

January 5, 2018

Dear Parents:

Welcome to 11<sup>th</sup> Grade Advanced Placement<sup>TM</sup> English Language and Composition! Please scan the syllabus and read the College Board (creator of Advanced Placement<sup>TM</sup> courses) course description. Students must use their syllabus daily, referring to the forth-coming Test Success packet to help guide what they should be doing each night. To accomplish quality of learning and skill building, students must *quickly* amend their previous English course strategies to adjust for this AP course's rigor. Please reinforce with your child that following my policies, requirements, and schedule/due dates is the way they will succeed and achieve pride in their efforts.

Because this class is a college-level course and, thus, more challenging than previous English courses, students must be organized, conscientious, and present in class. Students cannot easily comprehend lessons from borrowing another's notes or by attempting assignments without my instruction. The College Board specifies that the course targets "strong, motivated students." (We will also tackle necessary 11<sup>th</sup> and 12<sup>th</sup> curriculum simultaneously.)

While the AP curriculum is college-level, I have adapted the content for 11<sup>th</sup> graders by breaking it into smaller pieces with many practice opportunities. Doing something once, especially if that "doing" is just hearing, does not instill knowledge. I teach using a variety of methods to reach all learners and require a range of assignments to reinforce learning. Students must complete all reading assignments and tasks to progress successfully. Notably, to master a reading selection, students must read each short selection three times, using the Critical Reading Strategies I will teach them soon. Students will always be reading a parallel book as well as several short selections.

College courses require much work but have few grades. While this AP version has more grades, it may not have as many grades as you and your child are used to. It will require many steps leading to a graded assessment, and most of these occur outside class. Each student reads and writes at a different pace, so when students complete these tasks outside a set class schedule, they can use as much or as little time as they need. Parents and students must recognize that students will find some selections may require more than three readings and some writing assignments may require more time than previous ones.

These last two paragraphs lead to my begging you to please be patient with me! The combination of a college course's rigor with many process step checkpoints equals few and infrequent grades, especially at the beginning because students must learn basics before I assess their progress. Please do not think I am not updating Synergy; the circumstances of this course just do not lend to weekly grades. I always return work to students before I post grades, and I return work only when we have time in class for students to evaluate their progress.

Usually, I only contact parents if students' grades drop below passing, but feel free to contact me at [cathie.lawson@cobbk12.org](mailto:cathie.lawson@cobbk12.org). For students, I am available until 4:30 on Tuesdays, Thursdays, and Fridays, so they can work in my room or seek help. They must check the course web page daily (address on syllabus). Students also should seek assistance from in-class or before- and after-school tutors. Thank you for being involved in your student's learning and success!

Sincerely,

Mrs. C. Lawson

Keep above for future reference. Return only bottom portion.

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Student's name \_\_\_\_\_ Student's cell \_\_\_\_\_  
Student's email \_\_\_\_\_  
Mother's name \_\_\_\_\_ Cell phone \_\_\_\_\_  
Mother's email \_\_\_\_\_ Other phone \_\_\_\_\_  
Father's name \_\_\_\_\_ Cell phone \_\_\_\_\_  
Father's email \_\_\_\_\_ Other phone \_\_\_\_\_

Signature of Parent(s) who reviewed course description and this letter \_\_\_\_\_