

# Adv PI Eng. Lang. and Composition

**Pre-Requisites:** English I & II

**Credits:** 0.5 (per segment)

**Estimated Completion Time:** 2 segments / 32-36 weeks

**Earliest Start Date:** March 2014

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## Description

This course provides high school students with college-level instruction in studying and writing various kinds of analytic or persuasive essays on literary and nonliterary topics in language, rhetoric, and expository writing. Students become skilled readers of prose written in various periods, disciplines, and rhetorical contexts. Both reading and writing should make students aware of the interactions among a writer's purposes, audience expectations, and subjects as well as how writing conventions and language contribute to effectiveness in writing. This course will effectively prepare students for the AP Exam by enabling them to read, comprehend, and write about complex texts while developing further communication skills on a college level.

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## Major Topics and Concepts

### Segment 1:

- AP Exam overview
- MLA format
- Rhetorical Devices
- Early American writers
- Tone Analysis
- Figurative Language Analysis
- Research and Synthesis
- Persuasive Essay
- Aphorisms
- Style Analysis
- Diction Analysis
- American Romanticism
- Transcendentalism
- Synthesis essay
- Introduction to Multiple Choice Questions
- Denotation/Connotation
- Imagery and Detail analysis
- Inductive/Deductive Logic
- Syllogism
- Analysis of Theme
- Causes and Effects of the Civil War
  - Humor/Satire

### Segment 2:

- Political, Social, Economic changes after the Civil War
- Analysis of personification
- Realism
- Regionalism
- Naturalism
- Euphemism
- Comic Irony
- Analysis of Irony
- The Harlem Renaissance
- Analysis of narrative structure
- Jazz Influence
- Toulmin Argument
- Analysis of symbolism
- Modern Writers
- Science Fiction
- Analysis of Drama
- Rhetorical Appeals
- Visual Literacy Analysis
- Syntactical Analysis
  - Working through a Timed Essay

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### Required Materials

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### Course Objectives

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### Grading Policy

Besides engaging students in challenging curriculum, the course guides students to reflect on their learning and evaluate their progress through a variety of assessments. Assessments can be in the form of practice lessons, multiple choice questions, writing assignments, projects, research papers, oral assessments, and discussions. The course will use the state-approved grading scale and each course contains a unique end of course assessment. This assessment counts for 20% of the student's overall grade and must be passed with a score of 60% or higher.

Students must take the Advanced Placement exam to receive Advanced Placement credit.

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### Communication Policy

To achieve success, students are expected to submit work in each course weekly. Students can learn at their own pace; however, "any pace" still means that students must make progress in the course every week. To measure learning, students complete self-checks, practice lessons, multiple choice questions, simulated AP exams, projects, discussion-based assessments, and discussions. Students are expected to maintain regular contact with teachers; the minimum requirement is monthly. When teachers, students, and parents work together, students are successful.

Students must take the Advanced Placement exam to receive Advanced Placement credit on their final grade report. Students who do not take the AP exam will receive honors-level credit.

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