



AP English Language and Composition Syllabus

Course Details

Course Code: 307100AW

Subject: English Language Arts

Required Prerequisites:

- School counselor recommendation
- Consistent and reliable access to a computer and internet

Suggested Prerequisites:

- A Lexile reading score of 1200 or higher (required course readings are 1150-1450 Lexile on average)
- An ability to write scholarly essays at 300-500 words
- Availability of ten or more hours per week of dedicated time to work exclusively in this course
- Exemplary rating on 8th grade PASS test
- 75th or higher percentile on PSAT writing
- 75th or higher percentile on ACT Aspire English, Reading and Writing

Recommended Grade Levels: 11th or 12th

Duration: Yearlong

Course Availability: A listing of when this course is offered in the current school year can be found on the [VirtualSC Current Course Offerings page](#) (opens in a new window).

Class Times: This course has scheduled instructional meetings. Information on scheduled meetings for each course is communicated by the teacher. Recordings of these meetings will be available for students unable to attend. Students should expect to spend 7-9 hours a week working on this course independently, in addition to any live meetings, and are expected to meet the deadlines posted in the course pacing guide.

Textbook: Cengage/MindTap Readings for Writers, AP® Edition

Outside Websites: A list of links to websites and online textbooks used in this course can be found here: [VSC Course Links Document Folder \(opens in a new window\)](#). Students will need to be able to access all of these links to access all course materials.

Final Exam: Students in this course take a VSC Final Exam, **AND** an Advanced Placement (AP) exam]. Details on scheduling and taking final exams can be found on the [Final Exam Page](#) (opens in a new window) of the VirtualSC webpage.

Course Description

Advanced Placement (AP®) English Language and Composition is a college level course that deals in recognizing, analyzing, and expressing ideas. This yearlong course explores the relationship between what authors say and how they say it. The literary component of the course provides a range of genres, including nonfiction, fiction, drama and poetry. In the study of these works, students are exposed to the analysis of both style and rhetoric. Formal writing assignments cover rhetorical, synthesis and argumentative essays. Informal writing assignments are generally analysis, expository and/or critical in approach. Course readings feature expository, analytical, personal, and argumentative texts from a variety of authors and historical contexts. Students examine and work with essays, letters, speeches, images, and imaginative literature. The academic objectives of this course adhere to those outlined by the College Board in preparation for the Advanced Placement Exam in Language and Composition. This exam is required for participation in our course and will determine whether a student qualifies for college credit. On average, students must score a 3 or higher on this exam to earn college credit. This exam score will not be factored into a student's grade as score reports do not become available until long after the course closes. Students will take a proctored final exam at the end of the course that counts for 20% of a student's final grade in the class and is consistent with VirtualSC final exam guidelines.

The curriculum used in this course meets the guidelines of the College Board.

Scope and Sequence

- Orientation & Introduction
 - Program and course **orientations**.
 - Participate in the introduction **forum**.
 - Explore the definition of logic and rhetoric as it applies to this course.
 - Create your College Board account and learn about the exam.
 - Read and complete activities in the class textbook "Reading for Writers."
 - Review steps for writing and editing a formal research paper.
- Unit 01:
 - **Writing:** Incorporating Sources, The Writer's Voice, The Writer's Thesis, Organizing Ideas, Developing Good Paragraphs; Editing Rules and Revision Practice

- **Reading for Writers:**
 - Exemplar: "The Gettysburg Address" by Abraham Lincoln; "The U.S. Can Reclaim 'Smart Power'" by Joseph S. Nye Jr.
 - Essays on Sport: Stephen H. Webb "How Soccer is Ruining America"; Jane Smiley, "Barbaro, The Heart in the Winner's Circle"; John McMurtry, Kill 'Em, Crush 'Em, Eat 'Em Raw!"; Malcolm Gladwell, "Offensive Play"
 - Sources on The American Dream: Video-"Is the American Dream changing?,"; "The American Dream" by Martin C. Jischke; "Long Live the American Dream" by Shikha Dalmia; "The American Dream" by Richard Todd; "Crumbling American Dreams" by Robert D. Putnam; "Niall Ferguson on the End of the American Dream" by Niall Ferguson
- **Critical Thinking and Debate Essay:** The American Dream
- **AP® Exam Practice**
- Unit 02: Title
 - **Writing:** Narration, Editing Rules and Revision Practice
 - **Reading for Writers:**
 - Exemplar: "Shooting An Elephant" by George Orwell;
 - Essays Using Narration: "Corn-Pole Opinions" and "Life on the Mississippi" by Mark Twain
 - Sources on Terrorism: Video: "Violence in the name of Allah?"; "My Accidental Jihad" by Krista Bremer; "The Real War" by Thomas L. Friedman; "American Extremist Reveals His Question to Join ISIS" by Richard Engel, James Novogrod, and Michele Neubert; "Does Believing in Evil Make Us More Violent and Less Tolerant?" by Jesse Singal; Video: Senior British Imams Response to ISIS Recruitment Videos; Laura Blumenfeld, "The Apology: Letters from a Terrorist"; Rick Reilly, "The Real New York Giants"
 - **Critical Thinking and Debate Essay:** Terrorism
 - **AP® Exam Practice**
- Unit 03:
 - **Writing:** Description, Editing Rules and Revision Practice
 - **Reading for Writers:**
 - Exemplar: "An Innocent at Rinkside" by William Faulkner
 - Essays Using Description: Richard Selzer, "The Surgeon as Priest"; Grantland Rice, "The Four Horsemen"; Jacob Bronowski, "The Reach of Imagination"
 - Sources on Self-Image: Video-"One Woman's Battle with Anorexia"; "Body Image" by Cindy Maynard; "Beauty: When the Other Dancer is the Self" by Alice Walker; Image Gallery: Cartoon by Andrew Toos, Mike Tyson, Lady Gaga, Obesity in public place; "Who I've learnt to accept feeling ugly" by Shona Sibary; Video: "What do Strangers Think of You?"; "A Unique Take on Beauty" by Donna Britt; "On Self Respect" by Joan Didion; "An Image a Little Too Carefully Coordinated" by Robin Givhan; "Celebrity Bodies" by Daniel Harris
 - **Critical Thinking and Debate Essay:** Self-Image
 - **AP® Exam Practice**
- Unit 04:

- **Writing:** Process Analysis; Illustration/Exemplification; Definition; Editing Rules and Revision Practice
- **Reading for Writers:**
 - Exemplars: "On the Duty of Civil Disobedience," "Economy," and "Where I Lived, and What I Lived For" by Henry David Thoreau
 - Essays Using Process Analysis/Illustration/Definition: Scott Brown, "Facebook Friendonomics"; Leon Botstein, "Let Teenagers Try Adulthood"; David S. Broder, "A Model for High Schools"
 - Sources on Immigration: Video-"Immigration Protest"; "Wide-open Spaces" by Bill Bryson; Image Gallery: Immigration; "Three Cheers for Pluralism Over Separatism" by Thomas Friedman; Website for My Immigration Story; "'Making' in America, Changing the World: An Immigrant Maker's Story" by Doug Rand and Bess Evans; "The 'F Word'" by Firoozeh Dumas; "The Myth of the Latin Woman: I Just Met a Girl Named Maria" Judith Ortiz Cofer; "Always Living in Spanish" Marjorie Agosin
- **Critical Thinking and Debate Essay:** Immigration
- **AP® Exam Practice**
- Unit 05:
 - **Writing:** Comparison/Contrast; Classification/Division, Editing Rules and Revision Practice
 - **Reading for Writers:**
 - Exemplar: "Common Sense" by Thomas Paine
 - Essays Using Comparison/Contrast & Classification/Division: Jane Howard, "In Search of the Good Family"; Frantz Fanon, from "Concerning Violence"; David Denby, "High-School Confidential: Notes on Teen Movies"
 - Sources on Racism: Video-"Protesters in Support of Darren Wilson"; "Warriors Don't Cry" by Melba Patillo Beals; "Incidents with White People" by Sarah L. and A. Elizabeth Delany; Study the Images; "Black Dog Syndrome" by Katy Waldman; "When Slang Becomes a Slur" by Geoffrey Nunberg; James Baldwin, "A Talk to Teachers"; Amitai Etzioni, "The New Community"; Vine Deloria Jr., from "We Talk, You Listen"
 - **Critical Thinking and Debate Essay:** Racism
 - **AP® Exam Practice**
- Unit 06:
 - **Writing:** Causal Analysis; Editing Rules and Revision Practice
 - **Reading for Writers:**
 - Exemplar: "Declaration of Sentiments" by Elizabeth Cady Stanton,
 - Essays Using Cause and Effect: Marilyn Gardner, "More Working Parents Play 'Beat the Clock'"; Will Allen, "A Good Food Manifesto for America"; Mark Bauerlein and Sandra Stotsky, "Why Johnny Won't Read"
 - Sources on Gender: Video: "Hillary and Her Campaign"; Cartoon: Ed Fisher; "The New Feminism" by Kate Gubata; "The Farce of Feminism" by Rebeccaa E. Rubins; Image Gallery: Status of Women; "The Gender Wage Gap Lie" by Hanna Rosin; Deborah Tannen, "There Is No

Unmarked Woman"; Paul Theroux, "Being a Man"; Judy Brady, "I Want a Wife"

- **Critical Thinking and Debate Essay:** Status of Women
- **AP® Exam Practice**
- Unit 07:
 - **Writing:** Argument and Persuasion; Editing Rules and Revision Practice
 - **Reading for Writers:**
 - Exemplar: "Letter from a Birmingham Jail" by Martin Luther King, Jr,
 - Speeches Using Persuasion: Abraham Lincoln, "Second Inaugural Address"; Franklin Delano Roosevelt, "Second Inaugural Address: One-Third of a Nation"; John F. Kennedy, "Address to the Greater Houston Ministerial Associations"
 - Sources on Homelessness: Video-"Citizen Crusaders for the Homeless"; "Homeless" by Anna Quindlen; "The Homeless Lack a Political Voice, But Not American Ideals" by Matt Lynch; Image Gallery: Homelessness; Website for Impact Homelessness; Good Night Moon Project; Andrew Carnegie, from "The Gospel of Wealth"; Eric Schlosser, from "In the Strawberry Fields"; Lars Eighner, "On Dumpster Diving"
 - **Critical Thinking and Debate Essay:** Homelessness
 - **AP Exam Practice**
- Unit 08:
 - **Writing:** Combining the Modes; Editing Rules and Revision Practice
 - **Reading for Writers:**
 - Exemplar: "A Modest Proposal" by Jonathan Swift
 - Essays using a combination of patterns: David Foster Wallace, "This Is Water"; Rick Weiss, "Pet Clones Spur Call for Limits"; Teresa Wiltz, "Popular Culture in the Aftermath of Sept. 11 Is a Chorus without a Hook, a Movie without an Ending"
 - Sources on New Technology: Video-"Digital Detox"; "No Technology? No Problem" by Eric Brende; "Beware the Apps!" by Lacreata Scott; Image Gallery: The New Technology; "Too Much Technology Is Bad for the Brain" by Steve Nelson; "The Problem with Easy Technology" by Tim Wu; Ellen Goodman, "In Praise of a Snail's Pace"; Malcom Gladwell, "Small Change; Sven Birkerts, "Into the Electronic Millenium"
 - **Critical Thinking and Debate Essay:** The New Technology
 - **AP Exam Practice**

Students will be sent a full list of assignments and their due dates at the beginning of the course.

Current pacing guides for this course can be found on the [Current Course Offerings page](#) (opens in a new window) on the VirtualSC website.

Course Grades

The final grade in this course results from the following:

- Coursework: 80%
- Final Exam: 20%

VirtualSC Details

Information on VirtualSC student guidelines, policies and technology requirements can be found in the [VirtualSC Student Support Portal \(opens in a new window\)](#).