

Dear Parents,

I am delighted to be your child's teacher. My email address is karenanthony@misdmail.org. Email is the most timely and efficient way to communicate with me. Please email should you need to contact me.

Introduction

An AP course in English Language and Composition engages students in becoming skilled readers of prose written in a variety of rhetorical contexts, and in becoming skilled writers who compose for a variety of purposes. Both their writing and their reading should make students aware of the interactions among a writer's purposes, audience expectations, and subjects, as well as the way genre conventions and the resources of language contribute to effectiveness in writing.

Goals

- to enable students to write effectively and confidently in their college courses across the curriculum and in their professional and personal lives
- to critically read and analyze the expository, analytical and argumentative writing that forms the basis of academic and professional communication
- to read primary and secondary sources carefully, to synthesize material from these texts in their own compositions, and to cite sources using conventions recommended by professional organizations such as the Modern Language Association (MLA),
- to place their emphasis on content, purpose and audience and to allow this focus to guide the organization of their writing.
- to raise students' awareness of their own composing processes: the way they explore ideas and draft and revise their work, and to encourage a global awareness of critical issues in historic selections, current readings and social, political, and controversial issues present in the media.

Class Information

Before this first week is up, our class will establish routines, organize, and determine important timelines for writing and major assignments for the first six weeks. A six week calendar will be posted in Google classroom for reference each six weeks. Please keep in mind that dates may be subject to change for instructional purposes. AP English III will be a challenging year for students, and it is imperative that they complete all their assignments in a timely manner. Late work should be the exception and will be accepted only at the teacher's discretion. Any work not completed when the student is present in class will not be accepted late.

AP Exams

Due to the loss of state and federal funds, MISD will resume the practice of charging students a portion of the Advanced Placement exam cost. MISD is committed to ensuring AP exams are affordable for students, so will continue to pay a portion of each exam fee. We are sorry for any inconvenience this may cause.

AP exam: \$25 each

AP exam free-reduced program: \$12 each

Late testing exam: \$45 each

Late-late testing exam: \$45 each

Unused exam: \$15 each

Students are automatically registered for the AP exam for any course for which they are enrolled. This registration process will now occur in the fall semester,

and AP exam fees will be placed on each student's Skyward account at the beginning of the 2nd six weeks.

Students will have an opportunity to opt-out of the AP exam. Opt-out forms will be available from the Academic Associate after the 3rd week of school. The deadline to opt-out of an exam, with no fees, is Wednesday, October 15.

MISD Local Assessments 2018-2019

AP Common Assessment

Philosophy

AP Common Assessments serve as instruments to provide direction in the instructional decision-making process for students, staff, and parents. Assessment for learning is an ongoing, interactive process that supports the curriculum framework and alignment of the written, taught, and tested curriculum.

Purpose

- To measure the extent to which students are learning curriculum standards/objectives so that appropriate adjustments can be made during the teaching/learning process
- To improve student learning
- To provide consistency in measuring student progress on the district curriculum
- To assist in determining professional development needs for teachers
- To audit the quality of the curriculum so that appropriate adjustments can be made

AP Common Assessments

- Check and assess student mastery of a discrete part of the curriculum
- Serve as the basis for gathering information to make curriculum decisions
- **Aligned to the rigor of the AP Standards**
- Once graded Common Assessments should be discarded 10 business days after six weeks grades are posted
- Modeled after AP exams
- Must be modified by the teacher when specified by IEPs or 504s
- Are required to use the digital submission feature for scoring (do not include retests in DMAC)
- Are test grades for the six weeks and are subject to the retest policy
- Are copied on campus by the AP teacher or the Campus Data Specialist

Fidelity

- Each content teacher facilitates student practice of skills and content needed for mastery on the Common Assessments.
- **It is essential that all teachers follow the same protocol in preparation and administration of assessments to get valid data. Therefore, practicing the actual exam question invalidates the purpose and does not allow students to demonstrate transfer of skills to different formats.**
- Please note that the actual Common Assessment is NOT to be used as the review.

AP Common Assessments-Subjects and Level

Common Assessment Grading: All Common Assessments will count as test grades in the six weeks that they are given. Like all test grades, the MISD retest policy is in place.

AP Common Assessments

Testing Schedule

If you cannot give and submit data by the due date, you must contact the content coordinator and obtain approval from your Area Superintendent.

CAB		
Course	Exam	Date
English Language	CA #1	Nov. 5-6
	CA #2	Feb. 20-21

Google Classroom

Students are required to join our class on Google Classroom. The student must access Google Classroom using their MISD email. Assignments will be posted there, and students will turn in electronic assignments on this site. In addition, students can view their graded assignments and comments for feedback and improvement. Tutorials may also be posted in video format or web based lessons. Students will download tutorials at the end of class for access at home to study or review should they need the additional help.

It is the students' responsibility to access Google Classroom each day for announcements and email reminders. Furthermore, parents and students should review their progress weekly on both Google Classroom and Skyward Parent Portal.

Cell Phones and IPADS

- Cell phones are **not seen - out of sight!** This means in all FHS classes, no cell phones will be out during instruction.

LATE WORK

- Teacher designates due date and time for assignment (Beginning of class period, End of class period, designated time of day)
- If student fails to meet the due date and time, then the student has till the next class period (next A day or B day) to turn in assignment to be considered one day late.
- Students will be assessed a penalty of 30% points for up to one class period late.
- Score of a zero may be given for work turned in after one day late.

MAKEUP WORK (because of absence for any class missed)

- The teacher may assign the student makeup work based on the instructional objectives for the subject or course and the needs of the individual student in mastering the essential knowledge and skills or in meeting subject or course requirements.

- A student will be responsible for obtaining and completing the makeup work in a satisfactory manner and within the time specified by the teacher. When absent, the student is afforded the number of days missed plus one additional day to turn in makeup work. [A/B Block Example: A student misses Monday and Tuesday of the week and he/she returns on Wednesday of that same week. Student work from Monday's absence is considered late after Friday, and student work from Tuesday's absent is considered late after the following Monday.]
- A student who does not make up assigned work within the time allotted by the teacher will receive a grade of zero for the assignment.
- A student is encouraged to speak with his/her teacher if the student knows of an absence ahead of time, including absences for extracurricular activities, so that the teacher and student may plan any work that can be completed before or shortly after the absence.
- A student will be permitted to make up tests and turn in projects due in any class missed because of absence. Teachers may assign a late penalty to any long-term project in accordance with time lines approved by the principal and previously communicated to students.
- See UIL Eligibility ("No Pass/No Play") guidelines for additional information related to grades and UIL Eligibility.

Tardies

Students are expected to be in their desk ready to begin work by the time the tardy bell rings. All other, cell phones, iPods, earphones, and electronic devices must be turned off and stowed in their bag or backpack. This is best for the student and the classroom environment. Passes from other teachers in the building will not be accepted without my prior approval.

Parents will be notified of their student's tardies at the 2nd and 3rd tardy. Referral to the principal will begin at the 4th tardy.

Participation

Students are required to participate in class discussion, peer revision, partner activities and group work. When grades are assigned for these activities, they will be reflected in the appropriate categories below. Sometimes, the participation is intended for learning new concepts or reviews. Usually these will be assigned a value of a daily grade. Any major grades assigned in relation to group work will be evaluated on an individual basis only.

MISD GRADING SYSTEM FOR GRADES 9-12

The district high schools use a weighted numerical grading system.* **The following chart reflects the MISD grading system for grades 9-12:**

A	90-100
B	80-89
C	70-79
F	Below 70

An "Incomplete" (I) reflects incomplete student work and is not considered an academic grade.

*See MISD Board Policy EIC (LOCAL).

GRADING PRACTICES

Six weeks grades shall be obtained by averaging student work as detailed below. Daily assignments may count more than once, but no more than twice. MISD Curriculum Based Assessments (CBAs) are calculated as part of the daily work category.

Grade Categories

Regular/Pre-AP/AP

- 60% - Major Grades
(Minimum: 1 test & 1 fully processed essay)

- 40% - Daily Work, Daily Writing, & Quizzes

SEMESTER EXAMS

Each semester, specific exam schedules are designated for MISD high school and dual credit courses. These schedules must be followed. Neither mid-term nor final exams are given early. If a student is absent on the day of an exam he/she will take the exam at a date/time designated by the school.

TEST RETAKES

- Students who fail a major test/assessment (below 70%) will be allowed to retake or correct up to a 70% grade. This does not include semester examinations.
- Students are expected to make arrangements with the teacher to retake or correct a major test/assessment.
- Students are encouraged to participate in tutoring opportunities before retaking a test.
- Each teacher will communicate routine requirements for retakes and corrections in his/her course syllabus.
- All retakes or corrections must be completed prior to the end of each six week grading period unless the student is afforded time, after the six week grading period, as a result of the district's absent/make-up guidelines.

UIL ELIGIBILITY ("No Pass/No Play")

- Semester grades are computed by averaging the numerical grades recorded for each of the three six week reporting periods.
- Each six week grading period will stand alone for eligibility purposes.
- A student who is declared academically ineligible after a six week grading period will be able to regain eligibility if all of the student's grade averages are 70% or higher at the subsequent 3 week grade reporting period.
- See MISD Board Policy FM (LOCAL) – Exempt Courses.

Class Supplies

Required daily

Laptop, charged each day before class.
Black and red pens
Highlighters

Pencil for Scantron tests.

3 X 5 index cards

Also required and appreciated -one box of tissue

Assigned textbooks, novels, readings

Academic dishonesty

Teachers determine what constitutes cheating and/or plagiarism.

Consequences for academic dishonesty

Daily Work

- Every Offense
 - Academic and Disciplinary Consequences
 - Assign grade of zero
 - Write a referral
 - Teacher contacts parents
 - Consequence from administrator would be a minimum of AC placement

Exams or Other Major Assessments

- Every Offense
 - Academic and Disciplinary Consequences
 - Assign grade of zero
 - Write a referral
 - Teacher contacts parents
 - Consequence from administrator would be a minimum of AC placement
 - An alternative exam or major assessment can be completed for a maximum grade of 70%
 - Academic Associate is notified and will schedule a meeting with student, parent and teacher

Class Supplies

Required daily

Notebook paper- *not spirals* :)
Black and red pens
Highlighters
Pencil for Scantron tests.

5 x 7" Index cards
Assigned textbooks, novels, readings
iPad-charged nightly
Also required-one box of tissue

Texts, Readings, Materials

The primary textbook for the class is **The Language of Composition**. Each student will check out a copy to keep at home. Students will need copies of the assigned novels to read outside of class throughout the year. Copies of most titles are available in the classroom or electronically. Students will be required to read most reading assignments outside of class. Students should have their copies of these texts in class daily.

AP English III

The Adventures of Huckleberry Finn
As I Lay Dying
The Awakening Catch 22
The Catcher in the Rye
The Devil's Highway
Fast Food Nation
Freakonomics
The Grapes of Wrath
The Great Gatsby
In Cold Blood

Into the Wild
Letter From the Birmingham City Jail
Outliers: The Story of Success
Poisonwood Bible
Their Eyes Were Watching God
The Scarlet Letter
The Sun Also Rises
The Things They Carried Play
The Crucible

Supplemental Readings

Parents will find additional help for their child by referring to the textbook issued to their student. The following websites are also sources of information.

1. Writing Topics and Research Information - www.owl.english.purdue.edu
2. Reading and Literacy- <http://www.readwritethink.org/parent-afterschool-resources/grade/9-10/>
3. SAT and College Board information-<http://www.collegeboard.org>

PLEASE WATCH FOR ADDITIONAL LINKS TO BE POSTED THROUGH THE YEAR in Google Classroom. .

Extra Credit

Extra Credit will not be given for the purpose of replacing low grades on assignments, tests, major assignments or compositions. All graded assignments are a reflection of the skills and content students must know in order to be successful in this course. Extra Credit is offered occasionally at the teacher's discretion and must be completed on the student's time outside of the school day. Extra Credit assignments are due on time and will not be accepted later than the due date.

Lesson Obj.	Monday	Tuesday	Wednesday	Thursday	Friday
			15 A Day Introductions, Class Syllabus Ice Breaker Activity	16 B Day	17 Did you join google class? Remind 101? Summer Reading Workshop Practice close reading and annotation.
We will close read for information. I will annotate an historical essay	20	21 Lesson 1 Vocabulary Due Monday 27th, Quiz on 8- 29 Assign Rhetorical Situation Reading from Textbook, pp 1-13	22 .	23 Close Reading- Literary Non- fiction Workshop. (Spring Board, Thomas Paine Excerpt) Two Day Unit. Review Paraphrase. Short Write	24
We will learn and practice close reading strategies. I will analyze a nonfiction expository passage.	27 Day 2	28	29 Vocab Quiz 1 Tone Words Unit Tone Word Handout, Test on 9-20 & 21 Close Reading and Annotation Patrick Henry	30	31 Student Holiday
We will analyze ways that authors use patterns and arrangement of text for meaning I will write my summer reading essay.	3 Labor Day	4	5 Analysis of Henry Speech Writing the rhetorical analysis essay.	6	7 Summer Reading Essay Arrangements and patterns of arrangement., pp. 13-27, Quiz on 9-11

<p>We will identify and analyze the rhetorical choices an author uses.</p> <p>I will learn rhetorical strategies and terms as I apply them to the novel.</p>	10	<p>11 Lesson 2 Vocabulary Due 9-13; Quiz 9-18 Arrangement Quiz and practice</p>	12	<p>13 Assign The Great Gatsby</p> <p>Reading schedule And Topics</p> <p>Journal directions.</p>	14
<p>We will identify and analyze the rhetorical choices an author uses.</p> <p>I will learn rhetorical strategies and terms as I apply them to the novel.</p>	17	<p>18 Vocab Quiz 2 Rhetorical Strategies/the MC stems</p> <p>The Great Gatsby. MC Class practice.</p>	19 ...	<p>20 Tone Word Test</p> <p>TGG Reading and journal workday</p>	21
<p>We will write a rhetorical analysis essay</p> <p>I will write an analysis of the rhetorical choices an author makes that leads to purpose; provide text evidence to support my analysis</p>	24	<p>25 Writing a rhetorical analysis essay</p> <p>Practice write for TGG selected passage</p>	26	<p>27 Peer evaluation and editing</p> <p>Best of... Ways to improve... Writing about writing</p> <p>Tone Word Retest after school.</p>	28 Student Holiday

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Please sign this form to verify that you have received and read the syllabus for this class.

Student Name

_____ (please print) Block # _____

Parent/Guardian Name #1

_____ (please print)

Phone contact

Email

_____ @ _____

Parent/Guardian Name #2

_____ (please print)

Phone contact

Email

_____ @ _____

Parent Signature
