

**English 7-8 Advanced Placement Literature and Composition
Plan for Student Success**

School: South Mountain High School
Department: English
Grade Level: 12
Phone: 602-764-5000
Website: <http://www.tinyurl.com/apcano>

Instructor: Mr. Cano
Room: M125
Pre-requisites: Proficiency on AIMS and success in English 5-6 H or AP English Language and Composition or Instructor recommendation
E-mail: jcano@phoenixunion.org
Office Hours: 7:30-7:55 a.m., 2:40-3:35 p.m.

Student Initial **Parent Initial**

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I. Course Description

AP English Literature and Composition is a program of language and composition designed for college-bound students who are academically ambitious and highly motivated independent learners. Students in this program are characterized by a capacity for abstract thought, an eagerness for intellectual inquiry, a habit and love for reading and a superior record of scholastic achievement. This course is designed to develop an understanding of the universality of human experience that is revealed through reading representative literature of several cultures and eras. Writing assignments focus on the critical analysis of literature and include analytical, expository and argumentative essays. This course is demanding and students are expected to take the AP Exam in Literature and Composition. College credit or advanced placement in college may be granted based on AP exam results.¹

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II. Text and Materials Required

British Literature, McDougal Littell (provided by teacher)

Literature: An Introduction to Reading and Writing, Pearson Education (provided by teacher)

- 1 ½ inch to 2- inch 3-ring binder
- Seven tab dividers
- 8.5-inch by 11-inch filler paper (150 sheets)
- At least 4 blue and black ink pens
- Pink, yellow, green, and blue highlighters (required)

All students are required to have their materials in class everyday. In addition, students/parents may be asked to purchase novels to be read in class throughout the course.

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III. Student/Classroom Expectations

AP students' performance and behavior expectations are high and the workload is challenging. First, and foremost, an atmosphere of respect of individuals and ideas is emphasized. Disrespectful behavior will be dealt with on a case-by-case basis.

It is my belief that AP/Honors students are leaders on campus and should carry themselves in this fashion.

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IV. Reading/Writing Expectations

AP English Literature and Composition course engages students in the careful reading and critical analysis of imaginative literature from the 16th to the 21st century. Through the close reading of selected texts, students deepen their understanding of the ways writers use language to provide both meaning and pleasure for their readers. As they read, students consider a work's structure, style and themes, as well as such smaller-scale elements as the use of figurative language, imagery, symbolism and tone.²

As a result, students are expected to :

- Write in alignment with MLA (Modern Language Association) standards;
- Analyze various literature pieces in a detailed manner, focusing on characterization, comparison, and poetic elements to accomplish writing goals;
- Read grade-level or higher novels, essays, dramas, poetry, and visual media either in class or independently. This can be in the form of literature circles, assigned reading for homework, etc.;
- Adhere to district policy regarding academic misconduct/plagiarism. Academic misconduct includes, but is not limited to, cheating, plagiarism, forgery, and lying.

¹ <http://www.phoenixunion.org/> Search: Course Catalog, p. C17.

² <http://apcentral.collegeboard.com/apc/public/repository/ap-english-course-description.pdf>

_____ **V. Attendance/Truancy Expectations**

The AP Literature and Composition class will adhere to South Mountain High School's attendance and truancy policies. South's attendance policy is triggered after three, six, and nine absences and may result in a loss of credit or withdrawal from class. The tardy policy, which mandates that action be taken per tardy, includes consequences such as detention, Saturday school, etc.

_____ **VI. Academic Expectations/Policies**

Traditional evaluation tools are employed in the course. These may include exams, tests, essays, reports, presentations, and speeches.

As per district marks and grading policy, the following grade scale is used:

A – Superior = 100-90%

B – Above Average = 89-80%

C – Average = 79-70%

D – Below Average = 69-60%

F – Failing = Below 60%

Universities do not recognize grades below C. As this is a college-level course, it is in your best interest to maintain a C or higher. In the event your grade drops below a C, interventions will take place, beginning with tutoring during 0 or 8th period and may extend to Saturday School.

To evaluate essays, a modified AP writing rubric is used, which assesses writing on a scale from one to nine, or showing little mastery to showing sophisticated mastery of writing.

Evaluation of reading assignments includes evidence of significant annotations and completion of dialectic, or double-entry, notes.

For term grading, the following percentages are assigned to their respective categories:

-Essay Final Drafts = 25%

-Tests/Exams = 25%

-Classwork (including rough and revised drafts, etc.) = 20%

-Homework = 20%

-Participation = 10%

As with college courses, homework is assigned often. Because this is a college-level course, time management is critical in the classroom and at home. A minimum of two hours dedicated to this class at home is recommended for success in the course. If absences occur, students are responsible for completing missed assignments. An assignment recovery center is in the classroom for this purpose. Late assignments will lose 10% of its grade per day late.

_____ **VII. Senior Portfolio Presentation**

At the end of the school year, seniors present a portfolio of accomplishments throughout their high school experience. The portfolio and their presentations are part of their grade in this course.

_____ **VIII. Notification of Title I Status**

Academic tutoring and test preparation is available to all students. Additional support for passing classes and graduating on time is the intent of these services. Support through Title I funding is available in the areas of: math, reading and English. If interested, please contact the Principal, Mrs. Williams, or Assistant Principal for Instruction, Dr. Sheffield, for additional information at 602-764-5000.

At any time, this Plan for Student Success is subject to change. It is the teacher's responsibility to notify students and parents of any changes to this document in a timely manner.

By signing below, you acknowledge thoroughly reading and agree to the terms in this Plan of Success for Mr. Cano's AP Literature and Composition class.

Student Name (Please Print): _____

Student Signature: _____

Date: _____

Parent Name (Please Print): _____

Parent Signature: _____

Date: _____

Parent Email: _____

Parent Phone: _____