AP/IB English III prepares the students to take the AP Language and Composition exam in May of their junior year. In addition, IB students will be required to complete the first half of the IB syllabus, including the HL essay written assessment.

By focusing primarily on nonfiction prose selections and rhetorical situations, including purpose, audience, and visual media, and by participating in writing conferences with peers and their instructor, AP English Language and Composition students will develop as analytical thinkers, critical readers, and effective communicators in writing and speech. As prescribed in the College Board’s AP English Course and Exam Description, this course “cultivates the reading and writing skills that students need for college success and for intellectually responsible civic engagement. The 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. The reading and writing students do in the course should deepen and expand their understanding of how written language functions rhetorically: to communicate writers’ intentions and elicit readers’ responses in particular situations.”

This course is based on the following “Big Ideas” and “Enduring Understandings” as identified by the College Board:

**Rhetorical Situation:** Individuals write within a particular situation and make strategic writing choices based on that situation.

**Claims and Evidence:** Writers 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.

**Reasoning and Organization:** Writers guide understanding of a text’s lines of reasoning and claims through that text’s organization and integration of evidence.

**Style:** The rhetorical situation informs the strategic stylistic choices that writers make.

**Student Evaluation**

Students are assessed on major assignments, such as out-of-class essays, research papers and projects, and in-class essays, as well as other assignments such as tests, quizzes, released AP exams, Socratic seminars, class participation, and informal writings. In-class essays will be scored according to the AP rubric. If students want further feedback on these essays, they can schedule a conference. Students will receive a detailed rubric for out-of-class writing assignments, as well. Students may rewrite essays upon completion of a writing conference.

**Assignment Policy**

AP Language and Composition/IB is a college-level course; just as the rigor for the course is set at that level, so too are the expectations. AP students are expected to turn in completed work on time. Late work is accepted with a 10 percent deduction up to one week late, and 20 percent deduction up to two weeks late. Late work will not be accepted after two weeks. Students who miss school are expected to follow the handbook policy; previously announced assignments and tests are to be completed on the day a student returns to school.

**Controversial Text Policy**

“Issues that might, from particular social, historical, or cultural viewpoints, be considered controversial, including references to ethnicities, nationalities, religions, races, dialects, gender, or class, may be addressed in texts that are
appropriate for the AP English Language and Composition course. Fair representation of issues and peoples may occasionally include controversial material. Since AP students have chosen a program that directly involves them in college-level work, participation in this course depends on a level of maturity consistent with the age of high school students who have engaged in thoughtful analyses of a variety of texts. The best response to controversial language or ideas in a text might well be a question about the larger meaning, purpose, or overall effect of the language or idea in context. AP students should have the maturity, skill, and will to seek the larger meaning of a text or issue through thoughtful research.” –College Board

Parents/Guardians: Below is a comprehensive text/film list. Please e-mail me at kmdalia@volusia.k12.fl.us if you have questions/concerns about any of the materials we are using in class. I’m happy to discuss and appreciate/encourage parent involvement and perspective.

**Texts:**

*An American Childhood.* Annie Dillard. ISBN-10: 0060915188


*Maus I: A Survivor’s Tale.* Art Spiegelman. ISBN-10: 0394747232

*Man’s Search for Meaning.* Viktor E. Frankl. ISBN-10: 067166736X


*Parable of the Sower.* Octavia E. Butler. ISBN-10: 1538732181


*The Sociopath Next Door.* Martha Stout. ISBN-10: 9780767915823


Swovelin, Barbara V. *Cliff’s AP: English Language and Composition, 4th ed.*


Selection of 60 Minutes Clips

Various YouTube videos (school appropriate)

Additional prose work will be assigned as needed for preparation for the AP Language and Composition exam which all students are expected to take. Additional SATURDAY presentation and review time might be required to satisfy the IB and AP components of the course. These dates will be given with advanced notice.

Objectives:

Upon completing this course, students should be able to:

- Analyze and interpret samples of good writing, identifying and explaining a author’s use of rhetorical strategies and techniques
- Apply effective strategies and techniques in their own writing
- Create and sustain arguments based on readings, research, and/or personal experience
• Write for a variety of purposes
• Produce expository, analytical, and argumentative, compositions that introduce a complex central idea and develop it with appropriate evidence drawn from primary and/or secondary source material, cogent explanations, and clear transitions
• Demonstrate understanding of the conventions of citing primary and secondary source material
• Move effectively through the stages of the writing process, with careful attention to inquiry and research, drafting, revising, editing, and review
• Write thoughtfully about their own process of composition
• Revise a work to make it suitable for a different audience
• Analyze image as text
• Evaluate and incorporate reference documents into researched papers

Please keep your copy of this syllabus at the beginning of a three-ring binder (portfolio) dedicated only to English III AP/IB. You will also need a composition notebook for poetry reflections, notes, and free writes.

A copy of your syllabus is also available on-line through the school website.

I have read the syllabus and understand the expectations. Parents, your signature below serves as a permission slip and acknowledgement of the texts/films we will read/view in this course.

________________________________________  ______________________________________
Student Signature                            Parent/Guardian Signature

Parents:
I believe it is important to communicate frequently with parents as well as students. If you have any concerns or questions, the best way to contact me is via email at kmdalia@volusia.k12.fl.us

*Please indicate below how you would prefer that I contact you.

□ Email : _______________________________________________________________________

□ Phone : _______________________________________________________________________

If by phone, please indicate what time is best to reach you: ___________________________