

Orange Unified School District
ENGLISH LANGUAGE AND COMPOSITION AP
Year Course

GRADE LEVEL: 11

PREREQUISITES: “B” or better in English 10 and/or teacher recommendation.

INTRODUCTION TO THE SUBJECT:

The Advanced Placement English Language and Composition course integrates California Content Standards and AP College Board expectations. The focus of an Advanced Placement course in English Language and Composition is to engage the student in becoming an analytical reader and college proficient writer. This is accomplished through in–depth analysis of narrative, expository, and argumentative texts. A meaningful examination of these texts concentrates on the use of rhetorical strategies and stylistic devices. Organization of writing will focus on content, purpose, and audience allowing formulaic writing to become sophisticated. Writing tasks include but are not limited to: timed writings, critiques, collaborative writing, journal entries, and essays. This course assumes the student already possesses the knowledge and understanding of Standard English grammar enabling him/her to develop an awareness of the different stylistic effects created by different syntactical choices and different levels of diction. Making a distinct connection between reading and writing will allow the student to create mature prose while enhancing his/her discourse.

COURSE OBJECTIVES:

BY THE END OF THE COURSE THE STUDENT WILL BE ABLE TO:

Analyze and interpret samples of good writing, identifying and explaining an author’s use of rhetorical strategies and techniques (Reading 1.0; Reading Comprehension 2.0).

Apply effective strategies and techniques in their own writing (Writing Strategies 1.0; Writing Applications 2.0).

Create and sustain arguments based on readings, research, and/or personal experience (Reading 1.0; Reading Comprehension 2.0; Literary Response and Analysis 3.0).

Demonstrate understanding and mastery of standard written English as well as stylistic maturity in their own writings (Written and Oral English Language Conventions 1.0).

Write in a variety of genres and contexts, both formal and informal, employing appropriate conventions (Writing Applications 2.0; Written and Oral English Language Conventions 1.0).

Produce expository and argumentative compositions that introduce a complex central idea and develop it with appropriate, specific evidence, cogent explanations, and clear transitions (Writing Applications 2.0).

Move effectively through the stages for the writing process, with careful attention to inquiry and research, drafting, revising, editing, and review (Writing Strategies 1.0).

THE CALIFORNIA LANGUAGE ARTS CONTENT STANDARDS

READING

- 1.0. WORD ANALYSIS, FLUENCY, AND SYSTEMATIC VOCABULARY DEVELOPMENT:** Apply knowledge of word origins both to determine the meaning of new words encountered in reading materials and use those words accurately.

Vocabulary and Concept Development:

- 1.1. Trace the etymology of significant terms used in political science and history.
 - 1.2. Apply knowledge of Greek, Latin, and Anglo-Saxon roots to draw inferences concerning the meaning of scientific and mathematical terminology.
 - 1.3. Discern the meaning and relationship between pairs of words encountered in analogical statements (e.g., synonyms/antonyms, connotation/denotation).
- 2.0. READING COMPREHENSION (FOCUS ON INFORMATIONAL MATERIALS):** Read and understand grade-level-appropriate material. Analyze the organization patterns, arguments, and positions advanced. The quality and complexity of the materials to be read by students are illustrated in the *California Reading List*. In addition, by grade 12, students read two million words annually on their own, including a wide variety of classic and contemporary literature as well as magazines, newspapers, and on-line information.

Structural Features of Informational Materials:

- 2.1. Analyze both the features and rhetorical devices of different types of public documents (e.g., policy statements, speeches, debates, platforms) and how authors use these features and devices.

Comprehension and Analysis of Grade-Level-Appropriate Text:

- 2.2. Analyze how clarity is affected by the patterns of organization, hierarchical structures, repetition of key ideas, syntax, and word choice in text.
- 2.3. Verify and clarify facts presented in other types of expository texts by using a variety of consumer, workplace, and public documents.
- 2.4. Make warranted and reasonable assertions about significant patterns, motifs, and perspectives by using elements of text to defend and clarify interpretations.
- 2.5. Analyze an author's implicit and explicit philosophical assumptions and beliefs about a subject.

Expository Critique:

- 2.6. Critique the power, validity, and truthfulness in the logic of arguments set forth in public documents, their appeal to audiences both friendly and hostile, and the extent to which they anticipate and address reading concerns and counterclaims (e.g., appeal to reason, appeal to authority, appeal to pathos/emotion).

3.0. LITERARY RESPONSE AND ANALYSIS: Read and respond to historically or culturally significant works of American world literature. Conduct in-depth analyses of recurrent patterns and themes. The quality and complexity of the materials to be read by students are illustrated in the *California Reading List*.

Structural Features of Literature:

- 3.1. Analyze characteristics of sub-genres (e.g., satire, parody, allegory, pastoral) that are used in poetry, prose, drama, novel, short story, essay, and other basic genres.

Narrative Analysis of Grade-Level-Appropriate Text:

- 3.2. Analyze how the theme or meaning of a selection represents a view or comment on life, using textual evidence to support the claims.

- 3.3. Analyze how irony, tone, mood, style, and “sound” of language are used to achieve specific rhetorical and/or aesthetic purposes.
- 3.4. Analyze ways in which poets use imagery, personification, figures of speech, and sounds to evoke readers’ emotions.
- 3.5. Analyze recognized works of American literature representing a variety of genres and traditions in order to:
 - (1) trace the development of American literature from the Colonial period forward;
 - (2) contrast the major periods, themes, styles, and trends, and describe how works by members of different cultures relate to one another in each period;
 - (3) evaluate the philosophical, political, religious, ethical, and/or social influences that shaped characters, plots, and settings.
- 3.6. Analyze how authors over the centuries have used archetypes drawn from myth and tradition in literature, film, political speeches, and religious writings (e.g., how the archetypes of banishment from an ideal world may be used to interpret Shakespeare’s tragedy *Macbeth*).
- 3.7. Analyze recognized works of world literature from a variety of authors, in order to:
 - (1) contrast the major literary forms and techniques and the characteristics of the major literary periods (e.g., Homeric Greece, Medieval Period, Romantic, Neoclassic, Modern);
 - (2) relate literary works and authors to major themes and issues of their eras;
 - (3) evaluate the philosophical, political, religious, ethical, and/or social influences that shaped characters, plots, and settings.

Literary Criticism:

- 3.8. Analyze the political assumptions in a selection of literary works or essays on a topic for their clarity and consistency (e.g., suffrage, women’s place in organized labor) (Political Approach).
- 3.9. Analyze the philosophical arguments presented in literary works to determine whether the author’s position has contributed to the quality of each work and the credibility of its characters (Philosophical Approach).

WRITING

1.0. WRITING STRATEGIES: Write coherent and focused texts that convey a well-defined perspective and tightly-reasoned argument. Student writing demonstrates awareness of audience and purpose of use of the stages of the writing process, as needed.

Organization and Focus:

- 1.1. Demonstrate understanding of the elements of discourse (e.g., purpose, speaker, audience, form) when completing narrative, expository, persuasive, informational, or descriptive writing assignments.
- 1.2. Use point of view, characterization, style (e.g., irony), and related elements for specific rhetorical and aesthetic purposes.
- 1.3. Structure ideas and arguments in a sustained, persuasive, and sophisticated way and support them with precise and relevant examples.
- 1.4. Enhance meaning by employing rhetorical devices, including the extended use of parallelism, repetition, and analogy; the incorporation of visual aids (e.g., graphs, tables, pictures); and the issuance of a call for action.
- 1.5. Use language in natural, fresh and vivid ways to create a specific tone.

Research and Technology:

- 1.6. Develop presentation by using clear research questions and creative and critical research strategies (e.g., field studies, oral histories, interviews, experiments, electronic sources).
- 1.7. Use systematic strategies to organize and record information (e.g., anecdotal scripting, annotated bibliographies).
- 1.8. Integrate databases, graphics, and spreadsheets into work-processed documents.

Revising and Evaluating Strategies:

- 1.9. Revise writing to highlight individual voice, improve the style and sentence variety, and enhance subtlety of meaning and tone in ways that are consistent with purpose, audience, and genre.

2.0. WRITING APPLICATIONS (GENRES AND THEIR CHARACTERISTICS):
Combine the rhetorical strategies of narration, exposition, persuasion, and description to produce text of at least 1,500 words, when appropriate. Student writing demonstrates a command of Standard English and the research, organizational, and drafting strategies outlined in Writing Standard 1.0.

Using the Grades 11/12 writing strategies outlined in Writing Standard 1.0, students:

- 2.1. Write fictional autobiographical, and/or biographical narratives that:
 - (1) narrate a sequence of events and communicate their significance to the audience;
 - (2) locate scenes and incidents in specific places;
 - (3) develop the narrative elements with concrete sensory details and language (e.g., visual details of scenes; descriptions of sounds, smells, specific actions; movements and gestures; interior monologue or feelings of characters);
 - (4) pace the presentation of actions to accommodate temporal, spatial, and dramatic mood changes;
 - (5) make effective use of descriptions of appearance, images, shifting perspectives, and/or sensory details.

- 2.2. Write responses to literature that:
 - (1) demonstrate a comprehensive understanding of the significant ideas in works or passages;
 - (2) analyze the use of imagery, language, universal themes and/or unique aspects of text;
 - (3) support key ideas and viewpoints through accurate and detailed references to the text and/or to other works;
 - (4) demonstrate an understanding of the author's use of stylistic devices and an appreciation for the effects created;
 - (5) identify and assess the impact of perceived ambiguities, nuances, and complexities within text.

- 2.3. Write reflective compositions that:
 - (1) explore the significance of personal experiences, events, conditions, or concerns using rhetorical strategies (e.g., narration, description, exposition);
 - (2) draw comparisons between specific incidents and broader themes that illustrate the writer's important beliefs or generalizations about life;
 - (3) maintain a balance in describing individual incidents and relating those incidents to more general and abstract ideas.

- 2.4. Write historical investigation reports that:
 - (1) use exposition, narration, description, argumentation, exposition, or some combination of rhetorical strategies to support the main proposition;
 - (2) analyze several historical records of a single event, examining critical
 - (3) explain the perceived reason(s) for the similarities and differences in historical records with information derived from primary and secondary sources to support or enhance the presentation;
 - (4) include information from all relevant perspectives, taking the validity and reliability of sources into consideration;
 - (5) provide a formal bibliography.

- 2.5. Write job applications and resumes that:
 - (1) are clear and purposeful, and address the intended audience appropriately;
 - (2) use varied levels, patterns, and types of language to achieve intended effects and aid comprehension;
 - (3) modify tone to fit purpose and audience;
 - (4) follow the conventional style for the type of document (e.g., resume, memorandum) and use page formats, fonts, and spacing that contribute to the documents' readability and impact.

- 2.6. Deliver multimedia presentations that:
 - (1) combine text, images, and sound, drawing information from many sources (e.g., television broadcasts, videos, films, newspapers, magazines, CD ROMs, Internet, computer media generated images);
 - (2) select an appropriate medium for each element of the presentation;
 - (3) use selected media skillfully, including proper editing and monitoring for quality;
 - (4) test audience response and revise the presentation accordingly.

WRITTEN AND ORAL ENGLISH LANGUAGE CONVENTIONS

1.0. WRITTEN AND ORAL ENGLISH LANGUAGE CONVENTIONS: Write and speak with a command of Standard English conventions.

Manuscript Form:

- 1.1. Demonstrate control of grammar, paragraph and sentence structure, diction, and usage.
- 1.2. Produce legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization.

- 1.3. Reflect appropriate manuscript requirements in writing.

COURSE OVERVIEW

FIRST SEMESTER

- I. 1st Quarter
 - A. Focus on the Following:
 1. Introduction to Rhetorical Strategies*
 2. Introduction to Stylistic Devices*
 3. Introduction to Timed Readings/Writings
 4. Essays: Narration and Description
 5. AP Exam Review
 - B. Authors (choose from list)**
- II. 2nd Quarter
 - A. Focus on the Following:
 1. Rhetorical Strategies
 2. Stylistic Devices
 3. Timed Readings/Writings
 4. Essays: Exemplification and Compare/Contrast
 5. AP Exam Review
 - B. Authors/Works (choose from those not studied previously)

SECOND SEMESTER

- I. 3rd Quarter
 - A. Focus on the Following:
 1. Rhetorical Strategies
 2. Stylistic Devices
 3. Timed Readings/Writings
 4. Essays: Cause/Effect and Argumentation
 5. AP Exam Review
 - B. Authors/Works (choose from those not studied previously)
- II. 4th Quarter
 - A. Focus on the Following:
 1. AP Exam Review/Timed Readings/Writings
 2. Time Period Studies/Poetry
 - B. Time Periods/Poets***

***RHETORICAL STRATEGIES AND STYLISTIC DEVICES: (EMBEDDED THROUGHOUT THE YEAR)**

Analogy, metaphor, argumentation, persuasion, compare and contrast, definition, description/narration, reflection, process analysis, expository, parallel structure, juxtaposition, repetition, imagery, figurative language, simile, diction, syntax, setting, characterization, theme, point of view, tone, sentence structure, rhetorical question, hyperbole, qualification, allusion, ellipsis, aphorism.

****SELECTED WRITERS FOR FIRST THROUGH THIRD QUARTERS:**

Autobiographers and Diarists: (one per quarter)

James Boswell
T.E. Lawrence
Samuel Pepys

Biographers and History Writers: (one per quarter)

Thomas Carlyle
Winston Churchill
King James Bible

Critics: (two to three per quarter)

Matthew Arnold
Kenneth Clark
Samuel Taylor Coleridge
William Hazlitt
Samuel Johnson
John Ruskin
George Bernard Shaw
Oscar Wilde

Essayists and Fiction Writers: (two per quarter)

Francis Bacon
Charles Lamb
George Orwell
E.B. White
Virginia Woolf
William Shakespeare

Political Writers: (four per quarter)

John Locke
John Stuart Mill
John Milton
Thomas More
Jonathan Swift
Charles Dickens
Mary Wollstonecraft
Lord Byron
Jane Austen
Thomas Babington Macaulay
Queen Elizabeth I

Science and Nature Writers: (one per quarter)

Charles Darwin
Charlotte Bronte
Sir Isaac Newton

*****FOURTH QUARTER TIME PERIODS/AUTHORS/POETS:**

Medieval:

Geoffrey Chaucer

Renaissance: (choose two)

Francesco Petrarca
Edmund Spenser
William Shakespeare

Neo-Classicism/Age of Rationalism: (choose three)

John Donne
John Milton
Ben Jonson
Alexander Pope

Romanticism: (choose three)

William Wordsworth
William Blake
John Keats
Samuel Taylor Coleridge

Realism: (choose three)

Alfred Lord Tennyson
Robert Browning
Elizabeth Barrett-Browning
Matthew Arnold

Modern Period: (choose two)

William Butler Yeats
T.S. Eliot
William H. Auden

DATE OF CONTENT REVISION: NEW

DATE OF BOARD APPROVAL: July 12, 2004

Exhibit
ADVANCED PLACEMENT COLLEGE BOARD

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