

Advanced Placement English Language and Composition Course Proposal

**English Department:
Junior Level English**

Course Outline

I. General Information

- A. Title: Advanced Placement English Language and Composition
- B. Credits: Full year high school English Credit / Possible Dual Credit for College English 1
- C. Responsible Faculty: Lisa Wehkamp and Dani Kline
- D. Prepared by: Mandi Brazill and Dani Kline

II. General Description

“An AP English Language and Composition course requires students to become skilled readers of prose written in a variety of rhetorical contexts and skilled writers who compose for a variety of purposes. Both their reading and their writing should make students aware of interactions among a writer’s purposes, reader expectations, and an author’s propositional content, as well as the genre conventions and the resources of language that contribute to effectiveness in writing.

At the heart of an AP English Language and Composition course is the reading of various texts. Reading facilitates informed citizenship and thus increases students’ capacity to enter into consequential conversations with others about meaningful issues. Also contributing to students’ informed citizenship is their ability to gather source materials representing particular conversations and then make their own reasonable and informed contributions to those conversations. Students’ ability to engage with outside sources in their reading, writing, and research is an important measure of their intellectual growth” (The College Board 10).

III. Standards Addressed

Curricular Standards	Reading Standards	Standards Integrated from other Curricular Areas
<p>W.11-12.1 – Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>W.11-12.1a – Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and</p>	<p>RL.11-12.1 – Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p>RL.11-12.5 – Analyze how an author’s choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice</p>	<p>History/Government: 1.1 The student will recognize and evaluate significant choices made by individuals, communities, states, and nations that have impacted our lives and futures.</p> <p>1.2 The student will analyze the context under which choices are made and draw conclusions about the motivations and goals of the decision-makers.</p> <p>2.2 The student will analyze the context under which significant rights and responsibilities</p>

<p>evidence.</p> <p>W.11-12.1b – Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values, and possible biases.</p> <p>W.11-12.1c – Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p>W.11-12.1d – Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>W.11-12.1e – Provide a concluding statement or section that follows from and supports the argument presented.</p> <p>W.11-12.2 – Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>W.11-12.8 – Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source</p>	<p>to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.</p> <p>RL.11-12.6 – Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement)</p> <p>RI.11-12.1 – Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p>RI.11-12.7 – Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.</p>	<p>are defined and demonstrated, their various interpretations, and draw conclusions about those interpretations.</p> <p>3.1 The student will recognize and evaluate significant beliefs, contributions, and ideas of the many diverse peoples and groups and their impact on individuals, communities, states, and nations.</p> <p>3.2 The student will draw conclusions about significant beliefs, contributions, and ideas, analyzing the origins and context under which these competing ideals were reached and the multiple perspectives from which they come.</p> <p>3.3 The student will investigate specific beliefs, contributions, ideas, and/or diverse populations and connect those beliefs, contributions, ideas and/or diversity to contemporary issues.</p> <p>Science: HS-PS2-6. Communicate scientific and technical information about why the molecular-level structure is important in the functioning of designed materials.</p>
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<p>in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p> <p>SL.11-12.1d – Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.</p> <p>SL.11-12.2 – Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p> <p>SL.11-12.3 – Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.</p>		
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*All standards from Kansas State Department of Education

IV. Sample Units

Textbook Requirements: *Back to the Lake: A Reader for Writers* Author: Thomas Cooley
 ISBN: 978-0-393-91268-5

Digital Curriculum Resources: Various film and recorded resources. Computers for essays and presentations.

- **Personal Perspective Essay – “This I Believe…”**
- **Summary/Analysis/Response (SAR) Assignments**
- **Personal narrative/description essay**
- **Interview essay**—instructor’s choice of topic for essay but must incorporate multiple quotes/paraphrases from interviewee, use APA format, and use 3rd person only.
- **Cause/Effect essay**—introduce students to using two types of sources in this essay. One example could be using a journal or a newspaper article for a source and document with APA format.

V. Budget Needs

- A. Additional Staff: none
- B. Textbooks: 45 copies of *Back to the Lake* (currently owned by the department)
- C. Additional Materials: None

VI. Assessments

Assessments will be utilized to build toward the Advanced Placement exam or toward earning dual credit for College English 1 (through Friends University).

VIII. Recommendation for Course

Replacement for Junior Honors English. Full year course.

IV. Bibliography

Kansas State Department of Education. *Kansas College and Career Ready Standards*. Topeka:

KSDE, 2013.

The College Board. *English Language and Composition: Course Description*. New York: AP

College Board, Fall 2014.