

## Advanced Placement Course Audit Aventa Learning

**Course:** English Language and Composition

### Overview of course Resubmission

After this course was initially submitted, it was returned for further information. The comments from the reviewers indicated that our original submission was not sufficiently clear in demonstrating how the course meets the standards. The following table repeats the precise wording of the audit statement, followed by our response. In that response, you will find an explanation of how you will find the demonstration in this version of our submission.

This course is offered in partnership with Aventa Learning. The course was approved by the audit process when Aventa Learning submitted it.

Audit Commentary	Response
<p><i>The AP teacher provides instruction and feedback on students' writing assignments, both before and after the students revise their work, that help the students develop these skills: 4. A balance of generalization and specific, illustrative detail</i></p> <p>Lack of evidence</p>	<p>Drafting and revising with both peer and teacher input are required throughout the course and are, in fact, the primary mode of writing instruction. Students receive specific instruction in key writing skills throughout the course, but the writing process is where skills are taught most effectively.</p> <p>The five writing goals identified for English Language and Composition are established in the course objectives. Students begin the course with a self-rating sheet in those five areas and chart their own improvement in these areas throughout the course.</p> <p><b>From the course Objectives:</b></p> <ol style="list-style-type: none"> <li>6. Students will learn effective writing techniques through the writing process, including initial instruction, drafting and revision. They will specifically focus on the following skills:               <ol style="list-style-type: none"> <li>a. Developing a wide-ranging vocabulary used appropriately and effectively.</li> <li>b. Using a variety of sentence structures, including appropriate use of subordination and coordination.</li> <li>c. Designing a logical organization, enhanced by specific techniques to increase coherence, such as repetition, transitions, and emphasis.</li> <li>d. Supporting a position with a balance of generalization and specific, illustrative detail</li> <li>e. Making effective use of rhetoric, including controlling tone, establishing and maintaining voice,</li> </ol> </li> </ol>

	and achieving appropriate emphasis through diction and sentence structure.
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**Overview:** This course was fully designed and created by a highly experienced Advanced Placement English Language and Composition teacher who serves as a reader for the exam. It has been taught for three years with a very good level of success. Since its origin, it has been adjusted on several occasions in response to teacher student feedback.

**Part I: Course Explanation and Syllabus provided to students**

**AP Language and Composition** is a course which explores the relationship between what authors say and how they are trying to say it. The literary component of the course provides a range of genres, including nonfiction, fiction, drama and poetry, and in the analysis of these works students are exposed to the analysis of both style--the more language-based approach to exploring meaning--and rhetoric--the analysis of author argument and structure. In terms of style, students will explore how elements of language--such as tone, diction, syntax--influence the overall meaning. In terms of rhetoric, students will examine various appeals, aspects of writer's credibility, irony, and the overall use of logic to explore how effectively an author presents her/his position.

In any aspect of analysis, students are obliged to consider what the author's overall theme is. By understanding the purpose of a piece of writing, we recognize the elements of language as an integral too with which authors develop their work.

Writing assignments cover both the expository and argumentative aspects of writing. In addition to the exploration of American and global themes of literature, students will discern how styles of writers have evolved over the last several centuries, as course content includes, but is not limited to: Socrates' *Meno*, Shakespeare's *Measure for Measure*, F. Scott Fitzgerald's *The Great Gatsby*, Zora Neale Hurston's *Their Eyes Were Watching God* and Anne Fadiman's *The Spirit Catches You and You Fall Down*. 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, which is offered each year to students during the month of May.

**COURSE CONTENT**

Course Goals and/or Major Student Outcomes:

1. Students will demonstrate the ability to successfully analyze the relationship between form and content in nonfiction prose.
2. Students will demonstrate the ability to successfully create an original argument, employing an understanding of rhetorical strategy.
3. Students will demonstrate the ability to read closely for author purpose and theme.

**Course Objectives**

1. Students will write both impromptu and process papers that both analyze author style and form, as well as demonstrate their synthesis of author technique into their original prose.
2. Students will complete a multi-step research project, using the Internet, as a means of understanding how research allows us to develop an informed opinion.
3. Students will read from a variety of texts, including: fiction, nonfiction, poetry and drama, in order to understand how the elements of argumentation are integral to all aspects of writing.
4. Students, in small groups and with partners, will complete several assignments whereby they will be successfully interact in the process of peer review and original writing.

5. Students will acquire familiarity with the AP Language and Composition course goals, as outlined by the College Board, in preparation for the AP Language and Composition exam.
6. Students will learn effective writing techniques through the writing process, including initial instruction, drafting and revision. They will specifically focus on the following skills:
  - a. Developing a wide-ranging vocabulary used appropriately and effectively.
  - b. Using a variety of sentence structures, including appropriate use of subordination and coordination.
  - c. Designing a logical organization, enhanced by specific techniques to increase coherence, such as repetition, transitions, and emphasis.
  - d. Supporting a position with a balance of generalization and specific, illustrative detail
  - e. Making effective use of rhetoric, including controlling tone, establishing and maintaining voice, and achieving appropriate emphasis through diction and sentence structure.

#### **Books:**

- *The Great Gatsby* by F. Scott Fitzgerald
- *Meno* by Plato
- *Measure for Measure* by William Shakespeare
- *The Spirit Catches You and You Fall Down* by Ann Fadiman
- *Their Eyes Were Watching God* by Zora Neale Hurston

Independent fiction choices (select one):

- *Foxfire* by Joyce Carol Oates
- *In the Lake of the Woods* by Tim O'Brien
- *Wide Sargasso Sea* by Jean Rhys
- *Four Letters of Love* by Niall Williams

Independent nonfiction choices (select one):

- *There Are No Children Here* by Alex Kotlowitz
- *Savage Inequalities* by Jonathan Kozol
- *Gatekeepers* by Jacques Steinberg

Selected essays:

- "A Modest Proposal" by Jonathan Swift
- "Civil Disobedience" by Henry David Thoreau
- "How it Feels to be Colored Me" by Zora Neale Hurston
- "The Way to Wealth" by Ben Franklin
- "Sinners in the Hands of an Angry God" by Jonathan Edwards

Selected American Poems by:

- Ann Bradstreet
- Walt Whitman
- Emily Dickinson
- Robert Frost
- ee cummings
- W.H. Auden

Selected Supreme Court cases on Educational Law

Selected Internet sites for Educational Law history and research

Selected videos to complement independent nonfiction unit

Photography by Alfred Stieglitz to complement the 1920's unit

#### **Key Assignments**

1. Socratic dialogue and essay of definition

2. Timed writings that incorporate the argumentative, stylistic and rhetorical objectives of the course, based on the kinds of topics students have seen on the AP Language and Composition exam.
3. Multiple choice tests that require close reading and understanding of author form and purpose, based on the kinds of questions students have seen on the AP Language and Composition exam.
4. Original research paper and PowerPoint project on a local controversial school issue and an awareness of the case history.
5. Creative writing which emulates the syntax of studied authors, such as an original essay modeling the writers of our nonfiction unit.
6. Poetry exam which asks students to contextualize an era of American poetry.
7. Film to text media where students compare the portrayal of schools in both nonfiction and in film.
8. Regular reflection on attainment of course objectives.
9. Regular work with 'Argument Points,' whereby students become conversant with taking current events and/or issues and presenting a cogent discussion on these issues or events.

### **Instructional Methods and/or Strategies**

Instructional methods used include:

1. independent reading
2. journaling
3. teacher feedback on writing
4. teacher presentation/instruction/lecture
5. peer review
6. PowerPoint presentation
7. Research via the Internet
8. Timed Writings and Multiple Choice tests in preparation for the AP exam
9. Class discussions on selected topics

### **Assessment Methods and/or Tools**

Assessment methods include, but are not limited to:

- Journal work = 10%
- Timed Writings = 10%
- Multiple Choice tests = 10%
- Original essays = 20%
- Research project = 20%
- Reader responses = 10%
- Classroom Discussion = 20%

## **Part II: Overview of all content units, assignments, and assessments**

### **Semester One**

#### **Unit: Introduction** (one week)

This unit prepares students for the types of assignments and activities in the course. It includes instruction on plagiarism.

**Discussions:** 1) Welcome; 2) Origins of Virtue

**Quizzes and Exams:** None

**Assignments:** 1) Current Events timed writing

#### **Unit: Socrates**

This unit examines Plato's *Meno* and teaches especially the origins of rhetoric. It teaches rhetorical skills and logic that will be used throughout the course. Students learn the use of Socratic dialogue.

**Discussions:** None

**Quizzes and Exams:** 1) Rhetoric and logic

**Assignments:** 1) *Meno* Reader Response; 2) Socratic Dialogue; 3) Essay of Definition; 4) Argument Point

**Writing skills focus:**

**Unit: Measure for Measure**

This unit examines Shakespeare's play and focuses on the concept of character.

**Discussions:** 1) Acts I-III Reader Responses

**Quizzes and Exams:** None

**Assignments:** 1) Acts I-II Reader Response; 2) II.ii analysis; 3) Peer Response 4) Acts IV-V Reader Response 5) Final essay

**Unit: Exam Week One**

This unit prepares students for the AP exam. It has several multiple choice tests and timed writings, along with instructions on both.

**Discussions:** None

**Quizzes and Exams:** multiple choice tests of the same type as found on exams

**Assignments:** timed writings and argument points

**Unit: The American Dream—*The Great Gatsby***

This unit examines the novel in relation to its historical context. Focus on character and point of view.

**Discussions:** 1) Author and Purpose; 2) Women in *The Great Gatsby*

**Quizzes and Exams:** Unit Exam

**Assignments:** 1) Pre-reading journal; 2) Timed Writing; 3) Reflection

**Unit: Exam Week Two**

This unit prepares students for the AP exam. It has several multiple choice tests and timed writings, along with instructions on both.

**Discussions:** None

**Quizzes and Exams:** multiple choice tests of the same type as found on exams

**Assignments:** timed writings and argument points

**Unit: Non-fiction—Past and Present**

This unit examines the structure and purpose of non-fiction. It teaches thesis and tone. Content includes "Civil Disobedience" by Henry David Thoreau, "Sinners in the Hands of an Angry God" by Jonathan Edwards, "Shooting an Elephant" by George Orwell, "How It Feels To Be Colored Me" by Zora Neale Hurston, and "The Way to Wealth" by Ben Franklin.

**Discussions:** 1) Civil Disobedience; 2) Zora Neale Hurston; 3) George Orwell

**Quizzes and Exams:** None

**Assignments:** 1) Ben Franklin; 2) Jonathan Edwards; 3) Original Essay; 4) Reflection; 5) Argument point

**Unit: Non-fiction—Exam Week Three**

This unit is another exam week in which students practice multiple choice tests and timed writings specifically focusing upon non-fiction.

**Discussions:** 1) None

**Quizzes and Exams:** Two multiple choice

**Assignments:** Timed writings

**Unit: Coming to America**

This unit looks at *The Spirit Catches You and You Fall Down* as an examination of cultural differences.

**Discussions:** 1) Spirit 1 2) Spirit 2

**Quizzes and Exams:** Unit exam

**Assignments:** 1) Essay 2) Argument Point

**Unit: American Poetry**

This unit examines the development of American Poetry in several eras. Poetic technique and literary terms useful in the analysis of poetry are taught.

**Discussions:** 1) Conversation poetry

**Quizzes and Exams:** Unit exam

**Assignments:** 1) Web Quest: Puritanism; 2) Web Quest: Romanticism; 3) Web Quest: Realism; 4) Web Quest: Modernism; 5) Poetry project

**Semester Two****Unit: Exam Week Four**

Because it is common for new students to join an online class in the second semester, this unit serves the dual purpose of preparing continuing students for the AP Exam with practice exercises and allowing new students to become oriented to the class.

**Discussions:** None

**Quizzes and Exams:** Practice exams

**Assignments:** Practice timed writings; reflective journal

**Unit: Independent Reading**

Students select from a variety of reading choices. They learn about style, language, structure, and theme

**Discussions:** 1) language devices; 2) structure devices; 3) theme and characters; 4) Discussions specific to chosen works

**Quizzes and Exams:** Unit exam

**Assignments:** 1) General reader response; 2) Reader responses specific to chosen works; 3) Literary analysis essay; 4) Reflective journal; 5) Timed writing

**Unit: Their Eyes Were Watching God/The Harlem Renaissance**

This unit examines the Harlem Renaissance as a movement, with the novel as a specific focus.

**Discussions:** 1) Novel Discussion; 2)

**Quizzes and Exams:** 1) Multiple choice;

**Assignments:** 1) Reader Response; 2) Narrative writing; 3) Novel project; 4) Reflective journal

**Unit: The Portrait of Youth**

This is an exercise in thinking and evaluating sources. It includes an examination of film.

**Discussions:** 1) Relevance

**Quizzes and Exams:** Unit exam

**Assignments:** 1) Reader Response; 2) Film Response; 3) Oral assignment: persuasive speech; 4) Reflective Journal; 5) Timed Writing

**Unit: Satire**

This unit examines the satiric essay as an art form, focusing on Jonathan Swift's "A Modest Proposal."

**Discussions:** 1) Satire

**Quizzes and Exams:** 1) "A Modest Proposal" 2) Satiric essays

**Assignments:** 1) Original Satire

**Unit: Documentation/Exam Review**

This unit serves two purposes. It introduces documentation and bibliography for the purposes of research. This is actually part of the research paper unit that follows, but it is separated because in an online course that can be presented in different schools, the timing of the AP exam in relation to the course schedule cannot be predicted. This unit is flexible in placement so that students can get the required information prior to the exam. The second purpose is the final opportunity to prepare for the exam.

**Unit: Research Project**

This unit focuses on research skills and the evaluation of resources, leading to a final research project in which students use research to support a position on a controversial topic.

**Discussions:** 1) Research

**Quizzes and Exams:** None

**Assignments:** 1) Outline sharing; 2) Organization peer review; 3) Supporting evidence peer review; 4) Works cited page; 5) Final Project

**Unit: Final**

This unit has a creative writing assignment based upon the topic of the research unit. It includes the final exam.

**Discussions:** 1) None

**Quizzes and Exams:** Final exam

**Assignments:** 1) Creative Writing

**Part III: Required Texts**

There is no conventional textbook or anthology for the class. Students use a large assortment of readings, many of which are available on the World Wide Web or are included in the course itself. Here is a list of the major works used.

**First Semester**

*Meno* by Plato 0-02-360770-X

*Measure for Measure* by William Shakespeare 0-671-72276-X

*The Great Gatsby* by F. Scott Fitzgerald 0684801523

*The Spirit Catches You and You Fall Down* by Ann Fadiman 0-374-52564-1

Selected essays and poems by American authors

**Second Semester**

Independent unit fiction choice (select one):

*Foxfire* by Joyce Carol Oates 0452272319

*Four Letters of Love* by Niall Williams 0-446-67493-1

*Wide Sargasso Sea* by Jean Rhys 0-393-30880-4

*In the Lake of the Woods* by Tim O'Brien 0-14-025094-8

*Their Eyes Were Watching God* by Zora Neale Hurston 0-06-093141-8

Independent unit nonfiction choices:

*There Are No Children Here* by Alex Kotlowitz 0-385-26556-5

*Savage Inequalities* by Jonathan Kozol 0-06-097499-0

*Gatekeepers* by Jacques Steinberg 0142003085

Selected Supreme Court decisions on School Law

Selected films on schools, teachers and education

**Part IV: Other details required for audit**

This course contains a large number of written assignments for a variety of purposes. Several of these specifically require drafting with teacher intervention. All assignments are designed to provide full opportunity for teacher intervention; because this is an online course taught by a variety of teachers, each teacher will have his or her own method for doing so.

Standard	Evidence
<p>The course requires expository writing assignments that are based on readings representing a wide variety of prose styles and genres.</p>	<p>The course includes expository writing assignments on the following readings (and more):  <i>Meno</i> by Plato  <i>Measure for Measure</i> by William Shakespeare            Selected essays and poems by American authors  <i>Their Eyes Were Watching God</i> by Zora Neale Hurston  <i>There Are No Children Here</i> by Alex Kotlowitz 0-385-26556-5</p> <p>There are five <i>Exam Week</i> units in which students do essay assignments, including expository, analytical, and argumentative essays, on a variety of readings.</p>
<p>The course requires students to write essays that proceed through several stages or drafts, with revision aided by teacher and peers.</p>	<p>Drafting and revising with both peer and teacher input are required throughout the course and are, in fact, the primary mode of writing instruction. Students receive specific instruction in key writing skills throughout the course, but the writing process is where skills are taught most effectively.</p>
<p>The course requires analytical writing assignments that are based on readings representing a wide variety of prose styles and genres.</p>	<p>The course includes analytical writing assignments on the following (and more):</p> <p><i>The Great Gatsby</i> by F. Scott Fitzgerald  <i>The Spirit Catches You and You Fall Down</i> by Ann Fadiman  <i>Savage Inequalities</i> by Jonathan Kozol  <i>Gatekeepers</i> by Jacques Steinberg            Selected essays and poems by American authors            Selected Supreme Court decisions on School Law            Selected films on schools, teachers and education</p> <p>There are five <i>Exam Week</i> units in which students do essay assignments, including expository, analytical, and argumentative essays, on a variety of readings.</p>
<p>The course requires argumentative writing assignments that are based on readings representing a wide variety of prose styles and genres.</p>	<p>Argument point assignments are included in nearly every unit.</p> <p>There are five <i>Exam Week</i> units in which students do essay assignments, including expository, analytical, and argumentative essays, on a variety of readings.</p> <p>The second semester unit has a research paper requiring students to support an opinion on a controversial topic.</p>
<p>The course requires nonfiction readings that are selected to give students opportunities to identify and explain an author's use of rhetorical strategies and</p>	<p>Rhetoric is introduced and explained in the <i>Meno</i> unit. In that unit, students are taught to identify and explain an author's use of rhetorical strategies and techniques, and it is an expectation of assignments throughout the course.</p>

<p>techniques. If fiction and poetry are also assigned, their main purpose should be to help students understand how various effects are achieved by writers' linguistic and rhetorical choices.</p>	
<p>The course teaches students to analyze how graphics and visual images both relate to written texts and serve as alternative forms of text themselves.</p>	<p>The Great Gatsby unit includes an analysis of graphics related to that era.</p>
<p>The course teaches research skills, and in particular, the ability to evaluate, use, and cite primary and secondary sources. The course assigns projects such as the researched argument paper, which goes beyond the parameters of a traditional research paper by asking students to present an argument of their own that includes the analysis and synthesis of ideas from an array of sources.</p>	<p>The second semester unit has a research paper requiring students to support an opinion on a controversial topic. It provides instruction in all phases of the creation of a research paper, including the proper procedures for documentation of sources.</p>
<p>The course teaches students how to cite sources using a recognized editorial style (e.g., Modern Language Association, <i>The Chicago Manual of Style</i>, etc.).</p>	<p>The second semester unit has a research paper requiring students to support an opinion on a controversial topic. It provides instruction in all phases of the creation of a research paper, including the proper procedures for documentation of sources.</p>
<p>The AP teacher provides instruction and feedback on students' writing assignments, both before and after the students revise their work, that help the students develop these skills: 1. A wide-ranging vocabulary used appropriately and effectively.</p>	<p>Drafting and revising with both peer and teacher input are required throughout the course and are, in fact, the primary mode of writing instruction. Students receive specific instruction in key writing skills throughout the course, but the writing process is where skills are taught most effectively.</p> <p>The five writing goals identified for English Language and Composition are established in the course objectives. Students begin the course with a self-rating sheet in those five areas and chart their own improvement in these areas throughout the course.</p>
<p>The AP teacher provides instruction and feedback on students' writing assignments, both before and after the students revise their work, that help the students develop these skills: 2. A variety of sentence structures, including appropriate use of subordination and coordination.</p>	<p>Drafting and revising with both peer and teacher input are required throughout the course and are, in fact, the primary mode of writing instruction. Students receive specific instruction in key writing skills throughout the course, but the writing process is where skills are taught most effectively.</p> <p>The five writing goals identified for English Language and Composition are established in the course objectives. Students begin the course with a self-rating sheet in those five areas and</p>

	<p>chart their own improvement in these areas throughout the course.</p>
<p>The AP teacher provides instruction and feedback on students' writing assignments, both before and after the students revise their work, that help the students develop these skills: 3. Logical organization, enhanced by specific techniques to increase coherence, such as repetition, transitions, and emphasis.</p>	<p>Drafting and revising with both peer and teacher input are required throughout the course and are, in fact, the primary mode of writing instruction. Students receive specific instruction in key writing skills throughout the course, but the writing process is where skills are taught most effectively.</p> <p>The five writing goals identified for English Language and Composition are established in the course objectives. Students begin the course with a self-rating sheet in those five areas and chart their own improvement in these areas throughout the course.</p>
<p>The AP teacher provides instruction and feedback on students' writing assignments, both before and after the students revise their work, that help the students develop these skills: 4. A balance of generalization and specific, illustrative detail.</p>	<p>Drafting and revising with both peer and teacher input are required throughout the course and are, in fact, the primary mode of writing instruction. Students receive specific instruction in key writing skills throughout the course, but the writing process is where skills are taught most effectively.</p> <p>The five writing goals identified for English Language and Composition are established in the course objectives. Students begin the course with a self-rating sheet in those five areas and chart their own improvement in these areas throughout the course.</p>
<p>The AP teacher provides instruction and feedback on students' writing assignments, both before and after the students revise their work, that help the students develop these skills: 5. An effective use of rhetoric, including controlling tone, establishing and maintaining voice, and achieving appropriate emphasis through diction and sentence structure.</p>	<p>Drafting and revising with both peer and teacher input are required throughout the course and are, in fact, the primary mode of writing instruction. Students receive specific instruction in key writing skills throughout the course, but the writing process is where skills are taught most effectively.</p> <p>The five writing goals identified for English Language and Composition are established in the course objectives. Students begin the course with a self-rating sheet in those five areas and chart their own improvement in these areas throughout the course.</p>