

### Advanced Placement English – Literature & Composition

Advanced Placement English students are potentially able to earn college credit, college placement test exemptions as well as honors credit on their high school transcripts through successful performance in the course and on the AP Exam. It follows that the curriculum of this composition and literature class will be congruent with the expectations of an entry level English college course.

In the AP English Literature and Composition course, students devote themselves to the study of literary works written in--or translated into--English. Careful reading and critical analysis of such works of fiction, drama and poetry, provide rich opportunities for students to develop an appreciation of ways literature reflects and comments on a range of experiences, institutions, and social structures. Students will examine the choices literary writers make and the techniques they utilize to achieve purposes and generate meanings (*AP Literature and Composition Course & Exam Description*, 11).

**Literature**--not all selections are read every year.

Course Textbook:

- *Literature & Composition*, Second Edition

Supplementary Texts:

- *How to Read Literature Like a Professor* by Thomas C. Foster
- *Literary Analysis & Essay Writing Guide* by Colin Shanafelt

Novels & Novellas:

- *The Metamorphosis* by Franz Kafka
- *Heart of Darkness* by Joseph Conrad
- *Frankenstein*, Mary Shelley

Drama:

- *Death of a Salesman* by Arthur Miller (Summer Work)
- *Trifles* by Susan Glaspel
- *Fences*, August Wilson
- *Hamlet* by William Shakespeare
- *Rosencrantz and Guildenstern are Dead* by Tom Stoppard

Poetry, Short Stories, and Prose Selections:

- Various selections from a wide variety of periods and genres

Independent Reading:

- Two to three independent reading books (to be selected from a teacher approved list of canonical British, American and world authors)

### Composition

It is expected that students will produce essays and written works that are:

- clear, well organized, and supported by detailed evidence
- carefully revised with attention paid to teacher feedback, logical organization, rhetorical structures, and transitions and will include writing intended to understand, to explain, and to evaluate.

**Formal Writing Workshop essays (to be graded with a 6 point analytic rubric):**

- style analysis and incorporating critical approaches

**Timed, in class essays (to be graded with a 6 point analytic rubric):**

- poetry Analysis, Prose Analysis and Open Ended Literary Analysis

**Other informal writing will occur frequently and may include:**

- Major works data sheets, quick-writes, discussion questions, and guided annotation

## Attendance and Participation

**It is expected that you will be in class and participating.** Success in AP class on a block schedule is difficult to do well in if a student is frequently absent or absent for prolonged periods. Please see below for the make-up work policy. In addition, you should not assume it is okay to miss class just because a teacher, coach or counselor asks you to. Presenting a note after the fact will not be acceptable. **I WILL NOT ACCEPT LATE WORK UNDER SUCH CIRCUMSTANCES.** Please tell your teacher, advisor or counselor that you cannot miss class unless you have been excused beforehand for any approved school activity or consultation (ex: sports tournament, special concert, leadership activities, field trips, or a plain ol' conversation).

**Tardy Policy** –All students are required to arrive on time to class. This means you are in the door before the bell rings. Any student arriving to class after the tardy bell and without a valid pass is tardy. I will follow the tardy policy as explained in the student handbook.

## Chromebooks

Students will have access to Chromebooks throughout the term. Many of the projects and assignments in the class will be completed and submitted online using Google Apps for Education. **Chromebooks are to be used for educational purposes only.** Students are not allowed to play games and/or access other sites deemed inappropriate or distracting during class time.

### **Expectations for Use:**

- 1) Chromebooks shall be closed when attention needed
- 2) Store liquids on the floor when Chromebooks are out
- 3) No plugging phones into Chromebooks for charging
- 4) Carry Chromebooks with two hands
- 5) Chromebooks shall lay flat on student desks
- 6) Don't stream music through Chromebooks

## Grading Policy

### **Weighted Categories**

### **Grading Scale**

Summative Assessment (60%)	90-100% = A	80-89% = B	70-79% = C	60-69% = D	59% and lower = F
Formative Assessment (40%)					

## Late Work & Make Up-Work

All homework assignments are due **at the beginning of class** on the day assigned. **NO LATE HOMEWORK WILL BE ACCEPTED** --this includes turning anything in **after class** or **after school**. **ALL WORK DUE EACH DAY NEEDS TO BE TIME/DATE STAMPED WHEN YOU GET TO CLASS.**

- **In the case of absence**, it is the student's responsibility to get make-up work the same day they return. Check the daily agenda and pick up the assignments and handouts from the designated file. Assignments must be completed by the next day, or if absent more than one day, by a date determined by the number of days absent.
- **All MAJOR assignments are due at the beginning of class on the assigned date, regardless of the student's attendance or non-attendance in class.** All assignments are announced well in advance of the due date, and in the event of illness, medical appointments, field trips, or family vacations, the student must make arrangements for the work to be turned in on time or it will be counted late. Timely submission to Google Classroom and Turnitin.com fulfills the student's obligation.
- **Problems with internet, computers, USB drives, and printers are not acceptable excuses for late work.** I encourage all of my students to save to USB drive, Google Drive, hard drive and email. The computer lab and library are open before and after school – but sometimes they are unreliable..

## Academic Honesty Policy

Representing someone else's work as your own is dishonest. It compromises your integrity and diminishes what we stand for as a school community. We believe that your success is dependent on your efforts. You are expected to complete your work with honesty and integrity, as it represents what you can and cannot do.

Cheating is defined as representing someone else's work as your own or allowing someone to represent your work as their own. In a broad sense, cheating includes, **but is in no way limited to, the following:**

- Copying homework or allowing someone to copy your homework
- Looking on another's test or quiz or letting another student look on a test or quiz
- Reporting to another student what is on a test or quiz, including providing questions or specific answers
- Using any secretive methods of giving/receiving answers on a test or quiz
- Taking information from another source that is not properly attributed
- Working with others on an assignment that was meant to be done individually and/or
- "Working together" and producing strikingly similar work
- Taking someone else's assignment or portion of an assignment and submitting it as your own
- Giving someone else's work to another student to copy (all parties will be held responsible)
- Using summaries or Shmoop (or similar) in lieu of reading assigned material
- Stamping incomplete work in an attempt to pass it off as completed on time

When a student is not sure what would be considered cheating for a particular assignment, s/he is responsible for requesting clarification from the teacher.

- **Students caught partaking in academic dishonesty will receive a grade of zero** (with a cheating code in place of a grade) for the assignment without the opportunity to make it up. **This includes all involved parties-those who cheated and those who assisted in any way.**
- For students caught partaking in academic dishonesty on multiple occasions, all parties involved will receive zeros for affected assignments, parents will be contacted, referrals will be written, administrators will be involved, and grades ultimately will suffer.

### **In accordance with the RCHS Advanced Placement course policies:**

- Students enrolled in this course receive weighted scores of one grade point higher than normal (an A gets 5 grade points instead of 4). Weighted grades will only be conferred to students who pass the course with a grade of C or higher. Grades of C- and lower will receive the AP weighted grade.
- Parents will not be allowed to withdraw their child from an AP class after the second week of the course. Parents wishing to withdraw their child from any AP class *prior* to the second week may do so only after a conference with the AP teacher for that course. For any drops after the second week, the student will receive a "Drop F" for the course which will remain on the student's transcript.

At the discretion of the instructor and in consultation with administration and counseling staff, a student receiving a grade lower than a C- at the end of the first grading period may be dropped to the next lower level course or into an available elective. A student having significant problems with attendance or behavior may also be recommended for removal from the AP course at the discretion of the instructor.

**Discipline Policy** – Refer to the student agenda regarding behavior guidelines, cell phones, non-allowed items, and student dress code.

- ★ Students are expected to respect themselves, other students, the teacher, the classroom and its contents at all times.
- ★ **Cell phones must be kept turned off and out of sight unless otherwise instructed by the teacher.** Any student found with a cell phone or non-allowed item out of his/her backpack will have the item confiscated. Any subsequent offence will result in confiscation of the item and detention.
- ★ Inappropriate behavior includes, but is not limited to, talking out of turn, sleeping, talking back to and/or arguing with the teacher, disrespectful behavior towards other students or teacher, profanity and/or derogatory language, inappropriate use or abuse of classroom materials, and inappropriate use of classroom time.

Dear Parent/Guardian and Student,

Please take a moment to review the class policies for **AP English Literature & Composition**. When you have finished, please complete this form, detach and return it to Mrs. Smith. If you have any questions about the course work or class expectations please contact me so that we can work together to make this a successful year. My phone number is (916) 375-7800 ext. 2351 and my e-mail is [ssmith@wusd.k12.ca.us](mailto:ssmith@wusd.k12.ca.us).

Thank you in advance for your time.

**We have reviewed the course expectations and class policies for AP English Literature & Composition.**

Student \_\_\_\_\_ Student \_\_\_\_\_  
(Print first and last name) (Signature)

Parent/Guardian \_\_\_\_\_ Parent/Guardian \_\_\_\_\_  
(Print first and last name) (Signature)

Parent/Guardian Phone Number (where you would prefer to be contacted) ( ) \_\_\_\_\_ -- \_\_\_\_\_

Parent/Guardian e-mail address \_\_\_\_\_

**Please read and sign other side of paper, too. ----->**

## PARENTAL CONSENT FOR USE OF APPLICATIONS AND WEB-BASED SERVICES

Name of Pupil: \_\_\_\_\_ Birthdate: \_\_\_\_\_

Dear Parents,

In order for Washington Unified School District to continue to be able to provide your student with the most effective tools and applications for learning, we need to abide by federal regulations that require a parental signature as outlined below.

Washington Unified School District utilizes several software applications and web-based services, operated not by Washington Unified School District, but by third parties. These include:

- Remind
- Quizlet
- Khan Academy
- EasyBib

The list of the programs our class will be using with the privacy policy for each can be found at:

- Remind: <https://www.remind.com/terms-of-service>
- Quizlet: <https://quizlet.com/privacy>
- Khan Academy: <https://www.khanacademy.org/about/tos>  
<https://www.khanacademy.org/about/privacy-policy>
- EasyBib: <http://www.easybib.com/company/privacy>  
<http://www.easybib.com/company/terms>

In order for our students to use these programs and services, certain personally identifiable information, generally the student's name, must be provided to the website or application operator. Under state and federal law, these websites must provide parental notification and obtain parental consent before collecting personal information from children under the age of 13. The district will not knowingly use, with or without your consent, any program or service if the program or service sells or shares personally identifiable information beyond what is necessary to operate the program or service, in the case of a merger or acquisition, or as required by law.

I, as a parent/guardian of the above named pupil consent for Washington Unified School District to provide personally identifiable information of my child consisting of first name, last name, username, and limited student work and consent for the pupil to use the these programs and services:

(I consent / I DO NOT consent) [CIRCLE ONE] for the pupil stated above to use the following tools:

- Remind
- Quizlet
- Khan Academy
- EasyBib

Parent/Guardian Name (PLEASE PRINT): \_\_\_\_\_

Parent/Guardian Signature: \_\_\_\_\_

Date: \_\_\_\_\_

## Course Description

**Integrated into all units: grammar, poetry, independent reading, multiple choice practice**

### Unit 1: Q1 (2 Weeks)

- *How to Read Literature Like a Professor* by Thomas C. Foster (summer reading)
- *The Things They Carried* by Tim O'Brien (summer reading)
- 2013 AP English Literature Exam Free Response Question 3 Prompt and Rubric
- How to determine the Meaning of the Work as a Whole (MOTWAAW) & incorporate it into a strong thesis
  - In-class timed write
- Sample Essays – for the 2013 Q3 and the Sample Set of 9
- For norming and scoring using the 9-point rubric
- Writing workshops and building of success criteria
- Process Essay

### Unit 2: Q2 (2 Weeks)

- *How to Read Literature Like a Professor* by Thomas C. Foster (summer reading)
- 2005 AP English Literature Exam Free Response Question 2 Prompt and Rubric
- In-class timed write
- Sample Essays – for the 2005 Q2
- For norming and scoring using the 9-point rubric
- Lessons on Literary Devices and their effect in Literature:
  - Diction
  - Detail
  - Imagery
  - Syntax
  - Tone
- Writing workshops and building of success criteria
- Process Essay

### Unit 3: Q3 (1 Week)

- *How to Read Literature Like a Professor* by Thomas C. Foster (summer reading)
- 2015 or 2002 AP English Literature Exam Free Response Question 1 Prompt and Rubric
- In-class timed write
- Sample Essays – for the 2015 or 2002 Q1
- For norming and scoring using the 9-point rubric
- Reinforce lessons on Literary Devices and their effect in poetry
- Writing workshops and building of success criteria
- Process Essay

### Unit 4: Heart of Darkness (3 Weeks)

- Background lesson on the Belgian Congo and ivory trading
- Authorial Intent
- Reading of the book together in class and as homework
- Journal Assignment
- close reading of text; guided reading and annotation of text nightly
- resulting in written evaluation on several topics/themes found in the novella
- Q2 or Q3 process essay depending on which needs more scaffolding at the time (midterm)

## Unit 5: Poetry: Scansion & Rhythm (2 Weeks)

- Lesson on Poetry, Meter, and Rhythm
- Scansion with Lego
- Identification of scansion & meter in several poems
- Poetic form with final focus on the Sonnet
  - 2014 AP English Literature Exam Free Response Question 1 Prompt and Rubric as process essay with workshopping and feedback

## Unit 6: *Hamlet* (4 Weeks)

- Into activities from American Shakespeare Company
- o Name tags & family groups
- o Who's who? -- Translation & What do we know about this character
- o PowerPoint – take notes
- First 100 lines
- o Read How to Stage a Scene & The Basics – Combine with O choices
- o Talk about how we have to close read Shakespeare because he doesn't give stage direction/background/setting info—we have to read that into the piece—hence choices
- Act I - First 100 Lines
- o Read around – isolate vocab issues and define
- o Read around again
- o Break down for basic situation
- o What do you know—anything you can pull from the text
- o Have students perform lines 1-10 while making verbal, physical and O choices
- Break room into 6 groups (ish depending on size of class) assign lines 1-20, 21-45, 46-78.
- o Give handout -- Hamlet Group Assignment - I.i.1-106
- o Students present, observers take notes on choices—good and questionable
- o Watch the scene in the movie
- Act I.ii
- o What is Claudius up to?
- o Read around, define, answer questions, establish basic situation
- § Paraphrase
- § Scan
- o Lesson 1- Rhetoric (Antithesis & Syntax)
- § Written response—Write and CEES paragraph about how Claudius' character is revealed through scansion, syntax, and antithesis
- o Lesson 2- Irony (Hamlet's conversation with mom)
- o Hamlet's 1<sup>st</sup> soliloquy
- § Me Tarzan, You Jane (see notes on Soliloquy from observation of Tim's class, below).
- § The Comma Walk (See notes from Tim's class)
- § Analysis of "O what a rogue and peasant slave am I" – instructions on word doc in hamlet files.
- Begin watching film
- o Stop at each soliloquy and give analysis handout as HW
- o Stop to discuss Laertes advice to Ophelia, Polonius' advice to Laertes, Polonius' talk with Ophelia
- Soliloquy 2 handout
- Soliloquy 3 handout
- Soliloquy 4 handout

- Soliloquy 5 handout
- Finish film this way and assign essay.
- o Essay prompt: Choose three soliloquies from Shakespeare's *Hamlet*. Hamlet throughout his soliloquies discusses various topics ranging from his mother's marriage to his own cowardice. In a well-organized essay, briefly summarize Hamlet's thoughts and analyze how literary and poetic devices including diction, imagery, and scansion help to convey his state of mind.

**Unit 7: *Rosencrantz and Guildenstern are Dead* by Tom Stoppard (3 Weeks)**

- Tenets of Existentialism and intro to Theater of the Absurd
- Read play together in class while stopping to discuss where we see existential elements at play and their effect
- Existential Society project (final)