

**TAMALPAIS UNION HIGH SCHOOL DISTRICT**

**Larkspur, California**

**Course of Study**

**ADVANCED PLACEMENT LANGUAGE AND COMPOSITION**  
**Classical Strand**

**I. INTRODUCTION: COURSE DESCRIPTION**

- A. Advanced Placement Composition is a college level English course, taught over two semesters, which provides students with a chance to extend their competence by challenging them with difficult texts and writing assignments, following the standardized course of study developed by the College Board Advanced Placement program. The course is open to juniors and seniors. Students will engage in close reading of significant works of literature and write analytically and critically about that literature and other topics.

Students will be encouraged to take the Advanced Placement Language and Composition examination and may earn college credit and possible acceleration if they pass with a sufficiently high score (3 or better). Students who also take Advanced Placement Literature should consult with their counselor regarding possible limitations on college acceptance of both these courses.

- B. This course addresses the following district student learning outcomes:

- #1: Communicate articulately, effectively, and persuasively when speaking and writing.
- #2: Read and analyze material in a variety of disciplines.
- #11: Interpret, experience, create and/or perform artistic work.

AP Composition supports the Tam 21<sup>st</sup> Century Goals by helping students:

- acquire, manage and use knowledge and skills;
- think critically and creatively;
- understand individual and cultural differences;
- take responsibility for self and community.

In addition, the course addresses the following Advanced Placement goals:

- to read actively with careful and deliberate attention;
- to learn how to make careful observations of textual detail, to observe meaningful patterns and from these patterns construct interpretations of the work;
- to develop stylistic maturity characterized by the following: a balance of detail and generalization; logical flow with techniques that foster coherence including repetition, transition, and emphasis;
- accurate diction characterized by denotative accuracy and connotative sensitivity.

## **II. STUDENT LEARNING OUTCOMES**

### **A. Writing:**

1. use the stages in the writing process, especially responding, revising, and editing (R/LAF W W/S 1.0; 1.9);
2. apply basic grammar and appropriate vocabulary in the context of their writing (R/LAF W W/O 1.0);
3. write well-developed essays using the thesis statement effectively to focus the essay, and practice patterns of organization, such as chronology, classification, and steps in a process, with appropriate transitional techniques, language and form to suit purpose and audience (R/LAF W W/S 1.3);
4. draw generalizations from recorded observation and experience—e.g., from stories, poems, journal entries, autobiographical and biographical pieces, descriptions and accounts—and support them with convincing evidence and examples (R/LAF W W/A 2.2);
5. use deduction and induction, understand logical fallacies, know what constitutes evidence and authority, while distinguishing between primary and secondary sources (R/LAF W W/A 2.2);
6. develop an interpretation that uses convincing textual evidence for support and explain the interpretation rationally to convince the reader of its soundness (R/LAF W W/A 2.2 a - e);

7. examine ideas and information from a variety of sources and draw conclusions about the point and purpose of that information and to evaluate the conclusions and determine whether or not they are sound (R/LAF W W/A 2.4 d);
8. analyze information from various sources through systematic notetaking, integrate material from outside sources into their own work, and acknowledge those sources (R/LAF W W/S 1.6).
9. write essays that incorporate at least three to four sources into argumentative or analytical responses; the sources should be used to support a particular argument or position; research, analyze and interpret text sources and graphics and visual image sources; utilize and understand citation and documentation (footnotes and bibliography)

B. Literature/Reading:

1. understand and use the language of literary criticism, such as setting, characterization, foreshadowing, symbolism, and metaphor; consult sources to enrich understanding; recognize the relationship of specific incidents to theme; understand an author's method of narration, i.e., who tells the story and how far the narrator is from the action; be aware of and understand shifts in point of view (R/LAF R L/RA 3.0 S/F 3.1; N/A 3.2, 3.3, 3.4);
2. put ideas in one's own words through such devices as paraphrase, precis, modeling, unscrambling sample passages, reading and interpreting maps, charts, and graphs; recognize that rereading enhances the reader's understanding and appreciation;
3. determine the author's point of view and distinguish his or her bias from established fact (R/LAF R C/A 2.2, 2.3, 2.4, 2.5);
4. recognize the importance of reading beyond the assigned works and use outside sources of reference; refine the use of research techniques;
5. develop a greater understanding of the contributions of ethnic groups by studying their traditions, their cultural stance, their similarities and differences (R/LAF R L/RA 3.5 b).

C. Speaking and Listening:

When speaking, students will:

1. function effectively in class discussion by answering and asking questions coherently and by clarifying responses with clear explanations; conceive and develop ideas that are soundly reasoned and well supported;

2. become more proficient in the various roles in editing and response writing groups; learn new roles: for example, panel chair, panel member, large group discussion leader, recorder, resource person;
3. learn argumentation techniques that allow both sides of a question to surface; learn skills in logic and reasoning to support arguments on conflicting sides of a question (R/LAF L/S O/D 1.5, 1.6);
4. give careful attention to preplanning a speech; develop a regard for the audience with respect to gaining attention, sustaining interest, making efficient use of time; learn skills in organizing for various modes of presentation: analysis, persuasion, explanation, interpretation, direction, and comparison (R/LAF L/S O/D 1.7 A/E 1.13);
5. practice oral interpretation of literature, using the techniques of emphasis, expression, dramatic pause, inflection; practice parts in dramas, attempting realistic character identity, fluency in reading dialogue, and appropriate tone and mood (R/LAF L/S S/A 2.3 a—e; 2.5).

When listening, students will:

1. develop techniques that promote supportive, polite concern for the speaker, and learn the skills necessary to offer tactful, constructive criticism;
2. identify main and subordinate ideas presented in lectures and discussions, and evaluate them for sound reasoning and convincing support; take into account the nuances, the subtle shades of meaning (R/LAF L/S A/E 1.11—1.14).

#### D. Student Assessment

Students will be assessed in a variety of ways including, but not limited to: on-demand writing assignments, formal analytical papers, group work, oral presentations, assigned compositions that undergo several drafts, and multiple choice Advanced Placement practice examinations.

Students will be given the grading criteria and course expectations, preferably in writing, at the beginning of the course.

#### E. Course Assessment

Each year the course will be adjusted based upon student feedback, the teacher's observations, and the results of the Advanced Placement scoring done by the Educational Testing Service.

## IV. METHODS AND MATERIALS

### A. Methods

This course will utilize a variety of instructional methods and activities including, but not limited to the following:

- Use the techniques of literary analysis to gain a greater understanding of the works studied
- Understand point of view, tone, and theme as constructs of meaning
- Recognize and understand different types of discourse including satire, persuasion, humor, reflection, definition, evaluation, interpretation, description, classification and analysis
- Study a number of essays to analyze the rhetorical strategies used in support of purpose and theme
- Write critical analyses of essays and nonfiction works
- Contrast authors' subject matter, techniques, themes, and purposes
- Discuss the themes of various works to develop critical thinking skills of interpretation and support
- Learn various strategies to begin and end a composition
- Learn syntactic strategies such as repetition, parallel structure, balance and antithesis
- Understand the various forms and techniques of figures of speech
- Understand the differences in these forms and develop whole composition skills
- Write major compositions from the following list: satire, cause and effect, comparison and contrast, classification and division, extended definition, description, argumentation and persuasion, interpretation, evaluation.
- Read a selection of essays or longer works of fiction and/or nonfiction during the summer in preparation for discussion and close scrutiny of these works in the first weeks of the fall semester.
- Participate in analysis and discussion of works from the course reading list.
- Write analytic papers on the works studied.
- Write essays that incorporate at least three to four sources into argumentative or analytical responses; the sources should be used to support a particular argument or position.
- Research, analyze and interpret text sources and graphics and visual image sources
- Utilize and understand citation and documentation (footnotes and bibliography); study and develop understanding of a variety of citation formats including MLA and Chicago
- Write a number of Advanced Placement essay examinations and compare responses with models and study analyses provided by the College Board

- Take sample Advanced Placement multiple choice examinations and analyze results.

## B. Materials

The materials selected for this course will follow the recommended reading lists from the College Board Advanced Placement program.

1. Writing Handbooks
 

Alfano, Christine and O'Brien, Alyssa	<i>Envision: In Depth</i>
Altick, Richard	<i>Preface to Critical Reading</i>
Baldick, Chris	<i>Concise Oxford Dictionary of Literary Terms</i>
Corbett, Edward J.	<i>Classical Rhetoric of the Modern Student</i>
Daiker, Donald	<i>The Writer's Options</i>
Gibson, Walker	<i>persona</i>
Lunsford, Ruskiewicz, Walters	<i>Everything's an Argument</i>
McQuade & Atwan	<i>The Writer's Presence: A Pool of Readings, 6<sup>th</sup> Edition</i>
Payne, Lucile Vaughan	<i>The Lively Art of Writing</i>
Rottenberg, Annette and Winchell, Donna Haisty	<i>The Structure of Argument</i>
Sebranek, Patrick, Meyer, Verne, and Kemper, Dave	<i>Writers INC.</i>
Shea, Scanlon, & Aufses	<i>The Language of Composition</i>
Strunk, W, Jr & White, EB	<i>The Elements of Style</i>
Trimmer, Joseph	<i>Writing with Purpose</i>
Williams, Joseph	<i>Style: Ten Lessons in Clarity and Grace</i>
2. Essay Collections
 

Aaron, Jane	<i>The Compact Reader</i>
Atwan, Robert and	<i>The Writer's Presence: A Pool of Essays</i>
Great Books Foundation	<i>Keeping Things Whole: Readings in Environmental Science</i>
Great Books Foundation	<i>The Nature of Life: Readings in Biology</i>
McQuade, Donald, eds. Baldwin, James	<i>The Fire Next Time</i>
Bloom, Lynn	<i>The Essay Connection</i>
Cooley, Thomas, ed.	<i>The Norton Sampler: Short Essays for Composition</i>
Costello, Karin Bergstrom	<i>Gendered Voices: Readings from the American Experience</i>
Curry, Boykin, & Kasbar, Brian	<i>Essays That Worked</i>

Ellison, Ralph	<i>The Shadow and the Act</i>
Gates, Jr., Henry Louis and West, Cornel	<i>The Future of the Race</i>
Gillespie, Sheena and Singleton, Robert & Goldman, Emma	<i>Across Cultures: A Reader for Writers</i>
Jameson, Robert U.	<i>Essays on the Condition of Women</i>
Lamb, Charles	<i>Essays Old and New</i>
Lindemann, Erika	<i>The Writing of Elia</i>
Mencken, H.L.	<i>A Rhetoric for Writing Teachers</i>
Montaigne, Michel de.	<i>Prejudices: A Selection</i>
Muller, Gilbert J.	<i>The Essays of Montaigne</i>
	<i>The McGraw-Hill Reader: Themes in The Disciplines</i>
Orwell, George	<i>A Collection of Essays</i>
Ozick, Cynthia	<i>Collected Essays</i>
Peterson, Houston, ed.	<i>A Treasury of the World's Greatest Speeches</i>
Peterson, Linda H., ed.	<i>The Norton Reader: An Anthology of Expository Prose</i>
Swire, David & Swire, Sarah E.	<i>Writing with a Thesis: A Rhetoric and a Reader</i>
3. Autobiography	
Franklin, Benjamin	<i>Autobiography of Benjamin Franklin</i>
McCarthy, Mary	<i>Memories of a Catholic Schoolgirl</i>
Frederick Douglass	<i>Narrative of the Life of Frederick Douglass</i>
	<i>An American Slave</i>
Woolf, Virginia	<i>A Room of One's Own</i>
4. Essays	
Addison, James	"Tulips"
Angelou, Maja	"Graduation"
	"My Name is Margaret"
Bacon, Francis	"Of Friendship"
	"Of Studies"
Black Elk	"The Butchering at Wounded Knee"
Cisneros, Sandra	"Only Daughter"
Del Castillo Guilbault, Rose	"Americanization Is Tough on 'Macho'"
Didion, Joan	"Girl of the Golden West"
	"Miami: The Cuban Presence"
Douglass, Frederick	"What to the Slave is the Fourth of July"
	"Women's Rights"

	“On Being Seen Walking With Two White Women”
du Bois, W.E.B.	“Of Our Spiritual Strivings”
	“Of the Sorrow Songs”
du Plessux Gray, Francine	“On Friendship”
Ehrenreich, Barbara	“Star Dreck”
Eiseley, Loren	“The Brown Wasp”
Emerson, Ralph Waldo	“The Fugitive Slave Law”
	“Self-Reliance”
	“Love”
	“Uses of Great Men”
Giovanni, Nikki	“Campus Racism”
Goldsmith, Oliver	“National Prejudices”
Goleman, Daniel	“Peak Performance: Why Records Fall”
Goodall, Jane	“The Mind of the Chimpanzee”
Green, Bob	“Thirty Seconds”
Hamil, Pete	“The Neverglades”
Hughes, Langston	“Salvation”
Huxley, Aldous	“Wordsworth in the Tropics”
James, William	“The Energies of Men”
Johnson, Samuel	“Of Bashfulness”
King, Martin Luther, Jr.	“Letters From Birmingham Jail”
Kincaid, Jamaica	“Marbles”
Kingston, Maxine Hong	“No Name Woman”
Lamb, Charles	“Sanity of True Genius”
Lindbergh, Anne Morrow	“Channeled Whelk”
Liu, Eric	“A Chinaman’s Chance: Reflections on The American Dream”
	“Our America”
Marti, Jose	“The Feminine Mind”
Mencken, H.L.	“On Liberty”
Mill, John Stuart	“Areopagitica”
Milton, John	“Territorial Behavior”
Morris, Desmond	“The Word”
Neruda, Pablo	“Politics and the English Language”
Orwell, George	“Shooting an Elephant”
	“Essay on Man”
Pope, Alexander	“Apology”
Plato	“Parable of the Cave”
	“The Decline of Marriage: A Bad Omen”
Raspberry, William	“The Harm that Good Men Do”
Russell, Bertrand	“Family Limitation”
Sanger, Margaret	“Lullaby”
Silko, Leslie Marmon	“The Habit”
Styron, William	A Modest Proposal”
Swift, Johathan	

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| Tannen, Deborah   | <i>“Rapport-Talk and Report Talk”</i>                    |
| Thoreau, Henry David  | <i>“Why I Went to the Woods”</i>                         |
| Trillin, Calvin   | <i>“The Extendable Fork”</i>                             |
| Twain, Mark   | <i>“The Boy’s Ambition”</i>                              |
|   | <i>“Two Ways of Seeing a River”</i>                      |
| Updike, John  | <i>“Accuracy”</i>  |
|   | <i>“Why Write”</i>                                       |
| Walker, Alice   | <i>“Am I Blue”</i>                                       |
| Welch, James  | <i>“Plea to Those Who Matter”</i>                        |
| White, E.B.   | <i>“Education”</i>                                       |
|   | <i>“Once More to the Lake”</i>                           |
|   | <i>“Freedom”</i>   |
| Whitman, Walt   | <i>“Democratic Vistas”</i>                               |
| Wright, Richard   | <i>“Words as Weapons”</i>                                |
| Zola, Emile   | <i>“J’accuse”</i>  |
| 5. Novels and Plays   |  |
| Abe, Kobe   | <i>The Box Man</i>                                       |
| Atwood, Margaret  | <i>The Handmaid’s Tale</i>                               |
| Burgess, Anthony  | <i>Clockwork Orange</i>                                  |
| Dorfman, Ariel  | <i>Mascara</i>   |
| Hranbal, Bohumil  | <i>Too Loud a Solitude</i>                               |
| Johnson, Charles  | <i>Middle Passage</i>                                    |
| Johnson, Mat  | <i>Incognegro</i>  |
| Kosiscki, Jerzy   | <i>Being There</i>                                       |
| Lightman, Alan  | <i>Einstein’s Dreams</i>                                 |
| Marques, Gabriel Garcia   | <i>Chronicle of a Death Foretold</i>                     |
| Morrison, Toni  | <i>Sula</i>  |
| Sherman, Alexie   | <i>The Lone Ranger and Tonto Fistfight<br/>in Heaven</i> |
| Vermiel, Joseph   | <i>Netherland</i>  |
| Wilde, Oscar  | <i>Picture of Dorian Grey</i>                            |
| Williams, Tennessee   | <i>A Streetcar Named Desire</i>                          |
| 6. Nonfiction   |  |
| Corwin, Miles   | <i>And Still We Rise</i>                                 |
| Harr, Jonathan  | <i>Civil Action</i>                                      |
| Thomas, Lewis   | <i>Lives of a Cell</i>                                   |
| 7. Poetry   |  |
| Selected poems by John Donne, Ben Jonson, George Herbert, John Milton, Percy Shelly, Lord Byron, John Keats, Alfred Lord Tennyson, Emily Dickinson, Thomas Hardy, Gerard Manley Hopkins, Robert Frost, William Butler Yeats, Gwendolyn Brooks, Richard Wilbur, Adrienne Rich, Nikki Giovanni, Czeslaw Milosz, Ranier Maria Rilke, Philip Levine, Li Young |  |

Lee, Sharon Olds, Lucile Clifton, William Stafford, Antonio Machado,  
Pablo Neruda

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| 8. Core Selections       |   |
| Emerson, Ralph Waldo     | <i>Self-Reliance</i>                      |
| Franklin, Benjamin       | <i>Autobiography of Benjamin Franklin</i> |
| Atwood, Margaret         | <i>Handmaid's Tale</i>                    |
| King, Martin Luther, Jr. | <i>Letters from Birmingham Jail</i>       |
| Morrison, Toni           | <i>Sula</i>                               |
| Milton, John             | <i>Areopagitica</i>                       |
| Plato                    | <i>The Parable of the Cave</i>            |
| Swift, Jonathan          | <i>A Modest Proposal</i>                  |
| Woolf, Virginia          | <i>A Room of One's Own</i>                |

## V. GENERAL INFORMATION

Advanced Placement English is a two-semester (five units of credit per semester) open to juniors and seniors who meet the course prerequisites. This course carries a weighted grade.

- A. Prerequisites. Students must qualify on an entrance exam. In addition, students who seek admission are recommended by their English and social studies teachers as to their ability to successfully read, write, and participate in class activities.
- B. Requirements Met.

This course may be used in partial fulfillment of the English graduation requirement. It meets part of the District requirement for two Classic Strand courses.

This course is accepted toward the "b" or "g" requirement for UC admissions. It is also accepted for the CSU requirement.

Students who pass the national AP test may receive college credit for English.

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