

COURSE PROFICIENCY OUTLINE

AP Language and Composition -

Honors

1161

Purpose 5 Credits

AP Language and Composition is open to college-bound juniors or seniors who have demonstrated a superior performance in prior English classes. [It is strongly suggested that the student takes the English III Advanced Honors class as a prerequisite to this course, if it is taken in the senior year]. The junior student must have a B+ final grade average in English Honors I, II, and the senior student must have a B+ final average in English Honors I, II, and III or English III-Adv. Honors.

The curriculum for this class is in accordance with the College Board's course description: "Through the close reading of selected texts, students will deepen their understanding of the ways writers use language to provide both meaning and pleasure for their readers. As they read, students will consider a work's structure, style, and themes as well as such smaller-scale elements as the use of figurative language, imagery, symbolism, and tone." The classroom atmosphere will be flexible and will maintain the intimacy of a seminar. Students will be given an opportunity to take the AP Language and Composition Exam in the spring. It is hoped that students who successfully complete this course will gain college credit or placement at cooperating institutions and acquire the skills and competency to enable them to succeed in college-level courses. Compositions and essays are required. All English courses are aligned to and focus on the skills and strands as listed in NJCCC Standards.

I. Student Outcomes 3.1, 3.2, 3.3, 3.4, 3.5

- A. The students will learn to become engaged readers and successful writers of discourse.
- B. As readers, students will be made aware of rhetorical strategies and techniques employed by the great writers of English prose through time.
- C. Students will consider the message of the writing, the rhetorical method that presents the message, and how this presentation makes the writer successful in achieving meaning.
- D. Students will contemplate purpose, audience, content, style, and other influences on the effectiveness of writing.
- E. Students will move beyond the classic five-paragraph persuasive essay to less repetitive, more complex structures.
- F. Students will concentrate on argumentation, (utilizing conversation as a vehicle of critical thought), and will respond to readings while employing and experimenting with the rhetorical strategies and techniques they are studying.
- G. Students will use informal journal writing to develop personal insight in reaction to assigned writings while enhancing their analytical skills.
- H. Students will develop their knowledge of the composition process through the use of editing and revision practices producing several drafts of writing.

I. Students will produce research projects focusing on primary and secondary resources forwarding their own voice while supporting their position with substantive citations utilizing the appropriate conventions: American Psychological Association (APA), Modern Language Association (MLA), and/or University of Chicago Press.

J. Students will examine and respond to units comprised of essays, literature, and visual images as they relate to the following topics: education, work, community, language, science and technology, gender, politics, and popular culture.

K. Students will develop extensive research projects in conjunction with the units on politics, science, and technology.

L. Students will develop an understanding of the interaction between writer, reader, and subject.

M. Students will explore ethical, logical, and emotional appeals.

N. Students will be exposed to visual rhetoric and rhetoric in literature.

O. Students will analyze style using techniques as annotation, dialectical journals, and graphic organizers.

P. Students will concentrate on identifying a writer's issue, formulating a position, and incorporating sources into their own writing.

Q. Students will learn the definition of plagiarism, types of plagiarism, how to cite material using MLA parenthetical documentation, and demonstrate their proficiency in formally citing and paraphrasing an outside source.

II. Content 3.1, 3.2, 3.3, 3.4, 3.5

A. Understanding and Using Rhetoric

- 1 Basic theories of rhetoric
- 2 Study of interaction between writer, reader, and subject.
- 3 Study of visual and literary rhetoric
- 4 Analyze style using various techniques
- 5 Study difference types of sources and the relationship of sources to the audience
- 6 Synthesize sources in writing
- 7 Write about an issue by formulating a position and incorporating sources

B. Focused Reading and Writing

- 1 Conversations on Education
- 2 Conversations on Politics
- 3 Conversations on Community
- 4 Conversations on Language
- 5 Conversations on Science and Technology
- 6 Conversations on Gender
- 7 Conversations on Work
- 8 Conversations on Popular Culture

C. Composition

1. Applied grammar rules within the context of writing
2. Journals: including dialectical journals used in close reading
3. Writing as a process: including rough drafts, peer editing, rewrites, instructor editing, and final submissions
4. Analysis of an issue
5. Compare and contrast essays
6. Analysis of visual texts
7. Research based synthesis essays
8. Classification and division essays

9. Argumentative/Persuasive essays
 10. Focused argument essays
 11. Memoir
 12. Use of MLA and APA Documentation
 13. Preparation for the writing component on the HSPA (if course is taken in Grade 11) and the SAT (Grades 11 and 12)
 14. Learn the definition of plagiarism, types of plagiarism, when and how to cite material, study examples of proper and improper ways of citing material, and demonstrate the proper way to cite materials using the MLA format in order to avoid plagiarism
- D. Vocabulary
- 1 Proficiency in the use of college-level vocabulary in writing
 - 2 Preparation for the HSPA/SAT exam by learning word attack strategies including the study of word roots, prefixes and suffixes in order to define unfamiliar words within the context of a reading passage
 - 3 An in-depth study of vocabulary words most often used on the AP exam and college entrance exams
 - 4 An emphasis on word origins and connotations
- E. Media Center
- 1 Use of reference resources including books of literary criticism
 - 2 Utilization of the computer lab
 - 3 Use of Turnitin.com
- F. Projects
- 1 Extensive research projects will be developed in conjunction with the units on politics, and science, and technology
 - 2 End-of-the-Year Project – Students will utilize their knowledge and understanding of pop culture to develop a multi-visual presentation of a topic of their choice that reflects issues studied during the year

III. Activities and Materials

A. Texts

Rhetoric:

Lunsford, Andrea A. and John J. Ruszkiewicz. *Everything's an Argument*. New York: Bedford / St. Martin's, 2007. McWhorter, Kathleen T. *Successful College Writing: Skills, Strategies, Learning Styles*. 3rd Edition. New York: Bedford / St. Martin's, 2006. *Shea, Renée H., Lawrence Scalon, and Robin Dissin Aufses. *The Language of Composition: Reading, Writing, Rhetoric*. New York: Bedford / St. Martin's.

Readers:

Adventures in English Literature. Pegasus edition. New York: Holt, Rinehart, and Winston, 1996. Rosa, Alfred and Paul Eschholz. *Models for Writers: Short Essays for Composition*. 7th Edition. New York: Bedford / St. Martin's, 2001. Safier, Fannie, Ed. *Adventures in American Literature*. Athena edition. New York: Holt, Rinehart, and Winston, 1996.

Handbooks, Style Guide, Grammar Text:

*Hacker, Diana. *The Bedford Handbook*, 6th Edition. New York: Bedford / St. Martin's, 2002. *Strunk, William, Jr. and E. B. White. *The Elements of Style*. 4th Edition. New York: Longman, 2000.

*** signifies main text, other books are supplemental.**

B. Class Work

- 1 Lectures, discussions, audio-visual materials, and regular tests and quizzes will be utilized
- 2 All communications skills will be stressed

C. Assignments

- 1 Readings--text and supplemental materials
- 2 Journal writing-including dialectical journals used in close reading
- 3 Compositions and essays
- 4 Projects

V. Evaluation

- A. Students will be required to attend class regularly.
- B. Students will be expected to be punctual and courteous.
- C. Students will be expected to complete homework and class work learning assignments.
- D. Failure to submit a required composition, essay, or project (as designated by the teacher) during any marking period will result in an F for that marking period, regardless of the student's previous grades.
- E. Students will demonstrate effective class participation.
- F. Students will be expected to complete tests and quizzes effectively.
- G. Students will be expected to write a research based paper using MLA or APA documentation. Book reviews, essays, and other papers will be submitted to Turnitin.com for review.
- H. Students will be required to take a teacher-made final examination if they do not take the AP Language and Composition examination in the spring.
- I. Students will be expected to take care of school property, especially their books.
- J. Students will be expected to bring their text, pencil or pen, notebook, and other necessary materials daily.
- K. Students will be required to assume responsibility for work missed due to absence within a reasonable amount of time.
- L. Students will be expected to demonstrate academic honesty and integrity.
- M. The final grade represents the teacher's professional judgment of the student's performance and all of the aforementioned activities and/or requirements are included in the evaluative process.

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