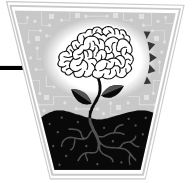


# **ADVANCED PLACEMENT LITERATURE AND COMPOSITION COURSE SYLLABUS**

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**COURSE WEBSITE:** [www.chsapenglish.weebly.com](http://www.chsapenglish.weebly.com)

## **INTRODUCTION**

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Welcome! Advanced Placement Literature and Composition is designed to help you grow as a reader, writer, collaborator, and most importantly, as a person. This course will challenge you in new ways to analyze and critically respond to a variety of texts, as well as share your perspectives. Our classroom is a community that will work together to support each other in the creation of knowledge, meaning, and quality work.

## **COURSE DESCRIPTION**

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Advanced Placement Literature and Composition is an 18-week course that emphasizes careful and deliberate reading of novels, essays, plays, poetry, and nonfiction, followed by unit assessments consistent with College Board recommendations for reading and writing, while also investigating voices in literature from around the world. This course is intended to meet college level requirements and push student thinking above and beyond the high school level.

Beginning college writing will be taught with emphasis on effective use of rhetoric, which includes controlling tone, establishing and maintaining voice, and achieving emphasis through appropriate choices in diction and sentence structure. All writing assignments will be completed through a writer's workshop, where students will have the opportunity to receive feedback from one another and their teacher.

Students should expect a rigorous schedule of reading, writing, and thinking about literary perspectives from around the world and across time. The course will demand significant out-of-class work in preparation for discussions, writing, and thinking to be synthesized during class. Students should also expect to prepare for the capstone AP Literature and Composition exam. Upon completion of this course, students will not only be prepared to take the AP Literature and Composition exam, but will also have acquired the tools necessary to intelligently explore literature at the college level.

## **ESSENTIAL QUESTIONS**

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- How does literature reflect the human experience?
- What effect does social context and history have on literature?
- What is literature's cultural significance?
- How do experience (subjective response), interpretation (analysis of literary works to aid in understanding), and evaluation (assessment of quality within social and cultural contexts) affect our reading of literature?

## **COURSE OUTCOMES**

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In this course, students will:

- Advance critical thinking strategies and understanding for close reading, including:
  - o Structure, style, and themes
  - o The social and historical values it reflects and embodies
  - o Such elements as the use of figurative language, imagery, symbolism, and tone
- Defend literature's value in the human experience
- Understand and effectively utilize rhetoric
- Develop disciplined writing practices, including formulating ideas, drafting, revising, workshopping, and editing
- Construct effective arguments using research to defend positions
- Advance vocabulary understanding and usage
- Make personal and meaningful connections to literature

## **COURSE ACTIVITIES**

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- Close readings
- Dramatic readings
- A wide array of textual discussions, including Socratic seminars, oral interpretations, small group discussions, and presentations
- Reader response postings (online)
- Peer responses (in class & online)
- Drafting, revising, and refining college-level essays
- Timed in-class AP-style essays
- Timed AP-style examinations
- Analysis of sample student AP essays
- Reading quizzes
- Research
- Writing group workshops
- Teacher-student conferences

## **READING ASSIGNMENTS**

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Students are required to read every assignment. Our readings outside of class will require extensive time and thought, and must be coordinated into students' schedule. Students should plan for at least 1-2 hours of assigned reading per night. Be prepared!

### **Major Texts**

*Beowulf*

Selections from *Canterbury Tales*, by Chaucer

*The Inferno*, by Dante

*The Odyssey*, by Homer

*Fahrenheit 451*, by Bradbury

*The Adventures of Huckleberry Finn*, by Twain

*Siddhartha*, by Hesse

*Hamlet*, by Shakespeare

*Rosencrantz and Guildenstern are Dead*,

by Stoppard

*To the Lighthouse*, by Woolf

Note: Students are encouraged, but not required, to purchase their own copies of the epic poetry, plays, and novels so that they are free to mark up the texts as they read. Class copies are available for students.

## **WRITING OBJECTIVES**

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*The College Board articulates the writing objective for students enrolled in AP Literature and Composition as follows:*

Throughout the course, emphasis should be placed on helping students develop stylistic maturity, which, for AP English, is characterized by the following:

- Wide-ranging vocabulary used with denotative accuracy and connotative resourcefulness
- A variety of sentence structures, including use of subordinate and coordinate constructions
- A logical organization, enhanced by specific techniques of coherence such as repetition, transitions, and emphasis
- A balance of generalization with specific illustrative detail
- An effective use of rhetoric, including controlling tone, maintaining a consistent voice, and achieving emphasis through parallelism and antithesis

Students will develop these writing skills through an assortment of writing assignments in the class, including, but not limited to:

- Informal reader-responses based on literature explored in the course
- Formal, informal, and creative writing that explores multiple perspectives and critical lenses in literature
- Expository essays, arguments, and analyses based on the course literature, discussions, and personal exploration
- Timed writing opportunities consistent with the format of the AP Literature and Composition exam
- Analytical, argumentative essays that draw upon textual details to make and explain judgments about a work's artistry and quality.

## Essay Summaries

1. In-Class Essays: Respond to writing on demand prompts, utilizing course texts to substantiate positions taken.
2. Argumentative/Analytical Essays: Craft an analytical argument utilizing rhetorical devices and specific textual details.
3. Literary Synthesis: Having read and analyzed several texts in the course, construct a thesis around a question or theme and organize supporting evidence in a logical way to support your argument. *This paper is not a summary, a comparison, or a review, but rather, the integration of what you have learned and your ability to use this learning.* Identify at least two to three texts from the course that address the theme and/or question upon which you choose to focus. *Note: This is the course final. Although we will spend structured class time on this project, it is expected that students prepare for this project throughout the entire course, collecting and reading all necessary materials.*

## Creative Writing Assignments

In addition to the critical writing assignments, students will compose creative pieces in several genres in order to deepen understanding of the rhetorical forms we study. The techniques that will be assessed in these creative assignments include structure, theme, and style (diction, syntax, figurative language, symbolism, and tone).

## Writing Submission

All major writing assignments will be submitted in **electronic form** using **Googledocs** to Mrs. Rohlf by no later than midnight of the required due date.

**About Internet access:** If you do not have Internet access at home, or if your home Internet isn't working, you will still be expected to complete online assignments. Free Internet access is available at the Charlotte Public Library, located at: 226 Bostwick Street South, Charlotte, MI 48813 (517)543-8859

## GRADING

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In this class, you are expected to work hard and complete your best work possible. Your grade will be based on your growth over the course of the semester, and since you have committed to taking an advanced class, the expectation is that every student will put in the effort necessary to earn an "A." In order to demonstrate proficiency in each of the course learning goals, AP English students are required to submit every assignment within the **Products** category. **Failure to submit a "Product" assignment will result in an incomplete score for a course standard, and thus result in overall failure of the course.**

We will also adhere to the following English department-wide policy:

<b>English Department Grading Policy</b>
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In an effort to ensure that students are held accountable for producing work that clearly exhibits their skill and knowledge levels in all English courses, the department has developed and agreed upon the following policies:

### Grading Policies

In all English courses, students' grades will be determined by their performance on assignments that lead up to a demonstration of learning, assignments that demonstrate learning, and on their level of responsibility when it comes to completing required classroom tasks. By dividing the grade into these three categories, the department ensures that students are graded on their demonstration of knowledge, and that all parties involved, including students, parents, and teachers, can clearly see what students know as well as how well they are upholding their classroom responsibilities.

For AP English, the percentages of the overall grades are as follows:

Category	Description	Weight
Professionalism	All students are expected to produce work in a professional and timely manner, which includes turning work in on time, participating in classroom discussions and activities, and behaving in a manner that allows learning to take place. This category includes a grade associated with these behaviors.	5%
Process	This category includes any and all assignments that a student must complete to generate new knowledge or practice existing knowledge. This grade will reflect the effort the student took toward understanding and showing knowledge on the unit standards. These may include, but are not limited to, in class and homework assignments, quizzes, journals, etc.	10%
Product	This category includes any and all assignments designed as opportunities for students to show their proficiency within the course goals. Product assignments include, but are not limited to, tests, projects, and essays.	85%

### Grading Scale

Process, Products, and Professionalism will all be graded on a 4-point scale. This scale is being used to prepare students for college-level grading requirements.

Score	Explanation
<b>4 (A)</b>	Student is proficient and goes above and beyond proficiency of a skill/standard; student can teach others in a skill/standard.
<b>3 (B)</b>	Student is proficient at a skill/standard and performs without making mistakes.
<b>2 (C)</b>	Student is progressing towards a skill/standard, but not meeting it
<b>1 (D)</b>	Student is very limited and not proficient at a skill/standard
<b>0 (E)</b>	Student makes no attempt towards meeting skill/ standard

Using this 4-point scale, students will receive one **Process** grade per unit. Below is process rubric:

Expectations	Criteria				
	<b>4</b> Consistently exceeds...	<b>3</b> Consistently meets...	<b>2</b> Inconsistently meets...	<b>1</b> Does not meet...	<b>0</b>
Work Completion/ Timeliness	-All work is completed (no missing work) -All work was handed in on time	-All work is completed (no missing work) -One late assignment	-All work is completed (no missing work) -Two late assignments AND/OR -At least one assignment is missing	-Most work is completed late AND/OR -More than one assignment is missing	-Student makes no attempt to turn in assignments

Using this 4 point scale, students will also receive one **Professionalism** grade per term. Below is the rubric that will be used. The score will be an average of the two category scores.

Expectations	Criteria				
	<b>4</b> Consistently exceeds...	<b>3</b> Consistently meets...	<b>2</b> Inconsistently meets...	<b>1</b> Does not meet...	<b>0</b>
Attitude and Interpersonal Skills	-Student respects self, classmates, and teacher through actions and speech -Student contributes effectively to discussions (listening, talking, and body language) -Student displays attitude of reverence toward all learning endeavors	-Student respects self, classmates, and teacher through actions and speech -Student contributes effectively to discussions (listening, talking, and body language)	-Student typically respects self, classmates, and teacher through actions and speech -Student contributes to discussions	-Student does not always show respect to self, classmates, and teacher -Student rarely contributes to discussions	-Student makes no attempt to display positive attitude, respect toward others -Student does not contribute to discussions
Initiative and Responsibility	-Student uses time wisely and is proactive in learning situations -Student is consistently ready to participate and follows directions -Student responds to all in constructive ways -Student goes above and beyond to improve the learning environment for all	-Student uses time wisely and is proactive in learning situations -Student is consistently ready to participate and follows directions -Student responds to all in constructive ways	-Student typically uses time wisely and is often proactive in learning situations -Student is ready to participate and follows directions -Student typically responds to all in constructive ways	-Student does not use time wisely and is often a hindrance in learning situations -Student is not ready to participate or follows directions	-Student does not attempt to display initiative or responsibility

## Grading Equivalents

The following are equivalent percentages and letter grades for averaged scores given on the 4.0 scale. These letter grades are what will appear in the Skyward grade book. *NOTE: When checking grades in Skyward, focus on the letter grades as this course has weighted percentages to correctly correlate with the 4.0 scale.*

100-90.5 A (4.0)	50-40.5 C (2.0)
90-83.5 A- (3.6)	40-33.5 C- (1.6)
83-75.5 B+ (3.3)	33-25.5 D+ (1.3)
75-65.5 B (3.0)	25-15.5 D (1.0)
65-58.5 B- (2.6)	15-7.5 D- (0.6)
58-50.5 C+ (2.3)	7-0 E (0.0)

## Revisions

- You are allowed to retake/revise any "product" assignment under the following stipulations:
- All of the Process assignments within the unit must be **completed** BEFORE you can retake/revise the Product assignment.
- You may revise/retake the assessment within a certain time frame (differs depending on assignment); if you wish to retake an assignment, you must stick to this time frame. If being in the classroom is required (i.e. test) you **MUST** set up a time to do so with me in **advance**. If the assignment is done outside of school (papers, projects, etc), I can collect it at any time.
- The grade on the revision/retake *replaces* the original grade.

## ABSENCES & MAKE-UP WORK

**Late work is not acceptable in a course of this level. If you are absent, it is your responsibility to stay on top of classwork. This means using the course website, contacting your peers, and e-mailing Mrs. Rohlf if necessary. Even if you miss a day of class, you are still required to turn in major assignments on their due dates.** In the event of a family emergency or other extenuating circumstances, you may request extensions. The timeline for extensions will be handled on an individual basis.

*Additional Expectations:*

- Obtaining/understanding make-up work should in NO WAY disrupt class time.
- Not all activities and assignments in this class can be made up. Some specific events occur only during class at a given time (discussions, presentations, guest speakers, etc.) Students with an unexcused absence during such activities will forfeit any assigned points.
- We are on a fast-paced schedule, so keep up with the work you miss and avoid absences as much as possible.

## CLASSROOM EXPECTATIONS

- Be prepared. Come to class with *all* materials *every day*. Turn in assignments *on time*.
- Be nice. Hateful speech, put-downs, derogatory comments, etc., will not be tolerated.
- Respect. Respect yourself, everyone in our class, and personal/school property.
- Communicate. Let me know (in advance!) when you need help or have questions. An essential skill for college learning is becoming an advocate for your needs.
- Participate. Our different talents and personalities allow us to contribute to our class in many different ways. Make your contribution count.
- Follow School Rules. Rules regarding behavior, dress code, IDs, bullying, cheating, plagiarism, etc. will be enforced according to the student handbook.
- Remember: no hat/hood wearing. If you come in wearing a hat, you'll be asked to hang it on one of the hooks at the classroom entrance.
- No distracting food or drinks in class. Slushies from the school store are never allowed.
- No cell phone use. iPads must be stowed away until you are asked to use them for our lesson.
- End of the block: Remember that I dismiss you and the bell does not. Please show me respect by not packing-up during the last few minutes of class and I will be happy to show you respect by dismissing you on time at the end of the block.

## ATTENDANCE

It should go without saying that your success in this course is dependent upon your attendance. I will be strictly enforcing the tardy and attendance policy as outlined in the student handbook.

### CONTACT INFORMATION

This sheet will be utilized to contact students, parents, and guardians regarding positive feedback about the student and/or any potential concerns. Please fill out information for the best way to reach you.

**Student's Full Name** \_\_\_\_\_ **Block** \_\_\_\_\_

**Student's E-mail Address** \_\_\_\_\_

#### Parent Contact #1 (Primary residence)

Full name(s) of any parents/guardians at this residence:	E-mail address(es) acceptable for contact:	Phone number(s) acceptable for contact:

#### Parent Contact #2 (Secondary contact, if applicable)

Full name(s) of any parents/guardians at this residence:	E-mail address(es) acceptable for me to contact:	Phone number(s) acceptable for me to contact:

*We have reviewed the course syllabus*

**Date** \_\_\_\_\_

Student Name (print):

Parent/Guardian name (print)

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\_\_\_\_\_

Student Signature:

Parent/Guardian Signature

\_\_\_\_\_

\_\_\_\_\_

*Please leave boxes below blank. Thank you!*

### PARENT/GUARDIAN CALL LOG

Date	Time	Person contacted	Summary of phone call/ message