

Murrieta Valley Unified School District
High School Course Outline
April 2013

Department: English

Course Title: AP English Language and Composition

Course Number: 1005

Grade Level: 11

Length of Course: Year

Prerequisite: B or higher in Advanced English II and/or Teacher Recommendation

UC/CSU (A-G) Requirement: B

Course Description: Advanced Placement Language and Composition meets the UC/CSU and District graduation requirements for English. It is a one year course for juniors who have demonstrated excellent academic competence.

The course focuses on composition and literature. Students will demonstrate advanced reading, writing, speaking, and listening skills using an extensive variety of classical and contemporary essays, short stories, poems, dramas, and novels, with an emphasis on non-fiction prose in preparation for the A.P. Exam. Students will engage in the analysis of core and extended reading, written and visual media, and essays representing the four modes of discourse: narration, description, exposition, and argumentation. Students will be expected to understand rhetorical structures, devices, and techniques employed by authors. Additionally, students will trace the evolution of American literature while exploring such themes as “The American Dream,” “Coming of Age,” “Justice and Injustice,” “The Pursuit of Happiness,” “War and Peace,” and “Freedom and Dignity.” Students will interact with the literature and the writing on a personal level by using collaborative techniques, visual and written interpretations, and oral presentations.

Writing will be taught at the advanced composition level focusing on writing skills and strategies for the college bound student, and for the Advanced Placement Language and Composition exam. Students will utilize the writing process to compose formal and informal essays, research projects, and timed-essays.

Assessment for the advanced placement course will include performance-based assessment, conventional assessment, portfolios, and published products. (The advanced placement course use a 5 point scale for letter grades with A=5, B=4, and C=3; a D grade does not earn additional grade point).

AP Exam Requirement

Students attempting to receive college credit for Advanced Placement and International Baccalaureate courses are required to pass a College Board exam which validates coursework. This exam **is not a requirement** for District High School credit, grade increases, or extra credit.

Student fees are allowable for Advanced Placement and International Baccalaureate Diploma examinations **for college credit**, so long as (1) taking the exam is not a course requirement; (2) the exam results have no impact on a pupil's grade or credit in a course; and (3) eligible economically disadvantaged high school pupils who receive school district funding towards the exam fee shall pay \$5.00 of the fee. (EC sections 52240-52244; 52920-52922.)

I. Goals

The student will:

- A. Develop the ability to comprehend and critically analyze challenging texts (*Reading Standards 1.0, 2.0, and 3.0*)
- B. Build reading stamina and ability to interact with information-laden expository prose (*Reading Standard 2.0*)
- C. Recognize structural features of text from a variety of disciplines in order to facilitate comprehension and analysis (*Reading Standard 2.0*)
- D. Improve their ability to write coherent and focused essays that demonstrate varied and sophisticated sentence structure and vocabulary and effective use of rhetoric (*Writing Standards 1.0 & 2.0, and Written and Oral English Language Conventions Standard 1.0*)
- E. Increase their academic vocabulary (*Reading Standard 1.0*)
- F. Strengthen the ability to organize and develop a cogent argument (*Writing Standard 2.0, and Listening and Speaking Standards 1.0 and 2.0*)
- G. Develop the ability to analyze and evaluate oral and media Communications, including the way graphics and visual images relate to text and serve as texts themselves (*Listening and Speaking Standard 1.0*)
- H. Develop effective formal and informal speaking skills, including debate, extemporaneous discourse, and multimedia presentations (*Listening and Speaking Standard 2.0*)
- I. Compose, edit, and publish a variety of different writing forms by

using the writing process to meet Advanced Placement guidelines and standards.

- J. Compose essays in response to timed Advanced Placement, SAT, and EAP writing prompts.
- K. Understand and apply current research methods in the development of research projects, including appropriate methods for citing sources using MLA style.

II. Outline of Content for Major Areas of Study

**A.P. Language and Composition
Semester One**

Month	Reading			Writing Applications & Conventions	Listening/ Speaking
	Language/Rhetoric	American Literature	Vocabulary		
Aug	<ul style="list-style-type: none"> Rhetorical modes— classical/modern Narration: Diction POV/stance/ persona/ tone Current event analysis 	<ul style="list-style-type: none"> American Literary Era Timeline Terms of literary analysis review Summer reading review <i>The Scarlet Letter</i> 	<ul style="list-style-type: none"> SAT Hot Words Academic vocabulary 	<ul style="list-style-type: none"> Review response to literature essay/writing process DOL/SAT prep 	<ul style="list-style-type: none"> Large/ small group discussions
Sept	<ul style="list-style-type: none"> Description: detail/connotation/ imagery Exposition (C&E/PA): language/juxtaposition/ syntax/ specificity Early prose strategies Current event analysis 	<ul style="list-style-type: none"> <i>The Scarlet Letter</i> (cont'd) Romanticism/ Transcendentalism Independent Reading 	<ul style="list-style-type: none"> SAT Hot Words Academic vocabulary 11th Grade Roots/Stems/Affixes 	<ul style="list-style-type: none"> Timed-essay writing (analysis) The synthesis essay-- expository AP practice prompts DOL/SAT prep 	<ul style="list-style-type: none"> Large/ small group discussions Informal presentations Socratic seminar
Oct	<ul style="list-style-type: none"> Exposition (cont'd): compare- contrast/humor/irony Argumentation: rhetorical devices/ persuasive appeals MC strategies and practice Current event analysis 	<ul style="list-style-type: none"> <i>Huckleberry Finn</i> Regionalism/realism/ naturalism Independent reading 	<ul style="list-style-type: none"> SAT Hot Words Academic vocabulary 11th Grade Roots/Stems/Affixes 	<ul style="list-style-type: none"> Timed-essay writing: compare-contrast The synthesis essay-- expository AP practice prompts DOL/SAT prep 	<ul style="list-style-type: none"> Large/small group discussions Informal presentations Socratic seminar
Nov	<ul style="list-style-type: none"> Argumentation (cont'd): logos/pathos/ethos Analyzing media messages MC strategies and practice Current event analysis 	<ul style="list-style-type: none"> Independent reading 	<ul style="list-style-type: none"> SAT Hot Words Academic vocabulary 11th Grade Roots/Stems/Affixes 	<ul style="list-style-type: none"> Persuasive essay writing (Original) Research writing DOL/SAT prep 	<ul style="list-style-type: none"> Large/small group discussions Informal presentations Socratic seminar
Dec	<ul style="list-style-type: none"> Argumentation (cont'd): parallel structure/satire MC strategies and practice Current event analysis 	<ul style="list-style-type: none"> Independent reading 	<ul style="list-style-type: none"> SAT Hot Words 11th Grade Roots/Stems/Affixes 	<ul style="list-style-type: none"> Research writing (cont'd) DOL/SAT prep 	<ul style="list-style-type: none"> Formal multimedia presentation

**A.P. Language and Composition
Semester Two**

Month	Reading			Writing Applications & Conventions	Listening/ Speaking
	Language/Rhetoric	American Literature	Vocabulary		
Jan	<ul style="list-style-type: none"> • Argumentation (cont'd) • Analyzing visuals • Current event analysis 	<ul style="list-style-type: none"> • Modernism • <i>The Great Gatsby</i> 	<ul style="list-style-type: none"> • SAT Hot Words • Academic vocabulary 	<ul style="list-style-type: none"> • Argumentation (Evaluation) • AP Practice Prompts • DOL/SAT prep 	<ul style="list-style-type: none"> • Large/small group discussions
Feb	<ul style="list-style-type: none"> • Argumentation (cont'd) • Stylistic elements • Coherence/unity/emphasis/ variety • Analyzing graphs • MC strategies and practice • Current event analysis 	<ul style="list-style-type: none"> • Independent Reading • Post-modernism 	<ul style="list-style-type: none"> • Academic vocabulary • 11th Grade Roots/Stems/Affixes 	<ul style="list-style-type: none"> • Persuasive essay (DAQ) • The synthesis essay--persuasive • AP practice prompts • DOL/SAT prep 	<ul style="list-style-type: none"> • Large/small group discussions • Informal presentations • Socratic seminar
Mar	<ul style="list-style-type: none"> • Review of rhetorical modes • MC strategies and practice • Current event analysis 	<ul style="list-style-type: none"> • <i>Fahrenheit 451</i> • Independent reading 	<ul style="list-style-type: none"> • Academic vocabulary • 11th Grade Roots/Stems/Affixes 	<ul style="list-style-type: none"> • Review and practice essay types • Timed-essay writing • The synthesis essay • AP practice prompts • DOL/SAT prep 	<ul style="list-style-type: none"> • Large/small group discussions • Informal presentations • Socratic seminar
Apr	<ul style="list-style-type: none"> • Review of rhetorical modes • MC strategies and practice • Current event analysis 	<ul style="list-style-type: none"> • Independent reading 	<ul style="list-style-type: none"> • Academic vocabulary • 11th Grade Roots/Stems/Affixes 	<ul style="list-style-type: none"> • Review and practice essay types • Timed-essay writing • Research writing • DOL/SAT prep 	<ul style="list-style-type: none"> • Large/small group discussions • Informal presentations • Socratic seminar
May-June	<ul style="list-style-type: none"> • Poetic structure 	<ul style="list-style-type: none"> • American Poetry • Independent reading 	<ul style="list-style-type: none"> • Academic vocabulary 	<ul style="list-style-type: none"> • Research writing (cont'd) • DOL/SAT prep 	<ul style="list-style-type: none"> • Formal multimedia presentation

III. Accountability Determinants

A. Key Assignments

1. Close reading and analysis of narrative, descriptive, cause and effect, process analysis, compare-contrast, satirical essays, and visual media
 - a. Rhetorical Précis Writing: Students analyze an essay's content (the *what*) and delivery (the *how*) in a four sentence composition that blends summary and analysis. They quote and cite specific textual references and to include a terminal bibliographic reference (using MLA style). These are designed to help students develop close reading and precise writing skills. In completing the assignment, students identify and analyze the purpose of the essay, the primary method of developing support to achieve this purpose, the intended audience, and the tone of the essay. The assignment is effective in helping students identify the unique rhetorical modes and strategies writers employ to achieve their purpose across a variety of types of essays. Students complete these individually, in groups, or as a class.

Representative Essays for RP assignments include:

Narrative, including but not limited to:

- "Death of a Moth," by Annie Dillard
- "Champion of the World," by Maya Angelou
- "Indian Education," Sherman Alexie
- "Fish Cheeks," by Amy Tan
- "Resurrection," by Frederick Douglass

Descriptive, including but not limited to:

- "Arm Wrestling with My Father," by Brad Manning
- "Shooting Dad," by Sarah Vowell
- "Silent Dancing," by Judith Cofer
- "On the Beach at Bar Harbor," by Tim Payne
- "Once More to the Lake," by E.B. White
- "Uncle John's Farm," by Mark Twain

Process Analysis, including but not limited to:

- "How You Became You," by Bill Bryson
- "Orientation," by Daniel Orozco
- "Those Crazy Ideas," by Isaac Asimov

Cause-Effect, including but not limited to:

- "Drugs," by Gore Vidal
- "A Web of Brands," by Naomi Klein

- "Live Free and Starve," by Chitra Divakaruni
- "Our Schools for Scandal," by George Will

Compare-contrast, including but not limited to:

- "Grant and Lee: A Study in Contrasts," Bruce Catton
- "Everyday Use," by Alice Walker
- "Africa Daze, Montana Knights," by Margaret Knox

Satire, including but not limited to:

- "Neat People vs. Sloppy People," by Suzanne Britt
- "Batting Clean-Up and Striking Out," by Dave Barry"
- "Remembering My Childhood on the Continent of Africa," by David Sedaris
- "A Modest Proposal," by Jonathan Swift

- b. SOAPSTone and Rhetorical Strategy Analysis of persuasive essays as outlined below. The SOAPSTone and Rhetorical Strategy assignment builds upon the close reading skills developed through the Rhetorical Précis assignment while adding elements significant for persuasive writing. In addition to identify and analyzing the writer's purpose, audience, subject and tone, students examine the speaker and occasion that inspired the argument, as well as rhetorical strategies that support it, with an emphasis on persuasive appeals, rhetorical questions, analogies, etc. Students complete these individually, in groups, or as a class.

Speaker: Identify and briefly describe the speaker

Occasion: Explain the circumstances/motivation for the essay or speech

Audience: Identify the intended audience

Purpose: Analyze the writer's purpose using an *in order to* statement

Subject: Explain the subject of the essay or speech

Tone: Identify the writer's tone and give at least one example that supports it

*Each of the above is written in one precise sentence including citations where necessary

Rhetorical Strategies: List 2 examples of rhetorical strategies you find in the essay or speech along with the phrase or sentence in which it occurs. Cite the example.

Representative persuasive essays for SOAPStone/Rhetorical Strategy assignments include but are not limited to:

- "I Have a Dream," by Martin Luther King
 - "Speech to the Second Virginia Convention," by Patrick Henry
 - "from The Crisis No. 1," by Thomas Paine
 - "Self-Reliance," by Ralph Waldo Emerson
 - "from Civil Disobedience," by Henry David Thoreau
 - "Close Encounters with US Immigration," by Adnan Khan
 - "Everything Isn't Racial Profiling," by Linda Chavez
 - "The FBI Is Reading over Your Shoulder," by Zara Gelsey
 - "How the USA Patriot Act Defends Democracy," by Viet D. Dinh
 - "Letter from a Birmingham Jail," by Martin Luther King
 - "The Gettysburg Address," by Abraham Lincoln
 - "Why Don't We Complain," by William F. Buckley
 - "Too Much Pressure," by Colleen Wenke
- c. Compare-contrast analysis of paired reading selections using Venn-Diagram graphic organizers. This assignment provides a graphic construct for identifying, analyzing, and evaluating the similarities and differences in purpose, tone, and rhetorical strategies used by different authors to explore common topics:
- "Neat People vs. Sloppy People" and "Batting Clean-Up and Striking Out"
 - "Why I Stopped Being a Vegetarian" and "A Vegetarian Philosophy"
 - "What's Wrong with Gay Marriage" and "Gay Marriage: Societal Suicide"
- d. Socratic Seminar
- i. Selections from Introduction to Great Books
 - "On Happiness," by Aristotle
 - "On Liberty," by John Stuart Mill
 - "Conscience," by Immanuel Kant
 - "Of the Limits of Government," by John Locke
 - "A Room of One's Own," by Virginia Woolf
 - ii. Current Event Topics
- e. Current Event Investigation: The Current Event Investigation assignment is designed to expose students to a wide-range of issues relevant to our world today. This will help to keep them informed

about these issues while providing practice with formulating opinions about them and preparing them for the persuasive and synthesis essays on the AP exam. Students can use articles, photos, political cartoons, and other visual sources for this investigation. They are taught strategies to analyze and critique articles and visual media from a variety of journalism sources and on a variety of topics, including politics, the arts, science, and the environment. Students write a one-paragraph reaction to and evaluation of the event and to be prepared to present this to the class. Recommended sources for current events include:

www.theweekmagazine.com

www.aldaily.com

www.worldpressphoto.org

<http://cagle.msnbc.com/>

<http://www.nationalgeographic.com/index.html>

<http://www.discovery.com/>

- f. Syntax Analysis: Students complete a variety of activities to identify the writer's syntax and its effects. This includes close reading of passages to analyze sentence structure and punctuation as it relates to meaning and purpose in essays and in novels, and composing sentences and passages that mimic the syntax used by individual writers.
 - g. AP MC Exam Reading Strategies
 - i. Individual and small group practice exams
 - ii. Student-generated MC questions
 - iii. Exam annotation and analysis assignments
2. Close reading and analysis of novels, plays, and poetry from American literature
- a. Text annotation, discussion, and critical writing for the following major works:
 - The Scarlet Letter* (Hawthorne)
 - The Adventures of Huckleberry Finn* (Twain)
 - The Great Gatsby* (Fitzgerald)
 - Fahrenheit 451* (Bradbury)
 - Grapes of Wrath* (Steinbeck)
 - A Farewell to Arms* (Hemingway)
 - The Good Earth* (Buck)
 - Catcher in the Rye* (Salinger)
 - Black Boy* (Wright)
 - b. Text annotation, literary circle discussion, thematic comparison, and written analysis of the following independent reading choices:

Summer reading selections:

The Crucible (Miller)

Death of a Salesman (Miller)

My Antonia (Cather)

The Jungle (Sinclair)

Narrative of the Life of Frederick Douglass (Douglass)

For the fall semester, the following books are available for reading:

Book One Choices (Compare Thematically w/Scarlet Letter)	Book Two Choices (Compare Thematically w/Huck Finn)
<i>A Raisin in the Sun</i> (Hansbury) and <i>The Ox-Bow Incident</i> (Clark) <i>Native Son</i> (Wright) <i>One Flew over the Cuckoo's Nest</i> (Kesey) <i>The Handmaid's Tale</i> (Atwood)	<i>Catcher in the Rye</i> (Salinger) <i>Ordinary People</i> (Guest) <i>Bless Me, Ultima</i> (Anaya) <i>The Joy Luck Club</i> (Tan) <i>The Chocolate War</i> (Cormier) <i>A Separate Peace</i> (Knowles)

For the spring semester, the following books are available for reading:

Book One Choices (Compare Thematically w/Gatsby)	Book Two Choices (Compare Thematically w/F451)
<i>Shoeless Joe</i> (Kinsella) <i>The Color Purple</i> (Walker) <i>Their Eyes Were Watching God</i> (Hurston) <i>The Grapes of Wrath, Chs1-19</i> (Steinbeck)	<i>A Farewell to Arms</i> (Hemingway) <i>Slaughterhouse-5</i> (Vonnegut) <i>The Grapes of Wrath, Chs20-end</i> (Steinbeck)

3. Writing, listening, and speaking strategies and applications
 - a. Timed-writing assessments based on essays, AP prompts, and college entrance exam-style writing prompts. Students develop strategies for composing essays on demand, including annotation of prompt and any reading passages to identify key components of the writing instructions, the topic and the content of passages to be analyzed and/or evaluated, pre-writing techniques, and tips for composing and editing/revising within a limited time frame. Students compose essays independently, as well as in pairs, small groups, or as a whole class in response to these prompts. Students are provided feedback from the teacher and their peers based on the rubric, and are given frequent opportunities to revise, rewrite, and resubmit essays. Students are also asked to self-evaluate their compositions based on the rubric and teacher/peer feedback.
 - i. Analytical essays
 - ii. Compare-contrast essays
 - iii. Defend-Attack-Qualify Essay
 - iv. Evaluative Essay
 - v. Original argument

- vi. Synthesis essay
- b. Process papers, projects and presentations. Students develop strategies for utilizing the writing process, including prewriting, organizing, writing and revising drafts, and editing final drafts of a variety of types of essays. Students also develop strategies for organizing, developing, and presenting a variety of projects and presentations. In addition to academic compositions, these process papers provide students with opportunities to write more informal, personal, and creative compositions, and to collaborate with peers on essays, projects, and presentations.
- i. Narrative essay—autobiography on event that has impacted the student’s life
 - ii. “This I Believe” essay and presentation
 - iii. Compare-contrast essay on technological advancement
 - iv. Satirical essay, cartoon, skit, or video
 - v. Critical analysis—review of book or film
 - v. Persuasive essay—letter to editor, school board, or city council on local issue
 - vii. End-of-year poetry project and presentation
- c. Persuasive speech and debate project: Students complete research in preparation for composing a formal research paper, including instruction on proper use of MLA style for citing sources and strategies for evaluating the credibility and quality of primary and secondary sources, and for participating in a debate on a controversial issue based on the following AP prompt:
- Contemporary life is marked by controversy. Choose a controversial local, national, or global issue with which you are familiar. Then, using appropriate evidence, write an essay that carefully considers the opposing positional on this controversy and proposes a solution or compromise.
- d. Synthesis Blog: The purpose of this assignment is to create a threaded discussion on a synthesis question topic. This assignment is designed to prepare AP students for the writing and thinking skills required for the synthesis question on the AP Language and Composition exam, while also exposing students to a wide variety of current event topics that might be helpful when responding to free response persuasive essay topics on the exam. Students carefully read the assignment and sources, including articles and visuals, posted on the AP course website and then electronically post a response to the synthesis question. This response should express a specific opinion in response to the question that synthesizes information from the sources for support and includes

evidence from the students own experience. After all responses are posted, students then select and carefully read a response from one of their peers and post a second response in which they articulate the extent to which they agree with the opinion expressed by that writer. All initial and follow up responses are posted and published on the AP blog. This assignment helps students practice, in a more informal manner than the research paper or AP Synthesis prompts, the process of analyzing and evaluating a variety of primary and secondary sources, including text, graphics, and other visuals, and synthesizing these materials into an argument of their own.

- e. Peer evaluation and revisions of essays: students use rubrics and model essays to discuss and evaluate student essays composed by their peers. This process is utilized to help students become aware of strengths and weaknesses in student writing that can be applied to their own compositions, and to provide feedback to their peers for revision and rewriting of essays. It also helps students to use and internalize rubrics for a variety of essays.

4. Vocabulary Development

- a. Academic vocabulary for close reading (e.g. diction terms, tone, rhetorical modes and strategies, logic, etc.)
 - i. Define and apply diction terms and other literary and rhetorical terms words to passage analysis
 - ii. Define and apply list of tone words to passage analysis
 - iii. Define and apply list of terms related to humor and satire
 - iv. Define and apply list of terms related to persuasion, including ethos, pathos, logos and other persuasive appeals, rhetorical devices, and logical fallacies
 - v. Define and apply list of terms related to syntax, including parallel structure, anaphora, chiasmus, asyndeton, polysyndeton, loose and periodic sentences, inversion, punctuation, etc.
- b. Hot Words for the SAT
- c. Grade 11 roots, stems, and affixes list

B. Assessment Methods

- 1. Timed-essays and process papers assessed with rubrics
- 2. Portfolio assessment
- 3. Formal and informal presentations
- 4. Tests and quizzes
- 5. Class participation and preparation
- 6. Daily work assessments
- 7. Grade Weighting

- a. Composition = 40%
- b. Course Work/Tests = 30%
- c. Class Participation = 15% 1st Semester; 20% 2nd Semester
- d. Semester Final = 5%

Additional Expectations:

Advanced Placement Status: AP students are expected to earn a grade of A or B while demonstrating depth, clarity, and pride in their work along with a high level of class participation. The work will be both quantitatively and qualitatively more challenging than a regular or advanced English course. The AP exam is required by the College Board for college credit and is given in early May. Students must read all required texts and, since this is a college-caliber course, may not opt-out of reading any text for any reason. Because the goal of every student in this course is to pass the AP exam, and because doing so means that you earn credit for an English course at many colleges and universities, you are expected to live up to the highest possible standards. The test is very challenging, and therefore the course is also highly demanding to help you meet that challenge. Accordingly, my grading standards for all your work are very high. While the course can be very difficult, it can also be highly rewarding if you are willing to give the necessary effort.

IV. Instructional Materials and Methodologies

A. Required Text(s)

1. Muller, Gilbert. *The Bedford Reader*. Boston: Bedford/St. Martin's, 20036
2. *Glencoe Literature, American Literature*. New York: Glencoe/McGraw-Hill, 2002.
3. *Introduction to Great Books, Third Series*. Chicago: The Great Books Foundation, 1990.
4. *The Adventures of Huckleberry Finn*
5. *The Great Gatsby*
6. *Fahrenheit 451*
7. *The Scarlet Letter*

B. Supplementary Materials

1. *The Essay Connection*
2. *Everything's an Argument with Readings*
3. *Elements of Style*
4. *Their Eyes Were Watching God*
5. *The Joy Luck Club*

6. *A Raisin in the Sun*
7. *Bless Me, Ultima*
8. *Slaughterhouse-5*
9. *A Farewell to Arms*
10. *Shoeless Joe*
11. *The Crucible*
12. *My Antonia*
13. *Death of a Salesman*
14. *The Grapes of Wrath*
11. *Catcher in the Rye*
12. Other independent reading selections
13. Online current event articles
14. Online political cartoons
15. *Multiple Choice & Free Response Questions in Preparation for the AP English Language and Composition Examination--3rd, 4th, 5th, and 6th editions*

C. Instructional Methodologies

1. Lecture
2. Classroom discussion
3. Writing process steps: prewriting, drafting, composing, revising, editing
4. Reading process steps: pre-reading, during reading, post-reading
5. Text annotation
6. Small group instruction
7. Project-based instruction
8. Socratic seminar