

Montclair High School

Course Syllabus

Department: English

Course: Advanced Placement English Language & Composition

Level: AP, 11th & 12th grade

Credits: 5

Course Description:

Developing voice as a writer comes from closely examining what you read; analyzing and imitating the techniques of great writers; memorizing, reciting, and internalizing cadences of great writing; and, writing and revising toward meaning on a daily basis. In this college-level course, AP Language and Composition, students will continue to hone their ability to read, write, think, and speak critically. They will be expected to analyze both written and visual text using the language of rhetoric and composition. They will also be asked to write across the curriculum in order to communicate to a variety of audiences and in a variety of mediums, their understanding of any given text or image.

Standards:

NJSLS: Reading Literature: 11-12.1-10; Reading Informational: 11-12.1-10; Writing: 11-12.1-10; Speaking and Listening: 11-12.1-6; Language: 11-12.1-6

Anchor Text(s):

Text Title	Publisher/Author	Year/Edition	ISBN	Text Distribution
<i>The Language of Composition: Reading, Writing, Rhetoric</i>	Bedford/St. Martins Press—Shea, Scanlon & Aufses	2012 2 nd edition	978-0312676506	hard copy
<i>50 Essays: A Portable Anthology</i>	Bedford/St. Martins Press—Sam Cohen, ed.	2006 2 nd edition	978-0312446987	hard copy
<i>Rereading America: Cultural Contexts for Critical Thinking and Writing</i>	Bedford/St. Martins Press—Columbo, Cullen & Lisle	2007 7 th edition	978-0312447038	hard copy

Supplementary Materials:

- Previous AP ELC exams
- *Clara's War* – Clara Kramer
- *Guests of the Sheik* – Elizabeth Warnock Fernea
- *Eating Words: A Norton Anthology of Food Writing* – Sandra M. Gilbert & Roger J. Porter, eds.
- *Voice Lessons* – Nancy Dean
- Selected commercials, political cartoons, advertisements, film clips, documentary films and artworks

- Selected essays from *Outlooks and Insights: A Reader for College Writers* – Paul Eschholz and Alfred Rosa, eds.

Units of Study:

This course is organized by concept: Personal Narratives, Autobiography, Biography and Memoir; Persuasion and Methods of Rhetoric; Compare and Contrast; Methods of Research

Proficiencies: By the end of this course, students will:

- improve close reading and analytical strategies through careful annotation and dialectical note taking;
- employ a wide variety of writing strategies, techniques, and styles;
- improve their ability to find, explain, and defend (through discussion, coaching, and writing) how style and rhetoric help to create and support meaning within a text;
- revisit the purposes and modes of rhetoric in order to: develop an effective use of rhetoric, including controlling tone, establishing and maintaining voice, and achieving appropriate emphasis through diction and sentence structure;
- improve organization in writing through the use of rhetorical modes and appeals to improve coherence;
- effectively state, support, and explain their claims in both formal and informal arguments, in written and oral presentations;
- review and examine how grammar is used to create meaning, and implement the use of appropriate grammatical forms within their writing;
- advance and bolster vocabulary skills, providing skills to aid in deconstructing unfamiliar vocabulary, allowing students to use the words themselves to find clues to meaning;
- develop research topics through discussion, inquiry, and writing;
- evaluate research materials for their reliability and relevance;
- synthesize and employ discoveries made through research to support their own argument;
- cite primary and secondary sources using MLA guidelines.

Evaluation & Assessment:

Marking period grades for this course will be determined as follows

- Tests: 60%
- Quizzes: 35%
- Class Work and Homework: 15%