

Advanced Placement English Language and Composition Syllabus

Scoring Components	Page(s)
<p>SC1 The course requires students to write in several forms (e.g., narrative, expository, analytical, and argumentative essays) about a variety of subjects (e.g., public policies, popular culture, personal experiences).</p>	4, 5, 6, 7, 8, 9
<p>SC2 The course requires students to write essays that proceed through several stages or drafts with the revision incorporating, as appropriate, feedback from teachers and peers.</p>	6, 7, 8
<p>SC3 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 become increasingly aware of themselves as writers and/or aware of the techniques employed by the writers they read.</p>	3, 4, 5, 6, 7, 8, 9
<p>SC4 The course requires students to produce one or more expository writing assignments. Topics should be based on readings representing a wide variety of prose styles and genres and might include such topics as public policies, popular culture, and personal experiences.</p>	5, 9
<p>SC5 The course requires students to produce one or more analytical writing assignments. Topics should be based on readings representing a wide variety of prose styles and genres and might include such topics as public policies, popular culture, and personal experiences.</p>	5, 6, 7, 8, 9
<p>SC6 The course requires students to produce one or more argumentative writing assignments. Topics should be based on readings representing a wide variety of prose styles and genres and might include such topics as public policies, popular culture, and personal experiences.</p>	5, 7, 8, 9
<p>SC7 The course requires nonfiction readings (e.g., essays, journalism, political writing, science writing, nature writing, autobiographies/biographies, diaries, history, criticism) that are selected to give students opportunities to explain an author's use of rhetorical strategies or techniques. If fiction and poetry are also assigned, their main purpose should be to help students understand how various effects are achieved by writers' linguistic and rhetorical choices.</p>	3, 4, 5, 6, 7, 8, 9

<p>SC8 The course requires students to analyze how visual images relate to written texts and/or how visual images serve as alternative forms of texts.</p>	7
<p>SC9 The course requires students to demonstrate research skills and, in particular, the ability to evaluate, use, and cite primary and secondary sources.</p>	4, 5, 9
<p>SC10 The course requires students to produce one or more projects such as the researched argument paper, which goes beyond the parameters of a traditional research paper by asking students to present an argument of their own that includes the synthesis of ideas from an array of sources.</p>	9
<p>SC11 Students will cite sources using a recognized editorial style (e.g., Modern Language Association (MLA), The Chicago Manual of Style, American Psychological Association (APA), etc.).</p>	3, 4, 9
<p>SC12 The AP teacher provides instruction and feedback on students' writing assignments, both before and after the students revise their work that help the students develop a wide-ranging vocabulary used appropriately.</p>	3, 6, 8
<p>SC13 The AP teacher provides instruction and feedback on students' writing assignments both before and after the students revise their work that help the students develop a variety of sentence structures.</p>	3, 5, 6, 8
<p>SC14 The AP teacher provides instruction and feedback on students' writing assignments, both before and after the students revise their work that help the students develop logical organization, enhanced by specific techniques to increase coherence. Such techniques may include traditional rhetorical structures, graphic organizers, and work on repetition, transitions, and emphasis.</p>	3, 6, 7, 8
<p>SC15 The AP teacher provides instruction and feedback on students' writing assignments both before and after they revise their work that help the students develop a balance of generalization and specific, illustrative detail.</p>	3, 4, 5, 6, 8
<p>SC16 The AP teacher provides instruction and feedback on students' writing assignments both before and after they revise their work that help the students establish an effective use of rhetoric including controlling tone and a voice appropriate to the writer's audience.</p>	3, 5, 6, 7, 8

Course Description

An Advanced Placement course in English Language and Composition engages students in becoming skilled readers of prose written in a variety of periods, disciplines, and rhetorical contexts and in becoming skilled writers who compose for a variety of purposes. Both their writing and their reading should make students aware of the interactions among purpose, rhetorical strategies, and effects in a text. Students will also consider audience expectations and the way generic conventions and the resources of language contribute to effectiveness in writing. The college composition course for which the AP English Language and Composition course substitutes is one of the most varied in the curriculum.

The composition work of the course develops writing skills beginning with understanding the writing task, planning, composing, revising, and editing. Students regularly conference with instructors and address content and style suggestions in their revisions to ensure development of essential composition skills. Students are presented with opportunities to rewrite or revise compositions after discussion-based assessments, live writing conferences with their instructor, or as needed **[SC2]**. Additionally, each module of study includes a “Crafting” lesson where students write informally, implementing specific syntactical strategies, imitating a published author’s style or tone, or experimenting with their own style and tone **[SC3]**.

Students in this course will learn to read and analyze a variety of non-fiction texts (essays, journalism, political writing, science writing, nature writing, autobiographies/biographies, diaries, letters, historical sources, etc.), broadening their knowledge of rhetoric — semantics and syntax — and how language works **[SC3]**. Analysis of these varied texts always considers the intricate relationship between purpose, audience, rhetorical and strategies, and effect **[SC7]**.

Students create a writing portfolio that challenges them to synthesize all reading, researching, writing, and revising skills they develop in the course. One goal of the final unit in the course is to enhance their information literacy: how to research; how to choose credible sources; how to use appropriate documentation; how to use secondary and primary sources; and, how to synthesize all this information into a thesis for a researched argument paper. Students write an issue-based research paper by selecting a social issue from a full-length nonfiction text, conducting independent research, incorporating at least three nonliterary sources, citing properly according to MLA guidelines **[SC11]**, and articulating a coherent, persuasive position on that issue.

The AP Language and Composition course is designed for maximum growth in reading, thinking, and writing skills. To ensure that students gain skills in all areas, instructors use course materials as well as live lessons, in-depth feedback, and discussion-based assessments to provide instruction that leads to effective vocabulary, sentence variety, organization, evidence and commentary, as well as voice and tone appropriate for the student’s audience and purpose. **[SC12, SC13, SC14, SC15, SC16]**

Required Materials

The following texts will need to be secured from a bookseller or the library. All other course materials are provided within the course pages.

Segment One Texts

Early Edition: *The Crucible* by Arthur Miller

Civil War Edition:

Choose one of the following:

Zen in the Art of Writing by Ray Bradbury

On Writing Well by William Zinsser

Segment Two Texts

Contemporary Edition:

Choose one of the following*:

Narrative of the Life of Frederick Douglass by Frederick Douglass

A Work in Progress: A Memoir by Connor Franta

The Reason I Jump: The Inner Voice of a Thirteen-Year-Old Boy with Autism by Naoki Higashida

The Color of Water: A Black Man's Tribute to His White Mother by James McBride

Reading Lolita in Tehran by Azar Nafisi

The Glass Castle: A Memoir by Jeannette Walls

*or an alternate text with the instructor guidance and approval

Student Edition:

Choose one of the following*:

Pilgrim at Tinker Creek by Annie Dillard

Nickel and Dimed: On (Not) Getting By in America by Barbara Ehrenreich

Mountains Beyond Mountains: The Quest of Dr. Paul Farmer, A Man Who Would Cure the World by Tracy Kidder

The Devil in the White City: Murder, Magic, and Madness at the Fair that Changed America by Erik Larson

Killing Kennedy: The End of Camelot by Bill O'Reilly and Martin Dugard

Up from Slavery: An Autobiography by Booker T. Washington

I am Malala: The Girl Who Stood Up for Education and Was Shot by the Taliban by Malala Yousafzai

*or an alternate text with the instructor guidance and approval

Course Outline

Module 1: Early Edition

Topics Addressed: components of the course and the AP Language course, traits and resources necessary for successful completion of the course, MLA citation and documentation [SC11], plagiarism, critical reading, introduction to rhetorical strategies, rhetorical purpose, audience, historical context [SC9], expository writing, annotating, and close reading of a text, evidence to support assertions [SC15]

Students examine rhetorical context as well as rhetorical strategies and develop essential reading and analysis skills through readings such as [SC7]:

- Maria Stewart’s “Why Sit Ye Here and Die?”
- Jane Goodall’s “Jane Discusses the Horrors of Trophy Hunting”
- Benjamin Banneker’s letter to Jefferson and Washington
- Arthur Miller’s *The Crucible*

Learning Products: MLA formatted Works Cited, close readings of various texts and response writings, rhetorical analysis essay [SC1], dialectical journal examining purpose and effect [SC3], evaluation of student sample essays, and Discussion-Based Assessment

- Sample activity: Students research the historical context of Miller’s *The Crucible*, and examining primary sources, explain how the context shaped the work and its various interpretations [SC4, SC9].

Module 2: Revolutionary Edition

Topics Addressed: historical context [SC9], expository writing [SC1], types of argumentation, structure in argument, research review, support in argument [SC15], logical fallacies, analysis of argument [SC1, SC5], aphorisms, tone (diction, imagery, selection of detail), purpose and audience, and types of sentences [SC13]

Students examine rhetorical context as well as rhetorical strategies in varied argument texts such as [SC7]:

- Justin Knapp’s “The Grant Shapps Affair Is a Testament to Wikipedia’s Integrity and Transparency”
- Patrick Henry’s “Liberty or Death” speech
- Thomas Jefferson’s *Declaration of Independence*
- Joseph Lee’s *Play in Education* excerpt
- John Downe’s letter to his wife
- Jonathan Edwards’s “Sinners in the Hands of an Angry God” excerpt
- Rachel Carson’s *Silent Spring* excerpt

Learning Products: visual timeline, expository writing, argument analysis, research-based argument essay [SC1, SC6], quiz on logical fallacies, evaluation of student sample essays, quiz on aphorisms, analysis of argument essays [SC1, SC5], crafting compound and complex sentences [SC3]

- Sample activity: Students research the historical context of their selected literary period or movement by examining primary and secondary sources [SC9]. Then, they explain how the context shaped citizens, the county, life in general, and texts in particular. Students explain how they see the events shaping or reflecting American life, values, and ways of thinking, which are subsequently reflected in the texts of that time [SC4].

Module 3: Romantic Edition

Topics Addressed: vocabulary and multiple-choice strategies; figurative language as a rhetorical strategy; diction; denotation and connotation; creating an effective tone and voice for audience and purpose [SC16]; argumentation: defend, challenge, or qualify [SC1, SC6]; and syntax: types of sentences, pace, and crafting loose and periodic sentences [SC3, SC13]

Students examine diction, syntax, style, and purpose in readings such as [SC7]:

- Ralph Waldo Emerson's "Self-Reliance"
- Charles Dickens's *Great Expectations* excerpt of Chapter 1
- Robert Louis Stevenson's "Apology for Idlers"
- Lewis Thomas's *The Medusa and the Snail* excerpt

Learning Products: personal reflection [SC1]; language analysis; quiz on argumentation: defend, challenge, or qualify essay [SC6]; evaluation of student sample essays; syntax analysis and application [SC3, SC13]; argument essays [SC1, SC6]; and Discussion-Based Assessment

Module 4: Civil War Edition

Topics Addressed: vocabulary and multiple-choice strategies, elements of style, compare/contrast speeches [SC1], spirituals as protest songs [SC1], revision [SC2], and crafting periodic and balanced sentences [SC3, SC13]

Students examine diction, syntax, style, and purpose in readings such as [SC7]:

- Stephen Crane's *The Red Badge of Courage* excerpt
- John James Audubon's *Ornithological Biographies* excerpt
- Annie Dillard's *The Pilgrim at Tinker Creek* excerpt
- Abraham Lincoln's *Gettysburg Address*
- Frederick Douglass's *Life and Times of Frederick Douglass* excerpt
- "Swing Low, Sweet Chariot"
- "Go Down, Moses"
- Florence Kelley's speech to the National American Woman Suffrage Association
- Ray Bradbury's *Zen in the Art of Writing* or William Zinsser's *On Writing Well*

Learning Products: reflection on multiple-choice practice, style analysis, pastiche writing activity [SC3], compare/contrast expository essay [SC1], rhetorical analysis of spiritual and a modern-day protest song [SC1, SC5], Discussion-Based Assessment, evaluation and reflection on student's selected essay from the semester [SC12, SC13, SC14, SC15, SC16], letter to the author

Semester 1 Exam: Comprehensive exam testing skills in reading, writing, and rhetorical devices presented throughout the four modules in semester one.

Module 5: Realism Edition

Topics Addressed: satire in the form of essays, articles, political cartoons, and short stories; irony; multiple-choice practice; and chiasmus and anaphora [SC3]

Students examine satire and associated rhetorical strategies as well as purpose and rhetorical context in readings such as [SC7]:

- Various political cartoons
- Jonathan Swift's "A Modest Proposal"
- Mark Twain's "Advice to Youth"

- Catherine Beecher’s “Peculiar Responsibilities of American Women”
- George Washington Burnap’s *The Sphere and Duties of Woman* excerpt
- William Lloyd Garrison’s “The Anti-Suffragist”
- Mary E. Wilkins Freeman’s “The Revolt of Mother”
- Selected satirical articles from *The Onion*
- Edward O. Wilson’s *The Future of Life* excerpts

Learning Products: political cartoon analyses, satire analyses, irony in real life analysis [SC1], quiz on various satirical texts, evaluation of student sample essays, reflection on multiple-choice practice, analysis of satire essay [SC1, SC5], syntax analysis and application [SC3], argument essay on the role of humor [SC6], crafting chiasmus and anaphora, and Discussion-Based Assessment

Module 6: Modern Edition

Topics Addressed: multiple-choice strategies, synthesis skills, prompt dissection, establishing an effective tone [SC16], effective claims, traits of effective essays (scoring guidelines), essays and poetry of the Harlem Renaissance [SC1], effective commentary, visual images as texts [SC1, SC8], response planning in a timed-writing situation, and strategic structure: purposeful use of various modes of development and transitional elements to connect ideas [SC3, SC14]

Students develop their analysis and synthesis skills in varied texts such as [SC7, SC9]:

- Langston Hughes’s “The Negro Speaks of Rivers”
- Langston Hughes’s “Theme for English B”
- Countee Cullen’s “From the Dark Tower”
- Countee Cullen’s “Incident”
- Claude McKay’s “America”
- Claude McKay’s “The Yellow Peril and the Dockers”
- W.E.B. Du Bois’s “The Criteria of Negro Art” excerpt
- John F. Kennedy’s “Civil Rights Address”
- Langston Hughes’s “Let America Be America Again”
- Martin Luther King Jr.’s “I Have a Dream”
- Marco Rubio’s “Speech at Miami’s Freedom Tower”
- Barack Obama’s “Speech on the American Dream”
- John Steinbeck’s *The Grapes of Wrath* excerpt
- Zora Neale Hurston’s “How It Feels to Be Colored Me”
- Franklin D. Roosevelt’s “Address at the Dedication of the National Gallery of Art”
- Palmer Hayden’s “The Janitor Who Paints”
- Dorothea Lange’s “Migrant Mother”
- Langston Hughes’s “The Negro Artist and the Racial Mountain”

Learning Products: reflection on multiple-choice practice, quiz on synthesis essentials, prompt dissection and source analysis, quiz on synthesis of texts from the Harlem Renaissance, synthesis paragraph, OPTIC analysis of visual sources [SC1, SC8], evaluation of student sample essays, response plan, Discussion-Based Assessment, revision [SC2], crafting purposeful structure: expository analysis and application [SC3], synthesis essay: write a well-developed essay that argues a clear position on whether the artist has a responsibility beyond providing entertainment and pleasure [SC1]

- **Sample activity:** Students conduct a structure analysis, considering how ideas are presented and how those choices impact tone and meaning. Students are guided through an analysis of

Hurston's "How It Feels to be Colored Me" and then carry out an independent analysis of Steinbeck's essay "I Remember the Thirties." Then, students apply the same analysis to one of their past essays. They are challenged to revise their writing, modeling their structural choices after one of the professional author's organizational choices. **[SC3, SC14]**

- **Sample activities:** Students practice synthesizing on in an informal writing assignment and receive instructor feedback on diction, syntax, purposeful structure, transitions, and use of evidence and detail, before moving to the next assignments, all of which build on those skills. Students then work independently to generate an outlined / planned response to a synthesis prompt. Before moving to writing, students submit their plan, receive feedback, and have individual conferencing sessions with their instructor. With the written and conference feedback, students revise their work, and eventually move to independent response to another synthesis prompt. **[SC12, SC13, SC14, SC15, SC16]**

Module 7: Contemporary Edition

Topics Addressed: multiple-choice strategies, timed writing strategies, research strategies, memoir genre, rhetorical appeals, structure, juxtaposition, motif, rhetorical devices, syntactical devices, tone, and sentence variety

Students synthesize the many reading, writing, and thinking skills that they have developed throughout the course as they examine style, rhetorical strategies including appeals, devices, tone, and syntax in texts such as **[SC7]**:

- Roy Peter Clark's "How to Fix the Memoir Genre"
- John F. Kennedy's "Inaugural Address"
- Martin Luther King Jr.'s "Letter from Birmingham Jail"
- Mark Twain's "Patriotism is a Religion"
- Second Amendment
- Thomas Paine's "Thoughts on Defensive War" excerpt
- Barack Obama's "Remarks by the President on Common-Sense Gun Safety Reform"
- Justice McReynolds's Opinion of the Court
- John Muir's "Our National Parks" excerpt

Choice of memoir includes the following possible texts:

- *A Work in Progress* by Connor Franta
- *The Color of Water: A Black Man's Tribute to His White Mother* by James McBride
- *The Glass Castle* by Jeanette Walls
- *Narrative of the Life of Frederick Douglass: An American Slave* by Frederick Douglass
- *Reading Lolita in Tehran* by Azar Nafisi
- *The Reason I Jump: The Inner Voice of a Thirteen-Year-Old Boy with Autism* by Naoki Higashida

Learning Products: dialectical journal for selected memoir **[SC3]**, appeals in argument quiz, argument essay **[SC1, SC6]**, rhetorical analysis quiz, rhetorical analysis essay **[SC1, SC5]**, evaluation and reflection on student's previously submitted synthesis essay **[SC12, SC13, SC14, SC15, SC16]**, synthesis essay **[SC1]**, and crafting sentence variety: analysis and revision **[SC2, SC3, SC13]**

Module 8: Student Edition

Topics Addressed: nonfiction text and application of reading, researching, analysis, and composition skills learned throughout the course

Students synthesize the many reading, writing, and thinking skills that they have developed throughout the course as they examine purpose, style, rhetorical strategies, including appeals, devices, tone, and syntax in texts such as **[SC7]**:

Pilgrim at Tinker Creek by Annie Dillard

Nickel and Dimed: On (Not) Getting by in America by Barbara Ehrenreich

Mountains Beyond Mountains: The Quest of Dr. Paul Farmer, A Man Who Would Cure the World by Tracy Kidder

The Devil in the White City: Murder, Magic, and Madness at the Fair that Changed America by Eric Larson

Killing Kennedy: The End of Camelot by Bill O'Reilly and Martin Dugard

Up from Slavery: An Autobiography by Booker T. Washington

I Am Malala: The Girl Who Stood Up for Education and Was Shot by the Taliban by Christina Lamb and Malala Yousafzai

Learning Products: a nonfiction portfolio including historical context timeline **[SC4, SC9]**; analysis responses **[SC3]**; research-based argument essay **[SC1]**; argument essay **[SC1, SC6]**; thematic creative project that incorporates poetic and rhetorical devices learned throughout the year; rhetorical analysis essay **[SC1, SC5]**; and Discussion-Based Assessment

- **Sample Activity:** Students read a nonfiction work from a list and consider the various social issues presented in the text. Students choose one issue and conduct research, using credible, nonliterary sources and appropriate research strategies. Students then synthesize their research into an argument essay, citing their sources with appropriate MLA documentation. **[SC6, SC10, SC11]**

Semester 2 Exam: Comprehensive exam testing skills in reading, writing, and rhetorical devices presented throughout the course.

Student Evaluation

Besides engaging students in challenging curriculum, the course guides students to reflect on their learning and evaluate their progress through a variety of assessments. Assessments can be in the form of practice lessons, multiple-choice questions, writing assignments, projects, research papers, discussion-based assessments, and course discussions. This course will use the state-approved grading scale. Each course contains a mandatory final exam that will be weighted at 20% of the student's overall grade.