

READINESS PROFILE & COURSE EXPECTATIONS

COURSE TITLE

Advanced Placement English Language

COURSE DESCRIPTION

- In this class students will read, discuss, and write about non-fiction texts, focusing on text analysis, rhetorical strategies, and vocabulary development to prepare them for the AP Language Exam. As an advanced reading and composition course, students should be interested in advancing their skills in writing and rhetoric. Students will study the techniques that writers and speakers use to achieve their purpose, and they will incorporate those same techniques into their own writing and thinking. Students will focus on academic writing and the research process.
- This course may be used to meet the UC/CSU “B” or “G” requirement. UC approved for extra honors credit (A=5, B=4, C=3).

COURSE CONTENT AND EXPECTATIONS

Upon completing the AP English Language & Composition course, students should be able to do the following:

- 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;
- demonstrate understanding and mastery of standard written English as well as stylistic maturity in their own writings;
- 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 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.

MAJOR UNITS OF STUDY

The class is organized by rhetorical mode:

Please see syllabus for additional course rules and information

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- Unit One: Course overview, Introduction to Modes, Elements of Syntax (on-demand essays)
- Unit Two: Definition (on-demand essay and polished essay)
- Unit Three: Narration (on-demand essays & polished college essay)
- Unit Four: Persuasion & Argument (on-demand essays & polished argument essay)
- Unit Five: Compare & Contrast (on-demand essays)
- Unit Six: Division & Classification (on-demand essays)
- Unit Seven: Process Analysis (on-demand essays)
- Unit Eight: Cause & Effect (on-demand essays)
- Unit Nine: The Synthesis Question (on-demand essays & research project)
- Unit Ten: Satire (video project)
- Unit Eleven: Review (on-demand essays)

STUDENT BACKGROUND

Students entering APEL should already have a good understanding of the following:

- Thorough comprehension & critical analysis of grade-level text
- Critiquing non-fiction and expository text
- Prompt Analysis
- On Demand Writing
- Constructing a clear thesis
- Developing main ideas with supporting concrete evidence
- Consistent use of correct punctuation, spelling, and capitalization
- Sophisticated use of varied sentence types

Suggested preparatory courses are Honors Humanities, English 3-4, Honors American Literature, or American Literature.

Students will typically read one article per day, write one on-demand essay per week, and write ten processed essays throughout the course.

WORKLOAD EXPECTATIONS

- **A variety of nonfiction texts** (articles, essays, political cartoons, documentaries)- texts will be read and analyzed both in class and at home
- **1 nonfiction book** – this book will be read and discussed in small book circle groups

Please see syllabus for additional course rules and information

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- **1 on-demand essay per week** – these essays are based on AP English Language style analysis, argument, and synthesis essay prompts.
- **10 processed essays-** seven of these essays will be included in the modes essay packet that is due near the end of the course
- **1 group project** – the synthesis project asks students to construct a synthesis packet based on an AP model and then respond to the prompt in a class presentation
- **30 minutes to 1 hour of homework per day** including reading, annotating, and writing about short nonfiction texts.

Please see syllabus for additional course rules and information