## ENGLISH III AP

## ENGLISH LANGUAGE AND COMPOSTITION

Instructor: Adrien Alsobrook

|  |  |
| --- | --- |
| **Instructor’s Contact Information:**  White Station High School  514 South Perkins Rd.  Memphis, TN 38117  Room: E206  Phone: 416-5505  Email: **alsobrooka@scsk12.org**  Office Hours: Tuesdays 2:30-3:30 | **School Year: 2019-2020**    **Course Information:**  Periods: 1, 2, 3, 4, 6, 7  **Website: aalsobrook.weebly.com**  **Remind** and **AP Classroom:**  See codes on my website |

**Course Description**

The AP English Language and Composition course aligns to an introductory college-level rhetoric and writing curriculum. Thus, the course “cultivates the reading and writing skills that students need for college success and for intellectually responsible civic engagement” (The College Board Course and Exam Description 11).   
This course guides students in “becoming curious critical, and responsive readers of diverse texts and becoming flexible, reflective writers of texts addressed to diverse audiences for diverse purposes” (11). This course is organized according to the current requirements and guidelines of the AP English Language Course and Exam Description.

Students in this course will participate in an in-depth critical analysis of nonfiction and literary works from various genres and literary periods as well as an overview of rhetoric and rhetorical strategies employed by writers to meet their purpose in writing. Particular attention is focused on learning, recognizing and using literary devices; reading closely; building vocabulary; using grammar, spelling, mechanics and punctuation; analyzing a text; writing on demand in various modes; researching and documenting sources, and revising to improve meaning, style and voice.

To help build fluency in writing, students will keep a writer’s notebook for daily/weekly journals, practice imitation writing, response writing, and analytical writing. The class includes a Writers Workshop which will aid students in their writing and revising and editing as well as in encouraging them in their writing focus. In addition, students will research and write a documented essay; choose, print, analyze and discuss articles on current topics; follow a columnist and analyze his/her style and topic choice; and synthesize this author’s work with two additional pieces on the same subject. Writing in several modes is required, and some assignments will follow a prescribed revision process. Students will use critical thinking to compose and present alternative assessments, analyze and create visual rhetoric assignments, incorporate technology in presentations, collaborate with other students in classroom debates, participate in Socratic Seminars, Harkness method discussions, and other small group discussion forums.

**Course Goals**

By the end of this course, students will be able to

1. Use appropriate reading process strategies to constructmeaning from the text

(ex: close reading and annotation).

(2) Develop public speaking skills (organization, pacing, eye contact, and

voice projection.

1. Identify and describe components of the rhetorical situation: the exigence,

audience, writer, purpose, context, and message.

1. Write introductions and conclusions appropriate to the purpose and context of

the rhetorical situation.

(5) Demonstrate an understanding of an audience’s beliefs, values, or needs.

(6) Identify and explain claims and evidence within an argument.

(7) Develop writing that includes a claim and evidence supporting the claim.

(8) Identify and describe the overarching thesis of an argument, and any indication

it provides of the argument’s structure.

(9) Write thesis statements that require proof or defense and that may preview

the structure of the argument.

(10) Explain ways claims are qualified through modifiers, counterarguments, and

alternative perspectives.

(11) Qualify a claim using modifiers, counterarguments, or alternative perspectives.

(12) Describe the line of reasoning and explain whether it supports an argument’s

overarching thesis.

(13) Develop a line of reasoning and commentary that explains it throughout an

argument.

(14) Explain how the organization of a text creates unity and coherence and reflects

a line of reasoning.

(15) Use transitional elements to guide the reader through the line of reasoning of an

argument.

(16) Recognize and explain the use of methods of development to accomplish a

purpose.

(17) Use appropriate methods of development to advance an argument.

(18) Explain how word choice, comparisons, and syntax contribute to the specific

tone or style of a text.

(19) Strategically use words, comparisons, and syntax to convey a specific tone or

style in an argument.

(20) Explain how writers create, combine, and place independent and dependent

clauses to show relationships and among ideas.

(21) Write sentences that clearly convey ideas and arguments.

(22) Explain how grammar and mechanics contribute to the clarity and effectiveness

of an argument.

(23) Use established conventions of grammar and mechanics to communicate clearly

and effectively.

**Required Texts**

All students will have access to the following texts:

* *The Language of Composition: Reading, Writing, and Rhetoric,* by Renee Shea, Lawrence Scanlon, and Robin Aufses, published by Bedford St. Martin’s, 2008 edition.
* *Prentice Hall Literature: The American Experience*, Pearson Education, 2012 Common Core edition.

Additional texts that augment the basic texts may include, but are not limited to:

* *They Say, I Say: The Moves That Matter in Academic Writing,* by Gerald Graff, Cathy Birkenstein and Russell Durst, published by W.W. Norton, 2018, fourth edition.
* *MLA Handbook for Writers of Research Papers,* publishedby The Modern Language Association, 2016, eighth edition.
* *Vocabulary Workshop, Level H,* published by Sadlier-Oxford, 2012 edition.
* *Cracking the AP English Language Exam,* by The Princeton Review, 2020 edition only.
* *The Scarlet Letter* by Nathaniel Hawthorne
* *The Law* by Frederic Bastiat
* *The Crucible by Arthur Miller* (included in your American Literature textbook)
* *The Great Gatsby* byF. Scott Fitzgerald
* *Unbroken* by Laura Hillenbrand
* *The Immortal Life of Henrietta Lacks* by Rebecca Skloot
* *Outliers* by Malcolm Gladwell

### Expectations

Students are expected to be on task at all times and to be prepared for class each day. We will discuss out- of- class required literature and nonfiction readings, and assessments will be based on participation in a Socratic Seminar, Harkness discussion, Writing Workshop meetings, writing assignments, tests, debates, or other assessments.

Students will also take part in a full-length practice AP Language exam in the fourth quarter of the school year, usually given on a Saturday morning in April.

**Assignments**

All assignments have a purpose. Outside reading, writing, annotation of a text, alternative assessment, research assignments, and writing practices are to help the student prepare for his or her future as well as college admission tests, college essays, and the AP English Language and Composition Exam.

### Policies and Procedures

**Roll and Start of Class Procedures**

1. All rules in the Shelby County Schools/White Station High School student handbooks apply to this class.

2. Bring all required materials to class. You will **not** be allowed to return to your locker for these materials once class begins. This is IMPERATVE. A lack of materials will affect your daily grade.

3. If you are tardy, you must sign the tardy log to be admitted to class.

4. No personal items are allowed out during class. This includes such items as lotion, makeup, combs or brushes, magazines, etc… In addition, it is **not acceptable** to have material or work for other classes out during this class time.

5. You must be in your seat when the bell rings to avoid begin marked tardy.

6. You will not be excused during class for bathroom or water breaks. There is ample time for these between classes.

7. After entering the room, immediately look to the board for a DO NOWactivity.This activity isto prepare you for the work we will do in class**.** Thereis **NO** talking during this time. If persistent talking occurs (3 warnings), you will be given written notice and your parents will be called.

**Homework**

1. You will have homework on most days. If the assignment is required to be turned in for a grade, do so when you enter the classroom, in the appropriate box labeled for your class unless otherwise noted.

2. Any work turned in must use the MLA required format:

1” margins on all sides

12 pt. Times New Roman

Double Space **all** lines

The following should be written in the top left hand corner of the page:

**Your Name**

**Mrs. Alsobrook**

**Class, Period, and Assignment (ex: AP language, 4, *TSIS* p. 10)**

**Date**

**Late Assignments**

1. Any homework assignments not turned in at the beginning of class in the appropriate box will be counted as 0.

2. No late work will be accepted. **If you are absent**, your work must be turned in the day after you return to school. See the section below for details.

**Absences**

If you have an **excused** absence, it is your responsibility to check my web page for your assignments and to turn your work in to the appropriate box labeled for your class. You **MUST** mark on the top of the page: “**Absent,” the Date absent, and “Makeup** **Work.”** If you miss a test or quiz, it must be made up before or after school. You will have **one week** to make up the test. An appointment must be made in advance the day you return to school.

**General Classroom Expectations**

Respect your teacher and fellow classmates.

Sit in your assigned seat daily.

Do not leave your seat without permission.

Raise your hand and be recognized to speak.

You must be in compliance with the Dress Code to be admitted to the class

No food or gum allowed.

ABSOLUTELY no phones or other personal communication devices allowed in class.

**Materials for Class**

1 Binder – at least 1 1/2”

This sheet of procedures and the Academic and Plagiarism Policy (in your binder).

Textbook (I will specify which one(s).

Pencils for Scantron tests

Pens – at least 2 each – Black, Blue, Red, and Green

Notebook paper – wide rule only

Binder with dividers (at least 8) -sections for Notes, Homework, Writing, Rhetoric,

Multiple Choice, Analysis, Argument, Synthesis

1 pack of lined 4x6 index cards – keep 4-5 in your binder daily

1 9x12 clasp envelope

1 3 hole punch (may be kept in your binder or at home)

2 packs of post it notes for annotation – 1 3”x 3” and 1 set of flags or minis

3 highlighters – one each – blue, yellow, green

1 correction fluid or dry – line erase tape

1 Zippered pencil bag with grommets to fit in your binder – or other writing implement storage

1 flash drive (USB)

2 Manila file folders with tab at the top

1 marble-covered composition book (at least 100 pages) for your Writer’s Notebook, wide rule

preferred.

**Rewards**

You may earn extra points for

1. Bringing all your materials to class each day.
2. Completing and turning in **ALL** required work in the quarter.
3. Participation.
4. Other items as noted by the teacher.
5. Attending a school play or other community performance such as the opera or symphony.

You must bring proof of your attendance.

These credits can be used as extra points on your lowest test score.

**Grades**

Your grades will be determined by the following**:**

**First 9 week Grading Period Subsequent Grading Periods**

**Office Hours – Tuesdays 2:30 to 3:30**

**School Phone – 416-5505**

**E mail** [**alsobrooka@scsk12.org**](mailto:alsobrooka@scsk12.org)

**Website: aalsobrook.weebly.com**

**American Lit textbook online access:** [**www.pearsonsuccessnet.com**](http://www.pearsonsuccessnet.com)

**Class access code: TBA**