

FOLSOM CORDOVA UNIFIED SCHOOL DISTRICT

Course Outline

Advanced Placement English Language and Composition

Date: March 2004

Subject Area: English

Grade Level: 11

Course Length: 1 Year

Grading: A - F

Number of credits: 5/Semester

Prerequisites: 'A' or 'B' in Honors English 10 or 'A' in English 10

BRIEF COURSE DESCRIPTION:

The AP English Language and Composition course is designed to help students become skilled readers of prose written in a variety of periods, disciplines, and rhetorical contexts, and to become skilled writers who can compose for a variety of purposes. By their reading and writing in this course, students should become aware 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 effective writing.

The college composition course that the AP Language and Composition course is intended to parallel is one of the most varied in the curriculum. The college course often allows students to write in a variety of forms—narrative, analytical, expository, and argumentative—and on a variety of subjects from personal experiences to public policies, from imaginative literature to popular culture. College writing programs recognize that skill in writing follows from students' awareness of their own composing processes: the way they explore ideas, reconsider strategies, and revise their work. This process is the essence of the first-year writing course, and is emphasized in the AP Language and Composition Course.

An Honors/AP course is differentiated from regular course in terms of student expectancies by the breadth and complexity of material covered in the course. Students are expected to take the AP English Language and Composition test in May. Upon completion of an AP course, students will receive weighted grade points as per District Policy 5126.3.

GENERAL GOALS/PURPOSES:

Most of the standards and goals for language arts at the eleventh grade level focus on sophisticated extensions of the knowledge and skills previously targeted in the early grades. The goals highlight the relationships between the domains of reading, writing, written and oral language conventions, speaking and listening, and are listed under the State Content Standards in the Reading/Language Arts Framework for California Public Schools.

STUDENT READING COMPONENT:

Students will read American literature, magazines, newspapers, online information, speeches, editorials, essays, and poetry.

Word Analysis, Fluency and Systematic Vocabulary Development

Students will:

- apply etymological and morphological knowledge to understand terms that may be taught in their political science, social science, science and mathematics courses.
- discern the meanings of analogies, analyzing specific comparisons, relationships and inferences.

Reading Comprehension

Students will:

- analyze public documents—policy statements, speeches, debates—and the way authors use rhetorical devices and strategies.
- determine how the structural elements of a work create meaning by looking at word choice, organization and syntax.
- make warranted and reasonable assertions about the author’s arguments.
- analyze an author’s explicit and implicit philosophical assumptions and beliefs about a topic.
- critique the power, validity and truthfulness set forth in public documents to determine appeal to the audience.
- relate standards in reading to the standards in writing, as students read an example of a particular domain (e.g. persuasion) and employ those elements in their own writing (e.g. a persuasive essay).

Literary Response and Analysis

Students will:

- compare the literary forms of the major literary periods in American history—colonial period forward.
- analyze the way in which the theme or meaning of a selection represents a view or comment on life.
- use textual evidence to support claims.
- analyze the ways in which irony, tone, style achieve rhetorical purposes.
- analyze the philosophical, political, religious, ethical, and social influences that have shaped the text.
- analyze clarity and consistency of political assumptions in a selection of literary works or essays.
- analyze philosophical arguments presented in literary works.

STUDENT WRITING COMPONENT:

Students will write narrative compositions; responses to literature; expository compositions including analytical essays and research reports that convey ideas logically; persuasive compositions.

Writing Strategies

Students will:

- demonstrate understanding of the elements of discourse.
- use point of view, characterization, and stylistic choices for specific purposes.
- enhance meaning by utilizing rhetorical devices.
- employ a variety of research strategies and organize information in systematic ways.
- revise writing for voice, improved sentence variety and style, and enhanced subtlety of meaning and tone.

Writing Applications

Students will:

- write reports of historical investigation, synthesizing information from a wide range of materials.
- write narratives, paying close attention to detail, and using effective descriptions of appearance and concrete images.
- write responses to literature that analyze imagery and language, universal themes and unique aspects of a text.

Written and Oral English Language Conventions

Students will:

- write and speak with a command of standard English conventions.
- demonstrate control of grammar, paragraph and sentence structure, and diction
- edit for standard conventions in spelling, capitalization, and punctuation.
- reflect appropriate manuscript style and format (e.g. Modern Language Association.)

STUDENT ORAL COMPONENT:

Students will speak both formally and informally to provide expository presentations, oral reports on historical investigations, responses to literature, multimedia presentations, and selections from speeches.

Listening and Speaking Strategies

Students will:

- analyze media presentations of various types—advertisements, speeches, film, news—to recognize strategies used to persuade, inform, or entertain.
- apply literary elements to their own speeches: rhetorical questions, parallelism, and concrete images.
- apply elements required of oral presentations: gesture, movement, vocalization and rehearsal strategies.
- use standard English for clarity but recognize when informal or technical speech is appropriate.
- critique oral presentations and recognize common logical fallacies.

Speaking Applications

Students will:

- deliver formal and/or informal presentations of the following types: narrative (autobiographical or fictional); expository (research); oral responses to literature; and argument or persuasion.

DETAILED UNITS OF INSTRUCTION: See Appendix: Curriculum and Standards Plan

THIS COURSE WILL PREPARE STUDENTS FOR THE HSEE AND/OR FCUSD EXIT EXAMS IN:

Writing, Reading, and Language Arts

LAB FEE, IF REQUIRED: None

SUBJECT AREA CONTENT STANDARDS TO BE ADDRESSED: Please see Appendix: Curriculum and Standards Plan

DISTRICT ESLR'S TO BE ADDRESSED:

Students will be:

- **Self-Directed Learners** who read and write independently, gaining confidence in their abilities to think on their own and synthesize information from a variety of sources, realizing that independent learning is a lifelong tool for success in the classroom and beyond.
- **Effective Communicators** who are able to relate polished formal and extemporaneous presentations with appropriate public speaking techniques and strategies.
- **Collaborative Workers** who are capable of working in both large and small groups in order to produce well-organized, thoughtful products such as speeches or analysis of literature. Group work will be a reflection of the effort contributed by each member of the group.
- **Constructive Thinkers** who reflect on their reading and writing to enhance the outcomes of their work. Students engage in higher level thinking activities such as analysis of characters, evaluation and peer editing of essays, and synthesis of a number of resources into a final written product.

- **Quality Producers/Performers** who take pride in all assignments and realize the value of creating an error-free product that is original in substance.
- **Responsible Citizens** who are prepared to contribute to our democracy in positive ways. Through their interpretation of literature, students gain an understanding of the responsibility, honor and integrity that is essential to become a functioning member of our society.

Appendix

CURRICULUM AND STANDARDS PLAN

FALL SEMESTER

Reading

Standards:

- 1.0 Word Analysis and Systematic Vocabulary Development
- 2.0 Reading Comprehension
- 3.0 Literary Response and Analysis

Novel Requirements: Focus on the philosophical, political, religious, ethical and social influences that shape characters, plots and themes. (Choose at least 2)	Standards: 2.4, 2.5, 2.6, 3.1, 3.2, 3.5abc
<i>The Crucible</i> by Arthur Miller	
<i>The Adventures of Huckleberry Finn</i> by Mark Twain	
<i>Black Boy</i> by Richard Wright	
<i>The Great Gatsby</i> by F. Scott Fitzgerald	

Literary concepts to be taught with novels:	Standards: 3.1, 3.2, 3.3, 3.4, 3.5abc
Diction	
Organization	
Syntax	
Tone, Mood, Style	
Imagery	
Figurative Language	
Rhetorical Strategies	
Satire, Irony	

Non-Fiction Requirements: at least 2 articles per semester.	Standards: 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.5abc, 3.8
Public Documents	
Policy Statements	
Speeches	

Vocabulary Requirements:	Standards: 1.1, 1.2, 1.3
Holt's Vocabulary Workshop, Lessons 1-14	
Analogies	
Terms for use in political science, history, science, math.	

Grade Level Assessment: Vocabulary pre- and post-tests on analogies and sentence completions in preparation for standardized testing including SAT's.
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FALL SEMESTER

Writing

Standards:

1.0 Writing Strategies

2.0 Writing Applications

Requirements:

- Review of essay writing process and essay structure.
- Informal writing under each domain.
- At least one formal narrative essay.
- At least one formal response to literature essay.

	Narrative Essay: Fictional Autobiographical Biographical	Response to Literature: Core Texts Supplementary Material	Historical Investigation: Colonial Era Revolutionary Period American Romanticism Transcendentalism American Realism The American Dream
Writing Domain			
Writing Concepts	point of view characterization style organization rhetorical devices repetition tone, mood concrete detail	imagery diction themes references to text stylistic devices ambiguity	research and technology organization/focus rhetorical strategies documented support parenthetical citation evaluation of primary/secondary sources works cited
Suggested Activities	“Invite a character to dinner” (TSM) Autobiographical Incident Essay (TSM) “Epitaph” (TSM) Writer’s Inc.: CLP #2, p.6-9 CLP #3, p. 10-13 PG, p163-168	Prompts for novels (TSM)	Writer’s Inc.: Historical Records CLP p. 38-41 Historical Era CLP p. 142-145 Opposing Views CLP 46-49 Historical Background Essays (TSM)
Standards:	1.1, 1.2, 1.4, 1.5, 1.9, 2.1	1.1, 1.2, 1.3, 1.4, 1.5, 1.9, 2.2	1.6, 1.7, 1.8, 1.9, 2.4

FALL SEMESTER

Conventions

Standards:

1.0 Written and Oral Language Conventions

Conventions Requirements:	Standards:
Writer's Inc., DOL, grammar texts or student excerpts to review mechanics/usage for individual/class needs.	1.1, 1.2
MLA for essay format, parenthetical citation, and works cited.	1.3

Listening and Speaking

Standards:

1.0 Listening and Speaking Strategies

2.0 Speaking Applications

Requirements:

- One formal speech per semester.
- Informal speaking under each domain.
- Analyze speeches of historical significance for techniques to use in presentations. Should be closely tied to reading and writing standards.

Speaking Domain	Recitation of Selections	Response to Literature	Historical Investigation
Speaking Concepts	memorization movement gesture intonation rehearsal strategies	persuasion logical arguments inductive/deductive reasoning syllogisms, fallacies rhetorical features: parallelism, concrete images, figurative language, irony	research and technology organization/focus rhetorical strategies documented support effective language visual, musical, graphical aids
Suggested Activities	"The Raven" The Gettysburg Address The Preamble to the Constitution	"One Minute Speech" (TSM) "What's Wrong?" Simulations (TSM)	Historical Background Essays/Presentations (TSM)
Standards:	1.8, 1.10, 2.5	1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.8, 1.9, 1.10, 1.11, 1.12, 1.13, 1.14, 2.3	1.1, 1.2, 1.3, 1.4, 1.7, 1.8, 1.9, 2.2

SPRING SEMESTER

Reading

Standards:

- 1.0 Word Analysis and Systematic Vocabulary Development
- 2.0 Reading Comprehension
- 3.0 Literary Response and Analysis

Novel Requirements: Focus on the philosophical, political, religious, ethical and social influences that shape characters, plots and themes. (Choose at least 2)	Standards: 2.4, 2.5, 2.6, 3.1, 3.2, 3.5ab
<i>The Great Gatsby</i> by F. Scott Fitzgerald	
<i>To Kill a Mockingbird</i> by Harper Lee	
<i>The Joy Luck Club</i> by Amy Tan	
<i>A Raisin in the Sun</i> by Lorraine Hansberry	
<i>The Glass Menagerie</i> by Tennessee Williams	
<i>The Crucible</i> by Arthur Miller (as McCarthy era text)	

Literary concepts to be taught with novels:	Standards: 3.1, 3.2, 3.3, 3.4, 3.5abc
Diction	
Organization	
Syntax	
Tone, Mood, Style	
Imagery	
Figurative Language	
Rhetorical Strategies	
Satire, Irony	

Non-Fiction Requirements: at least 2 articles per semester.	Standards: 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.5abc, 3.8
Public Documents	
Policy Statements	
Speeches	

Vocabulary Requirements:	Standards: 1.1, 1.2, 1.3
Holt's Vocabulary Workshop, Lessons 15-30	
Analogies	
Terms for use in political science, history, science, math.	

SPRING SEMESTER

Writing

Standards:

- 1.0 Writing Strategies
- 2.0 Writing Applications

Requirements:

- Research paper format.
- Informal writing under each domain.
- At least one formal historical investigation research paper.
- At least one formal response to literature essay.

	Narrative Essay: Fictional, Autobiographical, or Biographical	Response to Literature: Core Texts Supplementary Materials	Historical Investigation: The American Dream Harlem Renaissance 1920's to present WWII Technological influence
Writing Domain			
Writing Concepts	point of view characterization style organization rhetorical devices repetition tone, mood concrete detail	imagery diction themes references to text stylistic devices ambiguity/complexity	research and technology organization/focus rhetorical strategies documented support parenthetical citation evaluation of primary/secondary sources works cited
Suggested Activities	“Skills for a Career” (TSM) Autobiographical Incident Essay (TSM) Write a Letter (TSM) American Dream narrative Writer’s Inc.: CLP #2, p.6-9 CLP #3, p. 10-13 PG, p163-168	Prompts for novels (TSM) Cast <i>The Great Gatsby</i> (TSM)	Historical Background Research Paper (TSM)
Standards:	1.1, 1.2, 1.4, 1.5, 1.9, 2.1	1.1, 1.2, 1.3, 1.4, 1.5, 1.9, 2.2	1.6, 1.7, 1.8, 1.9, 2.4

SPRING SEMESTER

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Standards:

1.0 Written and Oral Language Conventions

Conventions Requirements:	Standards:
Writer's Inc., DOL, grammar texts or student excerpts to review mechanics/usage for individual/class needs.	1.1, 1.2
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Speaking Concepts	memorization movement gesture intonation rehearsal strategies	persuasion logical arguments inductive/deductive reasoning syllogisms, fallacies rhetorical features: parallelism, concrete images, figurative language, irony	research and technology organization/focus rhetorical strategies documented support effective language visual, musical, graphical aids
Suggested Activities	Videos: MLK, Jr. Speeches Nixon/Kennedy Debates	Super Bowl Commercials (TSM)	Historical Background Essays/Presentations (TSM)
Standards:	1.8, 1.10, 2.5 Writing 2.6	1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.8, 1.9, 1.10, 1.11, 1.12, 1.13, 1.14, 2.3, Writing 2.6	1.1, 1.2, 1.3, 1.4, 1.7, 1.8, 1.9, 2.2, Writing 2.6