

ADVANCED PLACEMENT ENGLISH: LITERATURE AND COMPOSITION

2019-2020

Sprague High School

Instructor: Mrs. McElliott
mcelliot_kathleen@salkeiz.k12.or.us

AP English is a course intended for students who want to study literature at a college level while still in high school. Although many people may feel that literature is unnecessary for their future career, literature has the unique ability to force learners to think abstractly, search for multiple solutions, revise initial theories to match new data, and collaborate with peers. In other words, pretty much everything future professors and bosses want you to be able to do. Students will also become more practiced at accepting and responding to feedback by teachers and peers and keeping up with a class that will require some (but not an excessive) amount of work outside of class. Each May, the College Board offers the AP English Exam in Literature and Composition for those students interested in pursuing college credit for this course. Receiving college credit for the course depends upon the student's performance on the exam and varying university policies. Students are strongly encouraged to take this test. Registration for this exam will occur during the fall, so students will be extra motivated to remain focused throughout the school year.

Course Goals and Sequence:

The primary goals of this course are to strengthen students' understanding of literature and develop a mature writing style appropriate to the college level. Students will increase their ability to read literature actively as they study different perspectives for reading, literary devices and movements, and process oriented approaches to interpreting literature. AP English, as a college level introductory course to literature, encompasses a variety of written works from different time periods and in different forms. Literary works in the course will be grouped and studied by major genre: Poetry (8 weeks), Short Stories/Prose (7 weeks), Drama (8 weeks), and Novels (7 weeks). This type of grouping will encourage an in depth study of techniques common to a specific form of literature as well as allowing students to trace similar themes throughout different genres. Additionally, there will be several weeks of review and test preparation just prior to the AP test in May. A detailed course syllabus for the entire year is available upon request and the component standards for the course are available on my website.

Assignments and Activities:

Because reading literature and writing about literature are complementary in nature, students should expect assignments that simultaneously develop these skills. Below is a list and descriptions of *some* assignments that students should expect.

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|-------------------------|---|
| Reading Analysis | Students will be required to keep notes of the reading assignments that they complete outside of class. The written observations that they make independently will be used to assist them with tests, discussions, papers, and ultimately, reviewing for the AP Test. |
| In-Class Writing | In-Class writing will serve as a major method for evaluating students' ability to analyze a given text. This form of writing is crucial to success on the AP Test |

Out-of-Class Writing

as well as all future college essay tests. In-Class writing often serves as a rehearsal for the written parts of the AP Test and is often the aspect of the course that students are most pleased at mastering before entering college. These writing assignments demand a higher level of perfection as students have more time and resources with which to prepare them. Out-of-Class writing assignments will have topics that are either teacher directed or student generated. These essays, and the revision thereof, are integral to developing a mature writing style.

Objective Tests:

Occasionally students will take objective tests evaluating their factual knowledge of a given subject. These exams help students prepare for the multiple choice section of the AP Test as well as a foundational knowledge for application to literature.

In-Class Notes:

In keeping with a college atmosphere, students are expected to keep accurate and comprehensive notes of lectures and discussions.

Discussions:

Students in this course are expected to regularly contribute their interpretations and ideas to classroom discussions. All students bring a unique perspective to literary works, and it is this which makes studying literature truly exciting.

Academic Integrity:

Plagiarism: We at Sprague take plagiarism very seriously. Please make sure that both student and parent familiarize themselves with the policy in the Student Handbook. Students will be held accountable for producing their own work and documenting others' properly. See the handbook for consequences of Plagiarism. More specifically, ALL WORK is expected to be your own. When you submit any assignment (including extra credit), journal exercise, or test it must be an original work containing your own thoughts and ideas. Submitting another person's work (even in part) constitutes cheating; you will not receive points for the assignment, and the violation will be noted in your discipline record. Likewise, if you assist another student in the process of cheating, by allowing them to copy your work, for example, your assignment will also be counted as a zero. To protect yourself when receiving feedback on assignments electronically, please submit all files over email and include me as recipient on all emails pertaining to that assignment. On many of your homework assignments, you may work together to discuss the questions and possible answers, but the final product must reflect your own work. It is **not** acceptable for one person to complete questions 1, 3, 5, and 7, and another to complete 2, 4, 6, and 8, and then exchange answers. It is also not acceptable to submit "patch written" assignments in which students substitute synonyms for another student's words. Formal violations of academic honesty include, but are not limited to the following: Plagiarism, Collusion, Cheating, Falsification, Alteration, Multiple Submission, Sabotage, and Tampering. **The default consequence for any violation of academic honesty is to receive a zero in the gradebook for that assignment.** For additional information on these types of academic dishonesty, please see the school web site or ask your teacher. Finally, it is the student's responsibility to ensure his/her understanding and compliance with the terms of academic honesty. When in doubt, always consult your instructor.

Dress Code: Students at Sprague are expected to follow all dress code rules located in their Student Handbook. Please make sure that both student and parent familiarize themselves with the policy. Students will be held accountable if they are not dressed appropriately. They will be offered an item of clothing that corrects the problem or will call home for a parent to bring something that meets the policy. We need parents help to ensure they are dressed appropriately before they leave home each morning. Thanks in advance for your help.

Grading:

If you pardon the cliché, grades are a type of necessary evil. It is understandable that many people do not enjoy the feeling of being “evaluated” that grades can create. Also, it’s all too easy sometimes to mistakenly equate a specific grade with self-worth. Putting those feelings aside, grades represent a message that is being sent to your future teacher or your future university about the level of skills and knowledge that you demonstrated over the course of a semester as well as the behaviors necessary to achieve those skills and knowledge. It is important that this message is as objective and accurate as possible. To help with this, please note the following specific policies:

- Semester grades will not be changed based on AP exam performance.
- Semester grades are final grades (tests cannot be retaken to achieve a higher grade).
- Semester grade repair is not available at a later date.
- If life circumstances pose a concern for student performance, they will be addressed at the time by issuing an “incomplete” and then following the school’s incomplete process.

Students' grades will be calculated based on total points received. Work at the beginning of a unit will generally receive fewer points than that at the end when a greater mastery is expected. The following grading scale is currently in effect for AP English:

90%-100%	= A
80%-89%	= B
70%-79%	= C
60%-69%	= D
0% - 59%	= F

Objectives: Students are expected to review the posted daily objectives at the beginning of class and again at the end of class to check for understanding.

Attendance, Tardies, and Late Work:

This class will follow the current school policies as outlined in the Handbook regarding attendance and tardies. Thus, all tardies will be documented and receive consequences as outlined in the handbook. After an *excused* absence, it is your responsibility to determine what make-up work you will need to complete. You should have your make up work completed no later than **one week from your return to class**, unless otherwise agreed upon with your teachers. It is also important to watch for unit assignment cut-offs for make up work. For example, an assignment that was intended to help prepare for a test will not be accepted after that test has occurred, because that just makes sense. These cut-offs will be posted and emailed so you will know when one is coming.

Do **not** expect to turn in late assignments for credit; however, please be open about discussing with me any problems you may have with deadlines **before** that deadline passes. Please communicate with me if you are having difficulty meeting a deadline, because I want to be understanding of your busy schedules while still setting the example that college courses rarely accept late work. As mentioned above, late work that has been granted an extension must be

turned in by the date agreed upon in your discussion with your teacher. That means that to turn something in late, you should speak to your teacher **first**, be granted permission to turn it in late, and then turn it in by the agreed upon date. Similar to above, late work discussions must occur within a week of that work being assigned. Late work **will not** be accepted if it just “appears” on a teacher’s desk without a previous discussion. Late work that has been granted an extension may be assessed a point or percentage deduction as determined appropriate by your teacher. Additionally, for units that have a reading and assignment schedule provided in advance, please be prepared with the required reading upon your return. Students are expected to check the course website on a daily basis: [www.http://mceapenglish.blogspot.com/](http://mceapenglish.blogspot.com/)

About the Literature:

As previously stated, AP English is modeled after a college level introductory literature class. My assumption as instructor of this course is that the students who have elected to take it possess an above average sense of maturity and responsibility in dealing with literature. All works of literature for this course will be presented in their original form and have not been, to quote my esteemed colleague Mr. Swartwout, “censored, expurgated, sanitized or otherwise rendered tame for high school students.” In some cases, students may encounter a work that deals with serious subjects such as sex or death or uses language that some may find offensive. If you feel this will cause you an excessive amount of anxiety, please speak with me but also understand that my goal is for all of us to have common texts to discuss. These works have been carefully selected to give all students in class a common experience in reading challenging literature; to provide alternative texts would not allow for this common intellectual environment. Be assured that all texts selected for this course meet the guidelines of the College Board and contain nothing gratuitous in language or theme. This disclaimer makes things sound more extreme than they really are; no students have voiced any significant concerns to me in the past.

About the Texts:

The majority of the works for the Poetry, Short Fiction, and Drama units will come from the anthology *Literature: Reading Fiction, Poetry, Drama and the Essay*, by Robert DiYanni. Depending on the availability of books, however, students may be asked to purchase texts for their use during this course. Students may also wish to purchase their own texts, so that they can write in them. Arrangements will be made for students who do not wish to purchase these texts. Texts to consider buying: *Hamlet* (any edition with notes and line numbers); *Rosencrantz and Guildenstern are Dead* (Tom Stoppard) *Wuthering Heights* (any edition; Emily Bronte); *Portrait of the Artist as a Young Man* (James Joyce); *Cat’s Cradle* (any edition; Kurt Vonnegut), *Things Fall Apart* (any edition; Chinua Achebe).

Many texts, examples, and materials will be provided online for students to access and/or print off. If access to online documents will be an issue, please inform me as soon as possible.

Individual Needs

If as a student you have specific needs to insure your success (IEP, 504, TAG...) please make sure that you discuss them with me as soon as they arise. Classroom activities are differentiated to meet the needs of all students. TAG students, and anyone seeking an extra challenge, are encouraged to explore concepts in depth via independent study and additional tiers built onto regular assignments. We encourage you to advocate for yourself so that we can best meet your

needs. Accommodations will be provided as specified in your IEP. If you feel that additional accommodations are needed, please let me and your case manager know. The official TAG statement is available below.

TAG Considerations

In each subject/course students will be pre-assessed on the knowledge and skills that will be learned in the subject/course. The purpose of this pre-assessment is to find out what students already know and are able to do to avoid repetition and to give the student access to advanced and/or accelerated content.

Formal or informal pre-assessments may include end of chapter/unit tests, student input and self-evaluation, placement test, specific teacher observational data, lab demonstration or test, work samples, fist of five, thumbs up/thumbs down, or other forms of pre-assessment. Below is a list of differentiation strategies that may be used.

Differentiation Strategies

Differentiation:

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|--|---|--|
| | <input type="checkbox"/> Enrichment | <input type="checkbox"/> Multiple |
| Intelligences | | |
| <input type="checkbox"/> Acceleration | <input type="checkbox"/> Compacting | <input type="checkbox"/> Learning Styles |
| <input type="checkbox"/> Independent Study/Project | <input type="checkbox"/> Tiered Assignments | <input type="checkbox"/> Critical Thinking |
| <input type="checkbox"/> Assignment Modification | <input type="checkbox"/> Flexible Grouping | |
| <input type="checkbox"/> Cluster Grouping | <input type="checkbox"/> Contracting | |

Notes:

Parents and students, please note the following information:

The parent/student handbook was emailed to every family that has an email address on file. If you did not receive the handbook, it is available on the Sprague High School website. Each family is responsible for the information contained in the handbook, including discipline, attendance and dress code. We have a new tardy policy that all students will need to become familiar with and follow.

► Signatures Required:

Please sign acknowledgments below and detach and turn in for documentation purposes. The rest of the document should be retained for your records.

I have read the course outline and feel the expectations are reasonable. I understand that I (or my student) has the personal responsibility to meet the expectations detailed above.

(student signature)

(parent signature)

I have read and understand the expectations and possible consequence regarding academic honesty.

(student signature)

(parent signature)