



SUBSIDIARY COURSE AGREEMENT AND SYLLABUS

Course: Advanced Placement English Literature & Composition
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DESCRIPTION OF SEMESTER COURSE

Advanced Placement (AP) English Language and Composition is a college level course that deals in recognizing, analyzing, and expressing ideas. Students will spend the year considering important ideas advanced throughout history as they test their own ideas against those of others. Due to the challenging nature of Advanced Placement coursework, this course demands each student's best effort, all the time.

Specifically, AP English Language is intended to engage students in becoming skilled readers of prose from various periods, disciplines, and rhetorical contexts, and in becoming skilled writers who compose for a variety of purposes. It brings into focus the interactions among a writer's purposes, audience expectations, and subjects, as it promotes examination of the conventions and resources of language that contribute to effective writing. Students in AP English Language and Composition will work towards an appreciation of the rhetorical and aesthetic dimensions that contribute to rich and effective writing. Students will take the AP examination in May (possibly earning scores that lead to college English credit) and will continue to develop as appreciative life-long readers and effective writers who think deeply and analyze critically.

According to guidelines promoted by The College Board, students should be able to do the following upon completion of this course:

- Analyze and interpret samples of good writing, identifying and explaining an author's use of rhetorical strategies and techniques,
- Apply effective strategies and techniques in writing,
- Create and sustain arguments based on readings, research, and/or personal experience,
- Write for a variety of purposes,
- Produce expository, analytical, and argumentative compositions that introduce a complex central idea and develop it with appropriate evidence drawn from primary and/or secondary sources, cogent explanations, and clear transitions,
- Demonstrate understanding and mastery of standard written English as well as stylistic maturity in writing,
- Demonstrate understanding of the conventions of citing primary and secondary sources,
- Effectively research, draft, revise, and reflect upon personal writing, and
- Analyze images as text (visual literacy).

OBJECTIVES AND METHODS OF STUDY

Each month, students in this course must complete the following work:

1. Read text selections as described in monthly assignment packets and complete all written and oral tasks. Additional outside readings are assigned in conjunction with the adopted textbooks.
2. Choose a book of interest to read independently (précis on this book is due at end of Months 4 and 10). The most effective way to build reading skills to read daily and broadly.
3. Monthly written work includes lecture notes, writing workshops, responses to assigned readings questions, completion of selected language skills worksheets, on-demand writing, and essays reflecting the focal genre or literacy skill of the month. It is designed to guide students in advancing writing proficiency across different genres and for different purposes.
4. Show best effort and progress over the course of the semester. To accomplish this, all work must be original. Plagiarism, or any form of cheating, is grounds for disciplinary action and a zero on assignment(s).
5. Turn in all parts of the monthly assignment packet each month with the cover sheet attached on time to receive timely feedback on the work. All late work & exams is subject to a grade reduction.
6. Spend time reviewing vocabulary each month to develop lexical skills. This includes not only knowing definitions of words, but also investigating their roots, etymologies, and derivations.

RESOURCES

- Readings for Writers, 11th Ed. By McCuen & Winkler. Heinle & Heinle Publishers. 2004
- Everything's an Argument with readings 5th Ed. By Lunsford, Ruskiewicz, & Walters. Bedford/St. Martin's Press. 2010.
- Directed monthly assignments, weekly class sessions, student-led study sessions, and individual tutoring *by appointment*
- AP Examination information at the College Board
<http://apcentral.collegeboard.com/apc/Controller.jspf>
- CA Content Standards can be found at <http://www.cde.ca.gov/be/st/ss/>

MONTHLY TOPICS, CHAPTER CONTENT AND TECHNOLOGY FOCUS

Month	Reading Focus	Writing Focus
1	Rhetorical Situation 1.A. Identify components of a rhetorical situation. Lecture: What is rhetoric?	2. A. Write introductions and conclusions appropriate to the purpose and context of a rhetorical situation <i>A formal introduction</i>
2	Rhetorical Situation 1.B. Explain how an argument demonstrates understanding of audience.	8.A. Strategically use words, comparisons, and syntax to convey a specific tone or style in an argument. <i>The definition essay (with peer)</i>
3	Reasoning and Organization 5.A. Describe reasoning and explain whether it supports an argument's overarching thesis. Lecture: Logical Fallacies	6. A. Develop a line of reasoning and commentary that explains it throughout an argument <i>The illustrative essay (with peer)</i>

4	Style Analysis 7.A/B. Explain how word choice, comparisons and syntax contribute to the specific tone or style of a text , including use of clauses to show relationships among ideas	8.B. Write sentences that clearly convey ideas and arguments <i>Writing a rhetorical précis and The text analysis essay</i>
5	Claims and Evidence: Visual Literacy 3. A. and B. Identify and explain claims and evidence within an argument, including overarching thesis.	4. A, B, and C. Develop an essay that includes a thesis statement that requires proof that reviews the structure of an argument and qualify a claim using modifiers, alternative perspectives, or counterarguments <i>The text analysis essay</i>
6	Claims and Evidence: Argument Analysis 3. B and C. Identify and describe the overarching thesis of an argument and its structure, including ways that claims are qualified through modifiers and counterarguments	6. A, B, and C Develop a line of reasoning and commentary that explains it throughout an argument, use transitional elements to guide the reader through the line of reasoning, and use appropriate methods to advance an argument <i>The synthesis essay</i>
7	Reasoning and Organization 5. A, B, and C. Describe reasoning and explain whether it supports an argument’s overarching thesis and how the organization of a text creates unity and coherence, reflecting a line of reasoning. Recognize and explain use of methods to develop and accomplish author’s purpose.	6. A, B, and C Develop a line of reasoning and commentary that explains it throughout an argument, use transitional elements to guide the reader through the line of reasoning, and use appropriate methods to advance an argument <i>The Causal Argument</i>
8	Style Analysis 7. A, B, and C. Explain how word choice, comparisons, and syntax contribute to the specific tone or style of a text, including use of clauses to show relationships among ideas and how grammar and mechanics contribute to clarity and efficacy of an argument.	4. A, B, and C. Develop an essay that includes a thesis statement that requires proof that reviews the structure of an argument and qualify a claim using modifiers, alternative perspectives, or counterarguments <i>The text analysis essay</i>
9	Comprehensive Review	Practice each essay type on AP Examination
10	Enduring application of skills – independent text choice	<i>The rhetorical précis</i>
8. A, B, and C. Every unit of study includes attention to College Board Standards for use of established conventions of grammar and mechanics to communicate clearly and effectively.		

EVALUATION CRITERIA AND METHODS

Assignments are typical of college coursework in that sometimes readings are assigned and tested, but not discussed during a class session. Due dates are absolute deadlines unless there is documentation of illness. Each month, we practice the AP exam, including time limits, so students are expected to take the end of unit exams during the normally scheduled class period. Taking a test after the class period will result in a 5% grade penalty unless prior authorization was given.

Monthly assignments submitted after the due dates cannot earn full credit and are subject to a 10% point reduction. Academic grades are based on the quality and accuracy of work submitted. In keeping with the SDUSD procedure #5121, the following grades will be used (there is no extra credit in this college-level course):

- “A” = consistently superior work quality
- “B” = above average work quality
- “C” = satisfactory or average for grade level work quality
- “D” = below average quality or quantity of work
- “F” = failure, credit not granted
- “I” = Incomplete course work.
- “NC” = No Credit

SCHOOLWIDE LEARNER OUTCOMES

- Communicate effectively through reading, writing, listening and speaking.
- Think and solve problems independently and critically.
- Demonstrate the confidence, resilience, and self-esteem to succeed in life.
- Use resources, including technology, to locate needed information.
- Demonstrate good citizenship and personal integrity.

