

AP English Language and Composition: Pragmatically Exploring the Relationship Between Language, Meaning, and Existence.

Course Overview

The AP English Language and Composition course is designed to help students become analytical, rhetorical readers and writers. Students in this course are taught to read critically by focusing their attention on the choices that authors make in relation to social context(s), audience(s), and purpose(s). Most texts used throughout the year will be nonfiction and will come from a variety of formal and informal sources and genres (e.g., academic journals, advertisements, scientific arguments, letters, political cartoons, critical essays, charts and graphs, etc.). In conjunction with reading and analyzing texts of such variety, students will also be required to produce formal and informal writings of the same sort; consequently, the course helps students become skilled, rhetorical writers who compose for a variety of purposes within a variety of contexts. Students learn to write while making their own choices that pay strict attention to social context(s), target audience(s), rhetorical mode(s), and overall purpose(s).

AP English Language and Composition enables students to read complex texts with understanding, while also teaching them to write prose of sufficient richness and complexity to communicate effectively with mature readers. The ultimate goal of building the rhetorical skills the class fosters is to help mold students into individuals who will actively and intelligently engage with the world around them. The AP English Language and Composition course helps students move beyond reading for mere comprehension, and it moves them past composing programmatic responses; it encourages them to think critically and purposefully about the rhetorical choices that authors make, and it leads them to consider the choices they make when deciding to add their voice into any given discourse: civil or academic.

Students must take the AP exam in May to receive AP credit on their transcript. A qualifying score of three (3) or better on the AP exam may earn a student college credit.

Student Outcomes and Goals

After completing the course, participating students¹ will have developed:

- Close reading skills focusing on the rhetorical movements of authors. In doing such, students will be able to read critically while evaluating an author's style and means of producing certain effects on the desired audience.
- The ability to produce complex thesis statements while subsequently supporting the aforementioned with evidence and commentary in a clear and logical fashion.
- The ability to synthesize information from various sources—formal and non—in order to strengthen their own arguments. This coincides with developing their own ability to rely on their own life experiences as ample means of support for their arguments.
- The ability to realize that authors make rhetorical and stylistic choices to achieve their purpose(s); consequently, students will move to be more purposeful in their own communications in order to adequately and/or effectively engage their audience(s) in any contextual discourse whether the opportunities for such arise within academic or civil environments.

Course Expectations

As this is a high school course operating at a college-level course, performance expectations are appropriately high, and the work is challenging. That is not to say that there will be more work throughout this course than a typical honors course; but rather, AP assignments will require responses that explore the uses and functions of language at a greater depth. Students are expected to commit time outside of class to personal study of the course content; homework assignments, in conjunction with independent-study materials, may be found on the course website. Often, work in this class involves assignments that have extended deadlines, so it is expected that students have—or prepare to quickly develop—effective, appropriate time management skills.

¹ *For the sake of this document the terminology *participating students* refers to those who have completed all of their work and have put forth their best efforts.

Primary Texts [CR2]

Heinrichs, Jay. *Thank You for Arguing: What Aristotle, Lincoln, and Homer Simpson Can Teach Us about the Art of Persuasion*. 3rd ed., Three Rivers Press, 2017.

Jolliffe, David A., and Hephzibah Roskelly. *Writing America: Language and Composition in Context*. Pearson, 2014.

Schlosser, Eric. *Fast Food Nation: The Dark Side of the All-American Meal*. Boston: Houghton Mifflin, 2001.

Secondary Texts [CR2]

Not all of the texts and visuals that students analyze will be found in the above texts, though most will. In the above texts, primarily *Writing America*, students will work through historical periods in American history learning how to analyze various media sources. In seeing that students are taught to analyze written texts, visuals, and data images, all supplementary texts—not located within the primary texts—will be given to students on their Daily Overviews (see below) or presented in class. With these secondary texts, students will work to establish relationships between the texts and visuals and the concepts of each unit.

Grading Guidelines

Classwork, Homework, and Participation	25 percent
Quizzes, Multiple Choice, and Scripture Memorization	35 percent
Unit Exams, Major Writing Assignments, Projects	40 percent

Daily Overviews

Class overviews for the day's activities and lesson will be handed out almost every day of class. These overviews will provide students with important notes, readings, and other information including any homework that may be due in the immediate future. Every overview will be posted in the class's dropbox within 48 hours.

If absent for any reason, it is the student's responsibility to access the dropbox, download the overview, and get any missed work. Questions such as, "I was out; what did I miss yesterday?" will not be answered (except in extenuating circumstances); however, instructors will be more than happy to field any questions related to the work detailed on the overview. Since all quizzes and tests are listed on the overviews and then posted to dropbox, it is the student's responsibility to be aware of any missing quizzes or tests and make them up in accordance with the late work policy. (This includes Multiple Choice Activities and Timed Writings.) Should students not adhere to the aforementioned, they may not receive credit for completed work.

Rhetorical Device Weeklies: [CR3, 5, 7, 9]

Each term, students will be given a list of 5 rhetorical devices to identify and analyze. For each device, students will have to define the term, find and document an example* of the device in use (properly cited: MLA), and produce a topic sentence detailing the purpose of the device's use, especially in relation to elements of the rhetorical situation; this topic sentence must be in "What/Why" format, fully analyzing—and demonstrating your understanding of—the purpose of the device in the examples that you may choose. Following the completion of 5 topic sentences, you must then choose any one device to develop into full paragraphs using the "What/Why, Where, How?" model that you will learn in class.

Per term, completion of the 5 devices will be due at the end of the term. Dates may not be presented on Daily Overviews, so be responsible, as these dates are detailed below. All assignments must be

completed and uploaded on or before the due date(s). (You are responsible for your own technology. You may not use a crashing computer and/or lack of internet over the weekend as an excuse. If this is the case, you must hand in this work hand-written. It is due when it is due. Any exceptions to this must be discussed with your instructor at least 3 days PRIOR to the assignment's due date.) Each set of 5 terms will count as a **50 point test grade**. If any of the 5 terms is missing from the final product, or if you don't have two fully developed paragraph for two of the terms, you may receive a 0 for the assignment. (i.e. If you don't do all of the terms, even if you do 4 out of 5, and they are done well, you may get a zero for a test grade.) **Note: All examples students utilize **must** either come from any reading found in Writing America or readings (or other media) that we have worked with in class. Remember, proper analysis stems from understanding and evaluating all elements of the rhetorical situation and connecting such to rhetorical and stylistic choices and purpose.*

THIS IS AN INDIVIDUAL ASSIGNMENT; ANY QUESTIONS SHOULD BE DIRECTED TO ME: YOUR TEACHER! YOU MAY NOT COLLABORATE IN ANY WAY WITHOUT MY CONSENT!

T-1 (10/17)	T-2 (1/9)	T-3 (3/27)	T-4 (TBA)
Pathetic Appeal*	Anecdote	Satire	x
Ethical Appeal*	Repetition	Euphemism	x
Logical Appeal*	Rhetorical Question	Understatement	x
Parallelism (Parallel Structure)	Extended Metaphor	Hyperbole	x
Extended Metaphor	Antithesis	Verbal Irony	x

*These are not actually devices, and you may not include these words in your topic sentences or paragraphs. Instead you will have to comment on what the author is doing to elicit the (pathetic, ethical, logical) appeal. For example, if you were watching an ASPCA commercial, instead of saying “produces a pathetic appeal” in your topic sentence, you would say “litters the commercial with images of abused puppies.” Instead of saying “uses an ethical appeal,” you would say, “relies on the fame of Sarah McLachlan.” Instead of saying “produces a logical appeal,” you would say, “provides a logical call to action after detailing the problem.” See below for an example of how a student is expected to complete this assignment.

Format: How to structure your Rhetorical Device Weekly Responses:

Rhetorical Term: (Insert Term)

Provided Definition: copy and paste a definition from the handout provided to you.

Personal Definition: Reword the definition as you understand it.

Example: Type out an example from class reading /*Writing America*

MLA Works Cited Citation for Specific Work Cited (even if from an anthology)

What/Why Topic Sentence: Topic Sentence Template

In (Title) (Author's Last Name) (Academic Verb + (ADJ) Rhetorical Term) in order to (author's purpose for using said term).

Paragraph of Effect in What/Why, Where, How? Structure: Paragraphing Template

In (Title) (Author's Last Name) (Academic Verb + (ADJ) Rhetorical Term/Device related to term) in order to (author's purpose for using said technique). Take, for example, how (insert context—a summary of what happens before your textual example) (insert textual evidence that shows device in use) (cite in-text MLA). This

(academic verb—can be the same one from the topic sentence)(purpose—can be taken from topic sentence) because (explanation as to how the textual evidence reveals the purpose. **Note:** This last part—after the word because—can't be effectively completed in less than two sentences.)

When you look at the example below, please know that this is an example of what an A entails. If you are not thorough in completing these assignments, you should not expect an A, or even a B, just for attempting to do the work. Effort without demonstrating much skill is likely to earn you a C. You must practice building your skills, and you shouldn't be waiting until the night before these assignments are due to complete them. These extended due dates are purposefully designed to reward students who DO NOT procrastinate.

Example Rhetorical Device Assignment.

Rhetorical Device: Extended Metaphor

Dictionary definition: a figure of speech that constructs an analogy between two things or ideas over an elongated period of text

Personal definition: the comparison of two things that maintains for longer than the typical metaphor

Example: “Like Cheyenne Mountain, today’s fast food conceals remarkable technological advances behind an ordinary-looking façade.” (Note: Image resounds throughout intro.)

MLA Works Cited:

Schlosser, Eric. *Fast Food Nation: The Dark Side of the All-American Meal*. New York, NY: Harper Perennial, 2005. Print.

What/Why? TS:

In *Fast Food Nation* Schlosser develops an unnatural extended metaphor in order to illuminate the notion that what one sees is not always reality.

Purpose paragraph:

In *Fast Food Nation* Schlosser develops an unnatural extended metaphor in order to illuminate the notion that what one sees is not always reality. Take, for example, how after he details the inner workings of the contemporary geographical marvel, he reveals that “like Cheyenne Mountain, today’s fast food conceals remarkable technological advances behind an ordinary-looking façade” (Schlosser 7). The direct comparison between the fast-food industry and Cheyenne Mountain illuminates the notion that what one sees is not always reality because it exposes the true nature of the mountain as being one that “conceals remarkable technological advances” (Schlosser 7); such a statement elicits elements of secrecy. In revealing such, he then connects the secrecy of the iconic landscape to the makeup of the fast food industry, thusly suggesting that, although fast food appears one way—as a natural, ordinary food source—it is laden with “remarkable technological advances” that many don’t know about; consequently, this raises doubt within his audience. Such statements suggest that members of contemporary society are being misled about what they eat—seen in his use of the word “conceals” which is negative in connotation—by being made to believe it is a common, safe food source. And yet, it is also revealed that under the guise of this natural order, much like the mountain, there lies elements within that suggest the industry itself is actually an “ominous DEADLY Force” (Schlosser 2).

Rhetorical Prompts: [CR4, 6, 8]

Periodically throughout the year, a rhetorical prompt—which is often a creative, expository, or argumentative assignment—will be posted on a class overview. Students must respond to these prompts by the assigned due date. Each rhetorical prompt response will count as a quiz grade. These prompts will require students to practice composing pieces for a variety of different purposes and contexts. Most prompts will have an assigned method of development to go along with them. What this means is, although most compositions are multi-modal, students will be given a method of development (narration, description, process analysis, exemplification, comparison and contrast, classification and division, definition, cause and effect) on which their composition must focus. This does not mean that students are limited to only writing within the presented method; rather, student responses must include excerpts that utilize the indicated pattern(s) of development.

Student Folders and Conferences

Every student will be given an assignment folder. Nearly every assignment that is turned in will be collected and stored in this assignment folder. All assignments that are put in the folder **MUST** be logged in on the assignment-log-in sheet. Any assignment that is not logged-in will not be graded, and a student may receive a zero. A master copy of the assignment sheet will be kept on the instructor's desk, and students are welcome to access this master copy at any time **before or after class** to make sure their assignment folders are up to date before their folders are graded. If a student misses any class—for whatever reason—the master copy of the assignment sheet will tell him/her what s/he is expected to hand in, and the assignments that s/he has missed. It is said student's responsibility to access this information on his/her own! At the beginning of each term, students will be given a new sign in sheet. Furthermore, before students ask their instructor about work they "may" be missing, they must compare their folders' sign-in sheets with the master copy and deduce the answer for themselves. Any further clarification that may be needed will then be addressed. Students must be independently accountable to manage their work in relation to the circumstances of their lives: the instructor aptly provides student with a plethora of information regarding classroom activities (Daily Overviews, Online Postings of Overviews, and the Assignment Sign-In Sheet).

It is imperative that these folders be kept up-to-date because the assignments found therein will be what guides the student-teacher conferences that will take place during the school year. **Although these folders will be housed in the classroom, students will be allowed to sign them out periodically for up to 3 days. If a student desires to sign out his/her folder, this is a conversation that must be initiated by him/her. All work that goes home in the folder must be returned after review.**

Student-Teacher conferences will be done during class time, and students, with their instructor, will review assignments (e.g., essays, draft essays, timed essays, etc.) found within their writing folders. The primary purpose of this time is to promote an individual awareness of a student's strengths and weaknesses as a writer. (Special focus topics include: vocabulary usage, syntactical structure, arrangement and function, and use of rhetorical techniques.) This time is used in order to help students develop their voice as writers. The secondary purpose of this exercise is to help the instructor evaluate areas where students are struggling. These conferences will lead to a tailored learning environment and help promote greater success in the course. Ultimately, if a student has a pressing concern with comprehending and/or understanding elements of the course, this is the medium in which to share such.

Late Work

All work must be submitted at the beginning of the class period on the day it is due. Missing homework will result in a zero grade for that assignment. Late work (e.g., essays, projects) will be accepted at the teacher's discretion (see honesty policy). Students have five calendar days to make up missed tests, timed writings, and quizzes. A zero will be recorded in RenWeb until the missed test, timed writing, or quiz is made up. Absentees must take the initiative to acquire and complete missing work. Other extenuating circumstances will be evaluated on a case-by-case basis by the individual teacher.

Honesty Policy

If a student decides not to complete his/her homework for ANY reason, all s/he needs to do is record the following details on his/her folder sign-in sheet: **Assignment Title/ Actual Due Date/ "Not Completed"**. (I need no further explanation, nor do I care for one, even if your little sister flushed your favorite stuffed hedgehog down the toilet the night before the assignment was due.) Should a student complete this simple task, s/he will be granted a free 5- 15%, depending on the assignment, for being honest.

Hand-Written Policy

Because the AP exam requires students to write all of their essays by hand, it is imperative that students practice expressing themselves through the hand-written word. In order to practice and improve writing fluency and cognitive fluidity, all work must be completed—with exception to online assignments—in black or blue pen. Any and all work that violates such, will be scored as a zero until corrected to meet the aforementioned criteria. Furthermore, if an assignment is hand-written, but is illegible, the assignment will be scored as a zero; however, in such cases the teacher may offer an opportunity for the work to be made up. (Note: Final copies of assignments should not look like treasure maps.)

Essay Writing

Essay Grading

All essays will be graded at an AP standard. The grade scale is from 1-6; since there is an expectation of improvement as students progress through the course, grade equivalents will change each quarter.

Essay Score	Rough AP Exam grade	Class grade Equivalent T1-2	Class grade Equivalent T3	Class grade Equivalent T4
6	5	95-100	95-100	95-100
5	4	88-94	86-94	83-94
4	3	80-87	76-85	71-82
2-3	2	70-79	66-75	61-70
0-1	1	60-69	60-65	50-60

Process Writing [CR4, 6, 8, 11, 13]

Expository writing is the instrument that carries students' voices to their audiences. Workshops and student-teacher conferences have been programmed into the course; ultimately, with the aid of peers and mentors, students should come to see writing as a multiple-step process that requires research and multiple revisions. The major paper for this course will coincide with the school's *Junior Paper*. Students will be taught out to move through the planning, process in order to produce drafts that will be peer edited. Upon the peer edit—in conjunction with teacher commentary—revisions will be expected, ultimately moving the student to engage in a final revision in order to submit a polished draft.

Timed Writing

Throughout the year students will complete numerous timed essays to develop skill in writing argumentative and analytical essays. These writings are integrated into the natural progression of the course. Timed writing is accelerated and, therefore, distinct from more deliberate expository writing processes. Students need to learn how to gather, organize, and express their ideas quickly in order to succeed on standardized tests, on college exams, and in the workplace.

Research [CR6, 11, 13]

Throughout the course students will learn to evaluate, select, and synthesize source material based on validity and purpose. They will draw on the strategies outlined in *Writing America* (e.g. Chapter 6) as they compose a major paper that moves through multiple drafts and timed (synthesis) essays; with timed-writing the research process is condensed. The research component of this course is intended to help students incorporate ideas from credible authors to increase the validity of their own arguments. During initial research, students will be explicitly taught how to search for, find, and evaluate credible evidence.

Citation and Documentation Standards

All written work for the course will adhere to the citation and documentation standards set forth in the *The MLA Handbook for Writers of Research Papers (Eighth Edition)*. In particular, major essays will

include in-text citations and Works Cited pages that are properly formatted. With that, timed-writing exercises and other assignments should include seamlessly-woven direct quotes and paraphrased references that competently credit authors and their works. Ultimately, students should recognize that citing sources is not merely an administrative function; rather, it is a necessary step toward producing essays that are rich, informative, and, above all, free from plagiarism.

Grammar and Style Exercises [CR4, 10]

Students will be asked to complete grammar exercises in a number of ways. Covered during the first week of school, students and teachers will work with using punctuation and conjunctions and discuss the advantages of using different elements for different purposes and audiences. (e.g. Students may be asked to use a colon instead of a comma and conjunction; they will then be asked to explain their decision.) It is important for students to think about their own purposes in their own writing. This personal thought development will then help them evaluate similar moves in the writing of other authors.

Second, grammar exercises contained in *Writing America* will serve as another medium of rhetorical grammar study. The concepts highlighted in those exercises will serve as catalysts to improve students' understanding of their own writing and the writing of others. These exercises are meant to teach students how understanding word choice and coinciding sentence structures further their arguments stylistically.

Lastly, Students will also be responsible for learning/reviewing some grammatical and stylistic conventions via OWL which can be found via a quick Google search.

One of the principal goals of this course is it to show students the connection between grammar and style. In other words, it is important for them to understand the “why” behind the grammar rule so that they will be compelled to study grammar enthusiastically and take command of the language. In terms of rhetorical competency, it is essential that students understand how diction, grammar, and syntax work together in a high-quality piece of writing.

Vocabulary Quizzes, Exercises, and Activities

Vocabulary will be presented, studied, and assessed in various ways. Above all, students will add to their respective lexicons by examining words in context, by comparing connotations and denotations, and by using new terms in their writing.

Plagiarism Policy

Plagiarism=Failure!!!! No excuses, no exceptions. Plagiarism is stealing or “borrowing” someone else’s work or ideas and presenting them as your own. Using a document or part of a document written by another student is plagiarism. Buying an essay from one of the services that sells such documents is plagiarism. Using a document published on the Web is plagiarism. Having someone else write an essay for you is plagiarism. If you plagiarize, you will fail the assignment, your parents and the administration will be contacted, and you will be subject to other disciplinary action as outlined in the WCS Student Handbook. Plagiarism is both stealing and cheating; both acts are unacceptable.

School Year Tentative Guide [CR1]
(Intro to Rhetoric and the AP Exam)

Unit 1—*Rhetorical Situation—Critical Reading: How to identify elements of the rhetorical situation and identify and evidence.*

Description: In this unit, students will learn how to analyze texts to identify exigence, speaker, audience, claims, and purpose. They will be taught to annotate texts based on methods of development and *Classical Argument* structure. Students will be taught how to identify claims and corresponding evidence, and they will begin to discuss how to explain such. [CR3, 5]

Key Media: Rhetorical Grammar Packet, Honda “Rock Van” Commercial, *Fast Food Nation*: Introduction, *The Gettysburg Address*, Initial Readings from *Writing America*[CR2]

—*Rhetorical Situation—Critical Reading and Writing: How to write rhetorical analysis.*

Description: This sub-unit will work to help kids explain how to analyze and articulate the relationship between claims and evidence in others works; furthermore, in doing so, students will write defensible theses, supported with evidence, and learn to write rhetorical analysis essays that analyze rhetorical and stylistic choices. In doing so, students will make their own claims in response to the works of others and provide evidence and commentary that justify observations of purpose (in relation to understanding exigence and audience). [CR3, 5]

Key Media: Modified Flow Chart, *Fast Food Nation*: Chapter 9 (“What’s in the Meat?”), *Fast Food Nation*: Chapter 8 (“Kenny”), varied media from unit 2 in *Writing America*, rhetorical writing thesis and paragraphing templates [CR2]

—*Reasoning, Organization, and Style—Putting it all together.*

Description: Students will work to further analyze the structures of works and their stylistic elements. Students will continue to write rhetorical analysis that move them to develop and prove—with evidence and commentary—defensible theses that interpret purpose(s) within varied works. Furthermore, precise test preparation will also be introduced with students beginning to complete scaffolded multiple choice assignments. Furthermore, students will also work to produce their first major, drafted and revised writing project that is stylistically modelled after an excerpt from Debra Marquardt’s *Horizontal World*. In this piece, students will be required to write about elements of their lives that are intimately different than the stereotypical views that many hold. Students will draft, peer edit, and produce a final copy. The final copy will be marked and highlighted in a manner that showcases a student’s ability to match Marquardt’s stylistic and structural choices. As part of this unit, students will be required to read George W. Bush’s post-9/11 speech, and write an essay analyzing the rhetorical choices he makes to achieve his purpose. [CR3,4, 5, 10, 12, 13]

Key Media: Bush’s 9/11 Speech, Dillard “Teaching a Stone to Talk” MC, Excerpts from Debra Marquardt’s *Horizontal World*, unit 3 varied media from *Writing America*, JFK Rhetorical Analysis Prompt [CR2]

Unit 2—*Developing Argument—Generating Defensible Claims, Providing Evidence, and Producing Commentary.*

Description: Students will learn to analyze different arguments based on Toulmin structures. In doing so, they will also learn that in order to generate and support claims, they must argue the validity of warrants and evidence, and in doing so, they will produce their own claims that require evidence and commentary. Furthermore, the foundation of this unit will teach students how to generate arguments based on fact by analyzing fictional circumstances that require verdicts in court. The introductory activities for this unit are meant to get students used to consistently correlating evidence with thesis statements while also developing commentary. [CR4, 6]

Key Media: Queenie Cartoon Breakdown, Thomas Paine Argument Prompt 2011, Singer Solution to World Poverty, Various “The Ethicist” columns, unit 4

varied media from *Writing America* [CR2]

Unit 3—*Common Threads—Entering the Conversation*

Description: With the foundations of rhetorical analysis and argument laid, students will be taught how to generate arguments that explicitly enter a larger conversation. They will learn to evaluate sources based on elements of the rhetorical situation, identify claims, evidence, and commentary of others, and then evaluate how to synthesize such elements into their own writing. Throughout this unit, students will work to write and revise thesis statement and body paragraphs to explicitly learn how to put sources in conversation with one another as a way of providing evidence in order to further an individual student's argument. Furthermore, students will work on learning how to plan research papers (and timed writings) in order to maximize writing efficiency both in and out of the test setting. Particularly in this unit, students will focus on arguing ideas, not things. They will come to realize that the concrete elements of an argument are often vehicles to understanding the argument of ideas.

[CR5]

Key Media: High school drama prompt, synthesis sprint materials, technology in school documents and visuals, daylight savings documents and visuals, space exploration documents and visuals, unit 4 varied media from *Writing America*, Holiday Synthesis Documents, *Bowling for Columbine*, Various articles containing political half-truths, Heston's NRA Speech (Denver, 1999) [CR2]

Unit 4—*Satire and Archaic Language*

Description: Students practice all of the foundational skills through the lens of studying satirical pieces, typically those that are also considered archaic. Students will not only rhetorically analyze satirical works, they will work to stylistically produce their own satirical works within contemporary contexts in order to practice both their rhetorical analysis and argument skills. As students may satirize major news events, these activities will also support synthesis skill development as well. [CR5]

Key Media: "Macbook Wheel" Onion Video, "Triune Tale of Diminutive Swine," "A Modest Proposal," Satire Flow Chart and Spectrum Document, "The Speech of Polly Baker," various works by William Hazlitt, various AP Lang. exam satire prompts. [CR2]

Unit 5—*Major Paper: Creating a Mini-AP Exam and Full-Process Paper*

Description: This will be the major process piece for the year. Although students will have worked on planning, drafting, editing, and revising on their other assignments, this paper will require such steps for credit. Students will generate prompts, develop theses, analyze sources and evidence in order to synthesize in their arguments, and produce arguments. Students will be required to find at least one quantitative source to include in their paper. Furthermore, students will work to produce mini AP exams based on the common prompt language found in the CED. Their synthesis prompt may be on the topic of their choice; however, it must be worded with the common prompt language (though requiring the synthesizing of 6 sources instead of 3). The primary purpose of such is to have students write a synthesis prompt which will be the catalyst for the paper. [CR6, 8, 11, 13]

Key Media: Pre-made templates for constructing exam materials; All other media is generated or researched by students.

Unit 6—*The End is Nigh: Peer Propaganda Project*

Description: Students will work to synthesize all of the skills from the year by creating a partner-generated propaganda project. Students will be required to create propaganda flyers that synthesize other sources to promote opposing sides of differing causes. These flyers must create arguments and include evidence as support. Upon completion students will be required to rhetorically analyze their partners' flyers; in doing such, students must evaluate how all elements of the rhetorical situation, in

conjunction with stylistic choices, allows the flyer to achieve the purpose of its creator.
[CR3, 5, 9, 12]

Key Media: *Building the Machine* (anti-common core documentary), *Waiting for Superman*, *Supersize Me*, *Fathead*, Various special interest flyers and visuals (NRA, PETA) [CR2]