

RHINEBECK CENTRAL SCHOOL DISTRICT PRIORITIZED CURRICULUM AP ENGLISH 12 SYLLABUS

ENGLISH 12 AP: LANGUAGE AND COMPOSITION

Students entering this course should have a strong desire to read and write extensively and analytically on the college level. They should be committed to regular classroom attendance and preparation, exemplary academic achievement, frequent reading and writing assignments.

The major goal of this course is to concentrate on preparing for the English Language and Composition Advanced Placement Examination. Students will be required to read in several content areas and produce many different types of writing. Readings will range from language arts and social sciences to philosophy and physical sciences. Class discussion and participation will be two major factors in evaluation; each student will also be responsible for completing every writing task, reading assignment and project. All students enrolled in the course are expected to sit for the AP exam. Since English AP is an elective course, students enrolled in it are also required to take English 12 R. (addendum #1)

The course relies primarily on two textbooks:

- Subjects and Strategies
- Warriner's English Composition and Grammar Complete Course.

Five novels and AP review texts are also used. As expected, the course is supplemented with teacher-generated materials and current event documents.

- Eschholz, Paul, and Alfred Rosa, eds. *Subjects/Strategies: A Writer's Reader*. Boston: Bedford/St. Martin's. 2002
- Warriner, John E. *English Composition and Grammar: Complete Course*. Chicago: Harcourt Brace Jovanovich. 1988
- Faulkner, William. *The Sound and the Fury*. New York: Vintage Books. 1984
- Faulkner, William. *As I Lay Dying*. New York: Vintage Books. 1985
- Rand, Ayn. *The Fountainhead*. New York: Signet. 1952
- Gardiner, John. *Grendel*. New York: Vintage Books. 1989
- Morrison, Toni. *Beloved*. New York: Penguin. 1987
- Pivarnik-Nova, Denise. *AP English Language and Composition*. New York: Kaplan. 2006
- Gibaldi, Joseph. *MLA Handbook for Writers of Research Papers*, 4th ed. New York: The Modern Language Association of America. 1995

Throughout the year, students will work concurrently with *Subjects and Strategies* and *English Composition and Grammar*. For this syllabus, units in each will be presented separately. Novels are utilized for additional analytical or narrative writing experiences. Emphasis on research is covered in English 12R (addendum # 1).

**RHINEBECK CENTRAL SCHOOL DISTRICT
PRIORITIZED CURRICULUM
AP ENGLISH 12 SYLLABUS**

Eschholz, Paul, And Alfred Rosa, Eds. *Subjects/Strategies: A Writer's Reader*. Boston: Bedford/St. Martin's. 2002.

The majority of student writing responses are presented to their entire class for discussion and critique; the instructor also reads a response to the given task. At least one piece is submitted for a grade for each unit. This may include an assigned task, a summary task from the end of the chapter, or a sample AP question administered as an in-class writing task.

UNIT 1: NARRATION

Topics	Assignments
<ul style="list-style-type: none"> ▪ Intro to Chapter, pp. 207 - 221 ▪ Malcolm X, "Coming to an Awareness of Language" pg. 222 ▪ Langston Hughes, "Salvation" pg. 241 ▪ Annie Dillard, "Getting Caught" pg. 228 ▪ Barry Winston, "Stranger Than True", pg. 235 	<p>Malcolm X:</p> <ul style="list-style-type: none"> ▪ Understanding the Writer's Craft #1-4 pg. 225 ▪ Writing Task: # 1, pg. 226 <u>or</u>: ▪ Like Malcolm X, each of us can tell of an experience that has been unusually significant for us. <ol style="list-style-type: none"> 1. Think about your experiences, identify one incident that has been especially important to you, and write a narrative about it. 2. In preparing to write your narrative you may find to helpful to ask such questions as: <ul style="list-style-type: none"> - Why is the incident important for you? - What details are necessary for you to recreate the incident in an interesting and engaging way? - How can your narrative of the incident be most effectively organized? <p>Langston Hughes:</p> <ul style="list-style-type: none"> ▪ Understanding the Writer's Craft #1-3 ▪ Writing Task: #1, pg. 244 <p>Annie Dillard:</p> <ul style="list-style-type: none"> ▪ Understanding the Writer's Craft #1-2, pg. 232 ▪ Writing Task: #1, pg. 233 <u>or</u>: ▪ Most of us have an attachment for some special activity or hobby. Write a narrative in which you discuss your favorite activity or hobby and your experience with it over a period of time.

**RHINEBECK CENTRAL SCHOOL DISTRICT
PRIORITIZED CURRICULUM
AP ENGLISH 12 SYLLABUS**

UNIT 1: NARRATION

Topics	Assignments
<ul style="list-style-type: none"> ▪ George Orwell, "Shooting an Elephant", pg. 247 ▪ Julia Alvarez, "Snow", pg. 257 	<p>George Orwell:</p> <ul style="list-style-type: none"> ▪ Understanding the Writer's Craft #1-5, pg. 254 ▪ Writing Task: #1, pg. 255 <u>or</u>: ▪ Sometimes the little, insignificant, seemingly trivial experiences in our daily lives can provide the material for very entertaining personal narratives; narratives that reveal something about ourselves and the world we live in. select one of the following experiences (or something similar) and write an essay in which you narrate that experience and its significance for you <ul style="list-style-type: none"> a) having your name misspelled and/or mispronounced b) being confused with another person in your family c) rushing to keep an appointment, only to find you are a day early or a day late d) dialing a wrong number more than once e) having a watch that gains or loses time f) moving to avoid someone who is moving to avoid you and bumping into that person g) walking to class one morning h) sleeping through the alarm clock i) not being able to find a parking space j) familiar greetings ("Hi", "How are you?", "Just fine", "What's up?") k) getting ripped off by a vending machine <p>Julia Alvarez:</p> <ul style="list-style-type: none"> ▪ Understanding the Writer's Craft #1-2, pg. 259 ▪ Writing Task: #1, pg. 259 <u>or</u>: ▪ Throughout life one experiences those seminal moments known as epiphanies; those fleeting glimpses of insight; those sudden realizations about the workings of the world or human nature. These are the times when you may exclaim "Aha!", or feel as if the proverbial light bulb has gone on over your head. Write a narrative in which you reveal an epiphany in your life. Be sure to describe the moment in detail.

**RHINEBECK CENTRAL SCHOOL DISTRICT
PRIORITIZED CURRICULUM
AP ENGLISH 12 SYLLABUS**

UNIT 2: DESCRIPTION

Topics	Assignments												
<ul style="list-style-type: none"> ▪ Intro to Chapter, pp. 154-164 ▪ Roger Angell, "On the Ball", pg. 165 ▪ Edward Abbey, "Aravaipa Canyon", pg. 170 ▪ Gore Vidal, "Lincoln Up Close", pg. 177 	<p>Roger Angell:</p> <ul style="list-style-type: none"> ▪ Understanding the Writer's Craft #1-4, pg. 166 ▪ Writing Task: #1, pg. 167 <u>or</u>: ▪ Vivid descriptions rely on the use of strong verbs; verbs which contribute significantly to a description. Sportswriters, especially, because they must repeatedly describe similar situations, are acutely aware of the need for strong action verbs. It is not enough for them to say that a team wins or loses; they must describe the type of win or loss more precisely. Like sportswriters, all of us write about actions that are performed daily. If we were restricted to only the verbs "eat, drink, sleep, and work" for each of these activities, for example, our writing would be repetitious and monotonous. Create an exhaustive list for each of the four verbs mentioned above. Consider any denotative or connotative (subjective) differences among words in each category. <p>Edward Abbey:</p> <ul style="list-style-type: none"> ▪ Understanding the Writer's Craft #1-3, pg. 174 ▪ Writing Task: 1986 AP #1 <p>Gore Vidal:</p> <ul style="list-style-type: none"> ▪ Understanding the Writer's Craft #1-4, pg. 183 ▪ Writing Task: #1 <u>or</u>: ▪ Write a menu in which you use connotative language to describe the following foods, making them both attractive and inviting (or at least intriguing and memorable): <table style="margin-left: auto; margin-right: auto; border: none;"> <tr> <td>Tomato Juice</td> <td>Onion Soup</td> <td>Ground Beef</td> <td>Sole</td> </tr> <tr> <td>Peas</td> <td>Potatoes</td> <td>Tossed Salad</td> <td>Bread and Butter</td> </tr> <tr> <td>Tea</td> <td>Cake</td> <td>Ice Cream</td> <td></td> </tr> </table>	Tomato Juice	Onion Soup	Ground Beef	Sole	Peas	Potatoes	Tossed Salad	Bread and Butter	Tea	Cake	Ice Cream	
Tomato Juice	Onion Soup	Ground Beef	Sole										
Peas	Potatoes	Tossed Salad	Bread and Butter										
Tea	Cake	Ice Cream											

**RHINEBECK CENTRAL SCHOOL DISTRICT
PRIORITIZED CURRICULUM
AP ENGLISH 12 SYLLABUS**

UNIT 2: DESCRIPTION

Topics	Assignments
<ul style="list-style-type: none"> ▪ Cherokee Paul McDonald, "A View from the Bridge", pg. 187 ▪ Robert Ramirez, "The Barrio", pg. 195 	<p>Cherokee Paul McDonald:</p> <ul style="list-style-type: none"> ▪ Understanding the Writer's Craft #1-3, pg. 190 ▪ Writing Task: Select a common object found in home or school and describe it in detail as if your listener were unable to see it. <p>Robert Ramirez:</p> <ul style="list-style-type: none"> ▪ Understanding the Writer's Craft #1-3, pg. 198 ▪ Writing Task: Write a descriptive piece using one of the following statements as a controlling idea; you may use the statement in your writing <ul style="list-style-type: none"> a) It was the noisiest place I had ever visited. b) The senator was very distinguished looking. c) I was terribly frightened. d) Signs of the sanitation strike were evident everywhere. e) I had never eaten in such an elegant restaurant

**RHINEBECK CENTRAL SCHOOL DISTRICT
PRIORITIZED CURRICULUM
AP ENGLISH 12 SYLLABUS**

UNIT 3: DEFINITION

Topics	Assignments
<ul style="list-style-type: none"> ▪ Intro to Chapter, pp. 447-461 ▪ Ellen Goodman, "The Company Man", pg. 462 ▪ Jo Goodwin Parker, "What is Poverty?", pg. 467 ▪ Sarah Federman, "What's Natural about Our Natural Products?", pg. 473 ▪ David Carkeet, "Take Me Out to the Counterfactual Present Tense", pg. 480 	<p>Ellen Goodman:</p> <ul style="list-style-type: none"> ▪ Understanding the Writer's Craft #1-4, pg. 464 ▪ Writing Task #1, pg. 465 or: ▪ Write an essay using the extended definition model to define another high school personality type (e.g., over-achiever, slacker, teacher's pet, teacher's torment, nerd). <p>Jo Goodwin Parker:</p> <ul style="list-style-type: none"> ▪ Understanding the Writer's Craft #1-4, pg. 471 ▪ Writing Task #1, pg. 472 <p>Sarah Federman:</p> <ul style="list-style-type: none"> ▪ Understanding the Writer's Craft #1-4, pg. 477 ▪ Writing Task #1, pg. 478 or: ▪ The English language is essentially synthetic, meaning that it is formed from parts of various other languages; word parts from Latin and Greek, grammar from the Germanic tongues. Yet, while we have a multitude of words, we often are not too precise in their use or meaning. Select a pair of words that may often be used interchangeably, but actually accommodate different denotation/connotations. Write an essay in which you discuss the apparent misunderstanding. <p>David Carkeet:</p> <ul style="list-style-type: none"> ▪ Understanding the Writer's Craft #1-3, pg. 483 ▪ Writing Task #1, pg. 483 or: ▪ Select on slang word or term and write an in-depth essay along the lines of Writing Task #1 on pg. 483

**RHINEBECK CENTRAL SCHOOL DISTRICT
PRIORITIZED CURRICULUM
AP ENGLISH 12 SYLLABUS**

UNIT 3: DEFINITION

Topics	Assignments
<ul style="list-style-type: none"> ▪ Sojourner Truth, "Ain't I a Woman", pg. 485 ▪ Nancy Mairs, "On Being a Cripple", pg. 490 	<p>Sojourner Truth:</p> <ul style="list-style-type: none"> ▪ Understanding the Writer's Craft #1-4, pg. 486 ▪ Writing Task: Define the word freedom. In preparing to write your essay, clearly identify the type(s) of definition you will employ-extended, formal, synonymous, negative, etymological, stipulative. Annotate your essay according to the type(s) of definition you employed. Avoid trite or hackneyed phrases such as well-know song lyrics. The piece should reflect YOU as an individual, not a definition you researched. <p>Ellen Goodman:</p> <ul style="list-style-type: none"> ▪ Understanding the Writer's Craft #1-3, pg. 501 ▪ Writing Task: As you reached the mid-point of your final year of high school, you undoubtedly looked back on the previous stages, considering your life, status, identity in 9th, 10th, and 11th grades. If you didn't then you should have. Now, as a second term 12th grader, perhaps sensing that inflammation of ego, you seek to capture in words a clearer definition of the four strata of the high school student. Define fully <i>FRESHMAN, SOPHOMORE, JUNIOR, SENIOR</i> as you understand them; recognize that each label has been part of your developmental stage which, upon reflection, can be viewed more clearly

**RHINEBECK CENTRAL SCHOOL DISTRICT
PRIORITIZED CURRICULUM
AP ENGLISH 12 SYLLABUS**

UNIT 4: DIVISION AND CLASSIFICATION

Topics	Assignments
<ul style="list-style-type: none"> ▪ Intro to Chapter, pp. 385-398 ▪ Russell Baker, "The Plot Against People", pg. 399 ▪ Judith Ortiz Cofer, "The Myth of the Latin Woman", pg. 416 ▪ Judith Viorst, "The Truth About Lying", pg. 403 ▪ Martin Luther King, Jr., "The Ways of Meeting Oppression", pg. 441 ▪ Donna Woolfolk Cross, "Propaganda: How Not to Be Bamboozled", pg. 424 ▪ Scott Russell Sanders, "The Men We Carry in Our Minds", pg. 439 	<p>Russell Baker:</p> <ul style="list-style-type: none"> ▪ Understanding the Writer's Craft #1-4, pg. 401 ▪ Writing Task #1, pg. 402 <p>Judith Ortiz Cofer:</p> <ul style="list-style-type: none"> ▪ Understanding the Writer's Craft #1-3, pg. 421 ▪ Writing Task: <i>Classification Exercise</i> (addendum #2) <p>Judith Viorst:</p> <ul style="list-style-type: none"> ▪ Understanding the Writer's Craft #1-5, pg. 408 ▪ Writing Task: Select an activity, occupation, or hobby that involves jargon, words or phrases that are associated with it; they may not necessarily be exclusive to the activity but they are best understood in that context. Divide the expressions and then categorize them. Write an essay in which you identify and explain your decisions. <p>Martin Luther King, Jr.:</p> <ul style="list-style-type: none"> ▪ Understanding the Writer's Craft #1-3, pg. 414 ▪ Writing Task #1, pg. 414 <p>Donna Woolfolk Cross:</p> <ul style="list-style-type: none"> ▪ Understanding the Writer's Craft #1-3, pg. 435 ▪ Writing Task #1, pg. 436 <p>Scott Russell Sanders:</p> <ul style="list-style-type: none"> ▪ Understanding the Writer's Craft #1-3, pg. 443 ▪ Writing Task #1 or #3, pg. 445

**RHINEBECK CENTRAL SCHOOL DISTRICT
PRIORITIZED CURRICULUM
AP ENGLISH 12 SYLLABUS**

UNIT 5: COMPARISON AND CONTRAST

Topics	Assignments
<ul style="list-style-type: none"> ▪ Intro to Chapter, pp. 332-345 ▪ Mark Twain, "Two Ways of Seeing a River", pg. 346 ▪ Anne Lamott, "Polaroids", pg. 356 ▪ Gary Soto, "Like Mexicans", pg. 361 ▪ Suzanne Britt, "Neat People vs. Sloppy People", pg. 351 	<p>Mark Twain:</p> <ul style="list-style-type: none"> ▪ Understanding the Writer's Craft #1-4, pg. 348 ▪ Writing Task: Figure skating analysis (addendum #4) <p>Anne Lamott:</p> <ul style="list-style-type: none"> ▪ Understanding the Writer's Craft #1-3, pg. 359 ▪ Writing Task: #1, pg. 359 <p>Gary Soto:</p> <ul style="list-style-type: none"> ▪ Understanding the Writer's Craft #1-3, pg. 365 ▪ Writing Task: #1 or #2 or #3, pg. 383 <p>Suzanne Britt:</p> <ul style="list-style-type: none"> ▪ Understanding the Writer's Craft #1-4, pg. 353 ▪ Writing Task: 1990 AP #2 ▪ <u>King Kong</u> writing exercise (addendum #4)

**RHINEBECK CENTRAL SCHOOL DISTRICT
PRIORITIZED CURRICULUM
AP ENGLISH 12 SYLLABUS**

UNIT 6: CAUSE AND EFFECT

Topics	Assignments
<ul style="list-style-type: none"> ▪ Intro to Chapter, pp. 506-520 ▪ Tom Rosenberg, "Changing My Name After Sixty Years", pg. 527 ▪ Kennedy P. Maize, "The Great Kern county Mouse War", pg. 532 ▪ Diane Ackerman, "The Face of Beauty", pg. 540 	<p>Tom Rosenberg:</p> <ul style="list-style-type: none"> ▪ Understanding the Writer's Craft #1-4, pg. 529 ▪ Writing Task: #1 or #2 or #3, pg. 564 <p>Kennedy P. Maize:</p> <ul style="list-style-type: none"> ▪ Understanding the Writer's Craft #1-3, pg. 538 ▪ Writing Task: Not all people, of course, dislike their work. Interview a person who enjoys his/her full-time occupation. Write an engaging essay in which you reveal those reasons why the individual finds his/her job fulfilling. <p>Diane Ackerman:</p> <ul style="list-style-type: none"> ▪ Understanding the Writer's Craft #1-5, pg. 545 ▪ Writing Task: Consider each of the following sentences and select one for use as the controlling idea for a brief essay: <ol style="list-style-type: none"> a) Cities make me feel lonely b) Exams can be an education in themselves c) Traveling can be a frustrating experience d) Dieting can be dangerous to your health e) Jogging promotes physical fitness

**RHINEBECK CENTRAL SCHOOL DISTRICT
PRIORITIZED CURRICULUM
AP ENGLISH 12 SYLLABUS**

UNIT 7: ARGUMENTATION

Topics	Assignments
<ul style="list-style-type: none"> ▪ Intro to Chapter, pp. 565-583 ▪ Maya Angelou, "Living Well. Living Good", pg. 584 ▪ Robert Scheer, "Violence is Us", pg. 609 ▪ Ernest van den Haag, "For the Death Penalty", pg. 639 ▪ Sherwin B. Nuland, "Cruel and Unusual", pg. 646 ▪ Cathy Young, "Sexism and the Death Chamber", pg. 650 ▪ Lance Morrow, "Why I Changed my Mind on the Death Penalty", pg. 654 ▪ Dwyer, Neufeld, and Scheck, "When Justice Lets Us Down", pg. 660 	<p>Intro to Chapter:</p> <ul style="list-style-type: none"> ▪ Writing Task: 2007 Synthesis Sample #1 ▪ Writing Task: Two rounds of class debates (addendum #5) <p>Maya Angelou:</p> <ul style="list-style-type: none"> ▪ Understanding the Writer's Craft #1-3, pg. 587 ▪ Writing Task #1, pg. 588 <p>Robert Scheer:</p> <ul style="list-style-type: none"> ▪ Understanding the Writer's Craft #1-5, pg. 614 ▪ Writing Task #1 or #2 <p>Ernest van den Haag:</p> <ul style="list-style-type: none"> ▪ Understanding the Writer's Craft #1-4, pg. 643 <p>Sherwin B. Nuland:</p> <ul style="list-style-type: none"> ▪ Understanding the Writer's Craft #1-3, pg. 648 <p>Cathy Young:</p> <ul style="list-style-type: none"> ▪ Understanding the Writer's Craft #1-4, pg. 652 <p>Lance Morrow:</p> <ul style="list-style-type: none"> ▪ Understanding the Writer's Craft #1-4, pg. 656 <p>Dwyer, Neufeld, and Scheck:</p> <ul style="list-style-type: none"> ▪ Understanding the Writer's Craft #1-4, pg. 662 ▪ Writing Task: Researched Argument Paper (addendum #6)

**RHINEBECK CENTRAL SCHOOL DISTRICT
PRIORITIZED CURRICULUM
AP ENGLISH 12 SYLLABUS**

Warriner, John E. *English Composition and Grammar: Complete Course*. Chicago: Harcourt Brace Jovanovich. 1988.

Great emphasis is placed on understanding the structure of the language and its integral parts. Toward that end students are frequently engaged in sentence diagramming. The text is supplemented with teacher-generated sentences and exercises. Chapter exercises may be assigned for homework or used as class activities. Diagnostic Tests, Review Exercises, and Posttests are employed as necessary.

- 1) Chapter 19: The Parts of Speech exercises: 1-6, 9
 - Unit Test
- 2) Chapter 20: The Parts of a Sentence, pp. 411-430
 - Exercises: 1-3
 - Unit Test
- 3) Chapter 21: The Phrase, pp. 431-443
 - Exercises: 1-5
 - Unit Test
- 4) Chapter 22: The Clause pp. 444-461
 - Exercises: 1-6
 - Unit Test
- 5) Chapter 25: Correct Use of Pronouns pp. 530-547
 - Exercises: 1-7
- 6) Chapter 11: Coordination and Subordination pp. 345-355
 - Exercises: 1-7
- 7) Chapter 13: Placement of Modifiers pp. 362-367
 - Exercises: 1-3
- 8) Chapter 14: Parallel Structure pp. 368-373
 - Exercises: 1-3
- 9) Chapter 24: Agreement pp. 509-529
 - Exercises: 1-7
- 10) Chapter 26: Correct Form and Use of Verbs pp. 548-582
 - Exercises: 1-8, 14-19
- 11) Chapter 27: Correct Use of Modifiers pp. 583-596
 - Exercises: 1-6
- 12) Chapter 5: Writing Persuasive Compositions pp. 169-209
 - Exercises 1-7, 13-15, 20-26
- 13) Chapter 7: Writing a Research Paper pp. 255-292
 - Exercises 1, 4, 5, 6, 8-10, 13
- 14) Chapter 38: Discussion and Debate
 - "Debating" pp. 801-807

Pivarnik-Nova, Denise. *AP English Language and Composition*. New York: Kaplan. 2006

- Multiple Choice Practice Test #1, pp. 165-180
 - Answers and Explanations, pp. 200-210
- Multiple Choice Practice Test, pp. 228-241
 - Answers and Explanations, pp. 262-271

**RHINEBECK CENTRAL SCHOOL DISTRICT
PRIORITIZED CURRICULUM
AP ENGLISH 12 SYLLABUS**

Faulkner, William. *The Sound and the Fury*. New York: Vintage Books. 1984

In reading *The Sound and the Fury* and *As I Lay Dying*, consider the narrative structure and techniques in each. Take detailed notes as you read. Develop a thesis to this regard for the entire novel *The Sound and the Fury*, in an essay, support it with specific references from the work. Do not employ lengthy quotes; utilize illustrations poignantly. Try to examine not only what William Faulkner attempts to achieve in the novel, but also how he does so.

You may need to re-read the first chapter of *The Sound and the Fury* in order to grasp the temporal point of view. After reading the work you may also want to investigate some critical resources. Document your work appropriately. If you find yourself relying too heavily on outside sources, you may want to reconsider taking this course.

Bring your completed typed essay on the first day of classes in September; in addition, please be prepared to submit your essay to www.turnitin.com. Advanced Placement writing, on par with college work, should exemplify scholarship, insight and academic integrity.

Faulkner, William. *As I Lay Dying*. New York: Vintage Books. 1985.

William Faulkner's novel *As I Lay Dying*, which focuses on the Bundren family's eventual burial of mother and wife Addie Bundren, employs a challenging narrative structure involving fifteen narrators among its fifty-nine chapters. The work, like Faulkner's *The Sound and the Fury*, assembles the picture of a family and its dynamics from varied perspectives.

Your task is to invent another character, the sixteenth narrator, who could give further insight to the Bundrens. Develop your first person narrative as the "missing chapter" of the novel. In writing your piece, consider the following elements:

- relationship of narrator to Bundrens
- point in which the chapter will be inserted
- stylistic elements of the speaker

Your narrative should be considerably more substantial than Vardaman's terse chapter. In attempting to insert your piece seamlessly into the novel, review the techniques Faulkner employs to reveal character through first person narrative.

**RHINEBECK CENTRAL SCHOOL DISTRICT
PRIORITIZED CURRICULUM
AP ENGLISH 12 SYLLABUS**

Rand, Ayn. *The Fountainhead*. New York: Signet. 1952.

ANNUAL ESSAY CONTEST

THE FOUNTAINHEAD - TOPICS

Select ONE of the following three topics:

- 1) The conventional view is that in life one can either achieve practical success or be moral, but not both. What view of this relation do you think emerges in *The Fountainhead*? What is the novel's conception of success? Of morality? Explain by reference to characters and events of the story.
- 2) For each of the following quotations from *The Fountainhead*, explain its meaning in the story and its wider significance.
 - Gail Wynand (to Howard Roark): "There's a particular kind of people that I despise. Those who seek some sort of a higher purpose or 'universal goal', who don't know what to live for, who moan that they must 'find themselves'." (Part IV, Chapter 5)
 - Peter Keating (to Dominique Francon): "I'd rather you'd express an opinion, God damn it, just once!" (Part III, Chapter 2)
 - Howard Roark (to Ellsworth Toohey): "but I don't think of you." (Part II, Chapter 15)
- 3) In Roark's courtroom speech, he discusses the conflicts of the creator versus the second-hander, and of egoism versus altruism. What is the nature of these conflicts and the relationship between the creator and egoism, and between the second-hander and altruism? How do characters and events of *The Fountainhead* dramatize these conflicts and relationships? Explain.

Gardner, John. *Grendel*. New York: Vintage Books. 1989

Assume that an archaeological expedition discovered a subterranean primordial hovel in Northern Europe. Since the team was focusing on ancient animal burial sites and bone repositories, most members were biological anthropologists. So, when a pile of bones - separate from the others - was seen to bear some ancient runic inscriptions, the team leader summoned you (a renowned linguist, literary scholar, and notary public) to decipher the cryptic messages.

To your amazement, you realized that the markings were a surprisingly sophisticated personal log - a mother's diary. Further study led you to conclude that the accounts were actually those of Grendel's dam; and you have decided to share with us a few entries.

In order to add credence to your astonishing theory, you chose to translate the record in such a way that the reader/listener will truly believe that you finished (and might have even enjoyed) John Gardner's novel.

**RHINEBECK CENTRAL SCHOOL DISTRICT
PRIORITIZED CURRICULUM
AP ENGLISH 12 SYLLABUS**

Morrison, Toni. *Beloved*. New York: Penguin. 1987.

The passage below is an excerpt from a symposium on Toni Morrison's highly acclaimed novel *Beloved*. Howard Dodson, a panelist and Chief of the Schomburg Center for Research in Black Culture at The New York Public Library stated:

[*Beloved*]...is in fact about the damage and the pain, but also about the triumph. The triumph of the African-American community over slavery. Sometimes damaged, yes, but victorious in some sense, because the fact of the matter is - we are here because our ancestors managed to engage that experience, to deal with it, to somehow or another produce other generations that have continued to grapple with this phenomenon of slavery and racism down to the present day. While at the same time recognizing that the damaged part is there, there is this other triumph part, both the triumph of survival and the triumph of taking basically from nothing...

Write an essay in which you support, refute, or qualify Dodson's assertion. Develop your position with specific reference to the text and discussion of Toni Morrison's use of literary elements and techniques. Illustrate your points clearly. Avoid extensive plot summary or lengthy direct quotes.

RHINEBECK CENTRAL SCHOOL DISTRICT PRIORITIZED CURRICULUM AP ENGLISH 12 SYLLABUS

ADDENDUM 1

English 12R Program

English 12R is a module-based program which addresses necessary reading, writing, speaking, listening, and analytical skills for high school seniors. A required course, English 12 consists of four ten-week modules.

The first module, *Critical Skills Review*, is comprised of three components: the personal essay, database and research review, point-counterpoint public speaking. Students rotate within the class period throughout the first ten weeks, working with a different instructor for each of the three components. Oral presentations from the point-counterpoint segment are delivered to the other seniors within that class period.

Typically, with class size ranging from 15-20 students, a round of speeches would take two class periods; this would occur three times through the marking period. Therefore each of the three components would be covered within about twelve class sessions, followed by two classes of speeches.

Work within each of the segments is frequently read aloud and discussed, with a fraction of the tasks actually being submitted for grades. Speeches are delivered in authentic settings with audiences of about forty-five to fifty students.

Subsequent modules for the remaining ten-week marking periods are based on authors, genre, time periods, themes; they are designed for in-depth study of a topic through literature while capitalizing on the skill addressed in the first ten weeks. Students indicate course preferences and are usually scheduled accordingly. Although content will vary in each module, requirements for each course include reading, writing, research, speaking, and listening activities. Since it is an evolving program, modules are always subject to change. Previous offerings have included:

- Other Voices: Multicultural Literature
- Victorian Literature
- Immigrant Experience
- American Renaissance
- Film Studies
- Children's Literature
- Pirates: Reality vs. Romance
- Noir Fiction black Studies
- The Graphic Novel
- Poetry
- American Modernism
- Shakespeare Light

Although we have diverse course offerings and varied student products-papers, presentation, project-student work is still assessed according to the objectives enumerated in the New York State Standards. There is no final examination for the year; the final grade is an average of the four quarters.

The program's success is due to its foundation in essential skills and its ability to provide a wide range of course offerings. The content of the modules promotes lifelong learning, catering to student and teacher interest areas and exposing students to genre outside the standard canon; the four different modules foster heterogeneous grouping, providing a constant change in class dynamics and design. The discrete course require strict adherence to deadlines, hopefully encouraging time management skills.

**RHINEBECK CENTRAL SCHOOL DISTRICT
PRIORITIZED CURRICULUM
AP ENGLISH 12 SYLLABUS**

ADDENDUM 2

Classification Exercise

The object of this task is to classify the students, including yourself, in the English 12 AP class. The ultimate goal of the exercise is to develop a better sense of *division* and *classification* and acquire a better understanding of your classmates.

Using all eighteen students as the *subject* of your data, and collegial enlightenment as your general *purpose*, determine an area of interest within which you can classify yourself and your peers.

1) Decide on a topic for division and classification; you may work with the ideas below or devise your own:

- | | |
|--------------|---------------------|
| ▪ College | ▪ Hobbies |
| ▪ Television | ▪ Movies |
| ▪ Music | ▪ Books |
| ▪ Food | ▪ Physical features |
| ▪ Goals | ▪ Athletics |
| ▪ Clothing | ▪ Family |
| ▪ Politics | ▪ Technology |

- 2) Using the chart on page 388 as a model, write a statement of *purpose*.
- 3) *Divide* the topic into at least three *subclasses*, identifying the basis for each *division*.
- 4) Survey the class members and *classify* them according to your *divisions*.
- 5) Present your information in the form of a chart (poster or digital display)

N.B. While your approach certainly may be humorous, it should in no way be foolish, demeaning, or offensive.

**RHINEBECK CENTRAL SCHOOL DISTRICT
PRIORITIZED CURRICULUM
AP ENGLISH 12 SYLLABUS**

ADDENDUM 3

King Kong - Writing Task

Carefully view the video clips of *King Kong*, 1933 and 1976 respectively. In a short but detailed paper, discuss the two versions in a block or point-by-point style (or a combination of the two). Consider the various ways you can approach the task. Avoid discussing too much of the obvious, and take into consideration some of the following points:

- overall presentation of the ape
- ape's apparent connection with the woman (Ann, Dwan)
- technical effect (video, audio)
- social situation in the country at time of the setting
- your reaction to the ape

Be sure to have an engaging opening statement.

ADDENDUM 4

Carefully read the two articles which address the over-arching question: "Is figure skating really a sport?" Then, in a well-developed essay, discuss the effectiveness of each writer's argument. Take into account organization, reasoning, syntax, diction, imagery.

Albom, Mitch. "Smiles, costumes look silly." *Kingston Daily Freeman*. February 23, 1994.

Kaufman, Michelle. "Athleticism ranks with best." *Kingston Daily Freeman*. February 23, 1994

**RHINEBECK CENTRAL SCHOOL DISTRICT
PRIORITIZED CURRICULUM
AP ENGLISH 12 SYLLABUS**

ADDENDUM 5

Carefully read "Debating" found on pages 801-807 in English composition and Grammar. The class activity will follow the form of debate discussed in the chapter.

- Brainstorm a possible *proposition*: write *proposition* in proper form
Resolved: " _____ "
- Propositions should be interesting, debatable, and appropriate; they may be global, national, regional, or local.
- Receive proposition and break into groups of four: generate and discuss a list of issues pertinent to the proposition.
- Split into teams of two-affirmative and negative.
- Research
- Write brief (typed, 12 point font, double spaced)
- Prepare debate

If all goes well, we will have a panel of three judges evaluating your debate; they will rate you on a scale that considers at least the following features: constructive speech, rebuttal speech, delivery. In addition, I will collect the brief and the bibliography.

ADDENDUM

Researched Argument Paper

- Carefully review the introduction to "Argumentation" in Subjects and Strategies and Chapters 5 &7 in English Composition and Grammar.
- Select a topic pertaining to a controversial local, regional national, or global issue (excluding the capital punishment)
- Research your topic through various sources including printed text, periodicals, online databases (not free web or Wikipedia), interviews, radio, or television.
- Be sure to understand the topic thoroughly and take careful notes
- Develop a position on the topic and write a clear, direct position statement
- Write your researched argument paper, incorporating cogent evidence and documentation for your position
- Follow MLA style discussed in class
- Include a 'Works Cited' page
- Submit finished paper to www.turnitin.com
- Feel free to meet with me to discuss your progress at any point throughout the process