

Syllabus for Advanced Placement English Language and Composition

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Course Overview:

It is impossible to study language skills in isolation as they revolve around each other and inherently work together both rhetorically and thematically. For example, students may be independently reading a passage and spot a persuasive and ironic passage. Simply noticing these characteristics in a reading passage constitutes the first part of a critical reading of a text. English III AP blends all these vital areas of language study and prepares students for the various standardized tests of this junior year in high school: ACT, SAT, and AP. But more importantly, this course will prepare students for college and for their careers.

Additionally, we will address the SAT with vocabulary study and quizzes to reinforce and develop students' verbal strategies. Vocabulary quizzes, patterned, in part, after SAT formats (questions in the context of reading passages, in accordance with the new changes in 2015), count as Daily grades. Students report that their SAT scores rise significantly as a result of this focus. Our school district has adopted the Membean Online Vocabulary Program.

Since it is assumed that students already possess the fundamentals of grammar and usage, writing instruction in this Advanced Placement course begins with upper-level stylistic and logical development. Each semester, English III AP students will write several in-class timed writings, either taken directly from or patterned after previous AP tests. Students will both analyze and write about a passage's **rhetoric**, using terms appropriately and incorporating other writing modes—exposition, analysis, description, or narration—to suit their persuasive intents. They will write **arguments** about contemporary issues, using a voice that is prominent and distinctive.

All these components of the AP course could not be complete without actual practice of the Advanced Placement Examination's multiple-choice questions. To prepare for the whole AP test in May, students will practice and carefully study small sections of actual multiple-choice questions from previous tests throughout the year. These questions are challenging—but manageable—with instruction, guidance, and practice. Throughout the school year, then, students will work on all the skills or strands of advanced language use. The course is geared toward the serious student who is interested in receiving college credit for work completed in high school. The work in this course is rigorous but very rewarding.

Course Scope and Sequence

As an English III AP student, you will study rhetoric, a complex and vast enterprise, one wrought with intrigue, guile, wit, brilliance, and ultimately knowledge. Rhetoric does not deal in absolutes but rather divisive issues on which humanity has perennially disagreed. The ancient philosopher Aristotle outlines this theory in his Rhetoric, in which he defines rhetoric as the art of making, crafting, and actualizing an argument over such issues of human interest. You will engage in a variety of writing modes, analytical readings, argumentative research assignments, and complex grammar competencies. A major goal for this course is the year-end English Language and Composition Exam administered by The College Board: this exam will assess all outlined skills through (1) 60 minutes of multiple-choice questions on a variety of university-level readings and (2) three separate 40-minute timed essays. Students will receive a final score that mirrors a corresponding final grade in a similarly structured college composition course, of which the latter three may result in college credit: 1 (F), 2 (D), 3 (C), 4 (B), or 5 (A).

Required Reading:

1st nine weeks: *Outliers* by Malcolm Gladwell, *Excellent Sheep* by William Deresiewicz

2nd nine weeks: *The Working Poor* by David K. Shieler

3rd nine weeks: *The Great Gatsby* by F. Scott Fitzgerald

4th nine weeks: *Brave New World* by Aldous Huxley

Grading		
Major grades	45%	process papers, projects, tests, timed writings
Intermediate	35%	quizzes, APMC
Daily	20%	Membean, homework

Assignments are due at the BEGINNING of class unless otherwise specified. If they are turned in at the end of the day, it will count as late credit. Each due date will be posted on the board in my room, as well as on the calendar handout you will have for each nine weeks and on Google Classroom. There's never an excuse for "not knowing something was due."

Supplies

- Assorted class texts
- 2 subject spiral notebook
- Folder/binder for papers, notes, and handouts
- File folder for essays
- Blue or black ink pens
- Highlighter(s)

Late Work per HPHS English Department

Daily Work: NO late work is accepted.

Intermediate & Major Grades will be accepted up to three CALENDAR days late with a 15% penalty per day.

- After that point, the grade will be a zero.

Make-up Work

Kiltie rules apply here. You are allowed as many days as you were absent to complete missing work. You are responsible for finding out about missed assignments in advance or directly after an absence (waiting until grades are due will not work). If you need to speak to me regarding your make-up work, please do so before school or via email; not during, before, or after class.

Class Expectations/Rules

- Dishonesty, in all forms, will not be tolerated.
- Show others respect.
- When the bell rings, be in your seat or be counted tardy.
 - Remember, three tardies results in an unexcused absence.
- Use your passing period efficiently; you will only be allowed to leave the class if it is an emergency.
- Come to class prepared with necessary assignments and materials.
- Keep an open mind. You will respect the ideas/views of your peers and those which might conflict with your own.

Parent Conference Invitation (this link can also be found on Google Classroom):

Grimes: <https://forms.gle/q9tkduBZa1aeKCNEFA>

Huhn: <https://forms.gle/zfGBkiBAAjLVAU9D8>

Pullen: <https://forms.gle/1hkP8cPMwegtmvqU9>