

# AP LANGUAGE & COMPOSITION

## Readiness Profile & Course Expectations

### Course Expectations for AP LANGUAGE AND COMPOSITION:

The AP Language program recognizes that skill in writing proceeds from students' awareness of their own composing process; therefore, this class is viewed as a college freshman composition course. With curriculum grounded in American Literature, students will practice a thorough analysis of expository writings, including rhetorical devices, literary elements, and authors' styles. In addition to expository writings, students will also be exposed to classic and contemporary American novels, short stories, plays, poems, essays. Style analysis requires critical thinking and a greater depth of understanding beyond the novel's plot. Students should expect a faster pace when addressing this curriculum. Also, students will practice for the AP test in Language and Composition and will study many aspects of language such as diction, tone, syntax, argument, and persuasion.

### Recommendations for Advanced Placement:

- "A" in Honors English from previous year
- STAR: 95<sup>th</sup> percentile or higher
- California Standards Test: Advanced
- District Benchmark Test: 5 or 6 on District Writing Assessment

*Teachers and core curriculum introduce and prepare students to master the California State Standards for Language Arts. For English-Language Arts standards, please visit the link: <http://www.cde.ca.gov/cdepress/standards-pdfs/english-language-arts.pdf>.*

### Student entering AP Language should already have a good understanding of the following concepts:

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| <b>Reading:</b> <ul style="list-style-type: none"><li>• Complex comprehension &amp; critical analysis of grade-level text</li><li>• Critical understanding and ability to analyze non-fiction, expository text</li></ul>   | <b>Writing:</b> <ul style="list-style-type: none"><li>• Thorough understanding of MLA format and research process</li><li>• Well-developed argumentative thesis / multi-faceted thesis</li><li>• Writing a process paper (multi paragraph)</li><li>• Develop main ideas with supporting evidence</li><li>• Evaluate articulately the credibility of an author's argument</li><li>• Blend quotations &amp; textual evidence artfully</li></ul> |
| <b>Speaking:</b> <ul style="list-style-type: none"><li>• Support deeper perspectives &amp; insightful judgments with convincing evidence</li><li>• Deliver well-planned presentations</li><li>• Contributes actively to class discussions by asking questions &amp; takes discussion into new realms</li></ul> | <b>Grammar Conventions:</b> <ul style="list-style-type: none"><li>• Sophisticated use of clauses, phrases, mechanics of punctuation</li><li>• Understand sentence construction and proper English usage</li><li>• Sophisticated use and control of grammar, paragraph and sentence structure, diction, syntax</li></ul>   |

### Description of an AP LANGUAGE student:

- Curricular area is his/her gift or passion – strong, experienced, avid reader
- 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

### Workload Expectations for an AP LANGUAGE student:

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

- **6-8 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
- **1-2 pages of written response to the literary works/units**
- **4-6 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
- **20-40 AP Style timed writings** (including essay tests and practice for the DWA)—about 10 per quarter
- **3-4 projects** (group or individual)

#### Possible Projects:

- The Trial of Janie (*Their Eyes Were Watching God*)
- Five Guidelines for Life project (compilation of students’ personal essays)
- Portfolio of Year-Long Writing (collection of various writing styles)
- A Stylistic Study Project

### Works Typically Read:

Anthology (short stories / poetry)  
The Great Gatsby  
*The Adventures of Huckleberry Finn*  
*Their Eyes Were Watching God*  
*Invisible Man*  
*Death of a Salesman*  
*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*

Seminar Set (book of choice from district-approved list)

