SAN LEANDRO UNIFIED SCHOOL DISTRICT
COURSE PROPOSAL

SECTION A. COVER PAGE

1. **Course Title: English 3AP**	7. **Action** ☒ New Course ☐ Course Revision ☐ Title Change Only
2. Date Submitted:	8. **Grade Level** ☐ 9 ☐ 10 ☒ 11 ☐ 12
3. Transcript Title/Abbreviation(s)	**9. Prerequisites** (Please list.) ☐ Required ☒ Recommended English 1H, English2H
4. Transcript Course Code/Course Number :	**10. Seeking Program Distinction?** ☒ YES (Check one below.) ☐ NO ☐ Honors ☒ AP ☐ Other
5. Subject Area English	11. **Is this a CTE course?** ☐ YES ☒ NO **If YES, complete Section C**
6. **Department** English	12. **Previously approved by UC?** ☐ YES ☒ NO Year approved Year removed
13. UC ELIGIBILITY **Already eligible?** ☐ YES ☐ NO a ☐ b ☐ c ☐ d ☐ e ☐ f ☐ g ☐ **Proposing eligibility?** ☒ YES ☐ NO a ☐ b ☒ c ☐ d ☐ e ☐ f ☐ g ☐ Please mark one for approved eligibility or proposed eligibility.	14. **Unit Value/Course Credit/Length of Course** ☐ 0.5 (semester or half-year ☒ 1.0 (one year equivalent) ☐ 2.0 (two-year equivalent) ☐ Other
15. School Contact: Name:Ramona Ansolabehere and Linda Morrison Phone:(510) 618-4600 ext 2116 or 2120 Emai:ransolabehere@slusd.us ; lmorrison@slusd.us Position:Teachers	
16. Signatures: Department Chair Principal:	**DISTRICT OFFICE USE ONLY** **Date approved by Board Curriculum Committee** 1-6-15 **Date approved by Board**

SECTION B. COURSE CONTENT

17. Course Description

The purpose of the AP English Language and Composition course is to enable students to read complex texts with understanding and to write prose of sufficient richness and complexity to communicate effectively with mature readers. This course is intended to be comparable to an introductory college course in expository writing which is often required for all college freshmen. Our English 4AP (English Literature and Composition) typically coincides with an introductory literature course in college and provides opportunities to further refine students' writing skills.

The students will gain writing experience that will enable them to write effectively and confidently in their high school and college courses across the curricula and in their professional and personal lives. The course will emphasize the expository, analytical and argumentative writing that forms the basis of academic and professional communication, as well as personal and reflective writing that fosters development of writing facility in any context.

There would be an emphasis on writing with a purpose, addressing and appealing to an audience, creating effective text structures and effecting an appropriate style. Students would read widely and reflect on their reading through extensive discussion, writing and rewriting (revision). Students will read primary and secondary sources using conventions recommended by professional organizations (MLA).

Assessment would be primarily through the quality and improvement of the writing produced by the student as well as measures of the student's level of understanding of the reading, vocabulary, grammar, etc. Participation in discussion would also be important.

The 11th grade English 3AP course (AP English Language and Composition) would give students the opportunity to improve their reading and writing skills in preparation for the existing 12th grade English 4AP course's college-level writing demands, and to accrue college credit. Much of the emphasis of the English 3AP course is on reading and analyzing nonfiction essays, speeches, and articles in keeping with the Common Core Standards. Also consistent with Common Core State Standards would be the rigor inherent in an AP course and the greater depth of knowledge students would be acquiring. The course would be taught using Common Core teaching techniques, and covering reading, writing and speaking standards.

18. Course Goals and/or Major Student Outcomes

The 11th grade AP English Language and Composition course engages students in becoming skilled readers of American poetry and prose written in a variety of rhetorical contexts, and in becoming skilled writers who compose for a variety of purposes. Reading and writing assignments are designed to make students aware of the interactions among a writer's purposes, audience expectations, and subjects, as well as the way genre conventions and the resource of language contribute to effectiveness in writing. The overarching goal is that students will learn to write effectively and confidently in anticipation of the11th grade AP English and Composition exam, as well as preparation for the 12th grade AP English course, their college courses, and their professional and personal lives.

Major student outcomes include enabling students to:

- Read and comprehend American literature (fiction and nonfiction) from a variety of historical periods and disciplines.
- Identify audience, purpose and strategies in texts.
- Analyze rhetorical arguments that writers and speakers use.
- Analyze an author's explicit and implicit political and/or philosophical beliefs about a subject or topic.
- Write formally and informally for a variety of audiences.
- Write effective expository, analytical, and argumentative essays.
- Understand their own writing process and the importance of revision.
- Recognize techniques in visual as well as verbal arguments.
- Synthesize ideas and information from various sources.
- Know how to interpret information presented in notes and citations.
- Confidently use the conventions of standard written English.
- Create and support written arguments based on readings, research, and personal experience.

19. Course Objectives (standards)

(All objectives are taken from the Common Core English Language Arts Anchor Standards for 11-12th Grade)

- Read closely to determine what a text says explicitly and make logical inferences.
- Read and comprehend complex literary and informational texts independently and proficiently..
- Produce clear and coherent writing in which the development, organization, and style are appropriate to tasks, purpose, and audience
- Cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- Determine central ideas or themes of a text and analyze their development.

- Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text relate to each other and the whole.
- Assess how point of view or purpose shapes the content and style of a text.
- Analyze how two or more texts address similar themes or topics in order to compare the approaches the authors take.
- Delineate and evaluate the argument and specific claims in a text including the validity or the reasoning as well as the relevance and sufficiency of evidence.
- Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- Write informative/explanatory texts to examine and convey complex ideas and information clearly.
- Develop and strengthen writing by planning, editing, rewriting, or trying new approaches.
- Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
- Conduct short as well as more sustained research projects based on focused questions.
- Draw evidence from literary or informational texts to support analysis, reflection, and research.

20. Course Outline

A summer reading assignment will be given to include 2 – 3 books and a dialectical journal.

Theme	Focus	Literature	Essential Questions
1st Quarter: Foundations for the American Mindset	Course orientation, introduction to Close Reading and rhetorical awareness • Distinguish between high school/ collegiate writing expectations. • Vocabulary development – terms for structural and rhetorical devices specific to creating an effective argument and a coherent essay. • Investigating how authors make specific choices in crafting their texts which	The Crucible or The Scarlet Letter and selected essays	How does high school writing differ from AP/college expectations? What writing tools can help to elevate student writing? How does the author's style and language reflect his/her purpose, tone, argument and overall effect? How does the historical context affect an author's writing and use of language?

	contribute to their overall purpose and effectiveness.		
2nd Quarter: Romanticism and Realism	Accounting for purpose, acquiring a deepening appreciation of rhetorical strategies and imitation of arguments • Compare and contrast philosophical assumptions and literary views. • Move beyond the analysis of individual texts to focus on differentiating between multiple texts and or synthesizing multiple texts. • Introduce the power of visual text as a literary genre and differentiate/synthe-size it with written literary texts.	The Adventures of Huckleberry Finn, Transcendentalists (selections from the essays of Emerson, Thoreau and others)	What is a philosophical assumption? How does the time period and the historical situation affect an author's philosophy? What literary devices and characteristics identify the major contrasting literary forms of philosophically-based texts? How does visual text convey philosophical assumptions and arguments?
3rd Quarter: The American Dream	Understanding and developing arguments • Distinguish between satirical and non-satirical prose; identify and evaluate satire and satirical prose. • Evaluate and compare a variety of arguments – both effective and ineffective – using a variety of media. • Synthesize the information from multiple sources into a coherent argument or evaluation.	The Harlem Renaissance, The Grapes of Wrath and/or The Great Gatsby, selected essays	What is satire? How do bemused and angry satire differ? What rhetorical devices are specific to developing an effective satire? What devices prevent an argument from being effective (logical fallacies)? How does structure and organization contribute to or detract from an argument's effectiveness? How does the credibility of an author and/or media affect the validity of an argument?

			How do font, color, organization, and other techniques used in the media and visual texts affect the persuasiveness of the argument? How does one rationally evaluate a written or visual text?
4th Quarter: The 20th and 21st Centuries -- Modern and Contemporary Literature and the Purpose of Art	Synthesis essay, focused preparation for the AP Exam • Understand that syntax, sentence structure, paragraph structure and textual organization can greatly affect an author's level of authority, validity and effectiveness in persuasion. • Prepare and practice for free response and textual analysis exam questions.	Literature textbook (anthology) and selected essays	What are the most important things to know to be successful on the AP Exam? How does writing a free response essay differ from writing a textual analysis essay?

21. Instructional Materials:

Board-approved required text:

Holt Elements of Literature, novels and separate titles from the state-approved list.

Supplementary materials:

Everything's an Argument by Andrea A. Lunsford & John J. Ruszkiewicz; An anthology of essays such as The Riverside Reader, edited by Joseph Trimmer & Maxine Hairston and/or Best American Essays.

22. Key Assignments

1st Quarter

a. Initial assessment writing assignment based on summer reading dialectical journal.
b. Major essay #1 – Based on the Early American Literature selections or selected essays, focusing on rhetorical purpose and analysis. Emphasis will be placed on close reading and annotation.
c. Major essay #2 – A personal essay, using details, memories, perceptions and ideas.
d. 1st Quarter Exam – Timed essay topic selected from AP Released Exam free-response questions (personal essays).

2nd Quarter

e. Major essay #3 – A rhetorical analysis paper, comparing and contrasting two authors' differing views on a single subject.
f. Major essay #4 – Showing an awareness of rhetorical appeals and argument.
g. Major essay #5 – A rhetorical analysis of two passages from essays that are related by subject but differ in purpose.
h. First Semester Exam – 80-minute AP practice exam (previously released actual test questions) of two free-response questions, one focusing on prose analysis and rhetoric, the other on argument.

3rd Quarter

i. Major essay #6 – Analysis of selected essays/non-fiction, using principle concepts in Everything's an Argument.
j. Major essay #7 – Focused analysis of fiction work read during third quarter, concentrating on author's purpose.

4th Quarter

k. Major essay #8 – Students will carefully select from an array of texts studied in class as well as their own personal experiences in articulating, developing and supporting their position in response to a passage that offers a debatable definition of an idea or concept (such as Beauty or Honesty or The American Dream).

23. Instructional Methods and/or Strategies

The course is divided in to quarterly themes which are focused on specific reading and writing skills and further articulated through quarterly essential questions for students.

Close Reading –

- The majority of texts will be introduced using a procedure of topic web-search pre-reading activities, and vocabulary enhancement.
- Readers' Apprenticeship strategies will be used such as annotating texts, dialectical journals, whole-class explication while displaying text via a projection system, pairing students to read aloud to decipher and analyze text.
- All texts will be analyzed and discussed using elements such as intended audience, author bias, rhetorical effectiveness, linguistic choices, and historical context.
- Rhetorical analysis will be emphasized – identifying basic strategies of argument including persuasive appeals through emotion (pathos), through character and moral concerns (ethos), and through facts and reason (logos).

Writing –

- Students will write expository, analytical, and argumentative essays.
- Students will write arguments in which they support a thesis and acknowledge and refute other positions on the issue.
- Students will write causal arguments including development of causal claims, understanding and using warrants and the relationships between claims, supporting reasons, warrants and evidence.
- Students will write literary analysis that may include compare/contrast activities, examination and analysis of significant textual features including style and theme.
- Students will participate in a variety of writing exercises on an ongoing basis including journals, reading logs, collaborative writing, in-class responses to writing prompts, and quick-writes in order to develop fluency and adjust to the pressure of timed writing.
- Students will study and write about visual arguments through analysis of images and film; as well as develop and publish visual arguments of their own.
- Students will write arguments to persuade, to inform, as well as write argument analysis.
- Writing instruction will include close attention to developing and organizing ideas in clear and persuasive language, as well as the steps in the writing process (planning/brainstorming, outline, rough draft, editing, publishing etc.).
- The research and writing process will be explored with an emphasis on synthesis of sources built around an argument.

* Project-based Learning – collaborative writing projects in the form of writing, editing, proofreading, blogging and/or revising.

24. Assessment Methods and/or Tools

Assessment of essays will be based on the AP English Language and Composition scoring rubric:

Scoring Rubric for AP English Language and Composition Argumentative Essays

9	Essays earning a score of 9 meet the criteria for 8 essays and, in addition, are especially sophisticated in their explanation and argument or demonstrate particularly impressive control of language.
8 Effective	Essays earning a score of 8 **effectively** develop a position. The evidence used is appropriate and convincing. The prose demonstrates an ability to control a wide-range of the elements of effective writing but is not necessarily flawless.
7	Essays earning a score of 7 fit the description of 6 essays but are distinguished by a more complete or more purposeful argument and demonstrate a more mature prose style.
6 Adequate	Essays earning a score of 6 **adequately** develop a position. The evidence used is appropriate and the argument is generally convincing. The language may contain lapses in diction or syntax, but generally the prose is clear.
5	Essays earning a score of 5 have developed a position. These essays may, however, provide uneven, inconsistent, or limited explanations of evidence. The writing may contain lapses in diction or syntax, but it usually conveys the writer's ideas.
4 Inadequate	Essays earning a score of 4 **inadequately** develop a position. The evidence used may be insufficient. The prose generally conveys the writer's ideas but may suggest immature control of writing.
3	Essays earning a score of 3 meet the criteria of 4 but demonstrate less success in developing a position, or in providing evidence to support the position. The essay may show less control of writing.
2 Little Success	Essays earning a score of 2 demonstrate **little success** in developing a position. These essays may misunderstand the prompt or substitute a simpler task by responding to the prompt tangentially with unrelated, or inappropriate evidence. The prose of 2 essays often demonstrate consistent weakness in writing, such as lack of development or organization, grammatical problems, or lack of control.
1	Essays earning a score of 1 meet the criteria for a score of 2 but are undeveloped, especially simplistic in their explanation and argument, or weak in their control of language.
0	Indicates an on-topic response that receives no credit, such as one that merely repeats the prompt.
--	Indicates a blank response or one that is completely off topic.

In the evaluation of students' writing, consideration will be given to incremental personal improvement demonstrated as the course proceeds. This measured improvement will apply to the close reading as well as improved scores on practice AP tests.

25. Grading Policy

Student performance in connection with important course components contributes to each student's final grade for the course in the following manner:

Regular classwork, including daily participation and preparation:	20%
Major essays:	55%
In-class writing:	15%
Semester exam	10%

In this course, student thinking, writing, reading, listening, and speaking are at the center of class activity. Teachers continually assess student performance and progress as evidenced by essays, in-class task commitment, homework, and daily preparation. Grading is viewed in this context. One of the many goals is to enable students to become more comfortable with self-assessment.

The usual Grading scale will be used (A – 90% and above, B – 80% - 89%, C – 70 – 79%, D – 60 – 69%, F – 59% and below). Teachers discuss grades with students in conferences during the marking periods. In addition to the usual grades, an unsatisfactory "finished" piece of writing may, at the teacher's discretion, receive a grade of "R", indicating that it may be revised or reworked, then resubmitted for grading again, without penalty.

SECTION C

26. Context for Course (optional)

REQUIRED FOR CTE COURSES

NOTE: In order to understand the context for a new course, sometimes it is helpful to understand the broader educational program and/or reform efforts of the school. How does this course fit into broader departmental and/or pathway structure? How does it fit into the overall school restructuring plans? Is the course intended to be a core course or supplemental? What are the student/school/ community needs met by this course?

27. History of Course Development (optional)

REQUIRED FOR CTE COURSES

NOTE: Likewise, it is sometimes helpful know the origins of a course and who was involved in its development. Was this course modeled after another course at another school? If so, is that course UC approved? How does the course being submitted differ from the course after which it was modeled? Has this course received any special recognitions, designations or awards? Has it been articulated to local community colleges or universities?