

## High School Course Description for Advanced Placement English Language and Composition

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**Course Title:** Advanced Placement English Language and Composition

**Curricular Area:** English

**Course Number:** ENG361/ ENG362

**Length:** One year

**Grade Level:** 11

**Prerequisites:** There are no prerequisites courses, however, students should:

**Meets a UC a-g Requirement:** Yes: b

- i. Grade of “B” or better in English II or English II teacher recommendation
- ii. Students should be able to read and comprehend college-level texts and apply the conventions of Standard Written English in their writing.

**Meets High School Graduation Requirement for:**  
English Credit

*\* Student may be placed at parent request without meeting all pre-requisites*

**Meets NCAA Requirement:** Yes

**\*\*\*This is an honors course graded on 5 point Scale\*\*\***

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### Course Description:

This course offers a rigorous preparation for college level writing and emulates a first-year college composition class by preparing students to “write effectively and confidently in their college courses across the curriculum and in their professional and personal lives” (College Board). Students are prepared to pass the AP English Literature and Composition exam, administered each May. On the basis of their exam score, students may qualify for English composition advanced placement, college credit, or both at most colleges and universities.

Students will read and analyze a wide range of non-fiction texts—from newspaper editorials, to literary non-fiction, to biography, to sermons. Although most of the texts for the course are non-fiction, some works of fiction will be studied. In terms of reading, students will learn how to analyze and critique a wide range of non-fiction texts. Students will become familiar with the rhetorical strategies that make for effective, persuasive writing. Specific attention will be paid to the development and analysis of a written argument. Students will learn how to identify the elements of a strong argument and will grow to improve their own written arguments. Furthermore, in terms of writing, students will improve their mastery of standard written English and will grow in their ability to produce “analytic and argumentative compositions that introduce a complex idea and develop it” through the use of evidence. Students will continue to develop their ability to revise their own writing—improving upon its strengths and removing its weaknesses.

### Alignment

- This course is aligned to The College Board *English Language and Composition Course Requirements*.

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### Instructional Materials

#### Required Textbook(s)

1. *The Compact Reader: Short Essays by Method and Theme* 10th edition, Jane E. Aaron. Bedford/St. Martins, 2015. ISBN-13: 978-1457632976
2. *The Language of Composition: Reading, Writing and Rhetoric*, Renee H. Shea, Lawrence Scanlon, Robin Dissin Aufses. Bedford/St. Martin's, 2018 ISBN-10: 1-319-05614-8; ISBN-13: 978-1-319-05614-8
3. Supplemental novels, plays, poems, essays, and other non-fiction texts may vary, but will always support the goals of the AP course as described above. Texts utilized include:

*Hunger for Memory: The Education of Richard Rodriguez* by Richard Rodriguez

*The Scarlet Letter* by Nathaniel Hawthorne

*Puddin'-Head Wilson* by Mark Twain

*Huckleberry Finn* by Mark Twain

*Pilgrim at Tinker Creek* by Annie Dillard

*The Awakening* by Kate Chopin

*Everything's an Argument* by Andrea Lunsford et al

*Bird by Bird* by Annie Lamott

*The Great Gatsby* by F. Scott Fitzgerald

*Catcher in the Rye* by J.D. Salinger

*Having Our Say: The Delany Sisters' First 100 Years* by Mann et al

*Growing Up* by Russell Baker

*The Little Prince* by Antoine de

Saint Exupery

*Moby Dick*, by Herman Melville

*Cold Mountain* by Charles Frazier

*The Handmaid's Tale* by Margaret Atwood

*Song of Solomon* by Toni Morrison

*In Cold Blood* by Truman Capote

*Richard III* by William

Shakespeare

*Heart of Darkness* by Joseph

Conrad

*The Sound and The Fury* by

William Faulkner

*Go Set a Watchman*, Harper Lee

*Bless Me Ultima*, Anaya

*The Bluest Eye*, Toni Morrison

Springboard

*Wild* by Sheryl Strayed

*The Metamorphosis* by Franz

Kafka

*Tooth and Nail* by Charles H.

Elster

*Outliers*, by Malcolm Gladwell  
*Freakonomics*, Levitt and Dubner

*The Immortal Life of Henrietta Lacks* by Rebecca Skloot

Documentaries: "13th",

"Restrepo", "Requiem for an American Dream"

*The Elements of Style* by William Strunk Jr.

*Native Son* by Richard Wright

*Blink* by Malcolm Gladwell

*Unspun: Finding Facts in a World of Disinformation* by Brooks Jackson and Kathleen

Hall Jamieson

*Tortilla Flat* by John Steinbeck

*Fences* by August Wilson

*Wages of Rebellion* by Chris Hedges

#### Summer Reading List:

Each school has highly recommended summer reading prior to entry into this course. Topics included will be covered during the first months of class. Students are expected to contact their high school to obtain the summer reading list in the Spring prior to entry.

#### Web Sites

CollegeBoard AP Central Website [www.apcentral.collegeboard.com](http://www.apcentral.collegeboard.com)

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### Exit Criteria

Grades for the English Language AP course will be cumulative over the two quarters. A progress report will be provided at weeks 9-10 and grades will continue to be computed until the semester end. At semester end, percentages for grades will be computed as follows:

<b>Activities</b>	<b>Percentage</b>
Classwork	40%
Assessment	40%
Final	<u>20%</u>
<b>Total:</b>	<b>100%</b>

**Development Team** ⑦ This Course of Study was updated in May 2017 by Chris Montgomery (BHS), Lucy Leyva (CHS), Daniel Smith (GTHS), and Esmeralda Shreiner (GTHS).

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## First Quarter

Course Orientation, Introduction to Rhetoric, Close Reading, and Synthesizing Sources

Weeks: 1-9

### Content and/or Skills Taught:

Key Elements of Rhetoric; Close Readings of analyzing style, annotation, dialectical journals, graphic organizers, and visual text; and Synthesizing Sources

Introduction to Vocabulary, Grammar, Literary Device/Terms

Debate and Persuasion practiced through debates, persuasive essays and other teaching techniques.

### Benchmark Assessment:

1. Multiple Choice Practice AP Exam, discussion based assessment.
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## Second Quarter

Weeks: 10-19

### Content and/or Skills Taught:

Practice and application of the use of Logical Fallacies.

### Benchmark Assessment:

1. AP Timed Write: Argument Essays
  2. District Benchmark Exam
  3. District Final Exam
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## Third Quarter

Weeks: 20-29

### Content and/or Skills Taught:

Practice and master the Synthesis essay

### Benchmark Assessment:

1. AP Timed Write: Synthesis Essay
  2. District Benchmark Exam
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## Fourth Quarter

Weeks: 30-39

### Content and/or Skills Taught:

Practice and application of the use of Logical Argument

### Benchmark Assignment:

1. AP Timed Write: Logical Argument Essay
2. District Final Exam

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**Identified Exit Outcomes:** Upon completing the AP English program, students should be able to...

<b>R E A D I N G</b>	<ol style="list-style-type: none"> <li>1. read deliberately and thoroughly to understand a work's complexity, to absorb richness of meaning, and to analyze how meaning &amp; author's purpose are embodied in literary form;</li> <li>2. read widely and deeply literary texts representing a variety of genres &amp; period from the 16<sup>th</sup> to the 21<sup>st</sup> century;</li> <li>3. carefully observe textual detail, establish connections among their observation, and draw from those connections a series of inferences leading to an interpretive conclusion about a piece of writing's meaning and value;</li> <li>4. analyze and interpret samples of effective writing, identifying and explaining an author's use of rhetorical strategies, techniques, and literary devices;</li> <li>5. read a variety of texts (both print and non-print) with an awareness of the interactions among a writer's purposes, audience expectations, and subjects as well as the way generic conventions and the resources of language contribute to effectiveness in writing;</li> <li>6. read with an understanding of how literature builds upon ideas, works, and authors' earlier views;</li> <li>7. read primary and secondary sources carefully and synthesize material from these texts;</li> <li>8. read with awareness of self and others; and</li> <li>9. recognize multiplicity of meaning and consider the social, cultural, and artistic value of texts.</li> </ol>
<b>W R I T I N G</b>	<ol style="list-style-type: none"> <li>1. explain clearly, cogently, even elegantly what they understand about literary works and why they interpret them as they do;</li> <li>2. apply effective strategies and techniques in their own writing;</li> <li>3. create and sustain arguments based on readings, research, and/or personal experience;</li> <li>4. write for a variety of audiences for a variety of purposes—both formally and informally;</li> <li>5. produce expository, analytical, and argumentative, interpretive, and evaluative compositions that introduce a complex central idea and develop it with appropriate evidence drawn from primary and/or secondary sources, cogent explanations, and clear transitions;</li> <li>6. demonstrate understanding of the conventions of citing primary and secondary sources;</li> <li>7. move effectively through the stages of the writing process, examining their own writing and that of others, with careful attention to inquiry and research, drafting, revising, editing, and review;</li> <li>8. write thoughtfully about their own process of composition;</li> <li>9. analyze image as text;</li> <li>10. evaluate and incorporate reference documents into researched papers</li> <li>11. demonstrate understanding and mastery of standard written English as well as <b>stylistic maturity</b> in their own writings <ol style="list-style-type: none"> <li>a. a wide-ranging vocabulary used appropriately and effectively;</li> <li>b. a variety of sentence structures, including appropriate use of subordination and coordination;</li> <li>c. logical organization, enhanced by specific techniques to increase coherence, such as repetition, transitions, and emphasis;</li> <li>d. a balance of generalization and specific illustrative detail; and</li> <li>e. an effective use of rhetoric, including controlling tone, establishing and maintaining voice, and achieving appropriate emphasis through diction and sentence structure.</li> </ol> </li> </ol>
<b>D I S C U S S I O N</b>	<ol style="list-style-type: none"> <li>1. ask provocative questions that lead to insightful interpretations;</li> <li>2. take risks to hypothesize, guess, or speculate during discussions;</li> <li>3. listen attentively &amp;, respectfully—accurately evaluate others' positions, statements, logic, &amp;/or arguments;</li> <li>4. respect other perspectives; synthesize a variety of viewpoints;</li> <li>5. debate using credible sources and sound logic. Effectively rebuts &amp; counter-argues;</li> <li>6. exhibit curiosity;</li> <li>7. challenge one's own beliefs;</li> <li>8. respect facts and information in situations where feelings and intuitions often prevail; and</li> <li>9. be aware that the rhetoric of argumentation and interrogation relate to varied academic disciplines, purposes, and</li> </ol>

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**Identified Exit Outcomes:** Upon completing the AP English Composition class, students should be able to...

- Identify audience, purpose, and strategies in texts
- Analyze the types of arguments that writers use
- Write expository, analytical, and argumentative essays
- Understand their own writing process and the importance of revision
- Recognize and analyze the techniques used in visual as well as verbal arguments
- Synthesize ideas and information from various sources
- Cite sources using conventions recommended by professional organizations.
- Interpret information presented in notes and citations
- Demonstrate an ability to control a wide range of the elements of effective writing
- Use the conventions of standard written English

**Determining Acceptable Evidence:** Students will demonstrate proficiency and understanding through the following assessments:

- Timed and untimed essays in the format of AP prompts
- Multiple choice analysis questions in the format of AP exam questions
- Formal essays and research assignments
- Oral presentations and panel presentations

**Learning Experiences and Instruction:** As a means of developing college level skills in rhetorical analysis and writing, students will:

- Read complex expository, analytical, and argumentative texts from a variety of historical periods and disciplines.
- Read closely to identify and analyze a writer's strategies.
- Examine graphics and visual images in texts published in print and electronic media to analyze how they relate to written texts and serve as alternative forms of text.
- Reflect on their process of writing and composing argumentative or personal essays.
- Write in both informal and formal contexts to gain authority and learn to take risks in writing.
- Articulate arguments and positions orally in rich discussions conducted in an atmosphere of open exploration and acceptance of alternative interpretations.

**Support for English Language Learners:** English Learners will be supported through:

- Increased opportunities for discussion, collaboration, and development of academic language
- Tutorial assistance
- Assistance with the writing tasks of this course (from the teacher or other support staff)

**Support for Special Education Students:** Special Education students will be supported through:

- Increased opportunities for discussion, collaboration, and development of academic language
- Tutorial assistance
- Assistance with the writing tasks of this course (from the teacher or other support staff)
- Monitoring and other support provided by Special Education staff

**Differentiating the Lesson for GATE Students:** GATE students will be challenged to fully develop their potential through strategies such as:

- Opportunities for advanced research

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- Alternate or more challenging reading assignments
- Access to additional resources (from print and online sources)
- Opportunities for presentations and creative projects

This introductory college-level course is designed to urge students to read analytically, think critically, and understand the power of words, whether it be in their own writing or the writings of others. Students will read, write, and carefully analyze a broad and challenging range of non-fiction and fiction prose selections such as essays, journals, political writing, scientific writing, nature writing, autobiographies/biographies, diaries, history, and criticism, thus deepening their awareness of rhetoric and how language works.

Through close reading and frequent writing exercises, students develop their ability to work with language and text with a greater awareness of purpose and strategy, while strengthening their own composing abilities through the revision process of peer editing, teacher feedback and several draft forms. Course reading and writing assignments feature expository, analytical, personal, and argumentative texts from a variety of authors and historical contexts. Students examine and work with essays, letters, speeches, graphs and images about a variety of subjects including public policies, popular culture and personal experiences. Since our junior curriculum includes American literature, our focus is on close reading, analysis and writings on several works of fiction.

Besides formal essays and timed writing assignments, student writing will also include journals, annotation of texts, imitation exercises and in-class responses. Students will be required to write compositions that cite sources using conventions recommended by professional organizations such as the Modern Language Association, (MLA), the University of Chicago Press, etc. Students will use primary and secondary sources with the ability to present an argument of their own that includes analysis and synthesis of ideas from their sources. Summer reading and writing are required. The bigger purpose behind all of this is to empower the students to gain authority and learn to take risks in their writing.