

Advanced Placement English Literature and Composition

Māra Corey



mara.corey@moundviewschools.org

Course Description: This is a college-level course that focuses on reading, analyzing, and writing about imaginative literature (fiction, poetry, drama) from various periods. Students engage in close reading and critical analysis of literature to deepen their understanding of the ways writers use language to provide both meaning and pleasure. As they read, students consider a work's structure, style, and themes, as well as its use of figurative language, imagery, and symbolism. Writing assignments include expository, analytical, and argumentative essays that require students to analyze and interpret literary works.

QUICK LINKS TO UNITS

Semester 1	Unit 1: September	Unit 2: October	Unit 3: November	Unit 4: December	Unit 5: January
Semester 2	Unit 5: February	Unit 6: March	Unit 7: April/May	Unit 8: May/June	
Other items	Rubrics	Required Materials	Classroom Policies	Grading Policies	

Required Materials:

Black ball point pens, highlighters, colored pens, access to the internet and a computer outside of class.

Classroom Policies:

- If you're out of class (bathroom, locker, dean...) you are responsible for missed information.
- Come prepared with materials and out of class work completed.
- Meet due dates and deadlines.
 - ◆ Students will set goals for themselves
 - ◆ A part of the rubric will be a student's ability to meet goals
 - ◆ Meeting goals is a required element to reach above proficiency (A level).
- We will talk about a variety of issues. Please be open minded and sensitive to the backgrounds, ideas, and values of others. I don't expect you to agree with others, but I do require tolerance and kindness.
- Be engaged in class during the entire class and be a contributing class member.
- Take ownership over your learning.
- I am always open to communicating with your parents; however, I expect you to take the initiative when questions arise, and be responsible for relaying information to your parents.
- Cell phones are to be put away during class. You may pull them out when it is CLEAR that we are done for the day.

Attendance:

Excused and unapproved absences and tardies will not arbitrarily result in reduction in grades, but failure to complete work will usually affect grades. Students and/or parent or guardian are responsible for requesting make-up work for each day's absence.

Academic Honesty:

Mounds View School Board Policy EG-3109 Student Rights and Responsibilities:

Academic honesty is required to ensure an accurate measurement of a student's academic knowledge. The Mounds View School Board expects that students will achieve success with integrity. Academic dishonesty impairs a true showing of academic achievement. Substantiated reports of academic dishonesty will result in appropriate consequences as defined in accompanying regulations and in student handbooks. Examples of academic dishonesty include, but are not limited to: theft and use of tests; use of crib sheets or other cheating devices on an exam; plagiarism or representation of a substantial piece of work as one's own without proper attribution. This policy applies to all manner, including the most current technological advances, systems, or equipment, that may be utilized for the purposes of academic dishonesty.

Academic dishonesty will be considered a behavioral infraction. The following guidelines will be utilized when a violation of academic honesty occurs:

- Consequences will be commensurate with the severity of the incident
- Consequences cannot prevent growth and development or an accurate measurement of student achievement
- Measures will be sought to determine why the academic dishonesty occurred
- Students will be required to provide a written explanation of behavior
- Students in violation of this policy will not escape the performance indicator; student knowledge will still be measured within an agreed timeframe set by teacher, dean, and student
- Additional consequences may include:
 - Re-examination of content; repeat of project, paper, or activity
 - Possible reduced score/grade not to prevent achieving a level of proficiency
 - Other measures identified in Mounds View School Board Policy EG-3109: Student Rights and Responsibilities
 - Multiple offenses may result in loss of credit, to be determined by building principal

(Irondale Student Handbook 8).

Rubrics

Below is the rubric most commonly used in class to assess student writing.

Reporting Category	Scoring Criteria				
Row A Thesis (0-1 points)	0 points For any of the following: • There is no defensible thesis. • The intended thesis only restates the prompt. • The intended thesis provides a summary of the issue with no apparent or coherent claim. • There is a thesis, but it does not respond to the prompt.		1 point Responds to the prompt with a thesis that presents a defensible interpretation of the selected work.		
Row B Evidence AND Commentary (0-4 points)	0 points Simply restates thesis (if present), repeats provided information, or offers information irrelevant to the prompt.	1 point EVIDENCE: Provides evidence that is mostly general. AND COMMENTARY: Summarizes the evidence but does not explain how the evidence supports the student's argument.	2 points EVIDENCE: Provides some specific relevant evidence including quotes. AND COMMENTARY: Explains how some of the evidence relates to the student's argument, but no line of reasoning is established, or the line of reasoning is faulty.	3 points EVIDENCE: Provides specific evidence including quotes to support all claims in a line of reasoning. AND COMMENTARY: Explains how some of the evidence supports a line of reasoning.	4 points EVIDENCE: Provides specific evidence to support all claims in a line of reasoning. AND COMMENTARY: Consistently explains how the evidence supports a line of reasoning.
Row C Sophistication (0-1 points)	0 points Does not meet the criteria for one point.	1 point Demonstrates sophistication of thought and/or develops a complex literary argument. Responses that earn this point may demonstrate a sophistication of thought or develop a complex literary argument by doing any of the following: 1. Identifying and exploring complexities or tensions within the selected work. 2. Illuminating the student's interpretation by situating it within a broader context. 3. Accounting for alternative interpretations of the text. 4. Employing a style that is consistently vivid and persuasive. This point should be awarded only if the sophistication of thought or complex understanding is part of the student's argument, not merely a phrase or reference			

In this course, we also score with a Growth Focus first semester in order to support improvement over stagnation.

GROWTH RUBRIC	Not Proficient (D)	Approaching Proficiency (C)	Proficiency (B)	Mastery(A)
	☐ No improvement in the growth focus area ☐ Not proficient in the growth focus area	☐ Some change in the growth focus area ☐ Not proficient in the growth focus area	☐ Advancement in the growth focus area ☐ Proficient in the growth focus area	☐ Improvement in the growth focus ☐ Mastery in the growth focus area

Accessing Grades:

Parents, and students, can access grades through [ParentVUE](#).

Grading/GRADEBOOK CODES

MI = Missing (the assignment is missing and is currently counting as a score of zero) If a student was absent when turned in, it will still be listed as MI, until made up, **and scored by the teacher.**

XP = Expired. Deadline has passed; can no longer be turned in.

I = Incomplete (the turned in assignment was not complete or was done at a failing level)

TI = Turned in (the assignment is turned in but does not yet have a score)

WIP = Work in progress (the student is working on the assignment and has made a plan with the teacher to get it turned in)

Gradebook Setup:

Summative Assessments-85% (Assessments)

Formative Assessments-15% (Practice Activities)

Relearning Process-

- ➔ Students will revise his or her essay, using the rubric and any feedback given. Student may also set up an appointment with the teacher.
- ➔ After relearning, the student may then complete a NEW essay/project/paper... (Revision of a past essay is considered relearning, it is not the process, however, for achieving a higher grade.)
- ➔ Then, the student can come in to write a new essay on a new prompt, or the student can offer an alternative assignment that demonstrates mastery of material.
- ➔ All relearning must take place within, **two weeks** of the original due date, and to qualify for relearning the original due date must be met.

Grading Scale:

- In this course, we use equal interval grading to assess student progress.
- The purpose of the equal interval scale is to encourage proficiency rather than the accumulation of points and to support student growth over the course of the semester.
- Students and parents are encouraged to communicate with teachers if current progress does not seem adequate; we can then work together to find strategies to improve proficiency.

2024 AP Exam Dates: 05/08/24

2024 AP Exams will be administered during the first two full weeks of May 2024, with late testing occurring during the 3rd week of May.

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