

# AP ENGLISH III

Heather Hill

## I COURSE OUTLINE

AP English III approximates a freshman college English course; therefore, a student must already possess a fluency in reading and writing that ranks them two years ahead of a typical eleventh grader.

This English course consists of the following:

- reading widely from contemporary and classical works with universal appeal and lasting value
- analysis of passages of fiction and nonfiction to determine an author's purpose, rhetorical strategies, and tone
- vocabulary that relates to class reading and literary terminology
- writing that is precise, clear, and concise but not formulaic, including process writing and impromptu pieces
- developing an awareness of one's own maturity and development as a writer through the use of a portfolio
- analysis of the persuasive/rhetorical effect of different syntactical structures
- exploration of the effect of genre on an author's message
- speaking in front of a group in formal speeches, discussion, presentations, memory work, or seminar tests
- vivisection of media messages to analyze rhetorical elements
- written synthesis of varying sources to form original, evaluative thought

Works we read come from our literature book, supplementary novels, online sources, and periodicals. The FBISD adopted textbooks for this course are: *"They Say/ I Say"*, *Back to the Lake*, and *The Norton Reader* (15<sup>th</sup> HS Edition). These books are available for home checkout and are available through 1Link access.

Course Overview:

Throughout the course, we will cycle through the three essays assessed on the AP Language & Composition Exam: rhetorical analysis, synthesis, and argument. We will utilize College Board rubrics to ensure students are familiar with them when the exam season arrives. We will also practice multiple choice questions, allowing students to become competent at answering AP style analysis questions.

## II COURSE EVALUATION

Averages for each grading period are calculated using daily and major grades, which are weighted equally in this average (50% each). 1<sup>st</sup> semester grades are determined by an average of the first two grading periods at 85% and the semester exam weighted at 15%. Evaluation of student progress comes from:

- timed writing done in class
- reader-response writing (as in a dialectical notebook)
- vocabulary exploration done through reading
- process writing, often with pieces prepared at home
- journal writing (reflective and evaluative)
- individual and small-group analysis of specific works
- class discussions (according to specified formats, such as Inner/Outer Circle, Learning Through Discussion, Honors Seminar, or Socratic Seminar)
- quizzes (announced or unannounced)
- major tests (typically formatted similar to the AP style)
- projects
- documentaries
- presentations/ speeches

## III HOMEWORK

Students should expect homework every evening either assigned that day in class or so they may keep up with long-term assignments. Homework provides valuable preparation for our very limited and precious class time. Not all homework will be graded, but all is expected to be completed. Students will have a plan of upcoming assignments that look as far into the future as the teacher is capable of planning which they ought to use to prioritize and plan the work they must accomplish outside of class.

## IV LATE WORK

The Clements High School AP English students will be held to the following standard for late work:

- an assignment is considered late if the student does not have the assignment at the time the teacher collects the work OR if it is submitted after the posted deadline for an online submission.
- Assignments turned in late (Daily and Major) will have 20 points deducted on the first day late, 30 points deducted on the second day late, and will receive a zero thereafter.

## V MAKE-UP WORK

Students are responsible for requesting work they miss when absent and must turn in work immediately upon their return to school that was due during their absence. Additionally, students must complete make-up tests and/or quizzes that were scheduled prior to their absence the day they return from their absence. All make-up work must be completed within the week that the absent student returns to school. Neglecting to turn in make-up work in a timely fashion will result in a loss of credit for the work. Please be aware that make-up assignments (tests and quizzes in particular) will be different than the original task (for example... a multiple choice quiz might become a short answer/free response quiz). When a student is going to be absent for an extra-curricular excursion, contest, etc., he or she should communicate as soon as the anticipated absences is scheduled with all teachers about missing this class time to put together a plan for making up work.

## VI RE-TESTING POLICY

Re-testing is available for any student who makes below a 75 on major grade tests. Students must participate in a tutorial conducted before or after school or during class, per their teacher's discretion, in order to take the re-test. Re-tests will not be the same as the first test. Students will receive the score from the re-test, regardless if it is lower than their original test grade. The highest grade any student can earn on a re-test is a 75.

## VII TARDY POLICY

All students must be in the classroom when the bell rings to begin class. Students will not be admitted to class if they arrive late but instead will have to find a hall monitor for a tardy pass. After the third tardy, students receive a discipline referral and will have to speak with their assistant principal, likely receiving a disciplinary punishment.

## VIII SUPPLIES

ALL students need to provide: 3 yellow 8½X11 notepads (NOT legal size), 1 box of tissues, 1 composition notebook, and your own personal supplies (binder, highlighters, pen/pencils). Bring blue or black ink pens, pencils, and highlighters to class every day for personal use.

## VIV DIGITAL CITIZENSHIP

Students will occasionally be able to use cell phones and other web-enabled devices in the classroom. I will endeavor to always let students know from day to day and activity to activity whether or not they are permitted to use these devices. However, when in doubt, students should always assume that they are not permitted to use these devices. In the earliest days of the semester, we will be establishing procedures for acceptable use and for demonstrating during independent assessments (quizzes/ tests/ timed writing) that a student has secured all devices properly to ensure complete independence and a (hopefully) distraction-free assessment environment.

## X CLASSROOM VALUES

In particular, I value the following things and feel that they are necessary for a successful class.

- tolerance of divergent opinions and ideas
- welcoming and inclusive speech (rather than belittling or splintering speech)
- integrity in word and deed (see the CHS Honor Code)
- dedication to the task at hand (English class is for English work, rather than preparation for other classes)
- frankness about understanding (rather than pretense about what you already know or what you know how to do)
- accountability and encouragement from peers to foster a cohesive learning environment
- acceptance of the value of differing backgrounds and personal experiences that enrich the classroom

## XI CONTACT INFORMATION

Students and parents can reach me most easily via email at: [heather.hill@fortbendisd.gov](mailto:heather.hill@fortbendisd.gov). I am also available for meetings after school and during my conference by appointment. My conference period is 5<sup>th</sup> period. Please do not hesitate to contact me with questions or concerns. Students and parents can find many of the handouts students receive in class and other online resources on the Schoology course page.