



## La Costa Canyon High School

### English *AP English language*

Level of Difficulty	Estimated Homework Time	Prerequisites
<input type="checkbox"/> Moderate <input type="checkbox"/> Difficult <input checked="" type="checkbox"/> <b>Very Difficult</b>	<b>60-90 Minutes</b>	<p><b><u>District</u></b> None</p> <p><b><u>Department</u></b> Students should have earned no lower than a "B" in Honors English 9 and 10 or no lower than an "A" in College Prep English 9 and 10. Students who received lower grades are strongly recommended to spend extracurricular time on skill improvement before and during AP English Language.</p>

### **Course Description**

The AP English Language and Composition course is a one term course which provides an opportunity for advanced high school students to pursue and receive credit for college-level course work. Accordingly, the rigors of the course are intended to be similar to that of introductory college level rhetorical and composition courses. Students receive training to become critical thinkers, readers, analysts of language, effective writers, and creative, cogent producers of argument. Students focus on the writing skills needed to be successful in the course and in their later college work. Students write effectively for a range of audiences and a variety of purposes, demonstrate mastery of the conventions of standard written language, and use the steps of the writing process as needed. American Literature—including both fiction and nonfiction works—may be the vehicle used to study language and rhetoric. However, the majority of the reading will come from college readers of expository writing, as required by the College Board. An important goal of this course is to help prepare students to do well on the AP English Language and Composition exam, given in May . The course will educate students on the expectations of the AP examiners and will provide many opportunities to practice writing and reading in the exam format.

### Necessary skills:

Upon entering the course, students should possess the following skills:

- Complex comprehension & critical analysis of grade-level text
- Critical understanding and ability to analyze non-fiction, expository text
- Thorough understanding of MLA format and research process
- Well-developed argumentative thesis / multi-faceted thesis
- Writing a process paper (multi paragraph)
- Develop main ideas with supporting evidence
- Evaluate articulately the credibility of an author's argument
- Blend quotations & textual evidence artfully
- Support deeper perspectives & insightful judgments with convincing evidence
- Deliver well-planned presentations
- Contributes actively to class discussions by asking questions & takes discussion into new realms
- Sophisticated use of clauses, phrases, mechanics of punctuation
- Understand sentence construction and proper English usage
- Sophisticated use and control of grammar, paragraph and sentence structure, diction, syntax
- Academic maturity
- Strong time-management skills
- Ability to work independently

### Description of an AP LANGUAGE student:

- Curricular area is his/her gift or passion – strong, experienced, avid reader who also has a love for writing
- Interests lie in careers related to curricular area
- Able to keep a well-organized notebook and take notes
- Exceptional work ethic, self-motivated
- Masters concepts quickly; requires fast-paced, rigorous curriculum
- Loves the challenges of complex, critical-thinking problems; can solve them without assistance and can often take them to a higher level without being asked; thrives on “non-routine” problems
- Is inquiry-driven in particular curricular area; asks “Why?” and “What if...?”; wants to know or figure out the theory behind the concept
- Divergent thinker may come up with own problem-solving methods in subject area
- Seeks competitive classroom environment as a medium for critical reading, intensive writing, and thought-provoking discussion of literature

### Performance Objectives:

Students will be able to demonstrate mastery in the following areas:

- Comprehension & analysis of grade-level text (fiction and non-fiction material)
- Creating clear and coherent writing (clearly stated thesis, presentation of argument, develop of main ideas with appropriate evidence, synthetic conclusion)
- Evaluating the credibility of an author's argument
- Blending quotations & textual evidence within their work

- Timed Writing of On-Demand essays
- Creating multi-media presentations, using a wide variety of technology

Workload Expectations for an AP LANGUAGE student:

(NOTE: Individual work depends on the length and involvement of the assignment, project, essay, group project, etc.)

- 1-2 major literary works (i.e. novels, autobiographies, plays, etc.) or units (i.e. short stories, essays, poetry, etc.) –being assigned 25-60 pages of reading per class period (for major works)
- 10-15 analyses from College Reader/analysis of reading
- 1-2 pages of written response to the literary works/units
- 2 or more multi-draft essays -- research, process pieces, and in-class / take home drafts.
- 5-10 expressive writings—allowing students to practice various styles/modes of writing
- 15- 20 AP Style timed writings (including essay tests and practice for the DWA)—about 10 per quarter
- Extensive AP test preparation—including multiple choice techniques; strong emphasis on critical reading, thinking, and analysis
- 1-2 projects (group or individual)

Works Typically Read:

(since this class is fundamentally a study of rhetoric, the focus of the reading is on expository writings rather than fictional literature)

Individual readings from The Prentice Hall Reader and The Compact Reader

If fictional literature is used, it can include:

Anthology (short stories/poetry)

The Great Gatsby

The Adventures of Huckleberry Finn

Their Eyes Were Watching God

Moby Dick (pilot)

Fences

The Crucible

The Joy Luck Club

The Scarlet Letter

The Awakening

The Grapes of Wrath

The Sun Also Rises

The Sound and the Fury

Sample Essay Prompt:

In 1784, Jefferson was sent to Paris to work out the treaty ending the Revolutionary War. The next year, he succeeded Benjamin Franklin as minister to France. He stayed in France for five years. His daughter, Patsy, was in a Catholic convent school in Paris when Jefferson wrote this letter from the south of France. (The wrist Jefferson complains of had been injured a few months earlier.)

Read the passage carefully. Then, in a well-written essay, analyze how the rhetorical strategies that Jefferson uses reveal his own values. Aix-en-Provence, March 28, 1787

“I was happy, my dear Patsy, to receive on my arrival here, your letter, informing me of your good health and occupations. I have not written you sooner because I have been almost constantly on the road. My journey hitherto has been a very pleasing one. It was undertaken with the hope that the mineral waters of this place might restore strength to my wrist. Other considerations also concurred, instruction, amusement, and abstraction from business, of which I had too much at Paris. I am glad to learn that you are employed in things new and good, in your music and drawing. You know what have been my fears for some time past—that you do not employ yourself so closely as I wish. You have promised me a more assiduous attention, and I have great confidence in what you promise. It is your future happiness which interests me, and nothing can contribute more to it (moral rectitude always excepted) than the contracting a habit of industry and activity. Of all the cankers of human happiness none corrodes with so silent, yet so baneful a tooth as indolence.....It is while we are young that the habit of industry is formed. It not then, it never is afterward. The fortune of our lives therefore depends on employing well the short period of youth. If at any moment, my dear, you catch yourself in idleness, start from it as you would from the precipice of a gulf. You are not, however, to consider yourself as unemployed while taking exercise. That is necessary for your health, and health is the first of all objects. For this reason, if you leave your dancing master for the summer, you must increase your other exercise. “I do not like you're saying that you are unable to read the ancient print of your Livy, <sup>1</sup> but [except] with the aid of your master. We are always equal to what we undertake with resolution. A little degree of this will enable you to decipher your Livy. If you always lean on your master, you will never proceed without him. It is part of the American character to consider nothing as desperate-to surmount every difficulty by resolution and contrivance. In Europe, there are shops for every want: its inhabitants therefore have no idea that their wants can be furnished otherwise. Remote from all other aid, we are obliged to invent and to execute; to find means within ourselves, and not to lean on others. Consider, therefore, the conquering your Livy exercise in the habit of surmounting difficulties; a habit which will be necessary to you in the country where you live, and without which you will be thought a very helpless animal, and less esteemed...”“You ask me to write you long letters. I will do it, my dear, on condition you will read them from time to time, and practice what they inculcate. Their precepts will be dictated by experience, by a perfect knowledge of the situation in which you will be placed, and by the fondest love for you. This it is which makes me wish to see you more qualified than common. My expectations from you are high—yet not higher than you may attain. Industry and resolution are all that are wanting. Nobody in this world can make me so happy, or so miserable, as you. Retirement from public life will ere long become necessary for me. To your sister and yourself I look to render the evening of my life serene and contented. Its morning has been clouded by loss after loss, till I have nothing left but you. I do not doubt either your affection or dispositions. But great exertions are necessary, and you have little time to make them. Be industrious, then, my dear child. Think nothing unsurmountable by resolution and application and you will be all that I wish you to be.”...Continue to love me with all the warmth which you are beloved....my dear Patsy.”

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1. Livy: Roman historian (59 BC – AD 17)

**Additional Information for Students/Parents**

- 10 credits
- Meets high school graduation requirement for English
- Meets UC/CSU subject area "b" requirement
- Weighted grade