

MORENO VALLEY HIGH SCHOOL AP LANGUAGE & COMPOSITION

Course Title: Advanced Placement Language and Composition Course Number: 1004

Department: English/Language Arts ADS Number: 1004

Prerequisites: English 9, English 10, Introduction to Seminar, or by instructor permission

Length of Course: Year long Credit/PRI Area: .5 credit per semester Grade Level(s): 11-12

COURSE DESCRIPTION

This course will engage students in becoming skilled readers of prose written in a variety of periods, disciplines, and rhetorical contexts – and in becoming skilled writers who compose for a variety of purposes. Both their writing and their reading will make students aware of the interactions among a writer’s purposes, audience expectations, and subjects, as well as the way generic conventions and resources of language contribute to effectiveness in writing.

SYLLABUS

- I. Summer Reading -- Novels (Scarlet Letter, Huckleberry Finn, Cold Mountain, and The Great Gatsby) and follow-up activities, Historical and Literary periods, especially as regards the United States. Timeline
- II. Pre-cursors/influences in American non-fiction writing. THE HISTORY OF THE ESSAY. Non-fiction writing in response to political and social events/movements
- III. Pilgrims and Puritans – Yearning for the old world, creating a history in a new land: setting, tone and mood as rhetorical strategies
- IV. Transcendentalists – Figurative Language, “Setting Up” an argument, Diction
- V. The Civil War -- Regional Variations, Dialect, The Power of Symbols
- VI. Immigration -- Connotation/Denotation, How Sound Creates Tone, which informs Meaning
- VII. World War I and its Aftermath -- Allegory and Allusion
- VIII. Depression -- Tone, Mood, Style
- IX. World War II – Imagery and Symbol
- X. 1950’s to present -- Logical fallacies: their use and abuse

THROUGHOUT THE SCHOOL YEAR: Students continually read novels on their own time that follow the American History chronology, and hearken back to relevant summer readings in writing in-class essays in preparation for the AP LANGUAGE AND COMPOSITION EXAM

THROUGHOUT THE SCHOOL YEAR: Daily Notebook entries in response to class readings, Almost daily Coaching sessions/Seminars, Weekly Individualized Vocabulary Lists (some specific to rhetoric, others general)

THROUGHOUT THE SCHOOL YEAR: Students prepare for the AP LANGUAGE AND COMPOSITION EXAM’S multiple-choice section with on-going practice tests, and learn to write their own multiple-choice questions

STRATEGIES

Reading novels, plays, poetry, non-fiction writing.

Writing workshop: Gathering ideas, drafting, peer review, revising, editing.

Teacher and peer coaching

Group work

Public speaking and presentation

Socratic seminar

Individual Writing Conferences

ASSESSMENTS

- **Forced Choice Items** – multiple choice tests, true/false, fill-in-the-blank, matching.
- **Essay Questions**
- **Performance Tasks** – On-demand writing, discussion, presentations etc.
- **Socratic Seminar Rubric** – The framework of the rubric is listed below:
 1. **ACADEMIC SKILLS** – Textual understanding; speaking; listening; knowing how to learn; critical thinking
 2. **SOCIAL SKILLS** – Teamwork; Sensitivity/Good manners
 3. **PERSONAL SKILLS** – Honesty and integrity; Willingness to accept criticism; Responsibility and initiative
- **Teacher Observation** – Group participation and skill development
- **Student Self-Assessment** – Students reflect on what they learned, strengths and weaknesses, and goal setting
- **Daily Notebook Entries in reaction to class readings**
- **Weekly Individualized Vocabulary Lists**

SUGGESTED TEXTBOOKS AND INSTRUCTIONAL MATERIALS

Autobiographers and Diarists

Maya Angelou, James Boswell, Judith Ortiz Cofer, Charles Dana, Thomas, De Quincey, Frederick Douglass, Benjamin Franklin, Lillian Hellman, Helen Keller, Maxine Hong Kingston, T. E. Lawrence, John Henry Newman, Samuel Pepys, Richard Rodriguez, Richard Wright, Malcolm X, Anzia Yezierska

Biographers and History Writers

Walter Jackson Bate, James Boswell, Thomas Carlyle, Winston Churchill, Vine Deloria, Jr., Leon Edel, Richard Ellmann, Shelby Foote, John Hope Franklin, Antonia Fraser, Edward Gibbon, Richard Holmes, Gerda Lerner, Thomas Macaulay, Samuel Eliot Morison, Francis Parkman, Arnold Rampersad, Simon chama, Arthur M. Schlesinger, Ronald Takaki, George Trevelyan, Barbara Tuchman

Critics

Paula Gunn Allen, Gloria Anzaldua, Michael Arlen, Matthew Arnold, Kenneth Clark, Samuel Taylor Coleridge, Arlene Croce, Ralph Waldo Emerson, Henry Louis Gates, Jr., William Hazlitt, bell hooks, Samuel Johnson, Pauline Kael, Joyce Carol Oates, Walter Pater, John Ruskin, George Santayana, George Bernard Shaw, Susan Sontag, Cornel West, Oscar Wilde, Edmund Wilson

Essayists and Fiction Writers

Joseph Addison, James Agee, Margaret Atwood, Francis Bacon, James Baldwin, G. K. Chesterton, Joan Didion, Ralph Waldo Emerson, Paul Fussell, Mavis Gallant, Nadine Gordimer, Edward Hoagland, Zora Neale Hurston, Jamaica Kincaid, Charles Lamb, Norman Mailer, Nancy Mairs, Mary McCarthy, N. Scott Momaday, Montaigne, V. S. Naipaul, Tillie Olsen, George Orwell, Cynthia Ozick, Ishmael Reed, Adrienne Rich, Mordecai Richler, Sharman Apt Russell, Scott Russell Sanders, Richard Selzer, Richard Steele, Shelby Steele, Henry David Thoreau, John Updike, Alice Walker, Eudora Welty, E. B. White, Terry Tempest Williams, Virginia Woolf

Journalists

COURSE TITLE: AP Language and Composition

Teacher: Kloeckl

Draft: January 2006

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Roger Angell, Maureen Dowd, Elizabeth Drew, Nora Ephron, M. F. K. Fisher, Frances Fitzgerald, Janet Flanner (Genêt), Ellen Goodman, David Halberstam, Andy Logan, John McPhee, H. L. Mencken, Jan Morris, David Remnick, Red Smith, Lincoln Steffens, Paul Theroux, Calvin Trillin, Tom Wolfe

Political Writers

Hannah Arendt, Simone de Beauvoir, William F. Buckley, Jean de Crèvecoeur, W. E. B. DuBois, Margaret Fuller, John Kenneth Galbraith, Charlotte Perkins Gilman, Thomas Hobbes, Thomas Jefferson, George Kennan, Martin Luther King, Jr., Lewis H. Lapham, John Locke, Niccolò Machiavelli, John Stuart Mill, John Milton, Thomas More, Thomas Paine, Olive Schreiner, Jonathan Swift, Alexis de Tocqueville, Gore Vidal, George Will, Garry Wills, Mary Wollstonecraft

Science and Nature Writers

Edward Abbey, Wendell Berry, Jacob Bronowski, Rachel Carson, Charles Darwin, Annie Dillard, Gretel Ehrlich, Loren Eiseley, Stephen Jay Gould, Evelyn Fox Keller, Barry Lopez, Peter Matthiessen, Margaret Mead, John Muir, David Quammen, Carl Sagan, Lewis Thomas, Jonathan Weiner

Montaigne's *Essays*; *The Scarlet Letter*; ; *Wieland*; *Cold Mountain*; *Civil War Stories*; *Huckleberry Finn*; *The Grapes of Wrath*; *The Jungle*;

The Great Gatsby; *Night*; *The Things They Carried*; Karnow's *Vietnam*

Texts: *The Bedford Reader*, *A World of Ideas*

Note: To earn AP credit (5.0 grading scale), students must take the AP Language and Composition exam in May; this course may be offered in alternating years.

SUGGESTED TITLES/AUTHORS WEB SITES

<http://apcentral.collegeboard.com/>

<http://rinkworks.com/brainfood/practical.shtml>

<http://www.mycoted.com/creativity/puzzles/puzzles.php>

<http://eluzions.com/Puzzles/Lateral/>

<http://www.puzz.com/sudokus.html>

<http://www.puzz.com/kimsriddles.html>

http://www.edhelper.com/logic_puzzles.htm

<http://www.wikipedia.com>

<http://www.Bartleby.com>

<http://www.LitVillage.com>

<http://www.pbs.org>

<http://www.shakespeare.org.uk>

<http://www.shakespeare.com>

http://jade.cccd.edu/jmiller/English_2342_Resource_Links.htm

SEMINAR PIECES OR THEMES

Virtually all class readings are addressed in seminar. Locke, Rouseau, Calvin, Hobbes, Crevecoeur

STRAND I: READING AND LISTENING FOR COMPREHENSION
CONTENT STANDARD: STUDENTS WILL APPLY STRATEGIES AND SKILLS TO COMPREHEND INFORMATION THAT IS READ, HEARD, AND VIEWED.

A. BENCHMARK: Listen to, read, react to, and analyze information

GRADE	PERFORMANCE STANDARDS	ILLUSTRATIONS
11-12	1. Express reflections and reactions to print and non-print texts as well as to personal experience by: <ul style="list-style-type: none"> • composing and presenting reflective texts that give an audience an understanding of complex thoughts and feelings, a sense of significance, and a sense of encouragement to reflect on own ideas • responding to texts make connections, reflecting on cultural and historical perspectives, examining own response, and recognizing features of the author's • use of language and how the writer relates to the subject so that the audience will empathize 2. Analyze and critique texts from various perspectives and approaches by: <ul style="list-style-type: none"> • developing critiques based on establishing and applying clear, credible criteria for evaluation • substantiating assessments with reasons and evidence 	Literary and rhetorical analysis in seminar, almost daily (e.g. "How does Hawthorne use allegory to heighten the drama with which some dreams appear to us in 'The Haunted Mind' ?")

STRAND I: READING AND LISTENING FOR COMPREHENSION
CONTENT STANDARD: STUDENTS WILL APPLY STRATEGIES AND SKILLS TO COMPREHEND INFORMATION THAT IS READ, HEARD, AND VIEWED.

B. BENCHMARK: Synthesize and evaluate information to solve problems across the curriculum

GRADE	PERFORMANCE STANDARDS	ILLUSTRATIONS
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GRADE	PERFORMANCE STANDARDS	ILLUSTRATIONS
11-12	1. Identify and defend research questions and topics that will be important in the future. 2. Use a variety of resources to gather information to critically analyze texts to gain meaning, develop thematic connections, and synthesize ideas. 3. Demonstrate increasing sophistication in the selection and use of resources to define issues and use argument effectively.	Writing in-class essays in preparation for the AP Language Exam (e.g. How does Franklin employ syntax and diction in the excerpt [Franklin/Gout dialogue]?)

STRAND I: READING AND LISTENING FOR COMPREHENSION
CONTENT STANDARD: STUDENTS WILL APPLY STRATEGIES AND SKILLS TO COMPREHEND INFORMATION THAT IS READ, HEARD, AND VIEWED.

C. BENCHMARK: Demonstrate critical thinking skills to evaluate information and solve problems

GRADE	PERFORMANCE STANDARDS	ILLUSTRATIONS
11-12	1. Research, define, and present issues of public concern by: <ul style="list-style-type: none"> • using a variety of resources such as media centers, on-line resources, interviews, and personal reflection • specifying the nature of an issue, including claims made and the reasoning that supports those claims • organizing and delivering a presentation that specifies reasons for the claim and makes a clear stance on the issue. 2. Identify and analyze the philosophical assumptions and basic beliefs underlying an author's work. 3. Analyze the effects on a text of the attitudes and values of a period in which the text was written.	Students write and present critical analyses about one of the several novels they read for class, responding to critics' observations and synthesizing their own (e.g. How would you characterize the overall effect of the novel <i>The Jungle</i> , and how does the author achieve that effect?) Students use critical thinking skills daily in seminar (e.g. Why is it impossible for Antonio to reject his mother's religion in <i>Bless Me, Ultima</i> ?)

STRAND I: READING AND LISTENING FOR COMPREHENSION
CONTENT STANDARD: STUDENTS WILL APPLY STRATEGIES AND SKILLS TO COMPREHEND INFORMATION THAT IS READ, HEARD, AND VIEWED.

D. BENCHMARK: Apply knowledge of reading process to evaluate print, non-print, and technology-based information

GRADE	PERFORMANCE STANDARDS	ILLUSTRATIONS
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GRADE	PERFORMANCE STANDARDS	ILLUSTRATIONS
11-12	1. Read a wide variety of informational and literary texts and selections to: <ul style="list-style-type: none"> • understand and express reflections and reactions to print and non-print text, as well as, personal experience • inform an audience • develop an argument to support an issue or position • conduct research and make in-depth analyses of information • synthesize ideas and generate new understanding to increase a knowledge base 2. Demonstrate an understanding of a variety of different cultural perspectives through selected literary works. 3. Analyze recurring themes and patterns in literary selections and oral traditions of other cultures. 4. Identify and select appropriate text for a specific task using an array of advanced technologies (e.g., web resources, interactive media, software, email, networks).	Students discuss literature and rhetoric daily (e.g. To what extent is knowing the character Ethan Brand necessary for you to feel pity for him?) Write daily reactions to readings (e.g. How does the author align reader sympathy in <i>Huck Finn</i> ?) Research, write and present ideas formally (e.g. For Twain's <i>Huck Finn</i> Identify four ways in which the author's perspective is shaped by the culture in which he was raised.)

STRAND II: WRITING AND SPEAKING FOR EXPRESSION
CONTENT STANDARD 2: STUDENTS WILL COMMUNICATE EFFECTIVELY THROUGH SPEAKING AND WRITING.

A. BENCHMARK: Communicate information in a coherent and persuasive manner using verbal and non-verbal language

GRADE	PERFORMANCE STANDARDS	ILLUSTRATIONS
11-12	1. Develop oral formal presentations using clear enunciation, gestures, tone, vocabulary, and organization appropriate for a particular audience. 2. Make explicit use of various techniques for effective presentations (e.g., voice, inflection, tempo, gestures). 3. Organize and deliver an argument so that an intended audience will respond by: <ul style="list-style-type: none"> • wording the claim clearly • specifying convincing reasons to support the claim • adopting a stance and appropriate tone toward the issue 4. Design and apply criteria for evaluating oral presentations and arguments before delivering them.	Students practice writing and presenting rhetorical analyses of essays (e.g. Consider Swift's use of logical fallacy in "A Modest Proposal") Students assess their own presentations and those of peers

STRAND II: WRITING AND SPEAKING FOR EXPRESSION
CONTENT STANDARD 2: STUDENTS WILL COMMUNICATE EFFECTIVELY THROUGH SPEAKING AND WRITING.

B. BENCHMARK: Apply grammatical and language conventions to communicate.

GRADE	PERFORMANCE STANDARDS	ILLUSTRATIONS
11-12	1. Demonstrate the ability to comprehensively, coherently, and concisely expound upon ideas.	Seminar almost daily Daily notebook entries Essays (e.g. Support or refute Montaigne's ideas in "On Friendship")

STRAND II: WRITING AND SPEAKING FOR EXPRESSION
CONTENT STANDARD 2: STUDENTS WILL COMMUNICATE EFFECTIVELY THROUGH SPEAKING AND WRITING.

C. BENCHMARK: Demonstrate competence in the skills and strategies of the writing process to inform and persuade

GRADE	PERFORMANCE STANDARDS	ILLUSTRATIONS
11-12	1. Use and apply grammatical, metaphorical, or rhetorical devices to inform and persuade others. 2. Use the elements of satire in persuasive writing. 3. Analyze own work for: <ul style="list-style-type: none"> • consistency of facts, ideas, tone, voice • development of argument or plot • clarity and conciseness 	Essays (e.g. Write your own "Jeremiad") Peer revision of writing Individual writing conferences

STRAND III: LITERATURE AND MEDIA
CONTENT STANDARD 3: STUDENTS WILL USE LITERATURE AND MEDIA TO DEVELOP AN UNDERSTANDING OF PEOPLE, SOCIETIES, AND THE SELF.

A. BENCHMARK: Use language, literature, and media to understand the role of the individual as a member of many cultures

GRADE	PERFORMANCE STANDARDS	ILLUSTRATIONS
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GRADE	PERFORMANCE STANDARDS	ILLUSTRATIONS
11-12	1. Analyze and interpret the significance of literary movements as indicators of societal movements and perspectives. 2. Demonstrate how concepts and perspectives depicted in literature and media relate to the life experiences of the student.	Identify and understand connections among literary, historical, and societal movements, and periods Timelines

STRAND III: LITERATURE AND MEDIA
CONTENT STANDARD 3: STUDENTS WILL USE LITERATURE AND MEDIA TO DEVELOP AN UNDERSTANDING OF PEOPLE, SOCIETIES, AND THE SELF.

B. BENCHMARK: Understand literary elements, concepts, and genres

GRADE	PERFORMANCE STANDARDS	ILLUSTRATIONS
11-12	1. Identify significant themes and concepts in literary works as they relate to the reader. 2. Analyze thematic connections among literary works by using specific references to show how a theme is universal	Seminar (e.g. How would the character of Harrison Bergeron look upon Isaiah Berlin's ideas in "Equality"?) Essays (e.g. Consider Baldwin's use of Biblical allusion in <i>Go Tell It On the Mountain</i>)