

## Advanced Placement Literature 11

<b>Texts:</b>	Peterson & Brereton (2004) <i>The Norton Reader: An Anthology of Nonfiction</i> , 11 <sup>th</sup> Edition. W.W. Norton & Company: New York and London; Goldenburg (2005) <i>Writing a Research Paper</i> . Sadlier-Oxford: New York; Selected works (primarily nonfiction) from the literary canon
<b>Supplemental Materials</b>	old AP Language exams, questions, and practice samples issued by College Board
<b>Course Description:</b>	AP Language and Composition “engages 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 and audiences. Both their writing and their reading should make students aware of the interactions among a writer’s purposes, audience expectations, and subjects as well as the way generic conventions and the resources of language contribute to effectiveness in writing.” (Course description from <a href="http://apcentral.collegeboard.com">apcentral.collegeboard.com</a> )
<b>Methods of Evaluation:</b>	Students are evaluated through objective tests and quizzes as well as the composition and rewriting of paragraphs and essays. Students also take a comprehensive exam at the end of both semesters.
<b>Pace of Instruction:</b>	<p>First Semester: Identification of rhetorical modes and how to construct them; critical reading of selected nonfiction works, reflecting on them through extensive class discussion, identification and review of standard English’s most common grammar and usage errors; vocabulary study and review</p> <p>Second Semester: Identification of style, including syntax, diction, tone, point of view, figures of speech and imagery; reading of selected nonfiction works with intensive class and small-group discussion; vocabulary study and review; instruction in writing a rhetorical précis; instruction in and preparation for writing the new synthesis question on the AP exam, which includes incorporation of selected outside sources; how to document sources and where to place them, and instruction in differences in research manuscript styles of documentation (MLA, APA, etc.)</p>
<b>Course Objectives:</b>	<p>At the end of this course students should be able to:</p> <ul style="list-style-type: none"> <li>• Analyze and interpret samples of good writing, identifying and explaining an author’s use of rhetorical modes and techniques</li> <li>• Write an analytical, an expository, and an argumentative/persuasive essay based on careful, critical reading and not solely on personal experience or observation</li> <li>• Read primary and secondary source material carefully and with</li> </ul>

	<p>understanding, synthesizing material and citing source material in recognized professional formats such as MLA and APA</p> <ul style="list-style-type: none"><li>• Use reflection and analysis to enter into conversations and discussions of assigned reading with other writers and thinkers</li><li>• Write rich and complex prose with emphasis on content, purpose, and audience</li><li>• Exhibit an improvement in personal writing style with wide-ranging vocabulary used appropriately and effectively, with a variety of sentence structures, and with specific illustrative detail</li><li>• Write essays and manuscripts that proceed through several stages or drafts, with revision aided by the teacher and occasionally by peers</li></ul>
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