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| **AP English Language & Composition** | 2018-2019 | |
| *A 1.0 English credit. AP English Language and Composition, often shortened to AP Lang, enables a student to be an effective writer at the postsecondary level. Students read, analyze, and practice a variety of discursive prose. Through the organized study of language skills and the structures of sentences, paragraphs, and expository patterns, students analyze and implement the resources of the English language. Completion of the AP exam is an expectation for all AP courses. AP Lang is aligned to both the Iowa Core Standards and the DMACC Course Competencies for ENG105 and ENG 106.* | |  |



**Course Numbers**

* LA501/502
* LA531/532 (Dual-Credit)



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| **AP English Language & Composition** |
| The AP English Language and Composition course aligns to an introductory college-level rhetoric and writing curriculum, which requires students to develop evidence-based analytic and argumentative essays that proceed through several stages or drafts. Students evaluate, synthesize, and cite research to support their arguments. Throughout the course, students develop a personal style by making appropriate grammatical choices. Additionally, students read and analyze the rhetorical elements and their effects in non-fiction texts, including graphic images as forms of text, from many disciplines and historical periods.  **AP English Language and Composition** **– Course Objectives:**  Composing in several forms (e.g., narrative, expository, analytical, and argumentative essays) about a variety of subjects • Writing that proceeds through several stages or drafts, with revision aided by teacher and peers • Writing informally (e.g., imitation exercises, journal keeping, collaborative writing), which helps students become aware of themselves as writers and the techniques employed by other writers • Writing expository, analytical, and argumentative compositions based on readings representing a variety of prose styles and genres • Reading nonfiction (e.g., essays, journalism, science writing, autobiographies, criticism) selected to give students opportunities to identify and explain an author’s use of rhetorical strategies and techniques1 • Analyzing graphics and visual images both in relation to written texts and as alternative forms of text themselves • Developing research skills and the ability to evaluate, use, and cite primary and secondary sources • Conducting research and writing argument papers in which students present an argument of their own that includes the analysis and synthesis of ideas from an array of sources • Citing sources using a recognized editorial style (e.g., Modern Language Association, The Chicago Manual of Style)  **AP English Language** **Exam: Format of Assessment – 3 Hours**  **Section I: Multiple Choice | 52-55 Questions | 1 Hour | 45% of Exam Score**  • Includes excerpts from several non-fiction texts  • Each excerpt is accompanied by several multiple-choice questions  **Section II: Free Response | 3 Prompts | 2 Hours 15 minutes | 55% of Exam Score**  -Synthesis: Students read several texts about a topic and create an argument that synthesizes at least three of the sources to support their thesis.  -Rhetorical Analysis: Students read a non-fiction text and analyze how the writer’s language choices contribute to his or her purpose and intended meaning for the text.  -Argument: Students create an evidence-based argument that responds to a given topic.  **Link to DMPS Grading Resources:** <http://grading.dmschools.org>  **Link to Course Information @ AP Central:** <https://apcentral.collegeboard.org/courses/ap-english-language-and-composition/course> |

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| **Grading Topic** | **AP Exam Alignment** | **Core Standards** | **DMACC Competencies** |
| **Vocabulary and Terminology** | Support | * Reading Literature 4 * Reading Informational Text 4 * Language 4-6 | * ENG106-4 |
| **Writing Process** | Support | * Writing 4-8, 10 * Language 1-3 | * ENG105-1, ENG105-3, ENG105-5 * ENG106-5, ENG 106-6, ENG106-7 |
| **Speaking & Listening** | Support | * Speaking and Listening Standards SL.11-12.1.A-D   SL.11-12.2  SL11-12.3 |  |
| **Critical Reading** | Multiple Choice | * Reading Literature 1-3, 5-10 * Reading Informational Text 1-3, 5-10 | * ENG105-2 * ENG106-1 |
| **Timed Writing**  **(Rhetorical, Synthesis, Argument)** | Essay | * Writing 1, 2, 9 | * ENG106-1, ENG106-2 |
| **Untimed Writing**  **(Rhetorical, Synthesis, Argument)** | Essay | * Writing 1, 2, 9 | * ENG106-1, ENG106-2 |

**Standards-Referenced Grading Basics**

The teacher designs instructional activities and assessments that grow and measure a student’s skills in the elements identified on our topic scales. Each scale features many such skills and knowledges, also called learning targets. These are noted on the scale below with letters (A, B, C) and occur at Levels 2 and 3 of the scale. In the grade book, a specific learning activity could be marked as being 3A, meaning that the task measured the A item at Level 3.



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| **The Body of Evidence in a Process-Based Course** |
| **Process-Based SRG** *is defined as an SRG course design where the same scale recurs throughout the course, but the level of complexity of text and intricacy of task increase over time.* AP English Language & Composition immerses students in six themes as outlined by the College Board curriculum framework. Students cycle through the similar topics repeatedly as they progress through the course, with changing content and an increasing complexity of the text, analysis, listening, speaking, and writing expectations throughout. To account for this, process-based courses like this have their evidence considered in a “Sliding Window” approach. When determining the topic score for any given grading topic, *the most recent evidence* determines the topic score. Teacher discretion remains a vital part of this determination, but it is hard to overlook evidence from the most recent (and therefore rigorous) assessments.  **DMPS Grading Resources: grading.dmschools.org** |

**Guiding Practices of Standards-Referenced Grading**

**1.** A consistent 4-point grading scale will be used.

**2.** Student achievement and behavior will be reported separately.

**3.** Scores will be based on a body of evidence.

**4.** Achievement will be organized by learning topic and converted to a grade at semester’s end.

**5.** Students will have multiple opportunities to demonstrate proficiency.

**6.** Accommodations and modifications will be provided for exceptional learners.

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| **Grading Topic: Academic Vocabulary** | | |
| **4** |  | ***In addition to meeting the Learning Goal, students demonstrate complex and autonomous analysis of word meaning and usage.*** |
| **3** |  | ***Students demonstrate they have the ability to:***   1. Analyze a word and its impact within a passage (i.e., connotation, denotation, concrete, abstract, literal, figurative)   Apply knowledge of a word to use it in the correct context with the appropriate syntax |
| **Learning Goal** | |
| **2** |  | ***Students demonstrate they have the ability to:***   1. Determine the meaning of words and phrases as they are used in a text, including technical meanings   Acquire and use accurately general academic and domain-specific words and phrases in isolation |

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| Topic Resources |
| Academic Vocabulary - Connotation, Denotation, Concrete, Abstract, Literal, Figurative, Syntax  Teacher Clarifications  Note that the A strand of targets focuses on things such as literary and rhetorical devices, while the B strand encourages students to focus on developing a stronger general vocabulary. |

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| **Grading Topic: Critical Reading** | | | **1** | | **2** |
| **4** |  | ***Student’s performance reflects exceptional facility with the whole of the learning goal.*** | 65-100% | 70-100% | |
| **3.5** |  | *Student’s performance reflects exceptional facility with some but not most Level 3 learning targets* | 60-64% | 65-69% | |
| **3** |  | ***Students demonstrate they have the ability to:***   1. Analyze a text regarding rhetorical language (syntax, diction, figurative language, tone) 2. Analyze a text regarding author’s meaning and purpose 3. Analyze a text regarding main idea, theme, and tone 4. Analyze a text regarding organization, structure, and rhetorical modes   Analyze a text regarding documentation and citation | 50-59% | 60-64% | |
| **Learning Goal** | |
| **2.5** | | *Student’s performance reflects success on some but not all Level 3 learning targets* |  | 40-49% | |
| **2** |  | ***Students demonstrate they have the ability to:***   1. Identify instances of rhetorical language (syntax, diction, figurative language, tone) 2. Identify author’s meaning and purpose 3. Identify main idea, theme, and tone 4. Identify instances of organization, structure, and rhetorical modes   Identify instances of documentation and citation | 35-44% | 45-49% | |
| **1.5** |  | *Student’s performance reflects success on some but not all Level 2 learning targets* | 30-39% | 40-44% | |
| **1** |  | *Student’s performance reflects insufficient progress towards foundational skills and knowledge.* | 10-29% | 20-39% | |

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| Topic Resources |
| Standard Language: CCSS ELA RL.11-12.1-3, 5-10  Standard Language: CCSS ELA RI.11-12.1-3, 5-10  Academic Vocabulary: Rhetoric, Organization, Structure, Meaning, Purpose, Tone, Endnotes  Teacher Clarifications  It is best to post this topic in both semesters. Bear in mind that a student is more likely to pass the AP exam once they cross the 45% threshold on the multiple-choice exam. |

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| **Grading Topic: Writing Process** | | |
| **4** |  | ***In addition to meeting the Learning Goal, the student demonstrates a command of voice and style that rises above formulaic writing.*** |
| **3** |  | ***Students demonstrate they have the ability to construct writing which examines and conveys complex ideas, concepts, and information clearly and accurately to an intended audience:***   1. **Organization:** Develop a thesis to address a prompt (examples: argumentative, analytical) and support the thesis with relevant, well-chosen, sufficient evidence 2. **Organization:** Organize ideas by using appropriate and varied transitions, creating cohesion, and clarifying the relationships among ideas and concepts 3. **Style:** Use precise and content specific language, varied sentence patterns, while maintaining a formal style and tone   **Conventions:** Demonstrate command of the conventions of standard English |
| **Learning Goal** | |
| **2** |  | ***Students demonstrate they have the ability to:***   1. **Organization:** Plan ideas before writing and collect evidence in support of ideas 2. **Organization:** Identify transitions or a need for transitions in a text   **Writing Process:** Edit, revise, and rework rough drafts of introductions, body paragraphs, and conclusions |

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| Topic Resources |
| Standard Language: CCSS ELA W.11-12.4-8, 10  Standard Language: CCSS ELA L.11-12.1-3  Academic Vocabulary: Relevant, Cohesion, Formal Style, Conventions, Thesis  Teacher Clarifications  Students should use MLA format, additional support for this can come from Purdue OWL. Students can gain additional practice on this topic through the use of Revision Assistant.  Multiple Opportunities  This topic connects clearly to the three writing topics (Argument, Rhetorical Analysis, and Synthesis) and should be used to measure student engagement in the process of writing while attending to the requirements of the writing genres from those scales. |

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| **Grading Topic: Untimed Writing** | | | **1** | **2** | |
| **4** |  | ***Student’s performance reflects exceptional facility with the whole of the learning goal.*** | **8 or 9** | | **8 or 9** |
| **3.5** |  | *Student’s performance reflects exceptional facility with some but not most Level 3 learning targets* | **6 or 7** | | **7** |
| **3** |  | ***Students demonstrate they have the ability to:***   1. Construct a complex **rhetorical analysis** essay over time and through multiple drafts that responds to an assigned prompt and that attends to rigorous academic requirements 2. Construct a complex **synthesis essay** over time and through multiple drafts that responds to an assigned prompt and that attends to rigorous academic requirements while evaluating and infusing evidence from provided sources 3. Construct a complex **argumentative essay** over time and through multiple drafts that responds to an assigned prompt and that attends to rigorous academic requirements | **5** | | **6** |
| **Learning Goal** | |
| **2.5** | | *Student’s performance reflects success on some but not all Level 3 learning targets* |  | | **5** |
| **2** |  | ***Students demonstrate they have the ability to:***   1. Identify the critical components of **rhetorical analysis** OR produce a basic **rhetorical analysis** that attends to specific elements of rhetoric 2. Identify the critical components of **synthesis writing** OR produce a basic **synthesis response** that attends to specific elements of synthesis writing with a thesis that is supported through cited evidence from provided sources 3. Identify the critical components of **argumentative writing** OR produce a basic **argumentative response** that attends to specific elements of argumentation | **3** | | **4** |
| **1.5** |  | *Student’s performance reflects success on some but not all Level 2 learning targets* | **2** | | **3** |
| **1** |  |  | **1** | | **1 or 2** |

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| Topic Resources |
| *Note: 3B. Attend to length requirement when required.*  Standard Language: CCSS ELA W.11-12.1  Standard Language: CCSS ELA W.11-12.2  Standard Language: CCSS ELA W.11-12.9  *Academic Vocabulary*  Argument - Thesis, Evidence, Counterclaim, Rebuttal, Appeals (Ethos, Pathos, Logos)  Rhetorical Analysis - Appeals (Ethos, Logos, Pathos), Literary Devices, Rhetorical Devices, Satire, Repetition, Rhetorical Shift, Genre  Synthesis - Synthesis vs. Summary, Paraphrase vs. Direct Quotation, Citation, Counterargument  *Teacher Clarifications*  Remember that the AP Argument Writing prompt does not require quoted/cited text evidence. Additionally, first person writing is not necessarily prohibited in this writing type, but it should be used sparingly.  Remember that the AP Rhetorical Analysis prompt heavily encourages annotation throughout. One method for supporting this writing type is SOAPStone.  Citation of sources must be consistent.  The difference between 3B and 2B is largely a matter of the degree of skill used to incorporate the sources into the student writing. 2C covers a more mechanical/formulaic approach, while 3C asks students to embed multiple sources throughout the writing more organically. |

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| **Grading Topic: Timed Writing** | | | **1** | **2** |
| **4** |  | ***Student’s performance reflects exceptional facility with the whole of the learning goal.*** | 8 or 9 | 8 or 9 |
| **3.5** |  | *Student’s performance reflects exceptional facility with some but not most Level 3 learning targets* | 6 or 7 | 7 |
| **3** |  | ***Students demonstrate they have the ability to:***   1. Construct a complex **rhetorical analysis** essay within a fixed time constraint that responds to an assigned prompt 2. Construct a complex **synthesis essay** within a fixed time constraint that responds to an assigned prompt by evaluating and infusing evidence from provided sources   C. Construct a complex **argumentative essay** within a fixed time constraint that responds to an assigned prompt | 5 | 6 |
| **Learning Goal** | |
| **2.5** | | *Student’s performance reflects success on some but not all Level 3 learning targets* | 4 | 5 |
| **2** |  | ***Students demonstrate they have the ability to:***   1. Identify the critical components of **rhetorical analysis** OR produce a basic **rhetorical analysis** that attends to specific elements of rhetoric 2. Identify the critical components of **synthesis writing** OR produce a basic **synthesis** **response** that attends to specific elements of synthesis writing with a thesis that is supported through cited evidence from provided sources   C. Identify the critical components of **argumentative writing** OR produce basic **argumentative response** that attends to specific elements of argumentation | 3 | 4 |
| **1.5** |  | *Student’s performance reflects success on some but not all Level 2 learning targets* | 2 | 3 |
| **1** |  | *Student’s performance reflects insufficient progress towards foundational skills and knowledge.* | 1 | 1 or 2 |

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| Topic Resources |
| Standard Language: CCSS ELA W.11-12.1  Standard Language: CCSS ELA W.11-12.2  Standard Language: CCSS ELA W.11-12.9  *Academic Vocabulary*  Argument - Thesis, Evidence, Counterclaim, Rebuttal, Appeals (Ethos, Pathos, Logos)  Rhetorical Analysis - Appeals (Ethos, Logos, Pathos), Literary Devices, Rhetorical Devices, Satire, Repetition, Rhetorical Shift, Genre  Synthesis - Synthesis vs. Summary, Paraphrase vs. Direct Quotation, Citation, Counterargument  *Teacher Clarifications*  Remember that the AP Argument Writing prompt does not require quoted/cited text evidence. Additionally, first person writing is not necessarily prohibited in this writing type, but it should be used sparingly.  Remember that the AP Rhetorical Analysis prompt heavily encourages annotation throughout. One method for supporting this writing type is SOAPStone.  Citation of sources must be consistent.  The difference between 3B and 2B is largely a matter of the degree of skill used to incorporate the sources into the student writing. 2C covers a more mechanical/formulaic approach, while 3C asks students to embed multiple sources throughout the writing more organically. |

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| **Grading Topic: Speaking and Listening** | | |
| **4** |  | Student’s performance reflects exceptional facility with speaking and listening.  4A. Prepare materials for class discussion that reveal sophisticated insight and connections.  4B. Facilitate the communication process, with speaker and listener framing, sharing, interpreting, and responding to messages (L1.1-1.2), **OR** invite others into the discussion in a way that deepens and enhances analysis. |
| **3** |  | ***The student demonstrates the ability to:***  3A. Prepare materials for class discussion that reveal insight and connections.  3B. Utilize the transactional nature of the communication process, with speaker and listener framing, sharing, interpreting, and responding to messages (L1.1-1.2). |
| **Learning Goal** | |
| **2** |  | ***The student demonstrates the ability to:***  2A. Prepare for class discussions.  2B. Understand the transactional nature of the communication process (L1.1-1.2). |

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| Topic Resources |
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