

AP English 3 Syllabus, 2017-2018

Course Description

The AP English Language and Composition course is designed to give students multiple opportunities to work with rhetoric, examining the author's purposes as well as the audiences and objects in texts. Students write in a variety of modes for a variety of audiences, developing a sense of personal style and an ability to analyze and articulate how the resources of language operate in any given text. As the AP English Course Description Guides directs, our course "engages students in becoming skilled readers of prose written in a variety of periods, disciplines, and rhetorical contexts, and in becoming skilled writers who compose for a variety of purposes. Both their writing and their reading should make students aware of the interaction among a writer's purposes, audience expectations, and subjects as well as the way generic conventions and the resources of language contribute to effectiveness in writing." Students are expected to take the AP Language and Composition Exam at the end of the year.

Course Goals:

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

- Analyze and interpret samples of good writing, identifying, and explaining an author's use of rhetorical strategies and techniques.
- Apply effective strategies and techniques in their own writing
- Create and sustain arguments based on readings research, and/or personal experience
- Demonstrate understanding and mastery of standard written English as well as stylistic maturity in their own writings
- Write in a variety of purposes, including analysis, argumentation, narration, description, and exploration
- Produce expository, analytical, and argumentative compositions that introduce a complex central idea and develop it with appropriate evidence drawn from primary and/or secondary source material, cogent explanations, and clear transitions
- Demonstrate understanding of the conventions of citing primary and secondary source material
- Move effectively through the stages of the writing process, with careful attention to inquiry and research, drafting, revising, editing, and review
- Respond constructively to teacher evaluation by endeavoring to improve, correct, and strengthen their own writing.
- Write thoughtfully about their own process of composition
- Revise a work to make it suitable for a different audience
- Analyze graphic/visual images as text
- Evaluate and incorporate reference documents into research papers

Reading/Textbook List

Narrative in the Life of Frederick Douglas-Frederick Douglas

In Cold Blood- Truman Capote

The Scarlet Letter- Nathaniel Hawthorne

The Great Gatsby- F. Scott Fitzgerald

Macbeth- William Shakespeare

Self-selected non-fiction works

Additional teacher-selected non-fiction essays, political writings, visual texts, etc.

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Performance Tasks/Assignments

- Timed essays: Expository, Synthesis, Argument, & Rhetorical Analysis; demonstrating rhetorical strategies and techniques
- Analysis and response to non-fiction pieces (essays, editorials, letters, memoirs, speeches), novels, drama, short fiction, poetry, journals, public policy, popular culture, history, science writings, criticisms, personal experiences and visual media as text (photographs, art, political cartoons, advertisements, film,)
- Process writing for literary analysis, reflective, synthesis, researched argument, and narrative essays
- Formal and informal responses to readings
- Citing sources: MLA

Writing Expectations

Students are expected to write with increasing complexity and syntactical eloquence with the goal of writing on a college level by the end of the year. They are expected to demonstrate an increasingly mature knowledge of sentence structure, punctuation, vocabulary, and voice. All papers will be graded using the AP English Language and Composition scoring guide. Mini-lessons will occur throughout the year to address grammatical issues and increase syntactical eloquence. Students will use appropriate diction to create varied and effective syntactic structures, demonstrating coherence and logical organization to balance generalizations with text support. Throughout the course, emphasis is placed on helping students develop stylistic maturity.

Reading Expectations

Students are expected to read actively and deliberately. Students must make careful observation of textual detail, establish connections among their observations, and draw from those connections inferences leading to interpretive conclusion about the meaning and value of a selection. By the end of the course, students will have studied literature from America and around the world, from the sixteenth century to the present.

Ongoing Assignments

Students are expected to maintain an understanding of college-level vocabulary words. Students will have a list of AP vocabulary every week. Students will blog to synthesize and crystallize new concepts weekly.

Grading

Students will be graded on the following scale:

AP Multiple Choice Practice	5%	Daily/Quizzes	15%	Test/Projects/Blogs	15%
Reading/Participation	5%	Compositions	40%	Six Weeks Test	20%

JHHS Campus Late Work Policy

Daily assignments, class work, and homework will be accepted late one class period for a high of a 70. At the teacher's discretion, these assignments may or may not be accepted more than one class period late. Assignments assigned with a window of opportunity to complete will be accepted one class period late for a high of a 60. At the teacher's discretion, assignments with a window of opportunity to complete, may or may not be accepted more than one class period late.

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