



“What lies behind us and what lies before us are small matters compared to what lies within us.” – Ralph Waldo Emerson

English Literature and Composition with AP option

Course Description

The English Literature and Composition course focuses on reading, analyzing, and writing about imaginative literature (fiction, poetry, drama) from various periods. Students will engage in close readings and critical analyses of imaginative literature to deepen their understanding of the ways writers use language to provide both meaning and pleasure. As they work, students will consider six BIG ideas that serve as the course’s foundation:

1. Character
2. Setting
3. Structure
4. Narration
5. Figurative Language
6. Literary Argumentation

Students will debate and discuss literature, while participating in a variety of writing activities focusing on argumentation, interpretation, analysis, rhetorical strategies, exposition, structure, and style. Writing tasks will develop creative and critical-thinking skills in order to produce argumentative essays that analyze and interpret literary works. Students also will practice oral communication skills, through poetry presentations, classroom discussions and student-led discussions and activities.

Students will see a variety of texts, tasks, and assessments throughout the year. Texts include fiction, non-fiction, drama, and audio-visual resources. Tasks and assessments may include but not limited to the following: class discussions and debates, online platform activities, written responses, quizzes, exams, presentations, performances, and essays.

AP English Literature vs. English Literature

Students may opt to take this course for AP credit. Those students who choose the AP option see an increased workload in terms of required readings and assessments (both formative and summative). Additionally, AP students must complete assigned tasks on AP Classroom. Please note that all students will be developing skills related to the six big ideas of the course.

Standards-Based Grading

Students will receive scores using six different criteria. See [this document](#) for weights and rubrics.

1. Criterion A: Analyzing Literature
2. Criterion B: Organizing & Communicating
3. Criterion C: Producing Text
4. Criterion D: Using Language
5. Criterion E: Establishing Thesis and Sophistication
6. Criterion F: Application of Literacy Skills

Some criteria are scored out of 8 while others are scored out of 4. Regardless, each criterion is divided into four bands that generally represent limited, adequate, substantial, and excellent performance. Each band has its own unique descriptor that will be used to make “best-fit” judgments about students’ progress and achievement. Please note that best-fit judgments are only calculated at the end of the semester, based on the student’s work and performance throughout the semester.

A student’s final grade will be determined using a scale of 1-7. To arrive at a criterion levels total for each student, teachers add together the student’s final achievement levels in all criteria of the subject group. See the grade boundary guidelines table that follows to determine final grades for the semester. The table provides a means of converting the criterion levels total into a grade based on a scale of 1–7.

General Grade Descriptors

Grade	Boundary guidelines	Descriptor
1	1-5	Demonstrates: very rudimentary knowledge and understanding of the question or task; responses that are of very limited validity; very limited powers of expression, both orally and in writing; widespread lapses in accuracy and clarity; no awareness of context and appreciation of the effect on the audience/reader; a very rudimentary structure within which the thoughts and feelings of the work(s) are explored; very little appreciation of literary style and negligible involvement with the act of transforming literature into performance; inability to work with others.
2	6-9	Demonstrates: superficial knowledge and understanding of the question or task; responses that are of generally limited validity; limited powers of expression, both orally and in writing; significant lapses in accuracy and clarity; little awareness of context and appreciation of the effect on the audience/reader; a rudimentary structure within which the thoughts and feelings of the work(s) are explored; very little appreciation of literary style and little commitment to the act of transforming literature into performance; sparse evidence of involvement in working with others effectively.
3	10-14	Demonstrates: some knowledge and some understanding of the question or task; responses that are only sometimes valid and/or appropriately detailed; some appropriate powers of expression, both orally and in writing; lapses in accuracy and clarity; limited awareness of context and appreciation of the effect on the audience/reader; some evidence of a structure within which the thoughts and feelings of the work(s) are explored; little appreciation of literary style and modest commitment to the act of transforming literature into performance; little apparent attempt to work with others effectively.
4	15-18	Demonstrates: adequate knowledge and understanding of the question or task; responses that are generally valid in analysis and/or synthesis; satisfactory powers of expression, both orally and in writing; few lapses in accuracy and clarity; some awareness of context and appreciation of the effect on the audience/reader; a basic structure within which the thoughts and feelings of the work(s) are explored; some appreciation of literary style and some commitment in the act of transforming literature into performance; an acceptance of the need to work with others.
5	19-23	Demonstrates: good understanding and appreciation of the interplay between form and content in regard to the question or task; responses that offer generally considered and valid analysis, synthesis and/or evaluation; good levels of expression, both orally and in writing; an adequate degree of accuracy and clarity; awareness of context and appreciation of the effect on the audience/reader; clear structure with relevant textual detail to support an engagement with the thoughts and feelings expressed in the work(s); an appreciation of literary style and an

		engagement with the act of transforming literature into performance; recognizable involvement to work with others in a cooperative manner.
6	24-27	Demonstrates: very good understanding and appreciation of the interplay between form and content in regard to the question or task; responses that are, mainly, convincing, as well as detailed and independent to some degree, in analysis, synthesis and evaluation; well-developed levels of expression, both orally and in writing; a good degree of accuracy and clarity; good awareness of context and appreciation of the effect on the audience/reader; effective structure with relevant textual detail to support a critical engagement with the thoughts and feelings expressed in the work(s); clear appreciation of literary style and a solid engagement with the act of transforming literature into performance; willingness to work with others in a constructive manner.
7	28-32	Demonstrates: excellent understanding and appreciation of the interplay between form and content in regard to the question or task; responses that may be convincing, detailed, independent in analysis, synthesis and evaluation; highly developed levels of expression, both orally and in writing; very good degree of accuracy and clarity; very good awareness of context and appreciation of the effect on the audience/reader; very effective structure with relevant textual detail to support a critical engagement with the thoughts and feelings expressed in the work(s); refined appreciation of literary style and a full engagement with the act of transforming literature into performance; the personal qualities necessary to work with others in a purposeful and effective manner.

Students must achieve a 3 or higher to pass the course. The score to GPA conversion is as follows:

MYP Grade	1	2	3	4	5	6	7
GPA	0.0	0.0	2.0	2.75	3.25	3.75	4.0

Academic Expectations

- ★ Challenge yourself! The more effort you put into this course, the more you will get out of it.
- ★ Reflect on your work and your progress. Constantly ask yourself if you could have done something better or differently.
- ★ Be open to change. In the words of poet and teacher Taylor Mali, “changing your mind is one of the best ways of finding out whether or not you still have one.” 😊
- ★ Formative tasks help you prepare for completing summative assignments. Writing tasks and projects that have multiple steps must be completed in progression before a final product may be submitted.
- ★ Complete your own work. Cheating and plagiarism will NOT be tolerated. If there is ever any doubt about whether to cite something, then cite it. Any student caught cheating or plagiarizing will receive a zero for that assignment. Please see the [Secondary Student Parent - Student Information Handbook for 2020-21](#) for further information.

Student Expectations

1. Exhibit the 3 Rs: Respect for self, respect for others, and respect for the environment.
2. Come to class prepared and on time!
3. Expect to learn and engage in class activities.
4. Listen actively, follow directions, and ask questions.
5. Inquire about missed announcements and materials when you are absent – this is YOUR responsibility! Students must make up an assessment (i.e. quiz or test) within FIVE days of

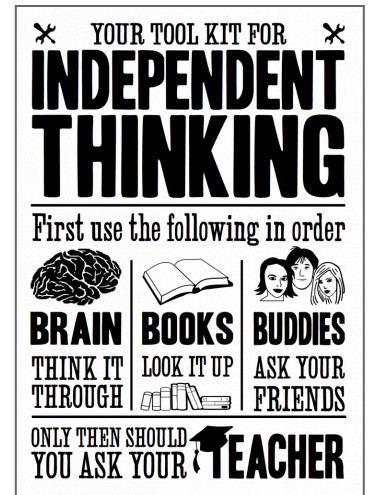
returning to school. Mr. Greg won't chase you down to do this. Please, check in to see what you missed.

Virtual Classroom Expectations

1. Go to Google Classroom and have any required materials ready and open.
2. Join the live class (G-Meet link is on GC).
3. Have your camera turned on so we can see your lovely face! 😊
4. Join the Pear Deck (or other platform) and complete the do now task.
5. Then, follow teacher directions for the rest of the lesson.

Distance Learning Expectations

1. Check your email daily on school days.
2. Submit assignments on Google Classroom. If you do not submit the task, your teacher does not know that you are done with the task. Submitting will also help to keep your to-do list organized and, subsequently, useful.
3. Got questions outside of class time? Please use the "three-before-me" system. If your inquiry still remains unanswered, then by all means, send your question to Mr. Greg.
 - a. Question about a specific task on GC? Please post your question in the comment section for that assignment on GC.
 - b. Inquires about assessment deadlines/extensions or other information not covered in GC should be submitted via email. Please be aware that any request for an extension must be made **in advance** a minimum of 24 hours before the due date.
 - c. Requests to schedule an advisory meeting can be made via email. Mr. Greg will confirm by sending a calendar invite.



Assessments and Absences

- ★ For the sake of consistency and clarity, students are accountable to the policies and procedures of our Pan American School. Please refer to the [Secondary Student Parent - Student Information Handbook for 2020-21](#) for necessary clarification.
- ★ As per Brazilian Law, any absence from a written assessment must be justified outlining the reason for the absence. All absences must be reviewed by the Principal or Superintendent: i.e. sickness (medical note required), family bereavement, involvement in an exceptional event, etc. If the absence is excused, the assessment may be taken at a later date for full credit. However, repeated absences may result in the student failing the course due to attendance requirements. In addition, end of semester or final exams **cannot** be scheduled in advance.
 - ◆ **Excused absences:** In the case of an excused absence other than illness, the section administrator must be notified five days in advance so that teachers can prepare the necessary work for the students to complete. Absences due to school activities (e.g. ISSL, BRAMUN, etc.) are considered excused absences. **The completed work is due within five days of returning.**
 - ◆ **Unexcused absences:** All course work and evaluations scheduled during unexcused absences will be recorded as a zero. Even if the missing work is submitted later, it will receive a zero. Work submitted late because of an unexcused absence can and will still be used to make a best-fit determination at the end of the semester.

Tentative G12 Course Sequence

- ★ Unit 1: Short Stories I
- ★ Unit 2: Poetry I with Langston Hughes
- ★ Unit 3: Writing for College: Personal Statements
- ★ Unit 4: Pondering Society's Conscience using *1984*
- ★ Unit 5: Short Stories II and Critical Lenses
- ★ Unit 6: Poetry II
- ★ Unit 7: Questions of the Times using *The Bluest Eye* or *Beloved*
- ★ Unit 8: Short Stories III
- ★ Unit 9: Poetry III
- ★ Unit 10: Exploring Ambition and Desire using *Hamlet*
- ★ Unit 11: Unique Perspectives using autobiography

WELCOME TO THE 2020-2021 SCHOOL YEAR!!!

*This is a living document. All information in this course syllabus is subject to change.

Students:

Please send an email to Mr. Greg stating your acknowledgement of these class agreements by Monday, the 10th of August.

Parents & Guardians:

Please send an email to Mr. Greg (gmcnutt@panamerican.com.br) confirming that you have reviewed this syllabus with your student and are aware of the expectations for this course by Monday, the 10th of August.

Please do not hesitate to ask any clarifying questions that you might have.
