

Advanced Placement English Language and Composition/AP English III

Instructors

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Course Requirements

This course emphasizes the reading of non-fiction and writing synthesis, analysis and argumentative papers. It also meets the state curriculum goals that include the reading of fiction, drama and poetry. The eleventh grade WCPSS English III course covers eight periods of American literature, and the AP part of the course infuses the literary mix with a wider array of sixteenth through twenty-first century works.

Expectations

The College Board designed this course to enable high school students to meet the requirements of a college freshman composition course, and for those who score high enough on the AP exam, to earn credit for that course. Like its college equivalent, the purpose of this AP course "is to enable students to read complex texts with understanding and to write prose of sufficient richness and complexity to communicate effectively with mature readers" (from "English Language," <http://www.collegeboard.com>).

And there you have it. You will be vaulting over the large divide between your 10th grade English class and this college freshman course. You will be reading and writing on the college level.

Summer Required Reading List

The Adventures of Huckleberry Finn

The Scarlet Letter

The Grapes of Wrath

Prepare to have tests and assignments on all novels when you return from summer.

The Big "So What?"

Identifying literary devices, characters, grammatical/syntactical devices in a work is only the first step of close reading. Your job is to move beyond simply telling what devices an author uses, to analyzing and articulating *how* and *why* he or she uses them. The question to answer is not "What?" but "~~So what?~~"

For the works listed above, you will want to focus on four main questions:

1. What are the authors saying? (subject)
2. Why are they writing—how do you know? (For what purposes—to define, to defend, to argue, to explore, to persuade, to classify, to compare/contrast?)
3. How are they saying it? (the "what?"—what techniques do they employ?)
Look for patterns of usage:
 - What does their diction (word choices) reveal about their tone (attitude)?
 - What level/s of diction do they use—any dialect, formal diction, etc.? (consider their intended audiences)
 - Do they employ imagery and the language of metaphor? How? What are the effects?
 - What grammatical/syntactical patterns do they use? (sentence lengths, structures, orders, parallelisms, inversions, repetitions, etc.)
4. What effects do they achieve as a result? (the "so what?")

Considering not only what the writer says, but also how he or she says it will work for you beyond analysis of the work itself. To discover and develop your own voice—your own writing style—you will emulate those writers' techniques that appeal most to you and apply them to your own writing. You get to try on different writing styles and determine which ones fit you best for which purposes.

Some Important Terms to Know:

Genre: the literary form or type, such as, novel, play, poem, essay, speech, etc.

Diction: a writer's or speaker's word choice (connotation, denotation, symbolism, imagery)

Syntax: a writer's or speaker's sentence patterns, such as phrases and types of clauses

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