

# English III AP Course Syllabus

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## Course Description

As AP Central, the College Board website, states: "The AP English Language and Composition course aligns to an introductory college-level rhetoric and writing curriculum, which requires students to develop evidence-based analytic and argumentative essays that proceed through several stages or drafts. Students evaluate, synthesize, and cite research to support their arguments. Throughout the course, students develop a personal style by making appropriate grammatical choices. Additionally, students read and analyze the rhetorical elements and their effects in nonfiction texts, including graphic images as forms of text, from many disciplines and historical periods."

English III AP is a college-level course, with the rigor and demands of such. This course will adhere to the Advanced Placement guidelines regarding academic expectations. Toward that end, **no retakes are allowed**. It is vital that students learn to budget their time and energy in preparation for the adult world of employment and responsibility. Moreover, as this course prepares students for college-level classes, I am bound to assess them commensurately. That means that regurgitating facts and parroting opinions is no longer sufficient. In order to succeed in this class, students will need to bring their own ideas to the table and be prepared to defend them in cogent, well-crafted language. The coursework assumes that students read quickly, capably, and above their grade level. Students who do not will struggle with both the amount of reading and the difficulty of the works.

AP courses, however, are not without reward. Students who enroll in these courses are better prepared to succeed in college, receive a significant boost to their weighted grade, and have the possibility to earn college credit. Those grade points are, as previously stated, a reward and *not* a gift. Meeting baseline expectations in an AP course does not warrant an "A." It warrants a "C," which indicates average work completed on time. In order to earn higher grades, students must be prepared to work hard, learn from corrections, and adjust to the rigor of the course.

## Course Prerequisites

English III AP students have completed English II Pre-AP or English II with teacher recommendation for English III AP. In addition, students **MUST** complete the summer reading assignment. **STUDENTS WHO SHOW UP ON THE FIRST DAY OF CLASS WITHOUT THE SUMMER READING ASSIGNMENT COMPLETED ACCORDING TO ASSIGNMENT GUIDELINES WILL HAVE THEIR SCHEDULES CHANGED TO ENGLISH III.**

## Course Objectives

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

- analyze and interpret a variety of writing samples in diverse genres
- be able to identify and explain an author's use of rhetorical strategies and techniques
- write for a variety of consciously chosen purposes
- apply effective rhetorical strategies and techniques in formal and informal writing
- produce expository, analytical, and argumentative essays that introduce a complex central idea and develop it with appropriate evidence drawn from primary and/or secondary sources, cogent explanations, and clear transitions
- create and sustain arguments based on reading, research, and/or personal experience
- implement all stages of the writing process, with special emphasis on revision, to improve thinking and writing
- demonstrate understanding and mastery of standard written English, including level-appropriate, academic vocabulary
- demonstrate understanding of MLA formatting and citations
- analyze films, television series, and other images as text

## Course Texts

- *Inventing Arguments*
- *The Language of Composition: Reading, Writing, Rhetoric*
- *Multiple-Choice and Free Response Questions in Preparation for the AP English Language and Composition Examination*
- *Fast Track to a 5: Preparing for the AP English Language and Composition Exam*
- Major fictional works including, but not limited to, *The Crucible* (Arthur Miller), *The Scarlet Letter* (Nathaniel Hawthorne), *The Great Gatsby* (F. Scott Fitzgerald), and *Battlestar Galactica* (television series)
- Major nonfiction works including, but not limited to, *Into the Wild* (Jon Krakauer)
- A variety of short stories, nonfiction essays, and poetry ranging from the Colonial period to today
- **Please note that course texts listed above are subject to change**

## Required Supplies

- A binder dedicated to the course
- A notebook for class notes
- Loose-leaf paper for in-class assignments
- A pencil and blue or black pen
- Post-it notes
- Highlighters
- Other materials as required
- In addition to the required materials, I would advise having access to a dictionary, a thesaurus, and a style book. I recommend using the OWL at Purdue website (<https://owl.english.purdue.edu/>); this is an excellent resource, complete with up-to-date MLA instructions and examples.

## Attendance, Absences, and Late Work

- Please come to class prepared, on time, and with the required course materials.
- **Consistent attendance is essential for success in this course.** English III AP is heavily weighted toward lecture and discussion. If you miss a great deal of school for any reason, including participation in extracurricular activities, you will be missing important instruction. If you are absent for an extracurricular activity, no make-up time is given for assignments missed; you are expected to submit the assignment that will be missed BEFORE your absence.
- If you are absent (excused), you have the day you return to class, plus one day, to make up an assignment, quiz, or test. For example, if you are absent Monday and return Tuesday, you have until the beginning of the period Thursday to submit the assignment missed, or to take the quiz or test missed.
- I will not accept minor (formative) assignments late.
- Major (summative) assignments may be turned in one class period late for a reduced grade (-30% of the grade earned).
- It is your responsibility to get your make-up work from me before or after school, not during class.

## Evaluation

At Wills Point High School, grade distribution is as follows: 90-100 = A; 80-89 = B; 70-79 = C; under 70 = failing.

A (90-100)	=	Exemplary work which exceeds expectations for a student of this grade level
B (80-89)	=	Good work which not only meets expectations, but, in some areas, exceeds them
C (70-79)	=	Decent work which meets expectations but does not exceed them
F (0-69)	=	Subpar work which does not meet expectations for a student of this grade level

## NO RETAKES

## Essays and Timed Writes

Essays will be graded using the AP rubric (0-9). This translates to the following percentage score:

0 = 0	4 = 65	8 = 90
1 = 50	5 = 70	9 = 95-100
2 = 55	6 = 80	
3 = 60	7 = 85	

## The AP Exam

Students enrolled in English III AP must take the AP English Language and Composition exam given at the end of the year. This will serve as the student's final exam grade. Scholarships to cover some or all of the exam fee will be available based on financial need.

## AP Test Preparation

While practicing the test itself is not the central focus of the course, it is necessary. Of primary importance is helping students become comfortable writing cohesive essays in forty minutes. Additionally, they need to be familiar with the test format and the types of questions asked and be able to dissect the questions. Beyond that, their individual aptitudes and skill sets will determine their performance.

# Academic Dishonesty and Plagiarism

## Academic dishonesty and cheating includes:

- submitting material that is not the student's as part of the student's course performance;
- using information or devices that are not allowed by the faculty;
- obtaining and/or using unauthorized materials;
- fabricating information, research, and/or results;
- violating procedures prescribed to protect the integrity of an assignment, test, or other evaluation;
- collaborating with others on assignments without the faculty's consent;
- cooperating with and/or helping another student to cheat; and/or
- demonstrating any other forms of dishonest behavior.

## Plagiarism includes:

- directly quoting the words of others without using quotation marks or indented format to identify them;
- using sources of information (published or unpublished) without identifying them;
- paraphrasing materials or ideas without identifying the source; and/or
- unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic material.
- **IN ADDITION, FAILURE TO CITE THE SAME SOURCES IN PARENTHETICAL CITATIONS AND IN THE WORKS CITED PAGE IN A PAPER IS PLAGIARISM, EVEN IF UNINTENTIONAL, AND WILL RESULT IN A GRADE OF 50% .**

Remember, when writing, that you cannot mix the author's words with your own or "plug" your synonyms into the author's sentence structure. To prevent unintentional borrowing, resist the temptation to look at the source as you write. The author's words, phrases, sentences must be put in your words, in your way of writing. When you do this, you are demonstrating the ability of understanding and comprehension. **If you summarize, paraphrase or directly quote from an author, you must use the appropriate documentation because the *idea(s)* still belong to the author.**

## Consequences for Academic Dishonesty and/or Plagiarism

Any student found guilty of cheating on an assignment or examination or of plagiarism will receive the grade of **zero (0)** on that particular assignment. In addition, if the problem persists, the instructor may ask that the student be removed from the course at the earliest opportunity.

## AP Analytical Essay Rubric

Score	Description
<b>0</b>	A zero is given for no response, or for a response that makes no more than a passing reference to the task.
<b>1 (50)</b> <b>2 (55)</b>	The 1/2 essay combines two or more serious failures. It may not address the assignment, may indicate serious misreading of the text, may not offer textual evidence, or may use textual evidence in a way that suggests a failure to understand the text. This essay may be unclear, badly written, lack a thesis or focus, or be unacceptably brief. Errors are usually numerous and egregious. (Occasionally, a paper in this range is smoothly written but devoid of content.) The 1 essay is vacuous, inept, and mechanically unsound.
<b>3 (60)</b> <b>4 (65)</b>	The 3/4 essay fails to demonstrate understanding of part(s) of the text and/or fails to answer part(s) of the question. The thesis may be absent or unclear, and the discussion may be perfunctory or weak. The essay provides little or no analysis, may utilize simplistic and/or repetitive diction, and/or may demonstrate weak composition skills.
<b>5 (70)</b>	The 5 essay is adequate; it addresses the assigned topic, but does not answer it fully and/or specifically. This essay is characterized by a simple or obvious thesis and a decent but general grasp of the text; insight is limited. The essay may employ textual evidence sparingly or offer evidence without attaching it to the thesis. The essay is clear and organized, but may be written somewhat mechanically. Diction may be simplistic; the paper may be marred by errors.
<b>6 (80)</b> <b>7 (85)</b>	The 6/7 essay responds to the assignment clearly and directly but is less developed than the 9/8 paper. However, it is still impressive, cogent, and generally convincing. It demonstrates a solid understanding of the text and supports its clear thesis with appropriate textual evidence. Though analytical, the argument and diction in this essay are less precise; use of the text is competent, but not subtle. The writer's style is forceful and clear, with few if any errors.
<b>8 (90)</b> <b>9 (95)</b>	The 8/9 essay responds to the text analytically and is focused, well-written, clearly argued, accurate, and complete. This essay supports a coherent, thoughtful thesis with specific, strong textual evidence and employs subtlety in its use of the text. The diction is interesting and precise. The writer's style is fluent, flexible, and error-free. A 9 essay demonstrates exceptional insight and language facility.

## English III AP Writing Rubric / Sullivan

### **A Papers (superior performance; 90-100%)**

The writer of an A paper demonstrates a clear, nuanced understanding of the subject he/she is writing about. He/she makes thoughtful judgments about the subject, and those judgments are unified under an incisive, sophisticated message (thesis). This writer supports his/her judgments with compelling evidence and, where applicable, demonstrates the ability to recognize and respond to fallacious or inappropriate appeals made by others about the subject. In addition, this writer organizes his/her essay with a logical movement of judgments and evidence often characterized by a subtle, unobtrusive use of transitional words and phrases. She/he constructs a voice that is remarkably appropriate to audience and purpose and uses language that is elegant and grammatically correct. This writer uses engaging, precise diction, correct sentence structure, and correct grammar; he/she may occasionally misspell a word or fail to punctuate complex sentences correctly.

### **B Papers (good performance; 80-89%)**

The writer of a B paper demonstrates a clear understanding of the subject he/she is writing about. She/he makes logically sound judgments about the subject, and those judgments are unified under a single clear message (thesis). This writer supports his/her judgments with appropriate evidence or justifying reasons and, where applicable, demonstrates some ability to recognize and respond to fallacious or inappropriate appeals made by others about the subject. In addition, this writer organizes her/his essay with a logical movement of judgments and evidence characterized by transitional words and phrases. She/he constructs a voice that is consistent and appropriate to audience and purpose and uses language that contains little awkwardness. The awkwardness that does occur has to do with smoothness, not imprecision of meaning. This writer uses precise diction, correct sentence structure, and correct grammar; she/he may occasionally misspell a word or fail to use punctuation marks correctly.

### **C Papers (average to borderline performance; 70-79%)**

The writer of a C paper demonstrates an understanding of the subject he/she is writing about. He/she makes obvious but logically sound judgments about the subject; those judgments are unified under a single, but often unoriginal, message (thesis). This writer supports her/his judgments with some evidence, but may not recognize or respond to fallacious or inappropriate appeals made by others about the subject. In addition, he/she organizes his/her essay with a logical, though often mechanical, movement of judgments and evidence characterized by inconsistent use of transitional words and phrases. He/she constructs a voice that is mostly consistent and appropriate to audience and purpose. He/she may occasionally use awkward language; however, the awkwardness does not interfere with meaning. This writer uses correct but perhaps inexact diction. He/she uses correct sentence structure in most cases. His /her writing may contain an occasional sentence fragment or run-on sentence, small grammatical errors, misspelled words, or incorrect punctuation.

### **D Papers (failing performance; 60-69%)**

The writer of a D paper has partial but unfocused understanding of the subject she/he is writing about. She/he makes judgments about the subject that are inappropriate to the level of the audience by either being trite, incomplete, or sophomoric. His/her paper often contains no unifying message (thesis), or contains a message that is inappropriate to the level of the audience. This writer's development may be characterized brevity and a shortage of supporting evidence, and he/she may not recognize or respond to fallacious or inappropriate appeals made by others about the subject. In addition, she/he may have problems organizing her/his writing. The paper may display discrete but repeated problems with unity and logical movement, include few or no transitions, and be characterized by the inclusion of occasional passages of unrelated material and/or by writing that veers from one judgment and/or cluster of evidence to another. This writer constructs a voice that may be inconsistent or inappropriate to audience and purpose. His/her writing may contain sentence fragments, run-ons, and/or grammatical errors, as well as awkwardness in diction and sentence structure that interferes with meaning. This writer may often misspell words and/or fail to use punctuation marks correctly.

### **F Papers (failing performance; under 60%)**

The writer of an F paper fails to demonstrate understanding of the subject he/she is writing about. He/she makes logically unsound judgments, unclear judgments, or no judgments about the subject, and he/she does not recognize or respond to fallacious or inappropriate appeals made by others about the subject. His/her writing is often characterized by brevity; a general lack of supporting evidence, reasons, or examples; or by faulty evidence. In addition, her/his writing may display generalized problems with unity and logical order. This writer constructs a voice that is inappropriate and inconsistent to audience and purpose. His/her writing is characterized by sentence fragments, run-on sentences, and/or other grammatical errors. This writer may often misspell words and/or fail to use punctuation marks correctly.

## Six Traits Writing Rubric

*Adapted from Teacher Planet*

	<b>Beginning (50)</b>	<b>Emerging (60-64)</b>	<b>Developing (65-69)</b>	<b>Proficient (70-79)</b>	<b>Strong (80-89)</b>	<b>Exemplary (90-100)</b>
<b>Ideas/Content</b>	Lacks central idea; development is minimal or nonexistent	Purpose and main idea may be unclear; supporting details vague and/or irrelevant	Main idea may be unclear; supporting details too general and/or off-topic	Main idea is evident; some support is limited or too general	Clear and focused; interesting ideas supported by appropriate details	Exceptionally clear and focused; engaging, with relevant, strong supporting details
<b>Organization</b>	Lacks coherence; confusing; no identifiable intro or conclusion	Lacks structure; disorganized; hard to follow; missing or weak intro and conclusion	Attempts organization—may be a “list” of events; perfunctory, undeveloped intro and conclusion	Organization is appropriate, but conventional; adequate intro and conclusion	Strong order and structure; inviting intro and satisfying conclusion	Effectively organized in logical, creative manner; creative and engaging intro and conclusion
<b>Voice</b>	Voice is inappropriate and inconsistent; writing is lifeless; no hint of the personality of the writer	Voice is inappropriate or inconsistent; writing is flat or stiff; little sense of the writer behind the words	Voice may be inappropriate or inconsistent; writing may be mechanical; writer’s personality comes across as dull	Appropriate to audience and purpose, but may be flat in places; personality of writer may be inconsistent	Interesting and entertaining; good connection with audience; writer behind the words comes through	Expressive, engaging, sincere; builds especially strong connection with audience; strong sense of writer’s personality
<b>Word Choice (Diction)</b>	Range of word use limited; words used inappropriately and/or incorrectly	Monotonous, often repetitious diction; word choice sometimes inappropriate or incorrect	Diction may be correct, but mundane; little attempt at deliberate word choice	Language is functional and appropriate	Descriptive words and phrases used; diction energizes writing	Words and phrases are carefully chosen and precise; uses strong, fresh, vivid images
<b>Sentence Fluency</b>	Sentences are difficult to follow; sentences make no sense or are rambling, confusing, and/or disjointed	Sentences are often choppy; monotonous sentence patterns; frequent fragments or run-ons	Some awkward sentence constructions; many similar sentence patterns and beginnings	Sentences generally well controlled and adequately constructed; adequate variety in sentence patterns	Sentences solidly constructed and flow well; good variety in sentence length and structure	High degree of craftsmanship evident in sentence construction; effective variation in sentence patterns
<b>Conventions</b>	Numerous, significant conventions errors distract the reader and prevent understanding	Frequent, significant conventions errors hinder readability	Limited control of writing conventions; frequent errors that do not impede understanding	Control of most standard writing conventions; occasional errors	Strong control of standard writing conventions; errors are few and minor	Exceptional control of standard writing conventions; few to no errors

# English III AP Student/Parent Permission Form

## Student

I acknowledge that I have been made fully aware of the rigors and requirements inherent to AP courses and agree to abide by those requirements. I understand that failure to meet the requirements will adversely affect my grade and may result in removal from the AP course in question in order to best serve my academic needs. I further understand that the window for voluntary withdrawal from the course ends seven (7) days after class begins. Additionally, I acknowledge that I have been informed that enrollment in this class constitutes an agreement to take the AP Literature and Composition test as my final exam. Finally, I understand that failure to submit this signed form by the first day of class will result in my removal from the AP course in question.

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

## Parent / Guardian

I acknowledge that my child and I have both been made fully aware of the rigors and requirements inherent to AP courses. I understand that my child's failure to meet those requirements will adversely affect his/her grade and may result in their removal from the AP course in questions in order to best serve their academic needs. I also understand that the window for voluntary withdrawal from the course ends seven (7) days after class begins. Furthermore, I acknowledge that both my child and I have been informed that enrollment in this class constitutes an agreement that my student will take the AP Literature and Composition test as his/her final exam. Finally, I understand that failure to submit this signed form by the first day of class will result in my child's removal from the AP course in question.

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

