

ADVANCED PLACEMENT LANGUAGE AND COMPOSITION

Description

The course provides students with a comprehensive experience in studying American literature and prepares them for the Advanced Placement Language and Composition exam. Students will read a wide variety of American prose styles from many disciplines and historical periods and consider how selections of American fiction and non-fiction highlight stylistic decisions. Students learn to understand and appreciate the diverse ways that American authors make meaning in oral, written, and visual texts. Students also identify elements of literary and rhetorical style and use them in their own writing. Through the process of reading, writing, and discussing texts, students become skilled in composing for different audiences and purposes. The course is designed to enable students to analyze complex American texts and to write highly effective and stylistically sophisticated expository writing. AP Language and Composition emphasizes the teaching of writing strategies and requires student to write essays that proceed through several stages or drafts, with revision aided by teacher and peers. Students write in forms such as narrative, exploratory, expository, and argumentative and on a variety of subjects such as personal experiences, public policies, imaginative literature, and pop culture. As the course progresses, students become aware of their own composition process through self-assessment and evaluations by peers and the teacher. It is anticipated that all students will take the AP Language and Composition exam in the spring. Completion of assigned summer reading and writing is a course requirement.

Course Overview

Course Goals

Students should:

- identify and analyze stylistic and rhetorical elements in notable American texts to understand how meaning is shaped and articulated.
- apply stylistic and rhetorical elements in their own expository and inventive writing.
- participate in and lead academically rigorous seminars.
- analyze a variety of texts, both classical and contemporary (fiction, non-fiction, and visual), as products of the American culture.
- analyze and evaluate the relationship of readers, raised with the assumptions of the American culture, interacting with texts produced by that same culture.
- choose voice, tone, and content of writing to suit a variety of audiences and purposes.

Essential Questions

- How do we understand what we read?
- How does literature enrich our lives?
- How do we write, speak and present effectively?
- How do we use the English language appropriately to speak and write?

Assessments

Common Assessments

Skill Assessments

<ul style="list-style-type: none"> • learn conventions and methods of research and MLA citation. • develop their own “voice” in response to the ideas of major American thinkers. • prepare for the AP Language and Composition exam. • write formal papers that go through the full steps of the writing process. 		
<p><u>Content Outline</u></p> <p>I. Unit 1 - Writing to Explore Assumptions: Locating Ourselves as Americans</p> <p>II. Unit 2 Voices from the Past: Locating Ourselves as Writers</p> <p>III. Unit 3 - Ourselves Among Others: Writing the Memoir</p> <p>IV. Unit 4 - Synthesis/Research</p> <p>V. Unit 5 - Writing to Promote Social Change</p> <p>VI. Unit 6 - Writing to Investigate Culture: Voices in Works of Fiction</p>	<p><u>Standards</u></p> <p>State of Connecticut English Language Arts Curriculum Frameworks</p> <p>Connecticut State Standards are met in the following areas:</p> <p><i>Reading and Responding</i> Students read, comprehend and respond in individual, literal, critical and evaluative ways to literary, informational and persuasive texts in both print and multimedia formats.</p> <p><i>Exploring and Responding to Literature</i> Students read and respond to classical and contemporary texts from many cultures and literary periods.</p> <p><i>Communicating with Others</i> Students produce written, oral and visual texts to express, develop and substantiate ideas and experiences.</p> <p><i>Applying English Language Conventions</i> Students apply the conventions of Standard English in oral and written communication.</p>	<p><u>Grade Level Skills</u></p> <p>Students will:</p> <ul style="list-style-type: none"> •

Pacing Guide									
1st Marking Period			2nd Marking Period			3rd Marking Period		4th Marking Period	
September	October	November	December	January	February	March	April	May	June
Unit 1 <u>Writing to Explore Assumptions: Locating Ourselves as Americans</u> 4 weeks	Unit 2 <u>Voices from the Past: Locating Ourselves as Writers</u> 4 weeks	Unit 3 <u>Ourselves Among Others: Writing the Memoir</u> 5 weeks	Unit 4 <u>Synthesis/ Research</u> 4 weeks	Unit 5 <u>Writing to Promote Social Change</u> 8 weeks		Unit 6 <u>Writing to Investigate Culture: Voices in Works of Fiction</u> 6 weeks			

Unit 1: Writing to Explore Assumptions: Locating Ourselves as Americans, 4 weeks [top](#)

Standards

Reading and Responding

Students interpret, analyze, and evaluate text in order to extend understanding and appreciation.

Students will:

- interpret information that is implied in texts
- communicate with others to create interpretations of written, oral, and visual texts.
- respond to the ideas of others and recognize the validity of differing views.

Exploring and Responding to Literature

Students recognize that readers and authors are influenced by individual, social, cultural, and historical contexts.

Students will:

- analyze and evaluate the basic beliefs, perspectives, and assumptions underlying an author's work.

Communicating with Others

Students use descriptive, narrative, expository, persuasive, and poetic modes.

Students will:

- use appropriate features of persuasive, narrative, expository, and poetic writing.

Students prepare, publish, and/or present work appropriate to audience, purpose, and task.

Students will:

- research information from multiple sources for a specific purpose.

Applying English Language Conventions

Students use Standard English for composing and revising written texts.

Students will:

- demonstrate proficient use of proper mechanics, usage, and spelling skills.

Unit Objectives

Students will be able to:

- read and discuss a variety of nonfiction texts that address aspects of American culture.
- conduct an interview to collect material for a descriptive essay.

Essential Questions

- How do we understand what we read?
- How does literature enrich our lives?
- How do we write, speak, and present effectively?
- How do we use the English language appropriately to speak and write?

Assessments

- Graded seminar discussions based on the summer reading texts
- Profile essay – descriptive and analytical essay in which students interview a person who has been

<ul style="list-style-type: none"> actively participate in seminar discussions. write in a narrative voice to engage in metacognition. identify and analyze a cultural artifact. set writing goals for the first quarter based on the summer reading work. independently read book-length text and apply reading strategies developed in Grade 9 and 10 English classes as they read (e.g. asking interpretive and evaluative questions, making personal connections and connections to other texts, analyzing key lines, analyzing the use of literary conventions to construct meaning). respond in their journals to non-fiction texts by either demonstrating a analysis of style and structure through a close reading of the text or by imitating the style and structure of non-fiction texts. 	<p><u>Focus Questions</u></p> <ul style="list-style-type: none"> What assumptions do I hold about American culture? How do cultural assumptions shape my reading and writing? How can writing be used to analyze and explore the origins of my cultural assumptions? How can published texts challenge or reinforce my assumptions? What makes my voice in writing unique and effective? 	<p>influential in shaping his/her own view of American society; final product will profile an individual and implicitly or explicitly reveal the author's view of American society</p> <ul style="list-style-type: none"> Metacognitive/ Narrative of Thought essay – Students will identify a cultural assumption that they hold. Through discussion and analysis of American cultural artifacts, students will write the story of how they came to hold these assumptions in the form of a narrative essay. Additionally, students will weave in analysis of a cultural artifact to support or question the validity of what they have assumed to be true about American culture. Minimum of four 1/1/2-2 page journal responses to non-fiction texts
<p><u>Lesson Planning Resources</u></p>	<p><u>Suggested Materials/Resources</u></p>	<p><u>Skill Objectives</u></p> <p>Students will:</p> <ul style="list-style-type: none"> identify individual grammar and usage problems, based on their writing about summer reading. review grammar and usage conventions as needed. revise writing to address identified grammar and usage concerns.
<p><u>Technology Resources</u></p>	<p><u>Differentiated Instruction</u></p>	<p><u>Enrichment/ELL</u></p>

Unit 2: Voices from the Past: Locating Ourselves as Writers, 4 weeks [top](#)

Standards

Exploring and Responding to Literature

Students will recognize how literary devices and conventions engage the reader.

Students will:

- identify and analyze the differences between structures of fiction and nonfiction.
- analyze literary conventions and devices an author uses and how they contribute to meaning and appeal.
- compare/contrast and evaluate ideas, themes, and/or issues across classical and contemporary texts.

Students recognize that readers and authors are influenced by individual, social, cultural, and historical contexts.

Students will:

- evaluate the effectiveness of the choices of authors, illustrators, and film makers make to express political and social issues.

Communicating with Others

Students use descriptive, narrative, expository, persuasive, or poetic modes.

Students will:

- listen to or read a variety of genres to use as models for writing in different modes.
- use appropriate features of persuasive, narrative, expository, or poetic writing.

Students prepare, publish, and/or present work appropriate to audience, purpose, and task.

Students will:

- revise texts for organization, elaboration, fluency, and clarity.

Applying English Language Conventions

Students speak and write using standard language structures and diction appropriate to audience and task.

Students will:

- evaluate the impact of language as related to audience and purpose.

Students use Standard English for composing and revising written texts.

Students will:

- demonstrate proficient use of proper mechanics, usage, and spelling skills.

Unit Objectives

Students will be able to:

- correctly identify and demonstrate understanding of specified rhetorical and stylistic elements.
- complete and discuss sample multiple-

Essential Questions

- How does literature enrich our lives?
- How do we write, speak and present effectively?
- How do we use the English language appropriately to speak and write?

Assessments

- “Cloud of Dust” model book review
Students will critique the book they read for the Summer Reading Book Chat in the form of a *New Yorker*-style book review for which they have

<p>choice portions of the AP Language and Composition exam (with a focus on stylistic, rhetorical, and literary devices).</p> <ul style="list-style-type: none"> • identify and analyze rhetorical and stylistic devices in texts read as a class and in a text read independently. • demonstrate innovation with rhetorical and stylistic devices in their own writing. • demonstrate “voice” in their writing. • acquire and use a sophisticated vocabulary for discussion of rhetorical elements. • read and analyze an exemplary book review in order to create an assessment list for the book review assignment. • participate in class discussion, either in class or online, discussing affordances of texts, in terms of the questions they pose and the themes they address, as well as the style of texts and the craft of authors. • respond in their journals to non-fiction texts by either demonstrating a analysis of style and structure through a close reading of the text or by imitating the style and structure of non-fiction texts. • analyze theme and style of film in order to make connections in discussions and in their writing. 	<p><u>Focus Questions</u></p> <ul style="list-style-type: none"> • How has the American essay evolved in style and function over time? • How does critical reading and response to traditional and contemporary non-fiction texts contribute to our sophistication as readers and writers? • How do authors use style to develop important ideas in their work? • How are rhetorical devices used to shape meaning within American texts and within student-generated texts? • How can one write and speak about intellectual ideas using a distinct voice? • How are philosophical, political, and social trends in American society evident in the American literary landscape? • How do context, audience, and purpose influence style? • How can the study of model essays inform my awareness and development of my own writing? 	<p>collaboratively determined the assessment criteria.</p> <ul style="list-style-type: none"> • AP Lang. and Comp. multiple choice questions on style and rhetorical devices • Innovative Style Essay: From the chronological survey of texts studied in the unit, students will each select, analyze, and imitate the features of a particular essay. The essay which a student selects should be written in a style dissimilar from the student’s own writing and should encourage the student to broaden his or her stylistic techniques. • Book review of independent reading text • Minimum of four 1/1/2-2 page journal responses to non-fiction texts
<p><u>Lesson Planning Resources</u></p>	<p><u>Suggested Materials/Resources</u></p>	<p><u>Skill Objectives</u></p> <p>Students will:</p> <ul style="list-style-type: none"> • review sentence structure (simple, compound, complex, compound-complex). • revise for sentence variety. • avoid sentence sprawl. • correctly punctuate compound and complex sentences.

<u>Technology Resources</u>	<u>Differentiated Instruction</u>	<u>Enrichment/ELL</u>

Unit 3 - Ourselves Among Others: Writing the Memoir, 5 weeks [top](#)

Standards

Reading and Responding

Students communicate with others to create interpretations of written, oral, and visual texts.

Students will:

- respond to the ideas of others and recognize the validity of differing views.

Exploring and Responding to Literature

Students recognize how literary devices and conventions engage the reader.

Students will:

- analyze literary conventions and devices an author uses and how they contribute to meaning and appeal.

Students recognize that readers and authors are influenced by individual, social, cultural, and historical contexts.

Students will:

- interpret, analyze, and evaluate the influence of culture, history and ethnicity on themes and issues in literature.

Communicating with Others

Students use descriptive, narrative, expository, persuasive, or poetic modes.

Students will:

- use appropriate features of persuasive, narrative, expository, or poetic writing.

Students prepare, publish, and/or present work appropriate to audience, purpose, and task.

Students will:

- revise texts for organization, elaboration, fluency, and clarity.

Applying English Language Conventions

Students speak and write using standard language structures and diction appropriate to audience and task.

Students will:

- evaluate the impact of language as related to audience and purpose.

Students use Standard English for composing and revising written texts.

Students will:

- demonstrate proficient use of proper mechanics, usage, and spelling skills

Unit Objectives

Students will be able to:

- use a variety of stylistic devices to craft an effective memoir.

Essential Questions

- How do we understand what we read?
- How does literature enrich our lives?
- How do we write, speak and present effectively?

Assessments

- Memoir:
Students will craft a memoir using an innovative and effective organizational technique. The memoir should be an

<ul style="list-style-type: none"> analyze unit texts for effectiveness in crafting a personal story that has an impact beyond the self. actively participate in writers' workshop sessions by submitting a memoir for peer review and by offering constructive written and oral criticism to peers. write and assess a timed essay in response to an AP style prompt by analyzing anchor sets, and completing self and peer assessments. independently read book-length text and apply reading strategies developed in Grade 9 and 10 English classes as they read (e.g. asking interpretive and evaluative questions, making personal connections and connections to other texts, analyzing key lines, analyzing the use of literary conventions to construct meaning). participate in class discussion, either in class or online, discussing affordances of texts, in terms of the questions they pose and the themes they address, as well as the style of texts and the craft of authors. 	<ul style="list-style-type: none"> How do we use the English language appropriately to speak and write? <p><u>Focus Questions</u></p> <ul style="list-style-type: none"> How is personal identity shaped in relation to awareness of "others"? What is the value (academic, emotional, historical) in writing a memoir? In what ways do personal stories reveal elements of American culture and thinking? What stylistic and organizational techniques create the greatest impact when writing a memoir? How, in reference to content and style, is self-analysis used most effectively in memoir writing? 	<p>exploration of how personal identity is shaped by membership in or exclusion from parts of American culture. For example, students may write about feeling marginalized or the significance of recognizing that they are part of "the mainstream."</p> <ul style="list-style-type: none"> Timed AP prompt Book review of independent reading
<u>Lesson Planning Resources</u>	<u>Suggested Materials/Resources</u>	<u>Skill Objectives</u> Students will: <ul style="list-style-type: none"> recognize and effectively use participles and gerunds to enliven their writing. use parallel structure with participles, phrases, and clauses to diversify their writing style. correctly punctuate introductory participial phrases.
<u>Technology Resources</u>	<u>Differentiated Instruction</u>	<u>Enrichment/ELL</u>

Unit 4 - Synthesis/Research, 4 weeks [top](#)

Standards

Reading and Responding

Students communicate with others to create interpretations of written, oral, and visual texts.

Students will:

- respond to the ideas of others and recognize the validity of differing views.

Communicating with Others

Students prepare, publish, and/or present work appropriate to audience, purpose, and task.

Students will:

- revise texts for organization, elaboration, fluency, and clarity.
- research information from multiple sources for a specific purpose.
- evaluate the validity of primary and secondary sources of information to authenticate research.

Applying English Language Conventions

Students speak and write using standard language structures and diction appropriate to audience and task.

Students will:

- demonstrate proficient use of proper mechanics, usage, and spelling skills.

Unit Objectives

Students will be able to:

- collect a variety of types of information about their community from sources such as interviews, observation, local media, and their own reading.
- write an annotated bibliography, documenting research in MLA format.
- present research findings to the class, using visual and/ or audio technology.
- read, analyze, and discuss texts that model effective documentary styles.
- synthesize class findings to support a written argument about some aspect of their community's cultural foundations.
- analyze theme and style of film in order to

Essential Questions

- How do we understand what we read?
- How do we write, speak, and present effectively?
- How do we use the English language appropriately to speak and write?

Focus Questions

- What are the cultural assumptions and beliefs underlying my community in Fairfield?
- How can critical examination of data and physical surroundings reveal the cultural foundations of the community?
- To what extent does my own ideology match the beliefs of others in my community?
- What can be gained by a greater awareness of

Assessments

- Annotated bibliography of research findings in which students offer critical analysis of no fewer than five sources. Sources come from a variety of types of research, including interviews, reading, observation, and local media.
- Presentation in which students share their research findings with the class
- Synthesis essay in which students use both their own research and the research of their peers to support a written argument about some aspect of the culture of their community

make connections in discussions and in their writing.	cultural assumptions? <ul style="list-style-type: none"> How do authors use different types of data and research effectively? 	
<u>Lesson Planning Resources</u>	<u>Suggested Materials/Resources</u>	<u>Skill Objective</u> Students will: <ul style="list-style-type: none"> use MLA citations and guidelines accurately.
<u>Technology Resources</u>	<u>Differentiated Instruction</u>	<u>Enrichment/ELL</u>

Unit 5 - Writing to Promote Social Change, 8 weeks [top](#)

Standards

Exploring and Responding to Literature

Students will recognize how literary devices and conventions engage the reader.

Students will:

- analyze literary conventions and devices an author uses and how they contribute meaning and appeal.

Students recognize that readers and authors are influenced by individual, social, cultural, and historical contexts.

Students will:

- analyze and evaluate the basic beliefs, perspectives, and assumptions underlying an author's work.
- interpret, analyze, and evaluate the influence of culture, history, and ethnicity on themes and issued in literature.
- evaluate the effectiveness of the choices of authors, illustrators, and film makers make to express political and social issues.

Communicating with Others

Students use descriptive, narrative, expository, persuasive, or poetic modes.

Students will:

- listen to or read a variety of genres to use as models for writing in different modes.
- use appropriate features of persuasive, narrative, expository, or poetic writing.

Applying English Language Conventions

Students speak and write using standard language structures and diction appropriate to audience and task.

Students will:

- evaluate the impact of language as related to audience and purpose.

Students use Standard English for composing and revising written texts.

Students will:

- demonstrate proficient use of proper mechanics, usage, and spelling skills

Unit Objectives

Students will be able to:

- recognize and analyze the characteristics that motivate us to act independently through a close reading of major texts of the unit.
- identify and model the stylistic and polemical elements present in different types of writing and media.

Essential Questions

- How does literature enrich our lives?
- How do we write, speak and present effectively?
- How do we use the English language appropriately to speak and write?

Focus Questions

- What is progress? How is it typically defined? How should it be defined?

Assessments

- Arguments in various genres
 - Students will select a contemporary American social issue (local, regional, or national) and present an argument about that issue, writing in at least two distinct genres (satire, letters, poetry,

<ul style="list-style-type: none"> • demonstrate an understanding of the features of effective argumentation by taking a position on a social issue and experimenting with making the same argument in varied genres. • write persuasively for different audiences. • analyze sample argument prompts from the AP Lang and Comp exam. • write a timed essay in response to an AP argument prompt. • recognize and evaluate the effective features of argument development in a selected <i>New Yorker</i>-style article. • write, in order to emulate an argument style, a <i>New Yorker</i>-style piece of social commentary. • independently read book-length text and apply reading strategies developed in Grade 9 and 10 English classes as they read (e.g. asking interpretive and evaluative questions, making personal connections and connections to other texts, analyzing key lines, analyzing the use of literary conventions to construct meaning) • participate in class discussion, either in class or online, discussing affordances of texts, in terms of the questions they pose and the themes they address, as well as the style of texts and the craft of authors. • analyze theme and style of film in order to make connections in discussions and in their writing. • analyze theme and style of film in order to make connections in discussions and in their writing. 	<ul style="list-style-type: none"> • What are the most pressing problems facing the United States today? What cultural factors led to the creation of these problems? What cultural strengths can lead to genuine solutions? • How do you, as an individual, contribute to America's troubles? What individual qualities do you possess to help contribute solving America's problems? • How can literacy and critical thinking be effective tools for progress for this country? • As we create new visions for our own and our nation's future, what changes do we need to imagine in order to create healthy and sustainable America? 	<p>slogans, etc.) in order to experiment with rhetoric, style, and audience</p> <ul style="list-style-type: none"> • Timed AP Argument Question – Support, refute, or qualify prompt • Original piece of social commentary modeled on <i>New Yorker</i>-style article • Book review of independent reading text
<u>Lesson Planning Resources</u>	<u>Suggested Materials/Resources</u>	<u>Skill Objectives</u>

		<p>Students will:</p> <ul style="list-style-type: none"> • recognize and avoid exaggeration, hyperbolically empty language, over-generalizations, platitudes, clichés, jargon, slang, and colloquialisms. • use adverbial connectives for emphasis and transition. • punctuate adverbial connectives, using semi-colon and comma with transitions such as therefore, for example, and however.
<u>Technology Resources</u>	<u>Differentiated Instruction</u>	<u>Enrichment/ELL</u>

Unit 6 - Writing to Investigate Culture: Voices in Works of Fiction, 6 weeks [top](#)

Standards

Reading and Responding

Students communicate with others to create interpretations of written, oral, and visual texts.

Students will:

- respond to the ideas of others and recognize the validity of differing views.

Exploring and Responding to Literature

Students will recognize and appreciate that contemporary and classical literature has shaped human thought.

Students will:

- compare / contrast and evaluate ideas, themes, and/or issues across classical and contemporary texts.

Students recognize that readers and authors are influenced by individual, social, cultural, and historical contexts.

Students will:

- analyze and evaluate the basic beliefs, perspectives, and assumptions underlying an author's work.
- evaluate the effectiveness of the choices of authors, illustrators, and film makers make to express political and social issues.

Communicating with Others

Students use descriptive, narrative, expository, persuasive, or poetic modes.

Students will:

- use appropriate features of persuasive, narrative, expository, or poetic writing.

Students prepare, publish and/or present work appropriate to audience, purpose and task.

Students will:

- revise texts for organization, elaboration, fluency, and clarity.

Applying English Language Conventions

Students use Standard English for composing and revising written texts.

Students will:

- demonstrate proficient use of proper mechanics, usage, and spelling skills.

Unit Objectives

Students will be able to:

- discuss unit texts in relation to concepts and characteristics of American culture and American literature.
- interact with texts through written

Essential Questions

- How do we understand what we read?
- How does literature enrich our lives?
- How do we write, speak and present effectively?
- How do we use the English language appropriately to speak and write?

Assessments

- Literary analysis paper: This paper should be 4-5 pages in length. Students should engage in close analysis of a novel to support some larger interpretation about how ideas or themes in the novel are relevant in

<p>responses, seminars, and finalized written response work.</p> <ul style="list-style-type: none"> • conduct insightful analysis of two novels, one from the traditional literary canon and one contemporary text. • read and analyze supplementary poems, excerpts of literary criticism, essays, and short fiction to deepen examination of the two unit novels. • make connections between the novels and cultural trends discussed previously in the year. • write with voice and conviction about personal ideology in relation to American culture. • independently read book-length text and apply reading strategies developed in Grade 9 and 10 English classes as they read (e.g. asking interpretive and evaluative questions, making personal connections and connections to other texts, analyzing key lines, analyzing the use of literary conventions to construct meaning). • participate in class discussion, either in class or online, discussing affordances of texts, in terms of the questions they pose and the themes they address, as well as the style of texts and the craft of authors. • analyze theme and style of film in order to make connections in discussions and in their writing. 	<p><u>Focus Questions</u></p> <ul style="list-style-type: none"> • How do critical reading and responding to fiction and non-fiction contribute to our sophistication as readers and writers? • How have philosophical, political, and social trends in American society shaped the American literary landscape? • What aspects of past literary traditions are still evident in contemporary American literature? • What effect does social environment play in shaping a piece of literature? • How are contemporary texts a vehicle for rich examinations of literary, philosophical, and cultural trends in American past and present? • What do members of the current generation have to say about America today? 	<p>contemporary American thought. MLA conventions should be used.</p> <ul style="list-style-type: none"> • Graded seminar discussions: Students should lead seminar discussions about the texts studied. Students will write a 2-3 paragraph abstract to introduce and propose the particular focus for the discussion they lead. • Personal Manifesto: Students will write a 5-10 page statement of belief in which they speak from their own experience to take a stand about some aspect of American culture. The manifesto should be an honest attempt to “speak for their generation.” Stylistic experimentation should be encouraged. Teachers may choose to incorporate this assignment into the final exam. • Book review of independent reading
<p><u>Lesson Planning Resources</u></p>	<p><u>Suggested Materials/Resources</u></p>	<p><u>Skill Objective</u></p> <p>Students will:</p> <ul style="list-style-type: none"> • consider stylistic choices which challenge the conventions such as beginning a sentence with a conjunction

		and using sentence fragments for emphasis.
<u>Technology Resources</u>	<u>Differentiated Instruction</u>	<u>Enrichment/ELL</u>