### Course Outline/Requirements

All activities, projects, and assignments are aligned with the NY State Common Core Learning Standards and AP Language & Composition Standards and were created in order to improve students’ achievement in reading, writing, listening, and speaking. In addition to preparing for the Regents and the AP Exam, we prepare for success in college and the workplace.

- **Regents Exam:** Readings & Essay Tasks to prep for January Exam. \(\text{Exam counts as midterm grade, which is 15\% of course average for the year.}\)
- **AP Exam:** The culmination of our study, this exam can earn you college credit. We will make use of the many resources on myap.collegeboard.org. Please use the code above to join your section.
  - **Synthesis Essay:** Reading disparate texts to compose a cogent argument. Helps prepare for both Regents and AP exams. Will count as a writing grade and as a Common Task, 25\% of Final Exam. Final Exam will count as 5\% of course average for the year.
  - **Argument Analysis/Construction:** Responding to a topic with evidence. Helps prepare for the AP Exam. Will count as a writing grade and as a Common Task, 25\% of Final Exam. Final Exam will count as 5\% of course average for the year.
  - **Rhetorical Analysis of Author’s Style:** Analyzing how a writer’s use of diction and rhetoric gives meaning and purpose to a given text. Helps prepare for the AP Exam. Will count as a writing grade and as a Common Task, 25\% of Final Exam. Final Exam will count as 5\% of course average for the year.
- **Research Presentation:** 21st Century skills with purpose. TED-Talk research task. Helps prepare for college-level rigor. Will count as a writing grade and as a Common Task, 25\% of Final Exam. Final Exam will count as 5\% of course average for the year.
- **Word of the Week/Additional Vocabulary/AP Terms:** Continued study of vocabulary, including periodic and cumulative assessments. Make a conscious effort to build your vocabulary.
- **Readings Outside Class/Rhetorical Triangle Responses:** Students will fully annotate provided readings and complete assigned questions and responses. These will be assigned periodically. In our virtual classroom, these materials may be handwritten and then photographed/scanned or typed. There will be times when you will create videos analyzing your own essays. These tasks help prep for Regents and AP Exams.
- **Argument Fridays:** In preparation for the AP-required argument task, you will be given an argument topic to which you must respond every Friday in Google Classroom for the first semester and then in myAP for the second semester.
- **Socratic Seminars/Roundtable Discussions:** Frequent class discussions, full-class and inner-circle/outer-circle style. Some will be unannounced. Grading is based on quality participation. A writing component will be required. Unannounced seminars will also occur. These are subject to change based on virtual learning. We may try smaller Meets or a “Radio-show style” approach through Google Classroom.
- **Literature Project:** Independent group project studying literature. Helps prepare for College English.

### Grading:

- **Major Writing Assignments (all full essays and essay-based Common Tasks):** 40\%
- **Minor Writing Assignments (Socratic paragraphs, ROCs, Rhetorical Triangles responses):** 20\%
- **Annotations (assigned annotations, virtual walkthroughs of texts, provided and written):** 20\%
- **Quizzes (announced and unannounced: vocab, Regents, and AP Prep):** 10\%
- **Miscellaneous (Socratics, Roundtables, in-class work, myap work, participation, etc.):** 10\%

(revised fall, 2020)
Overview of AP English Curriculum

NOTE: This course is designed according to AP standards and is intended to fully prepare students for the AP Exam in Language and Composition. Additionally, and as a consequence of this approach, students are also prepared for the NY State Regents English Exam.

Course Overview: Three main areas of study with numerous units embedded in each.

© 2019 College Board AP English Language and Composition Course and Exam Description Course Framework

Rhetorical Analysis

1. An AP English Language and Composition course cultivates the reading and writing skills that students need for college success and for intellectually responsible civic engagement. The course guides students in becoming curious, critical, and responsive readers of diverse texts and becoming flexible, reflective writers of texts addressed to diverse audiences for diverse purposes. The reading and writing students do in the course should deepen and expand their understanding of how written language functions rhetorically: to communicate writers’ intentions and elicit readers’ responses in particular situations.

2. Too often, students are rushed into writing full essays without having honed the skills of crafting a claim and defending it with textual evidence. Students will benefit from frequent practice during this unit writing paragraphs that include a claim that demands proof or defense and the textual evidence that furnishes that proof or defense. One of the greatest initial challenges for students in composition classes is developing claims that require defense with textual evidence, rather than mere statements of fact that require no defense. By keeping the writing tasks in this unit focused on paragraphs rather than full essays, the likelihood of students receiving specific, consistent, and sustained feedback on the quality of the claims they are developing vastly increases. Until students can read closely for evidence and then use that cluster of evidence to construct a claim that requires defending, it will be difficult for students to develop full essays with thesis statements and clear lines of reasoning. Each day, students should practice assembling evidence and developing claims, starting with one paragraph that includes a claim with evidence and then generating several claims about a subject, each communicated in its own paragraph with supporting evidence.

   a. RHS-1 Individuals write within a particular situation and make strategic writing choices based on that situation. 1.A Reading – Identify and describe components of the rhetorical situation: the exigence, audience, writer, purpose, context, and message. RHS-1.A The rhetorical situation of a text collectively refers to the exigence, purpose, audience, writer, context, and message. RHS-1.B The exigence is the part of a rhetorical situation that inspires, stimulates, provokes, or prompts writers to create a text. RHS-1.C The purpose of a text is what the writer hopes to accomplish RHS-1 Individuals write within a particular situation and make strategic writing choices based on that situation. 1.A Reading – Identify and describe components of the rhetorical situation: the exigence, audience, writer, purpose, context, and message. RHS-1.D An audience of a text has shared as well as individual beliefs, values, needs, and backgrounds. RHS-1.E Writers create texts within a particular context that includes the time, place, and occasion. CLE-1 Writers
make claims about subjects, rely on evidence that supports the reasoning that justifies the claim, and often acknowledge or respond to other, possibly opposing, arguments. 3.A Reading – Identify and explain claims and evidence within an argument. 4.A Writing – Develop a paragraph that includes a claim and evidence supporting the claim. 32 CLE-1.A Writers convey their positions through one or more claims that require a defense. CLE-1.B Writers defend their claims with evidence and/or reasoning. CLE-1.C Types of evidence may include facts, anecdotes, analogies, statistics, examples, details, illustrations, expert opinions, personal observations, personal experiences, testimonies, or experiments. CLE-1.D Effective claims provoke interest and require a defense, rather than simply stating an obvious, known fact that requires no defense or justification. CLE-1.E Writers relate source material to their own argument by syntactically embedding particular quoted, paraphrased, or summarized informa

3. In this unit, students will continue to develop proficiency in recognizing claims and evidence in other writers’ arguments, while emulating such models in their own paragraphs. In addition, they will begin identifying the ways effective writers appeal to and persuade their audiences, while practicing such appeals in their own paragraphs. During this unit, students should build a collection of claims and evidence about a topic or issue so that they can move beyond individual paragraphs to derive a thesis statement from the patterns they see within their collection.

a. RHS-1 Individuals write within a particular situation and make strategic writing choices based on that situation. 1.B Reading – Explain how an argument demonstrates understanding of an audience’s beliefs, values, or needs. 2.B Writing – Demonstrate an understanding of an audience’s beliefs, values, or needs. RHS-1.F Writers’ perceptions of an audience’s values, beliefs, needs, and background guide the choices they make. RHS-1.G To achieve a purpose, writers make choices in an attempt to relate to an intended audience’s emotions and values. RHS-1.H Arguments seek to persuade or motivate action through appeals—the modes of persuasion. CLE-1 Writers make claims about subjects, rely on evidence that supports the reasoning that justifies the claim, and often acknowledge or respond to other, possibly opposing, arguments. 3.A Reading – Identify and explain claims and evidence within an argument. 4.A Writing – Develop a paragraph that includes a claim and evidence supporting the claim. CLE-1.F Writers use evidence strategically and purposefully to illustrate, clarify, set a mood, exemplify, associate, or amplify a point. CLE-1.G Strategically selected evidence strengthens the validity and reasoning of the argument, relates to an audience’s emotions and values, and increases a writer’s credibility. CLE-1.H An effective argument contains sufficient evidence; evidence is sufficient when its quantity and quality provide apt support for the argument. UNIT 2 Enduring Understanding Skill Essential Knowledge CLE-1 Writers make claims about subjects, rely on evidence that supports the reasoning that justifies the claim, and often acknowledge or respond to other, possibly opposing, arguments. 3.B Reading – Identify and describe the overarching thesis of an argument, and any indication it provides of the argument’s structure. 4.B Writing – Write a thesis statement that requires proof or defense and that may preview the
structure of the argument. V.1 | 38 CLE-1.I A thesis is the main, overarching claim a writer is seeking to defend or prove by using reasoning supported by evidence. CLE-1.J A writer’s thesis is not necessarily a single sentence or an explicit statement and may require a thorough reading of the text to identify, but when a thesis is directly expressed, it is called a thesis statement. [Note: While the texts you assign your students to analyze may not always contain obvious thesis statements, they should each have a thesis. It can be good practice for students to write a thesis statement for such texts. On the AP Exam, a clear communication of the thesis is required in students’ essays.]

**Argument Writing**

4. Students should continue to see themselves as evidence collectors, continually assembling and reviewing a range of evidence to identify overarching patterns that can be used to craft a thesis statement. But in this unit, students should focus on improving the ways they explain and connect evidence and claims to establish a clear line of reasoning through their essay. Students will also become familiar with several traditional methods of development that writers have used for centuries to advance their arguments.

   a. REO-1 Writers guide understanding of a text’s lines of reasoning and claims through that text’s organization and integration of evidence. 5.A Reading – Describe the line of reasoning and explain whether it supports an argument’s overarching thesis. 6.A Writing – Develop a line of reasoning and commentary that explains it throughout an argument. UNIT OVERVIEW (cont’d) Return to Table of Contents © 2019 College Board AP English Language and Composition Course and Exam Description Course Framework V.1 | 44 REO-1.A Writers may lead readers through a line of reasoning and then arrive at a thesis. REO-1.B Writers may express a claim and then develop a line of reasoning to justify the claim. REO-1.C Writers explain their reasoning through commentary that connects chosen evidence to a claim. REO-1.D Commentary explains the significance and relevance of evidence in relation to the line of reasoning. REO-1.E The sequence of paragraphs in a text reveals the argument’s line of reasoning. REO-1.F Flaws in a line of reasoning may render an argument specious or illogical. REO-1 Writers guide understanding of a text’s lines of reasoning and claims through that text’s organization and integration of evidence. 5.C Reading – Recognize and explain the use of methods of development to accomplish a purpose. 6.C Writing – Use appropriate methods of development to advance an argument. REO-1.G Methods of development are common approaches writers frequently use to develop and organize the reasoning of their arguments. A method of development provides an audience with the means to trace a writer’s reasoning in an argument. REO-1.H Some typical methods of development are narration, cause-effect, comparison-contrast, definition, and description. REO-1.I When developing ideas through narration, writers offer details about real-life experiences and offer reflections and insights on the significance of those experiences. REO-1.J When developing ideas through cause-effect, writers present a cause, assert effects or consequences of that cause, or present a series of causes and the subsequent effect(s).
5. Students should enter this unit having learned to evaluate evidence to develop a thesis statement and organize an argument. Now the focus is on improving the quality, interest, and power of the argument by crafting introductions and conclusions that demonstrate a real understanding of the rhetorical situation. In addition, students will practice a few additional methods of development.

a. CLE-1 Writers make claims about subjects, rely on evidence that supports the reasoning that justifies the claim, and often acknowledge or respond to other, possibly opposing, arguments. 3.B Reading – Identify and describe the overarching thesis of an argument, and any indication it provides of the argument’s structure. 4.B Writing – Write a thesis statement that requires proof or defense and that may preview the structure of the argument. UNIT OVERVIEW (cont’d) Return to Table of Contents © 2019 College Board AP English Language and Composition Course and Exam Description Course Framework V.1 | 50 CLE-1.O A thesis statement may preview the line of reasoning of an argument. This is not to say that a thesis statement must list the points of an argument, aspects to be analyzed, or specific evidence to be used in an argument. REO-1 Writers guide understanding of a text’s lines of reasoning and claims through that text’s organization and integration of evidence. 5.C Reading – Recognize and explain the use of methods of development to accomplish a purpose. 6.C Writing – Use appropriate methods of development to advance an argument. REO-1.G Methods of development are common approaches writers frequently use to develop and organize the reasoning of their arguments. A method of development provides an audience with the means to trace a writer’s reasoning in an argument. REO-1.K When developing ideas through comparison-contrast, writers present a category of comparison and then examine the similarities and/or differences between the objects of the comparison. When analyzing similarities and/or differences, like categories of comparison must be used. REO-1.L When developing ideas through a definition or description, writers relate the characteristics, features, or sensory details of an object or idea, sometimes using examples or illustrations.

6. The first four units focused on the fundamentals of analyzing and writing arguments. This unit examines ways to strengthen the coherence of an argument and should also help students become much more attuned to the effects of specific words and phrases in others’ arguments.

a. REO-1 Writers guide understanding of a text’s lines of reasoning and claims through that text’s organization and integration of evidence. 5.B Reading – Explain how the organization of a text creates unity and coherence and reflects a line of reasoning. 6.B Writing – Use transitional elements to guide the reader through the line of reasoning of an argument. UNIT OVERVIEW (cont’d) Return to Table of Contents © 2019 College Board AP English Language and Composition Course and Exam Description Course Framework V.1 | 56 REO-1.N Coherence occurs at different levels in a piece of writing. In a sentence, the idea in one clause logically links to an idea in the next. In a paragraph, the idea in one sentence logically links to an idea in the next. In a text, the ideas in one paragraph logically link to the ideas in the next. (revised fall, 2020)
REO-1.O Repetition, synonyms, pronoun references, and parallel structure may indicate or develop a relationship between elements of a text. REO-1.P Transitional elements are words or other elements (phrases, clauses, sentences, or paragraphs) that assist in creating coherence among sentences, paragraphs, or sections in a text by showing relationships among ideas. REO-1.Q Transitional elements can be used to introduce evidence or to indicate its relationship to other ideas or evidence in that paragraph or in the text as a whole. STL-1 The rhetorical situation informs the strategic stylistic choices that writers make. 7.A  Reading – Explain how word choice, comparisons, and syntax contribute to the specific tone or style of a text. 8.A  Writing – Strategically use words, comparisons, and syntax to convey a specific tone or style in an argument. STL-1.A Words have both connotative and denotative meanings. STL-1.B Descriptive words, such as adjectives and adverbs, not only qualify or modify the things they describe but also convey a perspective toward those things. STL-1.C Precise word choice reduces confusion and may help the audience perceive the writer’s perspective.

7. This unit asks students to recognize and account for biases and limitations within the evidence they are utilizing in an argument. Students should develop an initial thesis statement and line of reasoning based on a pool of evidence that is fairly consistent, and then the teacher should introduce contradictory evidence that requires the students to revise their thesis statements to account for it. Accordingly, teachers should be especially thoughtful in sequencing the readings and evidence base for the topic of this unit. This unit also continues to examine the subtle and significant impact of specific words and phrases, with students analyzing how connotations of particular words convey an author’s attitude or feeling about a subject.

a. CLE-1 Writers make claims about subjects, rely on evidence that supports the reasoning that justifies the claim, and often acknowledge or respond to other, possibly opposing, arguments. 3.A  Reading – Identify and explain claims and evidence within an argument. 4.A  Writing – Develop a paragraph that includes a claim and evidence supporting the claim. CLE-1.P When synthesizing, writers draw upon arguments from multiple sources, strategically select the most relevant information, and combine apt and specific source material as part of their own argument. CLE-1.Q A source provides information for an argument, and some sources are more reliable or credible than others. CLE-1.R A position and a perspective are different. Sources may have the same position on a subject, yet each comes from a different perspective based on their background, interests, and expertise. CLE-1.S When incorporating evidence or sources into an argument, the strongest arguments recognize and acknowledge the biases and limitations of the material and account for those limitations in their reasoning. CLE-1.T The degree to which a source does or does not consider other positions reflects the degree to which that source is biased.

(revised fall, 2020)
Synthesis Writing

8. In this unit, students should continue to practice revising claims (and sometimes the overarching thesis statement) to account for nuance, complexity, and contradictions in their sources. By the end of this unit, students should be highly facile consumers of evidence, able to determine quickly whether a new piece of evidence supports, refutes, or qualifies their claims, and then able to use modifiers to revise claims accordingly. This unit also includes an understanding of how punctuation and design contribute to a writer’s purpose. However, grammar and mechanics are not the focus of this course. Students should be able to write complete sentences before beginning the AP class, and through frequent reading and analysis of others’ arguments and by emulating such models in their own writing, students’ proficiency in written English will increase during the course. When students write essays within the AP Exam, small grammatical errors typical of unrevised writing in a timed environment will not negatively impact the score. Performance is only hurt by grammatical errors that are so prevalent and significant as to interfere with communication.

a. CLE-1 Writers make claims about subjects, rely on evidence that supports the reasoning that justifies the claim, and often acknowledge or respond to other, possibly opposing, arguments. 3.C Reading – Explain ways claims are qualified through modifiers, counterarguments, and alternative perspectives. 4.C Writing – Qualify a claim using modifiers, counterarguments, or alternative perspectives. UNIT OVERVIEW (cont’d) Return to Table of Contents © 2019 College Board AP English Language and Composition Course and Exam Description Course Framework V.1 | 68 CLE-1.V A lack of understanding of the complexities of a subject or an issue can lead to oversimplification or generalizations. CLE-1.W Because arguments are usually part of ongoing discourse, effective arguments often avoid expressing claims, reasoning, and evidence in absolute terms. CLE-1.X Writers may strategically use words, phrases, and clauses as modifiers to qualify or limit the scope of an argument. STL-1 The rhetorical situation informs the strategic stylistic choices that writers make. 7.B Reading – Explain how writers create, combine, and place independent and dependent clauses to show relationships between and among ideas. (Note: Students should be able to read and analyze these complexities but are not expected to write with them on timed essays.) 8.B Writing – Write sentences that clearly convey ideas and arguments. STL-1.G Writers express ideas in sentences. Sentences are made up of clauses, at least one of which must be independent. STL-1.H The arrangement of sentences in a text can emphasize particular ideas. STL-1.I Subordination and coordination are used to express the intended relationship between ideas in a sentence. STL-1.J Writers frequently use coordination to illustrate a balance or equality between ideas. STL-1.K Writers frequently use subordination to illustrate an imbalance or inequality between ideas. STL-1.L The arrangement of clauses, phrases, and words in a sentence can emphasize ideas. STL-1 The rhetorical situation informs the strategic stylistic choices that writers make. 7.C Reading – Explain how grammar and mechanics contribute to the clarity and effectiveness of an argument. 8.C Use established conventions of grammar and mechanics to communicate clearly and effectively. STL-1.M Grammar and mechanics that follow established conventions of language enable clear
communication. STL-1.N Writers use punctuation strategically to demonstrate the relationships among ideas in a sentence. STL-1.O Punctuation (commas, colons, semicolons, dashes, hyphens, parentheses, quotation marks, or end marks) advances a writer’s purpose by clarifying, organizing, emphasizing, indicating purpose, supplementing information, or contributing to tone. STL-1.P Some design features, such as italics or boldface, create emphasis.

9. To provide teachers with time to focus on skills their students have not yet mastered, this penultimate unit only includes a small number of additional essential knowledge statements. AP teachers should utilize information they have gained from the Personal Progress Checks (PPCs) to identify the skills where their students most need additional instruction and practice, and focus the remaining class periods accordingly. Teachers can use the AP Question Bank to create additional practice on the skills the PPCs identified as students’ greatest needs for further focus.

a. RHS-1 Individuals write within a particular situation and make strategic writing choices based on that situation. 1.B Reading – Explain how an argument demonstrates understanding of an audience’s beliefs, values, or needs. 2.B Writing – Demonstrate an understanding of an audience’s beliefs, values, or needs. RHS-1.K Writers may make comparisons (e.g., similes, metaphors, analogies, or anecdotes) in an attempt to relate to an audience. Effective comparisons must be shared and understood by the audience to advance the writer’s purpose. RHS-1.L Writers’ choices regarding syntax and diction influence how the writer is perceived by an audience and may influence the degree to which an audience accepts an argument. RHS-1.M Word choice may reflect writers’ biases and may affect their credibility with a particular audience. RHS-1.N Because audiences are unique and dynamic, writers must consider the perspectives, contexts, and needs of the intended audience when making choices of evidence, organization, and language in an argument.

10. To provide teachers with time to focus on skills their students have not yet mastered, this final unit only includes a small number of additional essential knowledge statements. AP teachers should utilize information they have gained from the Personal Progress Checks (PPCs) to identify the skills where their students most need additional instruction and practice, and focus the remaining class periods accordingly. Teachers can use the AP Question Bank to create additional practice on the skills the PPCs identified as students’ greatest needs for further focus.

a. Writers make claims about subjects, rely on evidence that supports the reasoning that justifies the claim, and often acknowledge or respond to other, possibly opposing, arguments. 3.C Reading – Explain ways claims are qualified through modifiers, counterarguments, and alternative perspectives. 4.C Writing – Qualify a claim using modifiers, counterarguments, or alternative perspectives. CLE-1.Y Effectively entering into an ongoing conversation about a subject means engaging the positions that have already been considered and argued about. CLE-1.Z Evidence and sources will either support, complement, or contradict a writer’s thesis. CLE-1.AA Writers enhance their credibility when they refute, rebut, or concede opposing arguments and contradictory evidence. CLE-1.AB When writers concede, they accept all or a

(revised fall, 2020)
portion of a competing position or claim as correct, agree that the competing position or claim is correct under a different set of circumstances, or acknowledge the limitations of their own argument. CLE-1.AC When writers rebut, they offer a contrasting perspective on an argument and its evidence or provide alternative evidence to propose that all or a portion of a competing position or claim is invalid.