

NEWPORT-MESA UNIFIED SCHOOL DISTRICT
Course Description

ADVANCED PLACEMENT ENGLISH
Language and Composition (COMP/LIT IIIAB)
(Course Meets Requirements for Graduation)

Content covered in this course is described in the Course of Study. Based upon student needs, teachers select appropriate materials from the Instructional Materials List. Classroom presentations of course content are determined by the instructor and described under Teacher Activities. A more detailed outline of this course may be obtained from the instructor.

OVERVIEW:

This Advanced Placement English course in Language and Composition provides training for the student to become a skilled reader of prose written in a variety of periods, disciplines, and rhetorical contexts. The course provides opportunities for the student to have the practice and helpful criticism to make him/her a flexible writer who can compose in a variety of modes for a variety of purposes. All the writing assignments will contribute to the aim of making the student a mature writer, capable of writing to meet and/or exceed course expectations. Reading, thinking, and writing will make the student aware of the interaction between authorial purpose, audience needs, the subject itself, generic conventions, and the resources of language: syntax, word choice, tone. The student will successfully study the various modes of discourse from a historical overview of the language of prose by focusing on a variety of works related to a particular topic, periods, or theme. By making a connection between reading and writing, the student will create mature prose of many kinds. It is assumed that the student has a mastery of the conventions of the English Language and demonstrates fluency in writing, thus enabling him/her to develop an awareness of the different stylistic effects created by different syntactical choices and by different levels of diction. The student will read literature to facilitate this scrutiny of linguistic and rhetorical choices, not primarily to study the conventions of the sonnet, for example, or subtleties of point of view.

READING

- 1.0 WORD ANALYSIS, FLUENCY, AND SYSTEMATIC VOCABULARY DEVELOPMENT: Students apply their knowledge of word origins both to determine the meaning of new words encountered in reading materials and to use those words accurately.**

Vocabulary and Concept Development:

- 1.1 Apply knowledge of Greek, Latin, and Anglo-Saxon roots and affixes to draw inferences concerning the meaning of scientific and mathematical terminology.
- 1.2 Discern the meaning of analogies encountered, analyzing specific comparisons as well as relationships and inferences.
- 1.3 Experience words taken from literature as well as SAT and AP lists and students will be tested on these words in a variety of ways.
- 1.4 Prepare students through vocabulary exercises to achieve on the College Board exams

- 2.0 READING COMPREHENSION (FOCUS ON INFORMATION MATERIALS):** The students read and understand grade-level-appropriate material. They analyze the organization patterns, arguments, and positions advanced. The selections in *Recommended Readings in Literature, Grades Nine Through Twelve* illustrate the quality and complexity of the materials to be read by students. In addition, by grade twelve, students read two million words annually on their own, including a wide variety of classic and contemporary literature, magazines, newspapers, and online information.

Structural Features of Informational Materials:

- 2.1 Analyze both the features and rhetorical devices of different types of public documents (e.g., policy statements, speeches, debates, and platforms) and how authors use these features and devices.

Comprehension and Analysis of Grade-Level-Appropriate Text:

- 2.2 Analyze the way in which clarity of meaning is affected by the patterns of organization, hierarchical structures, repetition of the main ideas, syntax, and word choice in the text.
- 2.3 Verify and clarify facts presented in other types of expository texts by using a variety of essays, biographical accounts, and political documents.
- 2.4 Make warranted and reasonable assertions about the author's arguments by using elements of text to defend and clarify interpretations.
- 2.5 Analyze an author's implicit and explicit philosophical assumptions and beliefs about a subject.

Expository Critique:

- 2.6 Critique the power, validity, and truthfulness of arguments set forth in public documents (essays, editorials); their appeal to both friendly and hostile audiences and the extent to which the arguments anticipate and address reader concerns and counterclaims (e.g., appeal to reason, appeal to authority, appeal to pathos/emotion).

- 3.0 LITERARY RESPONSE AND ANALYSIS:** The students read and respond to historically or culturally significant works of literature that reflect and enhance their studies of history and social science. They conduct in-depth analyses of recurrent themes. The selections in *Recommended Readings in Literature, Grades Nine Through Twelve* illustrate the quality and complexity of the materials to be read by students, and also reflect those recommended by the College Board.

Structural Features of Literature:

- 3.1 Analyze characteristics of sub-genres (e.g., satire, parody, allegory, pastoral) that are used in poetry, prose, drama, novel, short story, essay, and other basic genres.

Narrative Analysis of Grade-Level-Appropriate Text:

- 3.2 Analyze the way in which the theme or meaning of a selection represents a view or comment on life, using textual evidence to support the claim.
- 3.3 Analyze the ways in which diction and allusion achieve specific rhetorical or aesthetic purposes both.
- 3.4 Analyze ways in which poets use imagery, personification, figures of speech, and sounds to evoke readers' emotions.
- 3.5 Analyze sophisticated works of American literature representing a variety of genres and traditions in order to:
 - (1) trace development of literature within historical periods
 - (2) contrast the major periods, themes, styles, and trends, and describe how works by members of different cultures relate to one another
 - (3) evaluate the philosophical, political, religious, ethical, and/or social influences that shaped character, plots, and settings

Literary Criticism:

- 3.6 Analyze the clarity and consistency of political assumptions in a selection of literary works or essays on a topic (e.g., suffrage, women's place in organized labor). (Political Approach)
- 3.7 Analyze the philosophical arguments presented in literary works to determine whether the authors' positions have contributed to the quality of each work and the credibility of its characters (Philosophical Approach)

WRITING

- 1.0 WRITING STRATEGIES:** Students write coherent and focused texts that convey a well-defined perspective and tightly reasoned argument. The writing demonstrates students' awareness of audience and purpose and progression through stages of the writing process.

Organization and Focus:

- 1.1 Demonstrate understanding of the elements of discourse (e.g., purpose, speaker, audience, form) when completing narrative, expository, persuasive, informational, or descriptive writing assignments.
- 1.2 Use point of view, characterization, style (e.g., irony), and related elements for specific rhetorical and aesthetic purposes.
- 1.3 Structure ideas and arguments in a sustained, persuasive, and sophisticated way and support them with precise and relevant examples.
- 1.4 Enhance meaning by employing rhetorical devices, including the extended use of parallelism, repetition, and analogy; the incorporation of visual aids (e.g., graphs, tables, pictures); and the insurance of a call for action.
- 1.5 Use language in natural, fresh, and vivid ways to create a specific tone.

Research and Technology:

- 1.2 Develop presentations by using clear research questions and creative and critical research strategies (e.g., field studies, oral histories, interviews, experiments, electronic sources).
- 1.3 Use systematic strategies to organize and record information (e.g., anecdotal scripting, annotated bibliographies).
- 1.4 Integrate databases, graphics, and spreadsheets into word-processed documents.

Revising and Evaluating Strategies:

- 1.5 Revise text to highlight individual voice, improve the style and sentence variety, and enhance subtlety of meaning and tone in ways that are consistent with purpose, audience, and genre.

- 2.0 WRITING APPLICATIONS (GENRES AND THEIR CHARACTERISTICS):** Students combine the rhetorical strategies of narration, exposition, persuasion, and description to produce text of at least 1,500 words, when appropriate. Student writing demonstrates a command of standard English and research, organizational, and drafting strategies outlined in Writing Standard 1.0.

Using the writing strategies outlined in Writing Standard 1.0, students:

- 2.1 Respond in writing to music and painting from the classical and romantic periods.
 - a. Contrast two forms by delineating characteristics of neoclassical and romantic painting and sculpture.
 - b. Characterize baroque, classical, and romantic music and show differences.
 - c. Describe emotional effect of art and music and how the artist/composer achieves effect.
- 2.2 Write responses to literature:
 - a. Demonstrate a comprehensive understanding of the significant ideas in works or passages.
 - b. Analyze the use of imagery, language, universal themes and unique aspects of the text.
 - c. Support important ideas and viewpoints through accurate and detailed references to the text and to other works.
 - d. Demonstrate an understanding of the author's use of stylistic devices and an understanding of the effects created.
 - e. Identify and assess the impact of perceived ambiguities, nuances, and complexities within text.
- 2.3 Write reflective compositions:
 - a. Explore the significance of personal experiences, events, conditions, or concerns by using rhetorical strategies (e.g., narration, description, exposition).
 - b. Draw comparisons between specific incidents and broader themes that illustrate the writer's important beliefs or generalizations about life.
 - c. Maintain a balance in describing individual incidents and relating those incidents to more general and abstract ideas.
- 2.4 Write a research paper in which student will:
 - a. Find in his/her own area of inquiry.
 - b. Test his/her knowledge, assumption, or conjectures by researching area fully.
 - c. Make a preliminary bibliography.

- d. Form a thesis.
 - e. demonstrate an ability to create note cards including a summary, quote, and a paraphrase
 - f. Organize paper into an outline.
 - g. Submit a formal research paper.
- 2.5 Write job applications and resumés:
- a. Provide clear and purposeful, and address the intended audience appropriately.
 - b. Use varied levels, patterns, and types of language to achieve intended effects and aid comprehension.
 - c. Modify tone to fit purpose and audience.
 - d. Follow the conventional style for the type of document (e.g., resume, memorandum) and use page formats, fonts, and spacing that contribute to the documents' readability and impact.
- 2.6 Deliver multimedia presentations:
- a. Combine text, images, and sound, drawing information from many sources (e.g., television broadcasts, videos, films, newspapers, magazines, CD ROMs, Internet, computer media generated images).
 - b. Select an appropriate medium for each element of the presentation.
 - c. Use selected media skillfully, editing appropriately and monitoring for quality.

WRITTEN AND ORAL ENGLISH LANGUAGE CONVENTIONS

The standards for written and oral English language conventions have been placed between those for writing and for listening and speaking because these conventions are essential to both sets of skills.

1.0 WRITTEN AND ORAL ENGLISH LANGUAGE CONVENTIONS: The students will write and speak with a command of standard English conventions.

- 1.1 Demonstrate control of grammar, diction, and paragraph and sentence structure, and an understanding of English usage.
- 1.2 Produce legible work that shows accurate spelling and correct punctuation and capitalization.
- 1.3 Reflect appropriate manuscript requirements in writing.
- 1.4 Demonstrate awareness of the three kinds of AP free response: question, narrative, and argumentation.

LISTENING AND SPEAKING

1.0 LISTENING AND SPEAKING STRATEGIES: Students formulate adroit judgments about oral communication. They deliver focused and coherent presentations of their own that convey clear and distinct perspectives and solid reasoning. They use gestures, tone, and vocabulary tailored to audience and purpose.

Comprehension:

- 1.1 Recognize strategies used by media to inform, persuade, entertain, and transmit culture (e.g., advertising, perpetuation of stereotypes, use of visual representations, special effects, language).

Organization and Delivery of Oral Communication:

- 1.2 Use rhetorical questions, parallel structure, concrete images, figurative language, characterization, irony, and dialogue to achieve clarity, force, and aesthetic effect.
- 1.3 Distinguish between and use, various forms of classical and contemporary logical argument, including:
 - a. Inductive and deductive reasoning.
 - b. Syllogisms and analogies.
- 1.4 Use logical, ethical, and emotional appeals that enhance a specific tone and purpose.
- 1.5 Use appropriate rehearsal strategies to pay attention to performance details, achieve command of the text, and create skillful artistic staging.

- 1.6 Use effective and interesting language, including:
 - a. Informal usage for effect.
 - b. Standard English for clarity.
 - c. Technical language for specificity.

Analysis and Evaluation of Oral and Media Communications:

- 1.7 Critique a speaker's diction and syntax in relation to the purpose of an oral communication and the impact the words may have on the audience.
- 1.8 Identify logical fallacies used in oral addresses (e.g., attack ad hominem, false causality, overgeneralization, post hoc, popster hoc, faulty syllogism)
- 1.9 Analyze the techniques used in media messages for a particular audience and evaluate their effectiveness.

2.0 SPEAKING APPLICATIONS (GENRES AND THEIR CHARACTERISTICS):
Students deliver polished formal and extemporaneous presentations that combine traditional rhetorical strategies of narration, exposition, persuasion and description. Student speaking demonstrates command of standard English and the organization and delivery strategies outlined in Listening and Speaking Standard 1.0.

Using the speaking strategies outlined in Listening and Speaking Standard 1.0, students:

- 2.1 Deliver oral reports on historical investigations:
 - a. Use exposition, narration, description, persuasion, or some combination of those to support the main thesis.
 - b. Analyze several historical records of a single event, examining critical relationships between elements of the research topic.
 - c. Explain the perceived reason(s) for the similarities and differences using information derived from primary and secondary sources to support or enhance the presentation.
 - d. Include information on all relevant perspectives and consider the validity and reliability of sources.
 - e. Connect research topic with milieu.
- 2.2 Deliver oral responses to literature:
 - a. Demonstrate a comprehensive understanding of the significant ideas of literary works (i.e., makes assertions about the text that are reasonable and supportable).
 - b. Analyze the imagery, language, universal themes, and unique aspects of text through the use of rhetorical strategies (i.e., narration, description, argumentation, exposition, or some combination of the four strategies).
 - c. Support key ideas and viewpoints through accurate and detailed references to the text or to other works.
 - d. Demonstrate an awareness of the author's use of stylistic devices and appreciation of the effects created.
 - e. Identify and assess the impact of perceived ambiguities, nuances, and complexities within text.
- 2.3 Deliver multimedia presentations:
 - a. Combine text, images, and sound, incorporating information from a wide range of media, including television, videos, films, newspapers, magazines, CD ROMs, on-line information, and computer media-generated images.
 - b. Select an appropriate medium for each element of the presentation.
 - c. Use the selected media skillfully, including editing and monitoring for quality.
 - d. Test audience response and revise the presentation accordingly.

Assessments and Evaluations: Stanford; teacher/site tests, quizzes, essays, oral presentations, video logs, video presentations, written and elective portfolios, practice AP exams

INSTRUCTIONAL MATERIALS

TEXTBOOKS

Adventures in American Literature, Harcourt Brace
American Literature, Prentice Hall
American Literature, McFarland, etc.
United States in Literature, Scott Foresman
The US in Literature, Miller, Dwer, Wood
English Language and Composition Preparation Guide, Cliffs Notes

CORE WORKS/EXTENDED READINGS

CORE WORKS represent a selection of literary works that are eloquent statements of experiences common to all human beings from which all students can benefit. *EXTENDED READINGS* are literary works that will satisfy the students' curiosity about the ideas encountered in the core works. The authors and titles listed below are representative of students' interests and abilities at this age level; however, the list is not all-inclusive, required, nor restrictive

Novel/Novella:

Crane, Erdich, Fitzgerald, Jackson, James, Kingston, Lessing, Marquez, Melville, Salinger, Steinbeck, Tan, Twain, Vonnegut, Wharton

Drama:

Miller, O'Neill, Stoppard, Williams

Poetry:

Crane, Cummings, Eliot, Dickenson, Frost, Hughes, Jeffers, Plath, Brooks, Villa, Roehke, Sandburg, Whitman, Williams

Expository Literature:

Didion, Edwards, King, Mather, Walker, Dillard, Mamdaz, Lopez, Ellison

Additional Materials:

Additional materials are taken from College Board list of suggested authors of essays, poetry, and short fiction.

Audio-Visual Materials:

- Films, filmstrips, and videocassettes from the District Library
- School-based materials that have been approved as outlined by the District's evaluation process
- Other teacher-approved materials that coordinate with outlined curriculum

The English Language Arts Standards have been integrated into this course description.

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