Course Information

English III CP/Pre-AP is an accelerated and rigorous version of English III. This class will involve reading more novels and writing more analytical essays. Outside reading is required, and vocabulary work is extensive. This class will be given CP credit, and it is a recommended course for students planning to enroll in English IV CP or English IV AP.

Objectives, Expectations, Summer Requirements, and Grading Policies

Objectives

• To improve your reading ability for comprehension, interpretation, and evaluation
• To improve your vocabulary
• To promote your discussion and writing about literature
• To improve your thinking skills through critical reading and discussion
• To develop your ability to use literary terminology correctly
• To critically examine the genres of fiction, drama, and poetry
• To make your better readers of your native language through the analysis of how that language is used in a variety of forms
• To improve your writing style through analysis and evaluation
• To motivate you to write, evaluate, and revise
• To acquaint you with major American writers to further your appreciation of the authors’ style and techniques
• To trace the various themes that pervade literature, regardless of time and place
• To review, as needed, problems in mechanics, usage, and grammar
• To help you collect, analyze, synthesize, and evaluate information and ideas from a variety of sources to complete independent inquiry projects and tasks
• To help you use available technology to gather, organize, manipulate, and express ideas and information for a variety of authentic purposes
• To improve your test-taking skills through timed drills of multiple choice and essay questions, like those that will be found on the AP Examination, SAT, and ACT

Expectations

English III CP/Pre-AP is designed to develop critical reading and thinking skills. You will write several analytical papers throughout the course. Various enrichment exercises will supplement the curriculum.

The primary goal of the accelerated English course is to instruct students at a level that will ensure they are well prepared for the demands of the college classroom and they can perform adequately their senior year on the AP English Literature and Composition Exam and receive Advanced Placement credit at the college or university of their choice or qualify for dual-credit enrollment in freshman composition. For more information about the Advanced Placement program, please visit www.collegeboard.org/ap/english.

All English III CP/Pre-AP students are expected to:

Turn in Assignments on Time
Assignments must be turned in on the due date to receive full credit.

Participate in Class Discussion
Class participation is required. Some graded activities will be based on classroom discussion and individual participation. It is expected that you attend class regularly, that you are prepared and
have read the material for the day, and that you contribute to the class discussion. Failure to do so will result in a grade penalty.

*Keep Class Work Organized*
All work must be kept neatly in a three-ring binder. Do not throw anything away.

*Adhere to the Honor Policy*
Do not cheat on homework assignments, quizzes, tests, projects, essays, or any other assignment for this class. If you are caught, it means an automatic zero and a call to your home. Cheating can take many guises, but it generally consists of the following activities: copying another student’s work, assisting another student by allowing him/her to copy your work, taking or providing assistance during an exam, and plagiarism (copying another’s work without citation). Do not plagiarize by “copying” segments of documents published on the Internet and “pasting” them into your work.

*Attend Class Regularly*
You need to be here every day. Period. In the event of an absence, it is your responsibility to find out what you missed. You may make up work before or after school within five regular school days of your absence.

*Complete a Proficient Working Writing Portfolio and Research Project*
In order to pass English III Pre-AP, you must complete assignments at a satisfactory level. You must also complete a proficient working writing portfolio with four entries, consisting of a reflective essay, a personal/expressive or literary piece, a transactive piece, and a transactive piece with an analytical or technical focus. One piece included in the working writing portfolio must have been developed in a class outside of English during your junior year. You must also submit a suitable formal research project. If you do not submit a proficient portfolio and a complete research project by the deadline, you cannot pass the course regardless of grades accumulated on other assignments.

*Write Quality Papers*
This is a college-preparatory class, and you are expected to produce quality work. That means your reading and writing both must reflect advanced-level skills. You are expected to adhere to the conventions of writing to produce well-organized, cogent essays. All essays must be word processed using MLA format.

*Summer Requirements*
Yes, summer reading is assigned, and, yes, it is expected that you finish summer reading by the first day of school. You should be prepared for a quiz and to begin discussion of *The Scarlet Letter* on the first day of class.

*Grading*
Your performance on assessments matters. You will complete a variety of graded formative and summative assessments, including a nine-weeks test at the end of each quarter. Your end-of-course assessment will count as 20% of your cumulative grade.

You will complete several ACT practice items and benchmark assessments throughout the year.

You grade will be based on the percentage of the total points accumulated out of the total points possible. Grades will be assigned as follows:

**CP Grading Scale**

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<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>100-92</td>
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<tr>
<td>B</td>
<td>91-84</td>
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<tr>
<td>C</td>
<td>83-76</td>
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<tr>
<td>D</td>
<td>75-68</td>
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<tr>
<td>E</td>
<td>67-0</td>
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Materials Needed
- Three-ring binder (at least 1.5 inches thick)
- Loose-leaf paper (no spiral paper, please)
- 6 Dividers (Flashbacks; Vocabulary; Notes/Assignments; Journal; Handouts; Major Works)
- Blue or Black Ink Pens (no gel pens or other colored ink, please)

COURSE OUTLINE

First Quarter

FIRST QUARTER NOVELS: Nathaniel Hawthorne’s *The Scarlet Letter* and Arthur Miller’s *The Crucible*

MAJOR WRITING ASSIGNMENT: Expository Essay (Literary Analysis) and Columnist Project

**Sample First-Quarter Writing Topic**
Writers often highlight the values of a culture or a society by using characters that are alienated from that culture or society. Write an essay that shows how Hester Prynne’s alienation in *The Scarlet Letter* reveals the surrounding society’s assumptions and moral values.

I. FROM THE EARLIEST DAYS

*Begning and Change – Puritanism (to 1760)*
- Anne Bradstreet’s “Upon the Burning of Our House, July 10th, 1666” and “To My Dear and Loving Husband”
- Jonathan Edwards’ “Sinners in the Hands of an Angry God”

II. A NEW NATION

*Breaking Free – Classicism/Rationalism (1760-1800)*
- From *The Autobiography of Benjamin Franklin*
- Patrick Henry’s “Speech to the Second Virginia Convention”
- From *Thomas Paine’s The Crisis, No. 1*
- Thomas Jefferson’s *The Declaration of Independence*

*Gaining Insight -- American Romanticism (1800-1840)*
- Washington Irving’s “The Devil and Tom Walker”
- From *James Fennimore Cooper’s The Deerslayer*
- William Cullen Bryant’s “Thanatopsis”
- The Fireside Poets: James Russell Lowell’s “The First Snow-Fall” and Oliver Wendell Holmes’ “Old Ironsides”

Second Quarter

SECOND QUARTER NOVEL: William Faulkner’s *The Sound and the Fury*

MAJOR WRITING ASSIGNMENT: Narrative Essay (“This I Believe” Credo) and Multi-Genre Paper

**Sample Second-Quarter Writing Topic**
Some works of literature use the element of time in a distinct way. The chronological sequence of events may be altered or time may be suspended or accelerated. Write an essay in which you show how Faulkner’s manipulation of time in *The Sound and the Fury* contributes to the effectiveness of the work as a whole.
Gaining Insight – Transcendentalism and the Tragic Vision (1840-1860)
- From Ralph Waldo Emerson’s *Nature, The American Scholar, The Divinity School Address, Self Reliance, Fate,* and *The Journals*
- Ralph Waldo Emerson’s “The Rhodora,” “Brahma,” and “Concord Hymn”
- From Henry David Thoreau’s *Walden*
- Henry David Thoreau’s “Civil Disobedience”
- Nathaniel Hawthorne’s “The Minister’s Black Veil”
- Herman Melville’s “Bartleby, the Scrivener”

Two New American Voices – (1860-1890)
- Walt Whitman’s Poetry
- Emily Dickinson’s Poetry

Third Quarter

THIRD QUARTER NOVELS: Mark Twain’s *The Adventures of Huckleberry Finn*

MAJOR WRITING ASSIGNMENTS: Persuasive Essay and MLA Research

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<tr>
<th>Sample Third-Quarter Writing Topic</th>
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<td>In some works of literature, a character that appears briefly, or does not appear at all, is a significant presence. Write an essay in which you show how Huck’s father – though his presence is limited in the work – functions in the work. You may wish to discuss how Huck’s father affects action, theme, or the development of other characters.</td>
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III. THE CIVIL WAR AND ITS AFTERMATH

The Union is Tested – (1860-1890)
- From *My Bondage and My Freedom*
- “And Ain’t I a Woman?”
- From *Mary Chesnut’s Civil War*
- “An Occurrence at Owl Creek Bridge”
- *The Gettysburg Address*

IV. REGIONALISM AND REALISM

The Energy of the Everyday – Realism and Naturalism (1890-1914)
- Stephen Crane’s “The Open Boat”
- Jack London’s “To Build a Fire”
- Willa Cather’s “The Sculptor’s Funeral” and “A Wagner Matinee”
- Kate Chopin’s “The Story of An Hour”
- Edwin Arlington Robinson’s Poetry
- Edgar Lee Masters’ Poetry

V. BEGINNINGS OF THE MODERN AGE

New Directions and The Harlem Renaissance – Modernism (1915-1930)
- T. S. Eliot’s “The Love Song of J. Alfred Prufrock”
- William Carlos Williams’ “The Red Wheelbarrow” and “This Is Just to Say”
- E. E. Cummings’ “anyone lived in a pretty how town”
- Carl Sandburg’s Poetry
- Robert Frost’s Poetry
- Langston Hughes’ Poetry
Fourth Quarter

FOURTH QUARTER NOVEL/PLAYS: F. Scott Fitzgerald’s *The Great Gatsby* and August Wilson’s *Fences*

MAJOR WRITING ASSIGNMENTS: On-Demand Writing

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<td>Novels and plays often include scenes of weddings, funerals, parties, and other social occasions. Such scenes may reveal the values of the characters and the society in which they live. In a focused essay, show how <em>The Great Gatsby</em> includes such scenes and discuss the contribution the scenes make to the meaning of the work as a whole.</td>
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VI. MIDCENTURY VOICES AND TOWARD THE TWENTY-FIRST CENTURY

*Literature in Modern America – Post-Modernism (1930-Present)*
- William Faulkner’s “A Rose for Emily”
- Eudora Welty’s “A Worn Path”
- Flannery O’Connor’s “The Life You Save May Be Your Own,” “A Good Man is Hard to Find,” “Good Country People,” and “Revelation”

Additional Course Content

Throughout the year, we will complete extensive vocabulary, grammar, writing, and ACT practice, including the following:

- Sadlier-Oxford Vocabulary Units 1-15 (15 Unit Quizzes, 5 Mastery Exams, and 1 Cumulative Exam)
- Grammar Workshop
- Writing Workshop
- Daily ACT Flashbacks in English and Reading

**Reading**
- Reading Across the Curriculum
- Reading Strategies
- Knowledge of Literary and Nonliterary Forms
- Influences on Texts
- Author’s Voice and Method
- Persuasive Language and Logic
- Literary Criticism
- Words and Their History

**Research**
- **Listening, Viewing, and Speaking**
  - Comprehension and Analysis
  - Application

**Writing**
- Writing Process
- Modes of Writing for Different Purposes and Audiences
- Organization, Unity, and Coherence
- Sentence-Level Constructions
- Conventions of Usage
- Conventions of Punctuation

**Study Skills and Test Taking**