

## Language and Composition: The Art of Voice

### Correlation to AP\* English Language and Composition Objectives

UPON COMPLETING THE AP ENGLISH LANGUAGE AND COMPOSITION COURSE, STUDENTS SHOULD BE ABLE TO:	OVERVIEW OF STUDENT EDITION COVERAGE:
<ul style="list-style-type: none"> <li>analyze and interpret samples of good writing, identifying and explaining an author's use of rhetorical strategies and techniques</li> </ul>	<p>Chapter 1 discusses active reading and response to the texts. Rhetorical analysis questions appear after all readings throughout the remaining chapters.</p>
<ul style="list-style-type: none"> <li>apply effective strategies and techniques in their own writing</li> </ul>	<p>Chapter 2 takes a close look at the writing process with activities to further practice and shape skills. Writing opportunities are given after the majority of readings throughout the text.</p>
<ul style="list-style-type: none"> <li>create and sustain arguments based on readings, research and/or personal experience</li> </ul>	<p>Argumentation and synthesis skills are discussed in Chapter 3. Writing a Research Paper is covered in Chapter 4. Activities are given throughout the text to work on these persuasive skills.</p>
<ul style="list-style-type: none"> <li>write for a variety of purposes</li> </ul>	<p>Purposes include informal as well as formal writing. Different styles and modes of writing are covered in the first four chapters. Opportunities are given throughout the chapters for varied writing. Synthesis questions such as the ones in Chapter 11 allow for a variety of purposes.</p>
<ul style="list-style-type: none"> <li>produce expository, analytical and argumentative compositions that introduce a complex central idea and develop it with appropriate evidence drawn from primary and/or secondary sources, cogent explanations and clear transitions</li> </ul>	<p>Writing prompts covering exposition, analysis, and argument are given throughout the text, such as the ones following the Molly Ivins piece "Is Texas America?" in Chapter 8. Students have multiple opportunities to produce writing through the synthesizing of various texts.</p>
<ul style="list-style-type: none"> <li>demonstrate understanding and mastery of standard written English as well as stylistic maturity in their own writings</li> </ul>	<p>Emphasized in the first four chapters, student writing is further expanded upon by genre and complexity in the next seven chapters. Part 3 includes 23 "AP Favorites," giving students a variety of classic AP texts to analyze and respond to.</p>
<ul style="list-style-type: none"> <li>demonstrate understanding of the conventions of citing primary and secondary sources</li> </ul>	<p>Documentation is covered in Chapter 4: Writing a Research Paper, with activities featuring citations.</p>
<ul style="list-style-type: none"> <li>move effectively through the stages of the writing process, with careful attention to inquiry and research, drafting, revising, editing and review</li> <li>write thoughtfully about their own processes of composition</li> </ul>	<p>Drafting, revising, editing, and reviewing are discussed at length throughout the book with essays that address how other authors compose, such as Donald Murray's "The Maker's Eye: Revising Your Own Manuscripts" in Chapter 2, and Edgar Allen Poe's "Philosophy of Composition" in Chapter 10.</p>
<ul style="list-style-type: none"> <li>revise a work to make it suitable for a different audience</li> </ul>	<p>Revision is encouraged in such writing prompts as the ones following Thomas Friedman's "Globalization: The Super-Story" in Chapter 7.</p>
<ul style="list-style-type: none"> <li>analyze image as text</li> </ul>	<p>Visual rhetoric is included in the Contemporary and Classic Images features as well as in synthesis prompts featured in Chapters 5–11.</p>