

AP English Language and Composition *Corner Canyon High School*

Workload: This course is offered as a year-long course. It has a heavy workload and students should be prepared to dedicate a significant portion of their daily time to this class. Summer readings and writing are required. A successful year in this class may grant advanced placement, college credit or both to students.

Course Description and Overview:

According to the College Board website, "An AP course in English Language and Composition engages students in becoming skilled readers of prose written in a variety of rhetorical contexts, and in becoming skilled writers who compose for a variety of purposes. Both their writing and their reading should make students aware of the interactions among a writer's purposes, audience expectations, and subjects, as well as the way genre conventions and the resources of language contribute to effectiveness in writing... The purpose of this course is to enable students to read complex texts with understanding and to write prose of sufficient richness and complexity to communicate effectively with mature readers." (The College Board. *AP English Course Description*. May 2011: 4)

In addition, according to the College Board website, upon completion of the AP English and Composition course, students will be able to:

- 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 their own 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 their own writings;
- demonstrate understanding of the conventions of citing primary and secondary sources;
- move effectively through the stages of the writing process, with careful attention to inquiry and research, drafting, revising, editing and review;
- write thoughtfully about their own process of composition;
- revise a work to make it suitable for a different audience;
- analyze image as text; and
- evaluate and incorporate reference documents into researched papers.

Furthermore, student writing-both before and after revision-should demonstrate:

- a wide-ranging vocabulary used appropriately and effectively;
- a variety of sentence structures, including appropriate use of subordination and coordination;
- logical organization, enhanced by specific techniques to increase coherence, such as repetition, transitions and emphasis;
- a balance of generalization and specific illustrative detail; and
- an effective use of rhetoric, including controlling tone, establishing and maintaining voice, and achieving appropriate emphasis through diction and sentence structure.

Research

- This course teaches research skills, and in particular, the ability to evaluate, use, and cite primary and secondary sources. The course assigns projects such as the researched argument paper, which goes beyond the parameters of a traditional research paper by asking students to present an argument of their own that includes the analysis and synthesis of ideas from an array of sources. The course teaches students how to cite sources using a recognized editorial style (mainly, MLA—Modern Language Association).

Reading/Analysis

“Education is a progressive discovery of our own ignorance.” -Will Durant

- This course is a year-long college level course which teaches students to read and evaluate a variety of texts. These texts are primarily non-fiction (essays, journalism, autobiographies and biographies, journals, historical documents, criticisms, political and scientific documents) that are selected to help students identify and analyze the author’s intent, including his/her use of rhetorical strategies and techniques.
- We will also analyze author’s intent with the use of selective fiction, poetry and visual media (photographs, videos, advertisements, comic strips, etc.), however their main purpose is to help students understand how various effects are achieved by writers’ linguistic and rhetorical choices.
- Also, in accordance with the College Board’s *AP English Course Description*, this course teaches “students to read primary and secondary sources carefully, to synthesize material from these texts in their own compositions, and to cite sources using conventions recommended by professional organizations such as the Modern Language Association”.

Writing

- An additional focus of this course is to help students “write effectively and confidently in their college courses across the curriculum and in their professional and personal lives.” (The College Board, *AP® English Course Description*, May 2007, May 2008 p. 6).
- We will write many small, informal writing assignments (e.g., imitation exercises, journal prompts, collaborative writing, and in-class responses) throughout the year. This is aimed at helping students become increasingly aware of themselves as writers and of the techniques employed by the writers they read. In addition, we will have one major extended writing assignment per term that will move through several drafts, with revision aided by teacher and peers.
- The course teaches and requires students to write in several forms (e.g., narrative expository, analytical, and argumentative essays) about a variety of subjects (e.g., public policies, popular culture, and personal experiences). These writings will be based on readings that represent a broad variety of prose styles and genres.
- Mrs. Ritter will provide feedback on students’ writing assignments, both before and after the students revise their work, that help the students develop these skills:
 - A wide-ranging vocabulary used appropriately and effectively
 - A variety of sentence structures, including appropriate use of subordination and coordination
 - Logical organization, enhanced by specific techniques to increase coherence, such as repetition, transitions, and emphasis
 - A balance of generalization and specific, illustrative detail
 - An effective use of rhetoric, including controlling tone, establishing and maintaining voice, and achieving appropriate emphasis through diction and sentence structure
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Course Outcomes

Upon completing the Language & Composition course, students should be able to:

- 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 their own writing
- Create and sustain arguments based on readings, research, and/or personal experience
- Synthesize various sources to craft an informed argument, properly documenting and citing those sources using MLA standards
- Demonstrate understanding and mastery of standard written English as well as stylistic maturity in their own writing
- Write in a variety of genres and contexts, both formal and informal, employing appropriate conventions
- Produce expository and argumentative compositions that introduce a complex central idea and develop it with appropriate, specific evidence, cogent explanations, and clear transitions
- Move effectively through the stages of the writing process, with careful attention to inquiry and research, drafting, revising, editing, and review