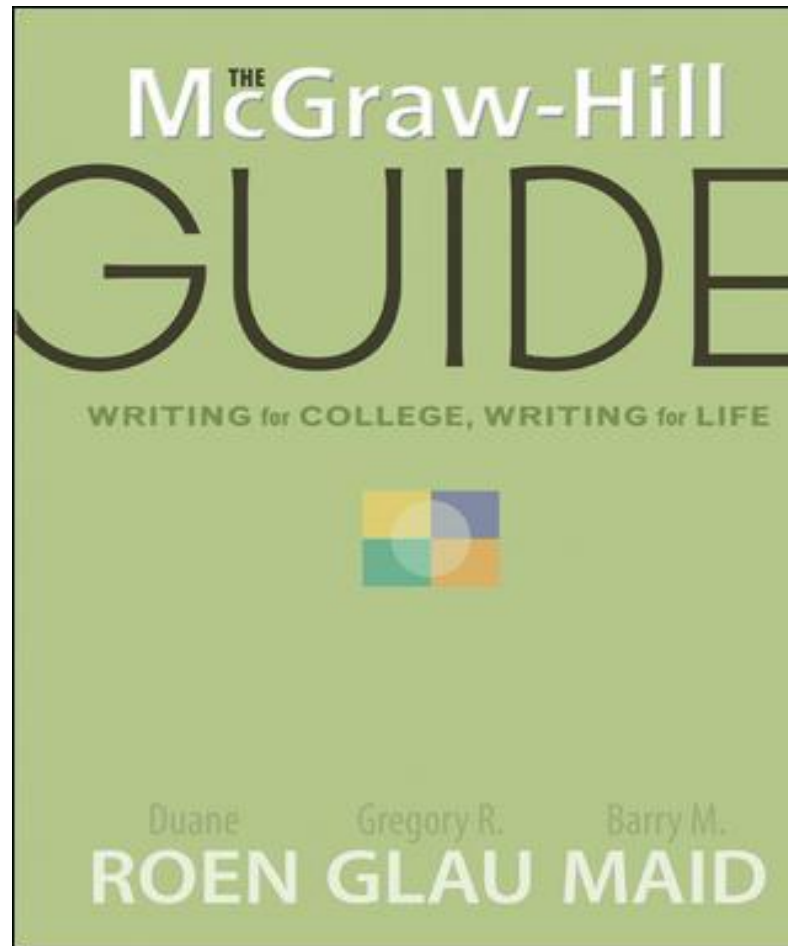


**CORRELATION**

**ADVANCED PLACEMENT ENGLISH LANGUAGE AND COMPOSITION TOPICS**



**SUBJECT: AP English Language and Composition**

**TITLE: McGraw-Hill Guide: Writing for College, Writing for Life**

**AUTHORS: Duane Roen, Barry M Maid, Gregory Glau**

**PUBLISHER: Glencoe/McGraw-Hill**

## **PART I**

### **Emphasis**

### **Page references**

Engage in informal and formal writing contexts	9, 16, 21, 26-27, 33-35, 37, 38, 41-42, 44-64, 71, 73-76, 84
Keep a journal	7, 32-33, 44-48, 124-125
Write collaboratively	9, 16, 38, 11-112, 115
Read pieces from many subject areas and many periods	22, 31, 34, 51, 70, 81-83, 85-89, 91-94, 116
Develop a more mature prose style, one marked by : varied sentence structures.  organization and coherence based on repetition, transitions, and emphasis. balance between generalizations and specifics. control of tone and voice.	Addressed in PART II of the correlation
Read not only broadly but also deeply.	Assignments are at the discretion of the AP teacher. The book provides support for both.
Make nonfiction the heart of the course but incorporate poetry, fiction, and drama as well.	26-27, 30, 33, 36
Master terms and strategies to call on when analyzing or responding to	30-38

texts.

Practice recognizing and using large-scale organizing strategies such as comparison/contrast as well as sentence-level techniques such as figurative language. 104-105

Practice multiple questions about the rhetoric of passages. 27, 29, 30

Practice essay prompts calling for :  
Textual analysis of a passage.

Practice essay prompts are available from the College Board. Teachers can access these from the AP website and from workshops and summer institutes.

A position that supports, qualifies, or disputes an author's point in a passage.

## PART II

• a wide-ranging vocabulary used with denotative accuracy and connotative resourcefulness;

47, 446, 683, Connotative diction: H 23-28; vocabulary journal 47

• a variety of sentence structures, including appropriate use of subordination and coordination;

513, H 41-43; types of clauses H 98-99, 1H 00

• a logical organization, enhanced by specific techniques of coherence such as repetition, transitions, and emphasis;

67, 103-108, 123, 127, 166-69, 184, 187, 228-233, 248, 251, 265, 292-296, 314, 319, 364-370, 386, 389, 434-438, 454, 457, 499-502, 524, 527, 564-569, 587, 591, 645-648, 663; essay structure: 670-686; H42, H52, A18-19

• a balance of generalization with specific illustrative detail; and

265, 331, 503, 672-673, A18-19

• an effective use of rhetoric, including controlling tone, maintaining a consistent voice, and achieving emphasis through parallelism and antithesis.

66, 123, 126, 184, 186, 247, 250, 313, 318, 385, 388, 453, 456, 523, 526, 587, 590, 663; Active/passive voice: H 17, 21-22, 28-29

### Upon completing the Language and Composition course, then, students should be able to:

• analyze and interpret samples of good writing, identifying and explaining an author's use of rhetorical strategies and techniques;

27-28, 33-34, 81, 84-85, 90-91, 95, 121-122, 144-145, 149-150, 154-155, 182-183, 204-206, 209-211, 215-217, 217-219, 246-247, 269-271, 272-279, 281-282, 311-313, 336-337, 340-341, 352-354, 383-385, 412-414, 420-421, 451-452, 477-479, 481-483, 486-488, 521-523, 546-548, 551-552, 554-556, 585-586, 607-609, 615-616, 625-627, 661-662

analyzing visual texts: 96, 155-158, 177-179, 217-219, 232-233, 241, 255, 282-283, 354-355, 422-423, 489-490, 556-557, 627-628

• apply effective strategies and techniques in their own writing;

76-80, 136-139, 196-199, 262-266, 328-333, 400-405, 468-472, 537-540, 598-602, 684-685; writing narratives: 687-695; writing descriptions: 696-702; writing definitions: 703-706; writing classifications: 706-707; writing comparisons and contrasts: 707-713; constructing a writing portfolio: A1-12; writing

effective essay exams: A13, A18-19; standard documentation forms: A23-41

- create and sustain arguments based on readings, research, and/or personal experience; Annotating effectively: 25-27; reading visuals: 28-29; reading websites: 30-32; writing summaries: 35-36; synthesizing information: 37-38, 96-97; conducting research: 360-364, 431-432, 490-492, 558, 561-562, 828-869; using visuals rhetorically: 821-824; synthesizing and documenting sources: 871-877
- demonstrate understanding and mastery of standard written English as well as stylistic maturity in their own writings; Common sentence problems: H 1-22; Glossary of usage: H 29-37; Punctuation and Mechanics: H 44-75
- write in a variety of genres and contexts, both formal and informal, employing appropriate conventions; writing to share experiences: 66-76; writing to explore: 126-136; writing to inform: 186-196; writing to analyze: 250-262; writing to convince: 318-328; writing to evaluate: 388-395; writing to explain cause-effect: 456-467; writing to solve problems: 526-537; writing about a creative work: 590-597; making effective oral presentations: 760-770; documenting sources: 877-920
- produce expository and argumentative compositions that introduce a complex central idea and develop it with appropriate, specific evidence, cogent explanations, and clear transitions; and Expository compositions: 66-67, 72-76, 126-127, 132-136, 186-187, 192-196, 250-251, 257-262, 388-389; 395-400; 456-457; 463-467; 526-527; 532-537; 590-591; 596-597  
Arguments: 318-319, 324-328, 357-359, 364-365, 385-387; strategies for arguments: 717-747
- move effectively through the stages of the writing process, with careful attention to inquiry and research, drafting, revising, editing, and review. 13-15, 42-44, 44-48, writing to share experiences: 97-115; writing to explore: 159-177; writing to inform: 219-240; writing to analyze: 285-306; writing to convince: 357-377; writing to evaluate: 425-446; writing to explain causes and effects: 492-513; writing to solve problems: 558-577; writing about a creative work: 629-657; outlines and graphic organizers: 713-716; constructing a writing portfolio: A1-12

## PART III

### Representative Authors

There is no recommended or required reading list for the AP\* English Language and Composition course. The following authors are provided simply to suggest the range and quality of reading expected in the course. Teachers may select authors from the names below or may choose others of comparable quality and complexity. Most of the *Guide*'s selections are non-fiction prose, grouped below into more particular categories.

#### Memoirists:

Russell Baker	81-83
Charles J. Ogletree	91-94
P.J. O'Rourke	151-154
Tanya Barrientos	85-89

#### Journalists:

Anne Applebaum	334-335
Maureen Dowd	337-339
Tamara Draut	279-281
Roger Ebert	406-408
Thomas Friedman	548-551
Neal Gabler	483-486
Katie Hafner	211-215
Jaron Lanier	732-734
Elvis Mitchell	409-412
Bruce Nussbaum	479-481
Harold Peterson	199-204
Matthew Power	414-420
Rick Reilly	740-742
Juan Williams	473-477
Michael Wolff	145-149

Science and Technology Writers:

Kenneth Chang	139-143
Carol Ezzell	206-209
John Rockhold	271-277

Creative Writers:

Don DeLillo	603-607
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Rita Dove	593
Robert Frost	601
Amy Tan	617-625
John Edgar Wideman	609-615

Academic Writers:

Michael Berube	553-554
Arthur Levine and Jeanette S. Cureton	342-352

Additional Authors:

Stanley Fish	736-738
James M. Lang	266-269
Michelle Mise Pollard	541-546