



AP English Language and Composition

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Conference Period: 7

Tutoring Opportunities: Monday – Thursday, 8:10- 8:50 AM, 4:30-5:00 PM

Class Materials:

Required Texts: (copies will be provided to students)

- *The Crucible* by Arthur Miller
- *The Immortal Life of Henrietta Lacks* by Rebecca Skloot
- *Frankenstein* by Mary Shelley
- Nonfiction novel choice: *The Glass Castle*, *Educated*, or *Into the Wild*

Recommended Materials:

- One binder or spiral, with dividers (three or four)
- A notebook with college ruled paper (no composition books or journals)
- Pens/highlighters

Digital Tools

- Canvas, Remind, Skyward, Office 365, MyAP
- Access to Canvas and Office365 tools is available to students through our [Single Sign-on Portal \(SSO\)](#). Students receive their SSO login during enrollment.

Course Description:

(Taken from the EMS ISD Counseling Website)

The English III AP curriculum focuses on English language and composition with specific emphasis in rhetoric and persuasion. English III AP enables students to read complex texts with understanding and to write prose of sufficient richness and complexity to communicate effectively with mature readers. Students primarily read American literature and nonfiction and develop critical skills through extensive reading, discussion, and writing, including a documented research paper. Summer reading is required. Extra time is required on the part of AP students for class preparation, outside reading, and completion of assignments. AP courses provide students with a learning experience equivalent to that obtained in most college introductory courses. Students are expected to take the Advanced Placement Exam in the spring.

Course Goals:

(Taken from the College Board English Language and Composition Course Description)

Students who complete this course successfully will be able to:

- Write within a particular situation and make strategic writing choices based on that situation
- Make claims about subjects, rely on evidence that supports the reasoning that justifies the claim, and often acknowledge or respond to other, possibly opposing, arguments
- Guide understanding of a text's lines of reasoning and claims through that text's organization and integration of evidence.
- Write within a particular situation and make strategic stylistic choices based on that situation.

Student Evaluation:

The grading system for this course is as follows:

- Grade averaged 70% Major 30% Minor
- Major grades – tests (including District Common Assessments, six weeks assessments, projects, final essays, research papers, presentations); minimum three per six weeks
- Minor grades – quizzes, daily assignments, journals; minimum four per six weeks
- Semester exams will count 1/7 of the semester grade
- A letter system (S, N, U) is used to report a student's conduct based on proper/responsive conduct and citizenship
- Per Board Policy EIA (LOCAL), "The District shall permit a student who meets the criteria detailed in the grading guidelines a reasonable opportunity to redo an assignment or retake a test for which the student received a **failing** grade. This policy applies only to initial identified major grades and does not apply to daily assignments, quizzes, six-week test, and semester final examinations. Upon reteach and retest, the new test, project, etc. recorded will be a high score of 70%.

Assignments, exams, expectations outside of the classroom:

Test grades may include exams, major projects and essays, Socratic seminars and class discussions, and journals. Examples of daily grades are quizzes, annotation of assigned reading, revision to previous writing, in-class participation, etc.

Attendance/Tardy Policy/Make-Up Work:

(Taken from the EMS ISD Grade Reporting Handbook and the 2019-2020 Student Handbook)

Attendance

- To receive credit or a final grade in a class, a student in kindergarten-grade 12 must attend at least 90 percent of the days the class is offered.
- For more detailed information, please the 2019-2020 Student Handbook

Make-Up Work:

- Students returning to class following an absence are responsible for discussing with the teacher what is to be completed and date for such completion, along with securing necessary materials and notes.
- Make-up work, including tests, at teacher discretion may be an alternate version of the original work (including online) as long as it is at the same level of cognition and covers the identical learning target(s)
- Make-up tests should be administered before or after school to prevent a student from missing additional class time. At a teacher's discretion, tests may be made up during the school day.

- Work, including tests, assigned prior to an absence may be due on the first return day. See the late work policy elsewhere in this document for make-up work not turned in when due dates have been set.
- This requirement does not nullify or replace any established campus procedures in place related to “no zero procedures”.

Tardies

- Because tardiness disrupts the classroom and negatively affects the learning environment, students should arrive punctually to each of their classes. Students are allowed an adequate passing period to travel from one class to the next. Excessive unexcused tardies will be addressed by campus administration.

Classroom Expectations:

- Be respectful
- Participate Individually and in groups
- Exercise Integrity
- Ask for help/clarification when needed

Preliminary Schedule of Topics, Readings, and Assignments

Teacher will use discretion and make changes as needed.

Fall:

- Introduction to rhetoric
- Application of rhetoric and establishing connections
- Introduction to argument
- Advanced and varied application of rhetorical analysis
- Critical reading and analysis
- Introduction to synthesis
- *The Crucible*
- *Scarlet Letter* (excerpt only)
- *The Glass Castle*
- *Frankenstein*
- Supplementary articles and texts including additional nonfiction, speeches, new articles, etc.

Spring:

- Advanced and applied practice of AP synthesis
- Advanced and varied application of argumentative writing; logical fallacies
- Synthesis, argumentation, rhetorical analysis, and critical reading
- Formal academic research
- AP exam readiness
- Nonfiction novel choice: *The Glass Castle*, *Educated*, or *Into the Wild*
- *The Immortal Life of Henrietta Lacks*
- Supplementary articles and texts including additional nonfiction, speeches, new articles, etc.

Academic Integrity:

Academic integrity values the work of individuals regardless if it is another student’s work, a researcher, or author. The pursuit of learning requires each student to be responsible for his or her academic work. Academic dishonesty is not tolerated in our schools. Academic dishonesty, includes cheating, copying the

work of another student, plagiarism, and unauthorized communication between students during an examination. The determination that a student has engaged in academic dishonesty shall be based on the judgment of the classroom teacher or other supervising professional employee and considers written materials, observation, or information from students. Students found to have engaged in academic dishonesty shall be subject to disciplinary and/or academic penalties. The teacher and campus administrator shall jointly determine such action.