

AP English Language and Composition Syllabus

Brief Description of Course

The AP Language and Composition class is an elective, junior level course offered at the high school. The course corresponds with the objectives and expectations, which are outlined in the *College Board Course Description*. This is a rigorous course where emphasis is placed upon nonfiction selections and other significant imaginative literature to complement student awareness of how a writer utilizes rhetorical devices to achieve his intended goal through stylistically unique discourse. Students will be exposed to, examine, and employ essential elements of rhetorical techniques such as antithesis, asyndeton, anaphora, epistrophe, anastrophe, parallelism, chiasmus, metonymy, synecdoche, and others. Through this experience students discover meaning in text; this begins with a challenging summer reading assignment that serves as a springboard for introducing ways to develop the ability to work with and examine language and text. Frequent and various writing is integral to the course and students learn to develop stylistic maturity through formal and informal writings that follow the rhetorical modes: narration, description, process analysis, example, definition, classification, comparison/contrast, cause/effect, and argument/persuasion. This course requires students write expository, analytical, and argumentative papers in response to a variety of prose and genres. Students are encouraged to develop an awareness of how graphic and visual images relate to written text and serve as alternate forms of text themselves.

An additional emphasis is placed upon individual and group presentations, as well as group panel discussions, to ensure students continue to develop the overall fluency and proficiency they will need to succeed in a college setting.

Curricular Requirements

The following references are used throughout this document to identify curricular requirements satisfied by each curriculum component

- C1** The teacher read the most recent AP English Course Description.
- C2** The course teaches and requires students to write several forms (e.g., narrative, expository, analytical, and argumentative essays) about a variety of subjects (e.g.; public policies, popular culture, personal experiences).
- C3** The course requires students to write essays that proceed through several stages of drafts, with revision aided by teachers and peers.
- C4** The course requires students to write in informal contexts (e.g.; imitation exercises, journal keeping, collaborative writing, and in-class responses) designed to help them to become increasingly aware of themselves as writers of the techniques employed by writers they read.
- C5** The course requires expository, analytical, and argumentative assignments that are based on readings representing a wide variety of prose styles and genres.

C6 The course requires nonfiction readings (e.g., essays, journalism, political writing, science writing, nature writing, autobiographies, diaries, history, criticism) that are selected to give students opportunities to identify and explain an author's use of rhetorical strategies and techniques. If fiction and poetry are assigned, their main purpose should be used to show how various effects are achieved by writers' linguistic and rhetorical choices.

C7 The course teaches students to analyze how graphics and visual images both relate to written texts and serve as alternatives to texts themselves.

C8 The course teaches research skills, and in particular, the ability to evaluate, use, and cite primary and secondary sources. The course assigns projects such as the researched argument paper, which goes beyond the parameters of a traditional research paper by asking student to present an argument of their own that includes the analysis and synthesis of ideas from an array of sources.

C9 The course teaches students how to cite sources using a recognized editorial style (e.g., Modern Language Association, The Chicago Manual of Style, etc.).

C10 The AP teacher provides instruction and feedback on students' writing assignments, both before and after the students revise their work, that help students develop these skills:

- A wide-ranging vocabulary used appropriately and effectively
- A variety of sentence structures, including appropriate use of subordination and coordination
- Logical organization, enhanced by specific techniques to increase coherence, such as repetition, transitions, and emphasis
- A balance of generalization and specific, illustrative detail
- An effective use of rhetoric, including controlling tone, establishing and maintaining voice, and achieving appropriate emphasis through diction and sentence structure

Course Textbooks and Readings

Course textbooks include:

- *Writing With Clarity*, Robert Harris
- *Fifty Great Essays*, 2nd Edition, Robert DiYanni
- *Thinking in Writing: Rhetorical Patterns and Critical Response*, 4th Edition, Donald McQuade and Robert Atwan
- *Literature: An Introduction to Reading and Writing*, 5th Edition, Edgar Roberts and Henry Jacobs

Outside readings are selected from *Writers Recommended by the College Board*.

Additional texts and essays studied in class include:

- *Adventures of Huckleberry Finn*, Mark Twain
- *The Poisonwood Bible*, Barbara Kingsolver
- *Beloved*, Toni Morrison
- *The Scarlet Letter*, Nathaniel Hawthorne
- *The Crucible*, Arthur Miller
- *In Cold Blood*, Truman Capote
- *All the King's Men*, Robert Penn Warren
- *The Glass Menagerie*, Tennessee Williams
- *Ethan Frome*, Edith Wharton
- *The Great Gatsby*, F. Scott Fitzgerald
- *A Christmas Memory and the Thanksgiving Visitor*, Truman Capote
- *The Devil in the White City*, Eric Larson
- *Othello*, William Shakespeare
- *The Tempest*, William Shakespeare
- "Why I Write," George Orwell
- "American Gothic," Joyce Carol Oates
- "Politics and the English Language," George Orwell
- "Tragedy and the Common Man," Arthur Miller

Films studied in class include:

- *Mark Twain*, Ken Burns, Director
- *The Glass Menagerie*, Paul Newman, Director
- *Death of a Salesman*, Volker Schlöndorff, Director

Course Planner

First Quarter

(September 2nd – November 9th)

Theme: Words are Powerful -understanding the elements of rhetoric and author's purpose and tone

Course Orientation, Introduction to Close Reading and Analysis of Text, Analytical and Persuasive Essay Writing, Rhetorical Awareness, and Additional Emphasis on Analyzing Graphic and Visual Images.

Summer Reading (C9): Students begin their coursework with an in-depth analysis of their summer selections: *Beloved*, *The Adventures of Huckleberry Finn*, and *The Poisonwood Bible*. Panel groups discuss the following elements found in each text:

- *Ideas the work elicits
- *Stylistic devices
- *Memorable passages
- *New or unusual vocabulary
- *Comparison to other works.

Historical Perspective Exercises (C7)-Students view the Ken Burns documentary entitled *Mark Twain* to develop an understanding of the historical perspective and social climate that compelled Mark Twain to write this America Classic. Student will also visit the school media center to listen to the audio and view slave narratives reenactments to develop an empathy and awareness to the plight of American slaves and at the same time hear the nuances of language found in *Beloved* and *Huck Finn*.

Rhetorical Awareness: Students begin a in-depth study of rhetorical devices as outlined in chapters 1-7 of Harris's text: *Writing With Clarity and Style*: balance, parallelism, chiasmus, antithesis); emphasis (climax, asyndeton, polysyndeton, irony, understatement, litotes, hyperbole); transition (metabasis, procatalepsis, hypophora); clarity)exemplum, amplification, metonymy); figurative language (simile, analogy, metaphor, synecdoche, metonymy, personification). The incorporation of these devices in student writing is strongly encouraged in class.

Major Paper #1 (C2, C3, C9, C10): All students must submit their own analytical log of a summer reading text that was not their assigned panel group text. Students will meet with the instructor to discuss first drafts before submittal of final papers. A post writing conference is available to any student who seeks additional feedback.

Journal (C4, C9, C10): Students are assigned a series of one page reflective writings while studying Hawthorne's *The Scarlet Letter*. In these students are to address personal connections to the work, observations of particulars in language, and thematic pattern. It will include at times, comparison to shorter pieces of fiction and nonfiction studied with the novel, such as "Sinners in the Hands of an Angry God" or "The Devil and Tom Walker." After students learn the Aristotelian Model of Rhetoric Analysis, the reflective writings will require more precise argument.

- *The Rhetorical Appeal: ethos, pathos, logos (paradigms and enthymemes)
- * The Rhetorical Devices: tone, imagery, figures of speech, repetition, syntax, parallelism, selection of detail, diction, point of view, structural organization

Major Paper # 2 (C2, C3, C5, C6, C9, C10): Students prepare an analytical paper that showcases the rhetorical devices that are used to establish writer's purpose in several of the following works:

- *"Sinners in the Hands of an Angry God," Jonathon Edwards
- *"Young Goodman Brown," Nathaniel Hawthorne
- *"Why I Wrote the Crucible," Arthur Miller
- *"The Devil and Tom Walker," Washington Irving
- *Declaration of Independence, Thomas Jefferson
- *A First American View His Land," N. Scott Momaday

Students must meet with instructor to discuss first drafts before submittal of final papers. Additionally, students meet in small groups to peer evaluate essays. A post writing conference is available to any student who seeks additional feedback.

Major Paper #3 (C2, C3, C5, C9, C10): Students write an analytical paper that compares *Ethan Frome* and *The Scarlet Letter*. In this paper, students are required to discuss how each respective writer utilizes devices of language to illustrate a theme related to moral responsibility.

Students must meet with instructor to discuss first drafts before submittal of final papers. A post writing conference is available to any student who seeks additional feedback.

In-class essays (C2, C3, C8, C9, C10): 40 minute timed impromptu format. Students write to showcase rhetorical strategies used by the writer to authenticate his premise. The following selections are used for these writings:

- *"Second Inaugural Address," Abraham Lincoln
- * "Why I Write," George Orwell

Additionally, students select one text from an APLAC approved reading list to read independently. For this outside reading, the students are required to write on appropriate topics selected by the instructor. A prewriting conference is required of each student. Students meet in small groups to peer evaluate essays. A post writing conference is available to any student who seeks additional feedback.

Second Quarter

(November 10th – January 17th)

Theme: The Dark Side of Individualism (Accepting responsibility for actions and words.)

Continued emphasis on Devices of Rhetoric, Close Reading and Analysis of Text, Analytical and Persuasive Impromptu Essay Writing, Introduction to the "Nonfiction Novel," and Additional Emphasis Upon analyzing Graphic and Visual Images

Oral Presentations (C7, C8, C9, C10): Students are assigned a group and supplied a topic that showcases Edith Wharton's use of rhetoric in *Ethan Frome*. A peer evaluation is part of the overall evaluation of this presentation through the use of a student-generated rubric.

Journal (C3, C4, C8, C9, C10): Quarter journals analyze the following components of *In Cold Blood*:

- *Ideas the work elicits
- *Stylistic devices
- *Memorable passages
- *New or unusual vocabulary
- *Comparison to other works.

Students must meet with instructor to discuss first drafts before submittal of final journals. A post writing conference is available to any student who seeks additional feedback.

Major Paper #1: (C2, C3, C5, C7, C8, C9, C10): As part of an in-depth study and close reading of Capote's *In Cold Blood*, students complete information on capital punishment and the death penalty (Including excerpts from Supreme Court Judges' rulings read in class). Based upon their findings, they write an analytical paper that addresses a quotation from Joyce Carol Oates' essay "American Gothic," in which she argues that one's place of origin has no bearing on one's future actions. Students must write a synthesis essay that combines information from various sources to support a chosen premise. Students must include graphs, charts, or other visual material to authenticate what they argue.

Students may wish to research pictorial essays or editorials of the Clutter family murder to better understand how visual imagery can be used to influence and enhance one's understanding of an event.

Students must meet with instructor to discuss first drafts before submittal of final papers. A post writing conference is available to any student who seeks additional feedback.

Major Paper # 2 (C2, C3, C7, C9, C10): Students submit a persuasive paper that argues isolationism, national blindness, or an adherence to a misguided mindset or false set of values is ultimately responsible for the demise of the individual. In addition to using outside points of reference, students also refer to *The Glass Menagerie* and *Death of a Salesman*. Students must incorporate how each playwright discusses the theme of moral obligation vs. personal happiness.

Students also view versions of *The Glass Menagerie* and *Death of a Salesman* so they can glean how a visual medium works to effectively convey information also found in textual form.

Students must meet with instructor to discuss first drafts before submittal of final papers. A post writing conference is available to any student who seeks additional feedback.

In-Class Essays (C2, C3, C5, C6, C9, C10): 40 minute timed impromptu format
Students write to showcase the premise of an essay and rhetorical strategies utilized by the writer to authenticate his premise. The following selections are used for these writings:

*Excerpt from "Los Angeles Notebook," Joan Didion

* Excerpt from "Hunger of Memory," Richard Rodriguez

A post writing conference is available to any student who seeks additional feedback.

Journal (C4, C8, C9, C10): Students are required to keep an informal journal of analyses and reactions to the selected works of E. A. Poe. This journal includes notation of literary devices and use of figurative language, students visceral reaction to the work, and a section where students may fashion a poem after "The Raven" or a short story that utilizes extended vocabulary and rhetorical strategies utilized by the writer to authenticate his premise. The following Poe selections used for these writings are:

*Poems- "To Helen," "Annabel Leigh," and "The Raven"

*Short Stories-"The Fall of the House of Usher" and "The Masque of Red Death"

Major Paper # 3 (C2, C3, C9, C10): Each student must submit his own dialectal notebook of his close reading of Eric Larson's *The Devil in the White City*. The notebook includes, but is not limited to: twenty literary devices-defined, showcased, and commented upon, author's purpose, tone and point of view shifts, and ideas the work elicits.

Students will meet with the instructor to discuss first drafts before submittal of final papers. Students meet in small groups to peer evaluate notebooks to complete the Socratic philosophy. A post writing conference is available to any student who seeks additional feedback.

Additionally, students select one text from an APLAC approved reading list to read independently. For this outside reading, the students are required to write on appropriate topics selected by the instructor. A prewriting conference is required of each student. Students meet in small groups to peer evaluate essays. A post writing conference is available to any student who seeks additional feedback.

Midterm Examination (C2, C3, C8, C10):

(January 19th)

2 hours

Section 1: Rhetorical devices-identify, through matching, definitions and examples of various literary devices.

Section 2 : Cold read-short answer responses to Martin Luther King's "Stride Toward Freedom" and "Necessary to Protect Ourselves" by Malcolm X.

Section 3: Poetry Analysis-multiple choice questions to accompany Walt Whitman's "I Sit and Look Out."

Section 4: Timed essay (40 minutes) from prose passage analyses of texts previously studied in class.

*Students meet with the instructor to discuss midterm exam papers after they have been graded.

Third Quarter

(January 25th– April 6th)

Theme: - Can individuals overcome the adversities and constraints of social and cultural norms, government, and the status quo?

Continued Emphasis on Devices of Rhetoric, Close reading and Analysis of Text, Impromptu Analytical and Persuasive Essay Writing, In-depth study of American Poetry, and Additional Emphasis Upon Analyzing Graphic and Visual Images

As part of an in-depth study of Robert Warren Penn's *All The King's Men*, students will complete the following assignments:

Journal (C2, C4, C5, C9, C10): Students write a literary log in their journals for chapter one of *All The King's Men* that addresses the following:

- *Ideas the work elicits
- *Stylistic devices
- *Memorable passages
- *New or unusual vocabulary
- *Comparison to other works.

Students must meet with instructor to discuss first drafts before submittal of journals. A post writing conference is available to any student who seeks additional feedback.

Oral Presentations (C2, C3, C10): Additionally, students are divided into oral presentation groups in which they work to analyze the remaining chapters of this text. (Chapters 2-10) Each group presents its analysis to the class and peer evaluators provide feedback.

Rhetorical Awareness : Students continue in-depth study of rhetorical devices as outlined in chapters 8-10 of Harris's text, *Writing With Clarity and Style*, figurative language (metonymy, synecdoche, personification, allusion, eponym, apostrophe, transferred epithet); syntax (zeugma, diazeugma, prozeugma, mesozeugma, hypozeugma, syllepsis, hyperbaton, anastrophe, appositive, parenthesis). The incorporation of these devices is again strongly encouraged in class.

In Class Test (C3) Students write analytical short essays in which they respond to a series of quotations from *All the King's Men*.

Sample quotation: "Man is conceived in sin and born in corruption and he passeth from the stink of the didie to the stench of the shroud. There is always something."

Emphasis is placed on analysis of devices of language and literature as students work to craft their respective responses.

Major Paper # 1 (C2, C3, C5, C9, C10): Students submit a paper that argues the actions of individuals can arise from expectations of or placement in an irrational society/environment or living within the constraints of familial or societal constraints. In it, students must address who is accountable for the demise of the individual characters.

The readings are taken from the literature circle texts and include Richard Wright's *Native Son*, William Faulkner's *Sound and Fury*, John Steinbeck's *Grapes of Wrath*, or Joseph Heller's *Catch 22*.

Students must meet with instructor to discuss first drafts before submittal of final papers. A post writing conference is available to any student who seeks additional feedback.

Independent Study Project (C6, C7, C8, C9, C10): Students are required to research works of a prominent American poet. They present their findings to the class in the form of an oral presentation. Components of the presentation are as follows:

1. Oral recitation of one of several of the poet's poems
2. In-depth study and analysis of recurring themes found in the poet's works
3. Poetic devices employed by the poet
4. Universal themes and contemporary implications

Students are required to utilize visual material to accompany their presentations. Such material may include paintings, photographs, brochures, or PowerPoint presentations. A peer evaluation is part of the overall evaluation of this presentation.

In Class Essays (C2, C3, C5, C8, C9, C10): 40 minute timed impromptu format. (Total of four)

Students write to show the premise of an essay and rhetorical strategies utilized by the writer to authenticate his premise. The following selections may be used for these writings:

- *Excerpt from, "On Being a Cripple," Nancy Mairs
- *Excerpt from, "Graduation," Maya Angelou
- *Excerpt from, "Salvation," Langston Hughes
- *Excerpt from, "America: The Multinational Society," Ishmael Reed
- *Excerpt from, "When is it Rape?," Nancy Gibbs
- * Excerpt from, "Living to Read and Write," Frederick Douglass
- * Excerpt from, "The Company Man," Ellen Goodman
- * Excerpt from, "On the Pleasures of Hating," William Hazlitt

Additionally, students select one text from an APLAC approved reading list to read independently. For this outside reading, the students are required to write on appropriate topics selected by the instructor. A prewriting conference is required of each student. Students meet in small groups to peer evaluate essays. A post writing conference is available to any student who seeks additional feedback.

Fourth Quarter

(April 7th– June 13th)

Theme: Words are powerful and used to connect us to all of humanity-use them wisely. We are all accountable for ourselves and for our words-both written and spoken.

The Analytical Multi-genre Research process, Continued emphasis on Devices of Rhetoric, Impromptu Persuasive and Analytical Essay Writing, Close Reading and Analysis of Textual Material, and Additional Emphasis Upon Analyzing Graphic and Visual Images.

Major Paper # 1 (C2, C3, C6, C7, C8, C9,C10): Students write a comprehensive, analytical research paper based upon anecdotal content. This paper incorporates the use of multiple genres and connecting repetend. Students experiment with new and challenging forms of citation and documentation, including footnotes, endnotes, and illustrations. To accompany the submittal of a write paper, students will also be required to preset their findings to the class in an oral presentation. Frequent writing conferences are mandatory and students must submit a first draft before submittal of their final paper. A post writing conference is available to any student who seeks additional feedback.

Rhetorical Awareness: Students complete their in-depth study of rhetorical devices as outlined in chapters 11-16 of Harris' text, *Writing With Clarity ad Style*, restatement (anaphors, symploce, anadiplosis, diascope, atimetabole, scesis, anadiplosis); sound (alliteration, onomatopoeia, consonance); drama (rhetorical question, aporia, apophasis, anacoluthon); word play (oxymoron, pun, anthimeria). The incorporation of these devices is again strongly encouraged in class.

Major Paper # 2 (C2, C3, C5, C9, C10): Students write an outside analytical essay that compares *The Tempest* and *Othello*. In this essay, they are required to compare the ways in which Prospero, Othello, and other figures from contemporary society work to influence society.

Students must meet with instructor to discuss first drafts before submittal of final papers. A post writing conference is available to any student who seeks additional feedback

Oral Presentation Project (C7, C8, C9, C10): Students present their multi-genre research paper findings to the class. A PowerPoint that utilizes graphic and visual imagery is an integral component of this assignment. A peer evaluation is part of the overall evaluation of this presentation through the use of a student-generated rubric.

Major Paper # 3 (C2, C3, C5, C9, C10): Students write an argumentative essay in which they provide a personal response to “The Thin Envelope” by Louis Menand from *The New Yorker*. (The essay is about the college application and acceptance process). Students are encouraged to complete additional research to synthesize information found in various sources, including the high school guidance department, to support their arguments.

Journal (C2, C4): Students will respond to the essay “The Thin Envelope” (from the above paper) in an informal reflection. In the reflection students should address their own concerns and thoughts about the upcoming college application process and loosely plan their application narrative.

In Class Essays (C2, C3, C5, C8, C9, C10): 40 minute timed impromptu format
Students write to showcase the premise of an essay and rhetorical strategies utilized by the writer to authenticate his premise. The following selections are used for these writings:

- *Excerpt from “Living Like Weasels,” Annie Dillard
- *Excerpt from “Living With Music,” Ralph Ellison
- *“Photography,” Susan Sontag
- *Excerpt from “1979 Essay,” James Baldwin
- *Excerpt from “On Shooting an Elephant,” George Orwell
- *Excerpt from “The Seam of a Snail,” Cynthia Ozick

Student form small groups to peer edit and evaluate these essays before submittal.
A post writing conference is available to any student who seeks additional feedback

AP Exam

May 11, 2011 (AM session)

Final Examination (C2, C6, C7, C9, C10)

(June 16th)

2 hours

Section 1: Analyses of excerpts from poetry studied in the third quarter and presented by the students through their independent study project presentations in the fourth quarter.

Section 2: Quotation analyses from Shakespeare’s *Othello* and *The Tempest*.
Six are given; students select three.

Section 3: Cold read followed by multiple-choice questions. Excerpt taken from “Casa: A Partial Remembrance of a Puerto Rican Childhood,” Judith Ortiz Cofer

Section 4: Analytical essay -Comparative analyses of major works studied this year or
Argumentative essay of a topic not debated in class

*If students wish, they can meet with the instructor to discuss final exam papers after they have been graded.

Student Evaluation

Students are evaluated on major papers, journal entries and other informal writings, oral presentations (group and individual), class discussion and participation, and AP style prompts. More extensive and long-term writing assignments or projects receive double weight. Students are required to attend a writing conference before submittal of any outside writing assignment or project; the notes and prewriting from the conferences must be included with the completed work. A letter grade is given for each quarter, and the midterm and final examination constitute a fifth grade, with each respective exam contributing one-tenth to the final grade. The assignment of letter grades is based upon the following numerical grades:

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

Student Texts

Garibaldi, Joseph. *MLA Handbook for Writers of Research Papers*. 6th ed.
New York: Modern Language Association of America, 2003.

Harris, Robert A. *Writing With Clarity and Style: A Guide to Rhetorical
Devices for Contemporary Writers*. Los Angeles: Pyrczak, 2003.

McQuade, Donald and Robert Atwan. *Thinking in Writing: Rhetorical
Patterns and Critical Response*. 4th ed. New York: McGraw Hill, 1998.

Roberts, Edgar V. and Henry E. Jacobs. *Literature: An Introduction to
Reading and Writing*. 5th ed. Upper Saddle River: Prentice Hall, 1998.

Course Readings

Capote, Truman. *In Cold Blood*. New York: Vintage, 1994.

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House, 2003

DiYanni, Robert. *Fifty Great Essays*. New York: Pearson, 2004.

Fitzgerald, F. Scott. *The Great Gatsby*. New York: Simon & Schuster Inc., 2001.

Hawthorne, Nathaniel. *The Scarlet Letter*. New York: Bantam, 2003,

Kingsolver, Barbara. *The Poisonwood Bible*. New York: HarperTorch, 1998.

Morrison, Toni. *Beloved*. New York: Penguin, 1988

Shakespeare, William. *Othello: the New Folger Library*. Barbara A. Mowat and Paul Westerine, ed. New York: Washington Square, 2004.

Shakespeare, William. *The Tempest: the New Folger Library*. Barbara A. Mowat and Paul Westerine, ed. New York: Washington Square, 1998.

Twain, Mark. *The Adventures of Huckleberry Finn*.

Warren, Robert Penn. *All the King's Men*. New York: Harcourt, 1996

Wharton, Edith. *Ethan Frome*.

Films

Death of a Salesman. Dir. Volker Schlöndorff. Perf. Dustin Hoffman, Stephan Lang, John Malkovich, and Kate Reid. 1985. DVD. Image Entertainment, 2002.

The Glass Menagerie. Dir. Paul Newman. Perf. Karen Allen, John Malkovich, James Naughton, and Joanne Woodward. 1987. VHS. Universal Films, 1998.

Mark Twain. Dir. Ken Burns. Perf. Keith David and Kevin Conway. 2001. DVD. PBS Home Video, 2002.

Teacher Resources

Blakesley, David and Jefferey L. Hoogeveen. *The Thomson Handbook, Preview Edition*. Boston: Thomson Wadsworth, 2007.

Clouse, Barbara Fine. *Patterns for a Purpose: a Rhetorical Reader*. 2nd ed. New York: McGraw Hill, 1999.

College Board. *AP English Language and Composition*. 2008.

DiYanni, Robert. *Fifty Great Essays*. New York: Pearson, 2004.

Kemper, Dave, Verne Meyer, and Patrick Sebranek. *Write for College*. Wilmington, MA: Houghton Mifflin, 1998.

Strunk Jr., William and E.B. White. *The Element of Style*. New York: Penguin, 2005.

Swovelin, Barbara V. *Cliffs AP English Language and Composition*. 3rd ed. New York: IDG, 2006.