="list-style-type: none"> a. How do I know my information is reliable (accurate, unbiased, current, and appropriate)?
Organizing Information	
<ul style="list-style-type: none"> • Organization is critical to the acquisition, application, and evaluation of information. 	<ul style="list-style-type: none"> a. What organizational strategy best suits this research? b. How does organizing the results of my research help me to use it?
<ul style="list-style-type: none"> • The data being presented determines the organizational format. 	<ul style="list-style-type: none"> a. How does the organization of information impact the effectiveness of its communication?
Analyzing, Interpreting & Applying Information	
<ul style="list-style-type: none"> • Effective communication relies on the purposeful use of information in a format appropriate to the task and the audience. 	<ul style="list-style-type: none"> a. How do I determine the appropriate presentation format for my task and audience?
<ul style="list-style-type: none"> • Critical examination and evaluation of data is essential to making informed decisions. 	<ul style="list-style-type: none"> a. How does new information influence how I think and act?
<ul style="list-style-type: none"> • Various types of materials enhance understanding. 	<ul style="list-style-type: none"> a. How does one analyze, evaluate & utilize various types of materials?
Developing Social & Political Participation	
<ul style="list-style-type: none"> • Examining social and civic issues helps to expand one's understanding of the world, its people, and themselves. 	<ul style="list-style-type: none"> • What are the consequences if I do not accept my personal responsibilities to my community? • How do my actions impact others in my community? • How can I impact social change?
<ul style="list-style-type: none"> • Research Paper on Social Issue American Literature Focus: Contemporary Extended Text: Student Choice	

To view the curriculum for this course in its entirety please visit www.georgiastandards.org. Conduct and Work Habit expectations can be found in the Atlanta Public Schools Student Handbook

**Coretta Scott King Young Women's Leadership Academy
1190 Northwest Drive
Atlanta, GA 30318
404.802.4900 Main Office**

Signature(s) of Acknowledgement:

I, the undersigned, have read, reviewed, and agree to support all of the expectations required for the successful completion of this course during the 2014 – 2015 academic year. I am aware of all academic policies (for Coretta Scott King Young Women's Leadership Academy Middle School, High School, and APS) and opportunities for assistance in Dr. Attis' class. I will utilize these resources for the maximum benefit of my child. Dr. Attis has also signed this document to acknowledge his/her commitment to our child's academic and social progress at Coretta Scott King Young Women's Leadership Academy. Should I have any questions or concerns, I acknowledge that I am aware of how to contact Dr. Attis and that I must return the SIGNED acknowledge to Dr. Attis by August 10th, 2015 for a homework grade.

Phone: 404-802-4900

E-mail: jxattis@atlanta.k12.ga.us

Parent: _____ **Date:** _____

Parent Email Address (PLEASE PRINT): _____

Student: _____ **Date:** _____ **Block:** _____

Teacher: *Dr. Juliette Attis* **Date:** *August 5, 2015*

Thank you for the privilege of being able to teach your child this year and I look forward to being a part of their academic success.

*** Parent Reminder Texts: Send a text to 81010 with the message @attis1**

***Please Return This Portion To Dr. Attis By August 10, 2015 For A HW Grade.**