



VIRGINIA BEACH CITY PUBLIC SCHOOLS
CHARTING THE COURSE

Department of Teaching & Learning
Parent/Student Course Information

Advanced Placement English Language Composition Grade 11

(LA1197)

Counselors are available to assist parents and students with course selections and career planning. Parents may arrange to meet with the counselor by calling the school's guidance department.

COURSE DESCRIPTION

Advanced Placement English Language and Composition is a college-level course in composition and critical reading. This course is designed for students who already understand and use standard English grammar. This course involves intensive study of and use of rhetorical modes in writing. Extensive composition and discussion require students to demonstrate sensitivity to the language and the structure of a piece of writing as well as to refine their own power and precision in organizing and expressing thoughts.

The course is divided into seven units: Autobiography, Letters, Persuasion and Argumentation, Critical Review, Scientific Writing, Political Discourse, and Description. These units represent many of the types of writing that students may explore in preparation for the Advanced Placement (AP) test. Each unit examines writing as an organic process, puts a great emphasis on revision, and requires that students write in each of the genres and rhetorical modes. Also, each unit contains challenging reading selections, and all of the units require that the students are engaged in independent reading.

The autobiography unit focuses on having the students develop both fluency and speed in writing and a personal writing voice by responding to specific journal assignments each day. The students read excerpts from a wide variety of autobiographical writings that illustrate many of the techniques and issues central to autobiography as a genre. The unit on letters contributes to helping the students develop a fluent writing style while they analyze the style and wording of letters written throughout history. The purposes of the unit on persuasion and argumentation are to increase the students' ability to write persuasively, to extend their ability to respond intelligently to written attempts of others to persuade, and to develop their ability to present arguments of inductive and deductive reasoning. The unit on critical review introduces the students to analyzing and describing for the purpose of evaluating the language in contemporary and historical documents. In the scientific writing unit, the students examine a wide range of scientific writing, ranging from the technical to the literary. This unit requires that the students complete an independent reading project which gives them the opportunity to practice the critical reviewing skills developed in the critical review unit. The literature in the political discourse unit is taken from important documents in American history, and the students analyze the documents for the relationship between language and politics. Developing an understanding of how place and setting function in a piece of writing is the purpose of the unit on description. Students will take two Standards of Learning Tests for English: Writing and Reading/Literature and Research or a substitute test approved by the State Board of Education. Specific dates for the spring or summer SOL test will be announced by the school. All pieces of a student's writing are stored in a Works in Progress folder from which each student selects pieces of writing for his or her writing portfolio. The contents of the portfolio illustrate how each student has grown and improved as a writer throughout the year.

PREREQUISITE

Enrollment for this course should be based on student performance and interest, application, teacher recommendation, and parent input.

REQUIRED STUDENT TEXTBOOK

Elements of Literature, Fifth course

The Little, Brown Handbook, Ninth Edition

The Language of Composition: Reading, Writing, Rhetoric, First Edition, Renee H. Shea, Lawrence Scanlon, Robin D. Aufses

READING SELECTIONS

In the Advanced Placement course in English Language and Composition, students are engaged in the critical reading of literary works. They should study several representative works from various genres and periods. These works should be of recognized literary merit, worthy of scrutiny because of their richness of thought, language, and style. Works may be drawn from the following list provided by the College Board.

The Adventures of Huckleberry Finn, Mark Twain
All the King's Men, Robert Penn Warren
An American Childhood, Annie Dillard
Between Ourselves, Karen Payne, ed.
Blue Highways, William Least Heat Moon
The Boys of Summer, Roger Kahn
Cloudsplitter, Russell Banks
Fair and Tender Ladies, Lee Smith
A Farewell to Arms, Ernest Hemingway
The Grapes of Wrath, John Steinbeck
The Great Gatsby, F. Scott Fitzgerald
Inherit the Wind, Jerome Lawrence & Robert E. Lee
Into Thin Air, Jon Krakauer
Invisible Man, Ralph Ellison
Letters from the Field, Margaret Mead

Letters Home, Sylvia Plath
Literary Essays of Ezra Pound, Ezra Pound
A Moveable Feast, Ernest Hemingway
On the Road, Charles Kuralt
Pilgrim at Tinker Creek, Annie Dillard
The Scarlet Letter, Nathaniel Hawthorne
Selected Essays, Lectures and Poems, Ralph Waldo Emerson
Silent Spring, Rachel Carson
Spoon River Anthology, Edgar Lee Masters
The Sun Also Rises, Ernest Hemingway
Their Eyes Were Watching God, Zora Neale Hurston
Travels with Charley, John Steinbeck
Walden, Henry David Thoreau

MAJOR LEARNING OBJECTIVES

- AP 1 Analyze and interpret samples of good writing, identifying and explaining an author's use of rhetorical strategies and techniques.
- AP 2 Apply effective strategies and techniques in their own writing.
- AP 3 Create and sustain arguments based on readings, research, and/or personal experience.
- AP 4 Demonstrate understanding and mastery of standard written English as well as stylistic maturity in their own writings.
- AP 5 Write in a variety of genres and contexts, both formal and informal, employing appropriate conventions.
- AP 6 Produce expository and argumentative compositions that introduce a complex central idea and develop it with appropriate, specific evidence, cogent explanations, and clear transitions.
- AP 7 Move effectively through the stages of the writing process, with careful attention to inquiry and research, drafting, revising, editing, and review.

Dr. Aaron C. Spence, Superintendent
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Produced by the Department of Media and Communications for the Department of Teaching and Learning.
For further information please call (757) 263-1070.

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To seek resolution of grievances resulting from alleged discrimination or to report violations of these policies, please contact the Title VI/Title IX Coordinator/Director of Student Leadership at (757) 263-2020, 1413 Laskin Road, Virginia Beach, Virginia, 23451 (for student complaints) or the Section 504/ADA Coordinator/Chief Human Resources Officer at (757) 263-1133, 2512 George Mason Drive, Municipal Center, Building 6, Virginia Beach, Virginia, 23456 (for employees or other citizens). Concerns about the application of Section 504 of the Rehabilitation Act should be addressed to the Section 504 Coordinator/Executive Director of Student Support Services at (757) 263-1980, 2512 George Mason Drive, Virginia Beach, Virginia, 23456 or the Section 504 Coordinator at the student's school. For students who are eligible or suspected of being eligible for special education or related services under IDEA, please contact the Office of Programs for Exceptional Children at (757) 263-2400, Laskin Road Annex, 1413 Laskin Road, Virginia Beach, Virginia, 23451.

Alternative formats of this publication which may include taped, Braille, or large print materials are available upon request for individuals with disabilities. Call or write The Department of Teaching and Learning, Virginia Beach City Public Schools, 2512 George Mason Drive, P.O. Box 6038, Virginia Beach, VA 23456-0038. Telephone 263-1070 (voice); fax 263-1424; 263-1240 (TDD) or email her at Cameron.Vadersen@VBSchools.com

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