

Mr. Rosenberg
OSA AP English III

Name:
Date:

Google Classroom Link: <https://classroom.google.com/c/MTYwNzc3NDg3OTIa> = Period 1
<https://classroom.google.com/c/MTYwNzkxMDUwNDNa> = Period 2

Mr. R's AP Language and Composition Syllabus 2018-2019

"It's very easy to have slogans and rhetoric that people will follow, but eventually the slogans fall away." - Saadi Hariri

Instructor: Mr. Rosenberg (Mr. R)
Email: drosenberg@oakarts.org

OSA phone: (510) 873-8800 EXT: 8507
Blog: <http://teachers.oakarts.org/~drosenberg/>

Course Overview:

Students in this college-level English course read and carefully analyze a broad and challenging range of nonfiction and fiction prose selections, deepening their awareness of how language works in effectively communicating an idea. Through close reading and frequent formal and informal writing, students develop their ability to work with language and text with a greater awareness of purpose and strategy, while strengthening their own writing abilities. The purpose of this course is to promote critical thinking and writing. Multiple modes of instruction and informational materials ranging from film clips to speech writing will be incorporated to enrich student recognition, comprehension, and execution of rhetorical analysis. The expectation and rigor of this course will therefore be high and the workload challenging. Discipline, focus, self-advocacy, and mature behavior in and out of class are expected.

According to the College Board, "upon completing the AP English Language and Composition course, then, students should 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;
- demonstrate understanding and mastery of standard written English as well as stylistic maturity in their own writing
- 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 material, cogent explanations, and clear transitions;
- demonstrate understanding of the conventions of citing primary and secondary material;
- move effectively through the stages of the writing process, with careful attention to inquiry and research, drafting, revising, editing, and review;
- write thoughtfully about the writing process of composition; revise a work to make it suitable for a different audience
- analyze image as text; evaluate/incorporate reference documents into researched papers.

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Vocabulary: Students will enhance their vocabulary skills by determining the meaning of unfamiliar words in context. They will be expected to use these words in their conversations and written work

	Onomatopoeia	Didactic
	Orator	Elegiac (tone/style)
First Semester	Pacing	Erudite (tone)
Absolute construction	Parallel sentence	Invective
Alliteration	Parody	Juxtaposition
Anecdote	Periodic sentence	Loose Sentence
Assonance	Persona	Metonymy
Allusion	Personification	Non sequitur
Aphorism	Persuasion	Pejorative (tone)
Apostrophe	Prose	Pun
Balanced sentence	Rhetoric	Syllogism
Caricature	Rhetorical Question	Synecdoche
Cliché	Ridicule	Tautology
Conceit	Sarcasm	Understatement
Description	Satire	
Diction Choices (Learned, Popular, Colloquial, Slang)	Scenario	
Dramatic Repetition (include - anaphora)	Simile	
Exposition	Specifics	
Grotesque	Symbol	
Hyperbole	Synecdoche	
Imagery	Syntax	
Internal monologue	Theme	
Irony	Thesis	
Logos, Ethos, Pathos	Tone	
Metaphor	Second Semester:	
Narration	Anaphora	
	Cacophony	
	Chiasmus	

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Essay Writing

The course requires students to write expository, argumentative, and narrative essays. These essays will be written outside of class and should be typed using the MLA guidelines and grading rubric presented with each assignment. The writing process will include analysis of syntax, organization, and grammar/mechanics; peer editing; instructor feedback; and publishing. Students will submit all preliminary drafts along with the final typed copy. Plagiarism...would this be ethical or logical, need I write more?

Timed Writings

Students will write analytical and argumentative essays (including the synthesis style) in class and during our major practice tests. These essays will be scored using the 1 to 9-point AP rubric. Essay topics will coincide with a unit's focus of study and be chosen to build students' skills. We will administer practice tests 3-4 times before the May AP test.

Journals

During the course of study, students will respond to and reflect on assigned readings. These journal entries will demonstrate the student's understanding of content, purpose, rhetorical strategies, and connections to other readings as well as personal experience.

Research Project

Students will use primary and secondary sources to write a research-based causal argument based on an assigned early essayist. The project will include all phases of research paper preparation using standard MLA guidelines. The final product will include a typed paper, outline, and works cited. The issue of plagiarism is a serious matter; consequently, district policy for any offense will be enforced.

Analyzing Visual Representations

Students will analyze visual representations, including advertisements, photographs, cartoons, graphics, etc., to discern their argumentative purposes and effects as a form of communication. Students will determine the relationship between the visual form and the written text. We will examine how visual representations can illustrate strong rhetoric.

Composition and Grammar

To improve student oral and written communications, each six weeks will include the following units:

- Vocabulary study
- Grammar and mechanics
- Socratic discussion
- Writing conferences, peer reviews, and participation in daily class discussions.

Evaluation:

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Students are evaluated on the basis of major papers, homework, quality and character of class participation and involvement, and AP-style writing prompts. Major papers count a great deal toward each quarter's grade, but other elements are also significant. Students earn both numbered scores and grades on AP prompts they take during the year. In this course, students thinking, writing, reading, listening, and speaking are at the center of class activity. Grading is viewed in this context. Students' performance will continually be assessed as evidenced by papers, in-class task commitment, homework, and daily preparation. Vocabulary development and presentations need to be completed on time.

Grading: NOTE-The English department has moved to Skills Based Grading this year

¶ My philosophy of grading is very simple. I believe every student is an "A" student until that student proves to me that this is not the case. This is not to say that my expectations of you are not high – they are. It is just that I believe you are all capable of excellent work, all of the time. Please do not prove me wrong. As far as nuts and bolts: the grading for this class is based on a point/percentage system:

89.6% to 100% A range
79.6% to 89.5% B range
69.6% to 79.5% C range
59.6% to 69.5% D range

*Students who drop below a C- 69.6% will have a parent/guardian and art teacher contacted

¶ The number of points for any particular assignment depends upon its length and difficulty. Quarter and final grades are based on a percentage of the total number of points. Assignments not submitted or presented are graded as "0," which means that it's devastating to your grade average to ignore an assignment. Tentative breakdown of points/grades (subject to change):

- Vocabulary Development 15%
- College and Career Readiness 20%
- Critical Reading 20%
- Presentation and Speaking Skills 20%
- Writing Techniques and Analysis 25%

***College Work Habits:** College Work Habits are critical to this class and encompasses all daily classroom expectations that will ensure your success this school year, as well as best prepare you for your education beyond OSA.~ This includes, but is not limited to, punctuality, note taking, preparedness, engagement and community involvement.

- *Participation:* In addition to assignments, participation will be a key component to this class. It includes work done in informal groups or individually, during Socratic Forums, or in-class warm-ups. I do not count how many times students raise their hands, rather check for student presence and involvement.
- *Punctuality:* You are expected to arrive on time to class every day, complete all home and class assignments in a timely fashion, work cooperatively in small groups and independently, cultivate skills as readers, writers, speakers and listeners, show respect for yourselves and others, and make every effort to work to the best of your abilities.
- *Note taking:* You are expected to take notes on all readings and lectures. I will check your notes regularly and ensure you are staying on top of your work.
- *Engagement and Community Involvement:* You have chosen to be here. With this I expect respect for yourself, others and this class. Physical presence is not enough. I expect you to be awake and alert each morning and ready to working individually and with your peers. It is my hope to create a space of horizontal learning where we are all able to learn from each other in order to grow intellectually and personally.
- *Awareness of Current Events:* The world expands beyond our small lives and it is imperative to inform our global perspectives and stay abreast to current events.

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- *Letters of Recommendation*: letters of recommendation requests in future are based on *overall contribution* to the class (conduct and coursework).

*This year we will pay special attention to the rhetoric involved with the Presidential Elect.

Course Planner:

Fall Semester 2018: First and Second Quarters.

Course Orientation, Introduction to Close Reading, and Rhetorical Awareness

Sample Topics: Colonialism, Education, History, Politics, Identity, Race, Science and

Technology and Nature and the Environment. They consider rhetorical context—purpose, audience, and strategies—as they focus on close reading and viewing of nonfiction, speeches, popular culture, advertising, propaganda, and a multitude of media clips. They must, in their writing, demonstrate their understanding of the rhetorical triangle and the ways in which the authors or purveyors of messages use each element of the triangle.

Fall Semester 2018, 1st Quarter - TOPICS

We are “Rhetoricians”: Politics, Education, History, Identity, & Race

Week	Dates	Topic	Reading Assm't	Writing Assm't
1		<i>Summer Reading Expectations/Rules AP Test Format</i>	<i>Begin:</i> “Such and Such Were the Joys” Orwell (Handout) “A Hanging”	<i>Annotation of “A Hanging”</i>
2		<i>Colonialism Continued... “A Hanging” Orwell Alternative Assignment...</i>	Thoughts: Cost of Colonialism? “Shooting an Elephant” Orwell from <i>One Hundred Greatest Essays</i> p. 456-464	<i>Rhetorical analysis of Tone Q’s #1-3</i>
3		<i>Education</i>	<i>A Small Place</i> Jamaica Kincaid	1999 AP Ques. 2: Kincaid on England
4		<i>Education Influence of Identity and Language on our Lives - Prepare</i>	<i>Language and Identity Replicate styles of Authors</i>	<i>Rewrite paragraph from Kincaid essay</i>
5		<i>Education/Memoir Identity Formation</i>	<i>Finish:</i> “Such and Such Were the Joys” Orwell	Memoir: Child hood Adversity
6		<i>Education/Memoir Identity Formation Narrative Analysis</i>	“Girl” Kincaid (Handout) “The Barrio” Garza (Handout)	<i>Analyze structure and Mother’s Rhetoric</i>
7		<i>Genre: Letter Race/Politics/Identity</i>	MLK “Letter from Birmingham Jail” p. 328-45	1989 AP Ques. 2: MLK “Why we can’t wait?”

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8		<i>Genre:</i> <i>Autobiography</i> <i>Code Switching: Our Identities at Home and in the "World"</i> <i>"Ethnic Identity is twin skin to linguistic identity-I am my language"</i> <i>(Anzaldua 36).</i>	"Mother Tongue": Amy Tan <i>One Hundred Great Essays</i> p.632-38 "How to Tame a Wild Tongue" -Anzaldua p.30-42	<i>How/when/ and why do you code switch?</i> <i>Questions 1 and 3 – Skip #2</i>
9		<i>Genre:</i> <i>Autobiography</i> <i>History</i> <i>Race</i> <i>Ethics</i>	"Notes of a Native Son" Baldwin <i>One Hundred Great Essays</i> p.63-81	Answer #3

Focus for student writing: Analysis

- Weeks 1 & 2 Reading and annotating text (
- Weeks 2 & 3 Identifying central message/purpose, audience; appeals, ethos, pathos, logos
- Week 4 Revision
- Week 5 Working with archaic and modern language
- Week 6 Recognizing irony & satire
- Week 7 Recognizing rhetorical devices and strategies
- Week 8 Imitating prose styles
- Week 9 Introduction to the argument

*DATES may vary or be slightly off in some places.

Fall Semester 2017, 2nd Quarter – TOPICS: Socio - Ethical Dilemmas Warfare, Economics, Race, Science and Technology

Week	Dates	Topic	Reading Assessment:	Writing Assignment
10	End Q#1	<i>Civil War</i>	<i>Narrative of the Life of Frederick Douglass</i>	Write a speech in rebuttal to 3 of Douglass' arguments
11	Quarter#2	<i>Civil War</i>	"Learning to Read and Write" Douglass - 100 Greatest Essays p.176-81	p.181 – Answer Questions 1-3

12	<i>Civil War</i>	<i>Narrative of the Life of Frederick Douglass</i>	Write a mock auto-biography of OSA staff member using THEIR rhetoric and present
13	<i>Vietnam War</i>	Film: "Letters Home From Vietnam"	Movie Discussion Questions
14	<i>Vietnam War</i>	<i>The Things They Carried: - O'Brien</i>	Analyze Rhetorical devices and tone in relation purpose.

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15	<i>Vietnam War</i>	<i>Watch Movie Based on Vietnam</i>	Write film Critique/Review on the film and rhetorical devices that were presented.
16	<i>Vietnam War</i>	<i>In Pharaoh's Army</i> Tobias Wolff	Assignment to be announced or will it be a project?
17	<i>Vietnam War</i>	<i>In Pharaoh's Army</i> Tobias Wolff	Lifeboat Exercise: Survival demands pure logic...or?
18	Prepare for Final Projects, Presentations, and Practice Tests		

Spring Semester 2018: Third and Fourth Quarters (AP TEST MID-MAY).

Students will develop and continue to hone their ability to recognize and employ rhetorical devices through the mixed media presented. This media includes, but is not limited to speeches, posters, film clips, song lyrics, and editorials that students will be required to analyze, work both individually and in groups, and replicate for an audience.

Spring Semester, 2018, 3rd Quarter: TOPICS Effective Writing – Recognition, Analysis, & Employing Rhetorical Devices. Intro Synthesis

Week	Dates	Focus	Reading Assignment	Writing Assignment
1		Review	Context for passages on the Final Exam	<i>Memoir: Childhood adversity</i>
2		<i>Education</i>	“Of Studies” – Bacon p. 52-54 <i>One Hundred Great Essays</i>	2009 AP Ques. 3 Horace quotation on adversity
3		<i>Education</i>	“I Wanna Be Average” Rose (Handout)” Pay attention to Title!!!	<i>Revise adversity essay w/examples from the readings</i>
4	NEW Semester	<i>Education</i>	“Learning to Read” + “Education is My Mother and My Father” Chanoff (Handout)	2009 Form B: Synthesis essay on Education
5		<i>History</i>	Franklin “From Realism to Virtual Reality: Images of America’s Wars” p. 810	Synthesis Essay:
6		<i>History Poetry</i>	Whitman “Oh Captain” Poem + “This Dust Was Once the Man” Handouts	Synthesis Essay: Quotations, charts and images from war
7		<i>Nature + Environment Science</i>	“Natural Selection” Darwin <i>One Hundred Great Essays</i> p.143-	<i>Answer Questions 1-3 p.155 * Depends on Edition of textbook.</i>

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			55	
8	Pres. Day	<i>Nature + Environment Visual Art</i>	Ansel Adams, Dorothy Padilla, Banksy, JR, and Hank Willis Thomas	<i>Analysis of visual images rhetoric and anticipated response.</i>
9		<i>Gender, Nature + Environment</i>	“On Discovery” Hong-Kingsten Gender “constructs”	2004 Form B: Excerpt from <i>Silent Spring</i>
10		<i>Science & Medicine</i>	Selzer “The Knife” Handout	Vocabulary Words: Synonym/def/sent.
11		<i>Technology Research: “playing teacher”</i>	Postman “Virtual Students and more... Digital Classroom”	Research an online resource that could be used in an ELAC class and present your findings.

*****Extra time allotted for *Current Events and Assignments* that come up organically

**Spring Semester, 2018, 4th Quarter – TOPICS: Synthesis & M/C Preparation
Multiple Material Sources – Identifying Legitimate Sources, Narratives & Editorials**

Week	Dates	Rhetorical Mode	Reading Assignment	Writing Assignment
12		<i>Intro to Technology</i>	Role of social media in Uprisings in Middle East and Occupation Movement	Write “objective” political media article
13		<i>Politics & Government</i> – Antony’s eulogy from <i>Julius Caesar</i> + Orwell “Politics & English Language”		
14	Quarter#3 Dates are fluid... based on Test Prep	<i>Politics & Government</i>	Inaugural Addresses: JFK’s 1 st & Lincoln’s 2 nd + Obama’s 1 st (Watch Speeches)	How does each speech specifically appeal to logos, pathos, and ethos?
15		<i>Politics & Government</i>	SPRING BREAK!!! HW???	Employing rhetoric: Write a speech fashioned after the inaugural addresses.
16		<i>Politics: Satire</i>	“To The Person Sitting in Darkness” Twain	Fine Tune speeches after peer edits.
17		<i>Politics: Satire</i>	Excerpt from <i>Fear & Loathing on the Campaign Trail</i> Hunter S. Thompson	Continue to hone and present speeches (often unpopular views).
18		<i>Politics: Satire From the Greeks to the geeks!</i>	Excerpt from <i>America: A Citizen’s Guide to Democracy Inaction</i>	Why does satirical humor have timeless appeal? Take position

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			Jon Stewart	and support/evidence.
19			AP EXAM: This week	Get Rest and Eat Breakfast
20	Post AP Test	<i>TEACH LESSON PREPARE RESEARCH 10 min Lesson and Handouts</i>	<i>Pick Appropriate TOPIC Find Research Material Begin Planning Lessons and Handouts</i>	Research.... Clear Topic with Mr. R Annotate/Start Lesson Planning!!
21		Research/Present 10 Min Lesson	<i>Work On Research Projects/Essays/Books Watch Presentations</i>	Create AP level Presentation for Class – Fine Tune
22		<i>Presentations “Play Teacher” continued</i>	<i>Work On Research Projects/Essays/Books</i>	Present – Be Creative and bring in “prop” or “tools.”
23	5/30-6/10*	FINAL PRESENTATIONS/LESSONS and Critique		

GOALS: AP English Composition and Rhetoric – Create “Rhetoricians”

4 MAJOR CONTENT AREAS:

POLITICS, GOVERNMENT, and COLONIALISM:

1. **Familiarity with AP Test Format and Explain Text** (AP Test Structure Close Reading)

- *Why is it effective* (identify rhetorical devices)?
- Manipulation = positive and negative outcomes – Demystify the language!!!
- Rhetorical Humor/Satire/appeals to logos, pathos, and ethos.

WRITING CLEARLY ABOUT IDENTITY, RACE, AND ETHICAL DILEMMAS: 2.

Rhetorical Analysis – Analyze Rhetoric and Context – Persuasive devices

- Real World Examples: Current events/Curfew/Drugs/Speeches/Song Lyrics
- Broader Discussion of the text – Authentic Analysis trumps naming devices!
- *Getting Students to “Play with the text”* engage/predict as they read for purpose.
- Relate to Movies/TV Shows – Fiction = but can be done with Non Fiction
- Anticipate Audience and Purpose of Writing/Author’s Goals/Rhetoric/Tone
- **Counter Arguments** – Careful with shallow surface analysis: anticipate opposing “side”
- Recognition of Patterns – Defend Claims – purpose achieved through rhetoric NOT hyperbole
- Full Circle Argument – Do they explain why/how/did author accomplish aim?

RECOGNIZING, ANALYZING, AND WRITING - RHETORICAL DEVICES

3. **Rhetorical Analysis applied to Writing a Clearly Persuasive Argument - 3 Parts**

*FOCUS ON EXPANDING HOW NOT WHY!!!

1. CONTEXT – Discuss Organization of Piece and related Socio-Historical elements.
2. QUOTE & OR DEVICE – Follow MLA
 - a) Introduce evidence, Name Speaker/Analyze/Explain with Clear Commentary
3. RELATE TO PURPOSE/THESIS – making clear and persuasive connections.
 - a) Craft Thesis with 3 Examples of Support

ANALYZING MULTIPLE MATERIAL SOURCES AND TEST PREPARATION:

4. **Synthesis** – 5 Documents and YOU MUST USE 3: Identify Rhetoric and support

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- Multiple Modes of Information: Media/Images/PopCulture/Advertising/Songs
- Satire – Jon Stewart/The Onion/The Boondocks – goal to manifest change.

YEAR AT A GLANCE: Obviously Overlapping Throughout

QUARTER #1 – Introducing Logos/Ethos/Pathos

- Rhetorical Analysis Through Nonfiction Essay Reading (The quest for quality)
- Close reading of teacher selected passages & student journal relates current events

QUARTER #2 – Becoming “Rhetoricians”

- Writing an Argument
- Personal Narratives and Persuasive Writing – How do you appeal to audience?

QUARTER #3 – Identifying Structure

- First Half = Identifying Organization, Structure and Form
- Second Half = Begin Synthesis and examination of multiple modes of informati

QUARTER #4 – Synthesis and Test Taking Strategies

- Finish Synthesis – Mastering/Identifying Satirical Humor, Tone, and Propaganda.
- Test Taking Strategies and “Getting to know the AP exam”
- Do Outstanding on the AP test and illuminate your perspective on life as you enter 12th grade!

IMPORTANT NOTE:

Full length practice tests: As the AP test is 3 hours and our class periods are only 50 minutes, you will be required to attend full length practice test days throughout the year. They will be held on early release and professional development days so not to interfere with any instruction or arts time. These tests are mandatory. Please review the below schedule and let me know immediately if you have any conflicts. As the year progresses and you become more familiar with the test, some dates may be canceled. **We will need parent volunteers to proctor for the mid September and mid March tests. The exams take 3 hours. If you are available to volunteer please let me know. Your help is greatly appreciated! These will most likely be scheduled for EARLY RELEASE DAYS.**

- **Mid/Late January**
- **Mid March**
- **Mid April**

GRADEBOOK CODES:

AB = Absent; student is not in class and work can be made up in allotted time **Must be Excused)**

M = Missing; **CANNOT** be made up for credit without valid excuse or *within time See Mr. R

P = Pending; Can be made up for credit *within time See Mr. R

T = Unexcused Tardy; Cannot be made up for credit

TBR = To Be Returned; Turned in but has not been graded due to certain issues...

Materials Needed: *we now have moved to Googleclassroom for the majority of work.

A 3-ring binder, complete with regular-sized lined paper and a blue or black pen that writes clearly. Essays, poems, articles, research docs, and other formal writing will returned in the classroom box by my desk and you must keep documents in your own personal writing portfolio.

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Your writing portfolio will represent a portion of your grade at the end of each semester, so it is important that you *keep all of your graded writing assignments, important articles, research documents/links, and notes*. If you take an assignment home to show your parents, please do not forget to bring it back as even one lost or misplaced paper could hurt your final grade considerably.

Course Requirements: (SEE STUDENT HANDBOOK)

Since all of you have been in school for many years, you know how to behave properly in the classroom. However, here is a short list of expectations to refresh your mind:

• attend class regularly and AVOID TARDINESS

- more than two or three unexcused absences a quarter will greatly affect your grade.
- if you have an excused absence, you may make up the work you missed *promptly!!!*
- missed tests and quizzes will be administered at lunch or after school NOT DURING EMPHASIS UNLESS IT HAS BEEN CLEARED WITH THE ART TEACHER.

***NO UNEXCUSED LATE WORK WILL BE ACCEPTED.**

Sign up for APPOINTMENTS: Made for meetings during Office Hours Wednesday at lunch

- Please make an appointment for any specific meetings on the board and show up!
 - All make up work must be excused and completed within the allotted time.
- #### **• be prompt**
- be in your seat, ready to work, when the bell rings – Focus on the content (English)
 - homework is due immediately after the bell rings; please pass it up to the head of the row.
- #### **• come prepared for learning**
- bring your binder, pen, books and completed assignments to each class.
 - chronically unprepared students will have their parents and art instructors contacted.
- #### **• turn in assignments on time and know and follow class rules**
- due dates will be marked on the weekly calendar and the daily agenda posted on the board
 - in an emergency, you may request an extension *before* a deadline on an essay.
 - group projects must be presented on the assigned day (even if a group member is absent)
 - please do **not** use class time to complete work for other classes and be respectful to others.
 - **Do NOT use electronic devices unless authorized by Mr. R**

Modern Media Aspect, Lyrics, Historical PSA's, Propaganda and much more...

The class will watch media clips that depict a multitude of rhetorical devices. These clips include the following, but are *certainly* not limited to:

- Nova/Ted Talks/Independent Documentaries/Youtube clips/Popular Culture Reality Shows
- National Geographic, The History Channel, Al Jazeera English, Journeyman Pictures,
- Historical Public Service Announcements – from “duck and cover under your desk”
- Propaganda – Footage of historical and modern tyrannical dictators and media darlings (speeches).
- Satire – Chappelle Show, Boondocks, The Simpsons, The Daily Show, student projects, etc...
- Fox News and the “Right Wing” Vs. NPR, CNN and PBS “Left Wing” – Funding reveals rhetoric.

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Please note:

As many of you know, California public schools have been hit hard by the state budget crisis.

As a result, parent donations of school supplies are especially important. I have created a “wish list” of supplemental supplies such as student scissors, construction paper, poster paper, markers, pencils, crayons, glue sticks, whiteboard markers, Lysol disinfectant spray, tissue, and hand sanitizer, post-its, lined paper, and Pilot Precise V5 Roller Pens (my personal grading pen of choice).

☺ **Any donations you are able to make would be greatly appreciated** ☺

Thank you very much and the OSA family would not be able to perform our jobs without the parents.

*Though I will not be reaching out to parents with minor behavioral concerns, for a student to receive a letter of recommendation as a senior exemplary conduct is expected. If at any point you would like an update as to the status of your student's progress in these regards, *please do not hesitate to contact me.*

A FEW QUOTES RELATED TO RHETORIC:

- **“Rhetoric does not get you anywhere, because Hitler and Mussolini are just as good at rhetoric. But if you can bring these people down with comedy, they stand no chance.” ~ Mel Brooks**
- **“The broad masses of a population are more amenable to the appeal of rhetoric than to any other force.” ~ Adolf Hitler**
- **“Rhetoric is the art of ruling the minds of men.” ~ Plato**
- **“We make out of the quarrel with others, rhetoric, but of the quarrel with ourselves, poetry.”**

Mr. Rosenberg
OSA AP English III

Name:
Date:

Google Classroom Link: <https://classroom.google.com/c/MTYwNzc3NDg3OTIa> = Period 1
<https://classroom.google.com/c/MTYwNzkxMDUwNDNa> = Period 2

~ **William Butler Yeats**

English III – AP Language Composition and Rhetoric

*Please return this Syllabus Acknowledgement Form to Mr. R no later than
_____ (JUST THIS PAGE – KEEP THE SYLLABUS)*

STUDENT

By signing this I acknowledge that I have read the course syllabus, and that I agree to follow classroom rules and expectations.

Student Name _____

Student Signature _____

PARENT/GUARDIAN

By signing this I acknowledge that I have read the course syllabus.

Parent/Guardian Name _____

