

AP ENGLISH III Spring Overview

Courtney R. Davis (c2davis@randolph.k12.nc.us), room B4

Course Overview

William Shakespeare described this course astutely through the voice of Hamlet.

Polonius: *What are you reading, my lord?*

Hamlet: *Words! Words! Words!*

We call this rhetoric, which is the art or study of using language effectively and persuasively. Students will not only identify and analyze the power of rhetoric in fiction, nonfiction, and poetry. They will learn to employ these strategies in their own writing. This study will be directed toward the College Board Advanced Placement Exam in English Language and Composition. Students may be granted advanced placement credit in a college course as a result of satisfactory performance on the exam.

Course Objectives

Since this class focuses on the study of the English language, the curriculum will include a study of grammar (“words, words, words,” and their effective use), thus helping students to develop a stylistic maturity. The study will focus on diction, syntax, style, tone, point of view, rhetoric (logos, ethos, and pathos), figurative language (imagery, hyperbole, understatement, simile, metaphor, extended metaphor, symbol, denotation, connotation, oxymoron, paradox, personification, antithesis, etc.), rhetorical questioning, bombast, pun, metonymy, synecdoche, theme, aphorism, malapropism, circumlocution, euphemism, irony, and satire.

English III Goals

Goal 1: The learner will demonstrate increasing insight and reflection to print and non-print text through personal expression.

Goal 2: The learner will inform an audience by using a variety of media to research and explain insights into language and culture.

Goal 3: The learner will examine argumentation and develop informed opinions.

Goal 4: The learner will critically analyze text to gain meaning, develop thematic connections, and synthesize ideas.

Goal 5: The learner will interpret and evaluate representative texts to deepen understanding of literature in the United States.

Goal 6: The learner will apply conventions of grammar and language usage.

Textbooks and Resources: (Classroom Sets)

Prentice Hall Literature: The American Experience. New Jersey: Pearson Education, Inc. 2007. Print.

Vogel, Richard and Charles F. Winans. *Multiple-Choice and Free-Response Questions in Preparation for the AP English Language and Composition Examination*. 5th ed. D&S Marketing Systems, Inc., 2001. Print.

Hairston, Maxine and Joseph Trimmer. *The Riverside Reader*. 8th ed. Boston: Houghton Mifflin Company, 2005. Print.

Shea, Renee, Lawrence Scanlon, and Robin Dissin Aufses. *The Language of Composition*. New York: Bedford/St. Martin's Press, 2008.

Other Resources: (Excerpts, notes, etc. will be taken from the following texts to cover the AP English III curriculum requirements.)

Aufses, Robin Dissin, Lawrence Scanlon, and Renee H. Shea. *The Language of Composition*. Boston: Bedford/St. Martin's, 2008. Print.

Brereton, John C. and Linda H. Peterson. *The Norton Reader: An Anthology of Nonfiction*. 12th ed. New York: W.W. Norton & Company, 2008. Print.

Cohen, Samuel. *50 Essays: A Portable Anthology*. Boston: Bedford/St. Martin's, 2004. Print.

- Dillard, Annie and Cort Conley. *Modern American Memoirs*. New York: Harper Perennial, 1995. Print.
- Diyanni, Robert. *One Hundred Great Essays*. 3rd ed. New York: Penguin Academics, 2008. Print.
- Ehrenhaft, George, Ed. D. *Barron's AP English Language and Composition*. 2nd ed. 2008.
- Lunsford, Andrea A., John J. Ruskiewicz, and Keith Walters. *Everything's an Argument with Readings*. Boston: Bedford/St. Martin's, 2010. Print.
- McCuen, Metherell, Jo Ray and Anthony C. Winkler. *Readings for Writers*. 13th ed. Boston: Wadsworth Cengage Learning, 2010. Print.
- Murphy, Barbara L. and Estelle M. Rankin. *5 Steps to a 5: AP Language*. 2nd ed. New York: McGraw-Hill, 2006. Print.
- Pivarnik-Nova, Denise. *AP English Language & Composition*. New York: Kaplan Publishing, 2009. Print.
- Rhetorical Devices: A Handbook and Activities for Student Writers*. Prestwick House, Inc., 2007. Print.
- Swovelin, Barbara V. *Cliffs AP English Language and Composition*. 3rd ed. New Jersey: Wiley Publishing, Inc., 2006. Print.
- Trimmer, Joseph. *The Riverside Reader: Alternate Edition*. Boston: Wadsworth Cengage Learning, 2009. Print.

Materials Needed

3- ring binder, loose-leaf paper (college rule), dividers, #2 pencils, pens (blue or black), 4X6 note cards for research paper, highlighter, 2-pocket folder

Units of Study

The following texts may be covered in this course. However, changes may be made to the units based on availability of texts and time constraints. Essays and nonfiction texts will be used to supplement the study of the AP English Language course requirements.

Since AP English III is a college level course, students may be asked to purchase novels and/or nonfiction books/texts at certain points throughout the year. Efforts will be made to keep any costs to a minimum. Students will be informed of the authors and titles in advance. These books will be available at Books-a-Million and Amazon.com.

America Then and Now: the Not so Pure Puritans versus Modern Society

The Scarlet Letter—Nathaniel Hawthorne

Race and Society

Their Eyes Were Watching God – Zora Neale Hurston

“Recitatif” – Toni Morrison

“Woman Hollering Creek” – Sandra Cisneros

“Everyday Use” – Alice Walker

The Help – Kathryn Stockett

“Battle Royal” an excerpt from *Invisible Man*—Ralph Ellison

Selections from the Harlem Renaissance poets

Dreams and Nightmares

“The Devil and Tom Walker” – Washington Irving

“The Oval Portrait” – Edgar Allan Poe

“The Black Cat” – Edgar Allan Poe

“Fall of the House of Usher” – Edgar Allan Poe

“Cask of Amontillado” –Edgar Allan Poe

“The Tell Tale Heart”—Edgar Allan Poe
Of Mice and Men – John Steinbeck

Love, Marriage, and Family Relationships

“The Story of an Hour” – Kate Chopin
“The Jilting of Granny Weatherall” – Katherine Anne Porter
“A Rose for Emily” – William Faulkner
“A Worn Path” – Eudora Welty
“The Birthmark” – Nathaniel Hawthorne
“Hills Like White Elephants” – Ernest Hemingway
Poems: “My Papa’s Waltz”—Theodore Roethke
“I Knew a Woman”—Theodore Roethke

Coming of Age

Catcher in the Rye – J.D. Salinger

Literature Movements

Transcendentalism- Selections including Ralph Waldo Emerson and Henry David Thoreau
Harlem Renaissance- Selections including Langston Hughes and Zora Neale Hurston
Stream of Consciousness- Selections including Ambrose Bierce and Sylvia Plath

Poetry

Selections from Emily Dickinson
Selections from Robert Frost
Selections from Walt Whitman
Selections from various other notable American poets

Types of Writing

1. Narration and Description
2. Exemplification
3. Process Analysis
4. Comparison and Contrast
5. Division and Classification
6. Definition
7. Cause and Effect
8. Persuasion and Argument
9. Research Paper and Synthesis Writing

AP Language and Composition Multiple Choice Practice

Sample excerpts and questions
Review of question stems
Rhetorical devices/literary devices vocabulary
Tone Vocabulary
Diction Vocabulary
Syntax Review

Grading Components—Spring Semester

The teacher reserves the right to adjust grading components according to changes made in the class organization and the availability of classroom texts and materials.

Tests, Projects, Writing 40 %
Classwork 40%
Quizzes 20%

The **Final Exam** is worth 25 percent of the overall semester grade. The final exam is optional for students with 2 or fewer absences. Students with 3 or more absences are required to take the final exam. Three tardies equal 1 absence.

Classroom Expectations

1. Be on time for class.
2. Come prepared to class.
3. Display the attitude and behavior necessary to perform well in class and to interact appropriately with others.
4. Listen to and follow directions.

Class Requirements: Be prepared daily: text, paper, pen, and/or pencil. Be prompt: A student who is not in his or her desk when the bell rings will be counted tardy. Follow the expectations of the classroom, RHS, and Randolph County Schools.

All Assignments are due at the beginning of the class period. This means I will not take assignments at 3:00, 12:30 or whenever you get around to it. They are due at the beginning of the block, so plan accordingly.

Attendance/Homework/Make-up Work

Assignments should be turned in by the due date. You will receive a zero for missing assignments. Accepting any late work, even one day, will be my call and on an individual basis. Any late work accepted will have points deducted, up to ten points per day late.

Make-up Work is your responsibility. You have **three days** to make up missed work when you return to school from an excused absence (*Refer to the Student Handbook for the definition of an excused absence*). After the third day, missing assignments will not be accepted, and you will receive zeroes for any missing work. Make arrangements with me ahead of time to stay after school to make up work or to obtain additional help. If you are absent, or know you will be absent, for two or more consecutive days, you may call the Attendance Office to arrange for your assignments to be picked up by your parent/guardian. If you are absent for multiple days, you must make up assignments within a time period established at my discretion. If work is not turned in by the teacher established date, missing grades will be zeroes.

Attendance: Review the attendance and tardy policies for RHS in your student handbook. ***Absences must not exceed five classes; three tardies is the equivalent of one absence.*** You will be counted tardy if you are not in your seat, ready to work, by the final bell. Tardies may also result in a discipline referral and time spent in ISS, so be on time and ready to work. You must be in class a minimum of 45 minutes for that class to count. If you attend a class for less than 45 minutes, it is considered an absence. Should you accumulate more than five absences, begin making up time and missed work as soon as possible. One hour equals making up one class. Time must be made up in thirty minute increments. Waiting until the end of the semester may make it impossible to catch up and may result in failing the class. If you are tardy, or if you leave class early, please complete the Sign-in/Sign-out clipboard on the cart near the entrance door.

Remediation/tutoring is available Mondays after school until 3:30 and on other days by appointment.

Guidelines for turning in assignments:

- **Handwritten papers/daily work must have the following headings.**

Full heading/Topic Full Name (first and last)

AP English III

Block

Date

- **Typed papers must be in 12 pt. font, Times New Roman, double spaced, and one inch margins.**

• We will follow MLA format for our essays (both typed and handwritten in blue/black ink), research papers, and other writings. See MLA format below:

Last Name Page

Full Name

Ms. Davis

Class Name

Day Month Year

Title of Writing

Classroom Donations: If you can help with some additional classroom supplies, your help will be most appreciated. Frequently used supplies: Clorox cleaning wipes, hand sanitizer, **Kleenex**, notecards, Disinfectant spray, etc.

Special Note: Please provide the school's phone number (498-2682) to your parents/guardians, so they may contact you through the office in case of an emergency. You will not be allowed to make or receive cell phone calls or texts during class.