

AP English Language & Composition Course Outline and Scope

ELA Process Standards

The ELA process TEKS will not be listed under separate units. Instead, they will be incorporated into all the units since the application of the language arts process standards are included as a part of each knowledge statement.

Process TEKS: 1A-D, 2A-C, 3, 4A-I, 5A-J, 9A-D

Course Overview:

English III H/AP covers the curriculum for the Advanced Placement English Language & Composition course, which focuses on the development and revision of evidence-based analytic and argumentative writing, the rhetorical analysis of nonfiction texts, and the decisions writers make as they compose and revise. During the course, students will evaluate, synthesize, and cite research to support their arguments. They will also read and analyze rhetorical elements and their effects in nonfiction texts – including images as forms of text – from a range of disciplines and historical periods. Writing assignments will include expository, analytical, and argumentative essays that require students to analyze and interpret nonfiction works. The AP English Language & Composition course aligns to an introductory college-level rhetoric and writing curriculum, and students may take the AP English Language and Composition Exam at the end of the course to earn college credit.

*NOTE: AP instructors submit their course syllabus for approval directly to the College Board. The units listed below are a sample of the skills that are typically included in an AP English Language & Composition course.

Unit	Title			Time (days)	# of DPM Benchmark, TEKS	Dates
		Major Skills	Priority TEKS			
1	Introduction to Rhetorical Situation, Claims, and Evidence	Students will learn to identify and analyze the following elements of nonfiction: exigence, audience, purpose, context, message, claims, and evidence. Students will be introduced to the skills of reading closely for evidence, and then using that cluster of evidence to construct a claim that requires defending. Writing tasks in this unit will focus on paragraph development so that students can focus on the quality of claims they are developing.	*AP courses are aligned to the Big Ideas and Enduring Understandings of their particular course. These standards may be accessed on your instructor's syllabus, or on the College Board's website. RHS 1.A CLE 3.A, 4.A	29 days	N/A	August 13 – September 23
2	Introduction to the Appeals	Students will learn the ways writers appeal to and persuade their audiences by identifying and analyzing the rhetorical appeals in nonfiction and visual texts: ethos, logos, and pathos (including humor and satire). Students will write an	RHS 1.B, 2.B CLE 3.A, 4.A, 3.B, 4.B	24 days	N/A	September 24 – October 30

		analytical paragraph addressing how an author effectively uses rhetorical appeals to accomplish his or her purpose.				
3	Introduction to Synthesis	Students will learn to identify sources and their purposes so that they can generate an original claim of their own about a topic. Students will also be introduced to traditional methods of development writers use to advance their arguments. Students will focus their compositions on analyzing how another writer or speaker uses language, argumentative structure, methods of development, and appeals to accomplish their purpose.	CLE 3.A, 4.A REO 5.A, 6.A, 5.C, 6.C	24 days	Fall Semester TEKS Test	October 31 – December 12
Total Days Fall Semester				81 days		
4	Introduction to the Rhetorical Analysis Essay	Students will be introduced to the rhetorical analysis question on the AP Language & Composition Exam, and learn to identify the following in another's argument: writer's thesis, argument's structure, and methods of development. Students will focus their compositions on analyzing how another writer or speaker uses language, argumentative structure, methods of development, and appeals to accomplish their purpose.	RHS 1.A, 2.A CLE 3.B, 4.B REO 5.C, 6.C	16 days	N/A	January 6 – 28
5	Strengthening Coherence in Your Argument	In this unit, students will learn ways that writers strengthen the coherence of their arguments, focusing specifically on: tracing a line of reasoning, and examining the effect of diction, comparison, and syntax on tone or style. Students will attempt to strengthen coherence in their own	REO 5.A, 6.A, 5.B, 6.B STL 7.A, 8.A	15 days	N/A	January 29 – February 20

		arguments by implementing diction, comparison, and syntax to accomplish their purpose for writing.				
6	Recognizing Bias and Limitation in Arguments	Students will revisit the synthesis question and process, focusing on recognizing bias and limitation in the various sources they encounter for the synthesis question. Students will refine their ability to: analyze claims and evidence in multiple sources, identify an author's thesis, identify an argument's structure, and explain how a writer uses the connotation of word choices, comparisons, and syntax to communicate tone toward a subject.	CLE 3.A, 4.A, 3.B, 4.B STL 7.A, 8.A	15 days	N/A	February 23 – March 20
7	Qualifying Claims and Evidence	Students will practice revising claims to account for nuance, complexity, and contradictions in their sources. Students will take an in-depth look at how writers use grammar and punctuation to accomplish their argument. Students will practice implementing in their own writing what they identify and analyze in their reading.	RHS 1.A, 2.A CLE 3.C, 4.C STL 7.B, 8.B, 7.C, 8.C	15 days	N/A	March 23 – April 14
8	AP Language & Composition Exam Bootcamp	Students will practice combining all of the skills they have learned to read, analyze, and write about arguments. They will also continue to focus on analyzing how language impacts audience by examining how choices in diction and syntax affect tone and help a writer accomplish their purpose.	RHS 1.B, 2.B CLE 3.C, 4.C STL 7.A, 8.A, 7.B, 8.B	27 days	N/A	April 15 – May 22* includes AP Exam
Total Days Second Semester				92 days		