

PETERS TOWNSHIP SCHOOL DISTRICT
CORE BODY OF KNOWLEDGE
ADVANCED PLACEMENT ENGLISH LANGUAGE AND COMPOSITION
GRADE 11

For each of the sections that follow, students may be required to understand, apply, analyze, evaluate or create the particular concepts being taught.

COURSE DESCRIPTION:

The Advanced Placement English Language and Composition course prepares students for the AP Language and Composition Exam. This course focuses on students' ability to effectively read, write, and communicate is imperative to the core of the class. Students also become analysts of their own writing as well as the writing of others. Students are introduced to a variety of different modes and genres of writing including from non-fiction, fiction and poetry. All students are exposed to the different types of writing essential to full understanding of rhetoric such as: narration, description, examples, comparison and contrast, process analysis, division or analysis, classification, cause and effect, definition, and argument and persuasion. Also the five canons of rhetoric: invention, memory, arrangement, style and delivery, serve as a basis for analysis and synthesis. Units are organized thematically to incorporate different types of texts and to provide a richer reading experience for students.

STUDY SKILLS:

- Practical application and commitment to the Writing Process and Close Reading strategies
- Time management/prioritizing assigned tasks
- Preparation for assessments and exams

1. AP EXAM PREP

- Identify the sections and objectives of both portions (multiple-choice and essay) of the AP English Language and Composition Exam.
- Apply learned strategies while taking the multiple choice and essay practice tests.
- Read and understand the scoring guidelines for correct answers for both sections.
- Utilize and analyze sample tests effectively.
- Identify, apply and analyze literary and rhetorical devices.
- Formulate individual student test taking strategies according to strengths.

2. INTRODUCTION TO NON-FICTION: AUTO/BIOGRAPHY

- Establish, create and utilize the steps of the writing process: prewriting, drafting, revising, editing, and publishing.
- Identify and analyze general characteristics of rhetoric and the people involved in the communication process.
- Recognize and evaluate the general components of genre.
- Create, analyze and evaluate appeals.
- Critique and edit a written piece using Kenneth Burke's pentad.
- Hypothesize possible enthymemes.
- Deconstruct and explain syllogistic reasoning.
- Identify and evaluate basic and common topics.
- Identify J. D. Salinger and/or Zora Neale Hurston's impact on American literature and rhetoric.

3. CLASS, COMMUNITY, AND CULTURAL DIVERSITY

- Identify, apply, analyze and evaluate three canons of rhetoric: arrangement, style and delivery.
- Construct and create written pieces from the steps of the six part arrangement: exordium, narration, partition, confirmation, refutation, and peroration.
- Identify, apply, analyze and evaluate the functional parts questions.
- Assess, generate, and organize rhetorical devices in literature.
- Recognize, synthesize and evaluate the elements of argument.
- Differentiate between claims and thesis statements.
- Evaluate the impact of credible and well illustrated appeals on any piece of rhetoric, especially a persuasive piece
- Explain and critique Mark Twain's impact on American literature and rhetoric.

4. SELF-DISCOVERY, PSYCHOLOGY AND BEHAVIOR

- Employ and articulate the ideals of the superior writing process: invent, investigate, plan (canon of invention), consult, revise, edit.
- Implement and evaluate the steps for process analysis pieces: clear understanding of process, thesis statement, preparatory steps, steps or stages of process, completeness and order of steps, define terms, use of transitions, specific details, revision.
- Discern and design examples among the categories for classification parameters.
- Utilize sensory details for description.
- Distinguish and exact areas for revision of intention, invention, persona, audience, subject, evidence.
- Explain and critique Arthur Miller and/or Toni Morrison's impact on American literature and rhetoric.

5. ASSIMILATION

- Recognize, apply, and evaluate the use of rhetorical canons in narrative writing.
- Recognize, apply, and evaluate the use of rhetorical strategies for direct and indirect characterization.
- Determine and execute rhetorical choices for the following: theme, symbols, images, diction and syntax.
- Trace the importance of literary and rhetorical devices to the five canons of rhetoric in conjunction with the narrative and other modes of writing.
- Interpret, analyze, evaluate, and create meaning via the mixing of methods to maximize the canons of rhetoric for written pieces.
- Explain and critique Chang rae-lee and/or Rudolph Anaya's impact on American literature and rhetoric.

6. DEVELOPING VOICE AND ARGUMENT

- Identify, apply, analyze, evaluate, and construct the elements of an argument
- Interpret and trace a claim (reality, value or course of action) in thesis statement and throughout a text.
- Locate, assess, and question the use of logical fallacies
- Create and organize a persuasive piece to include as many of the ten methods of writing as possible.
- Establish and identify tone in written and oral pieces
- Recognize and replace arrogance with deference via rhetorical strategies/devices and diction.
- Critique, group, and define the four types of appeals.
- Compare and contrast the components of the six part arrangement v. the functional parts.
- Organize and execute the elements of public speaking.

MATERIALS:

Textbooks:

Kennedy, X.J. *The Bedford Reader 10th ed.* New York: Bedford/St. Martin's, 2008. Print.

Roskelly, Hephzibah. *Everyday Use: Rhetoric at Work in Reading and Writing 2nd ed.* New York: Pearson/ Longman, 2008. Print.

Novels:

Anaya, Rudolph. *Bless Me, Ultima.* New York: Grand Central Publishing, 1999. Print.

Hurston, Zora Neale. *Their Eyes Were Watching God.* New York: Harper & Row, New York, 1937. Print.

Lee, Chang-rae. *A Gesture Life: A Novel*. New York: Riverhead Trade, 2000. Print.

Miller, Arthur. *The Crucible*. New York: Penguin, 1982. Print.

Morrison, Toni. *Sula*. New York: Vintage Books, 2004. Print.

Salinger, J. D. *The Catcher in the Rye*. New York: Little, Brown and Company, 1951. Print.

Twain, Mark. *The Adventures of Huckleberry Finn*. New York: Modern Publishing, 2004. Print.

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