

**All students will take the Literature and Composition Exam. All students are *recommended* to also take the Language and Composition Exam.**

### 1. Instructor Information

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ACC information: <http://clackamas.edu/acc>

### 2. Grading Methods & How Grades are Determined/Class Policies

*Points:* Grades will be calculated on a straight points system, with individual point totals relative to the importance of the assignment. Not all assignments will receive points. We will tend toward several large assignments worth more points rather than many smaller assignments worth fewer.

Graded assignments include quizzes on reading comprehension *before* any class discussion; exams on all major works; either on-demand or formal papers after each major unit; projects and presentations; and a general “participation” grade at the end of each semester based on completion of all non-graded work and actual participation in class discussion and activities.

*Last year's grades:* (for your anecdotal information) about 55% A, 30% B, 12% C or below

*Letters converted to points:* Letter grades on essays will be converted to points as follows:

A = 95-99 A- = 90-94 B+ = 87-89 B = 84-87 B- = 80-83 C+ = 77-79 C = 74-76 C- = 70-73

*Late:*

- a. official policy: 10% deduction daily for 3 days, 0% thereafter
- b. unofficial policy: speak to me in advance of an issue; we'll set something up; it's okay
- c. literal or practical emergency (broken arm, broken brain): talk to me; we'll set something up. Work a reasonable amount of time and until a reasonable hour. If you reach the point where you're not really making progress, you're simply getting frustrated and/or going back over the same things for the fifteenth time, stop. Never cross the line where you become more destructive rather than constructive. Call this the Law of Diminishing Returns. Talk to me.

*Rewrites:* As necessary and as personal development plans dictate. Rewrites must be accompanied by the original. I will re-grade the revision. Maximum increase in grade possible: one letter. You cannot go down in grade with a rewrite.

*ACC Implications:* Students must have no lower than a “B” to receive ACC credit for the

course.

*Attendance:* Necessary at all times, though not officially a portion of your grade for the class. Any pre-arranged absences (college visits, family obligations, ODS, school tournaments etc) require completion of missed work prior to leaving.

*Participation:* Necessary for successful class community. Note there are many ways to participate.

*Plagiarism:* Unethical, unlawful, anti-social, anti-intellectual, bad karma, etc. If a student plagiarizes or has other unethical academic behavior it will result in a zero for the assignment. Repetition of this behavior will result in an "F" for the course.

*Student Behavior:* Students are expected to behave ethically and respectfully in regards to their work and their interactions with others. All elements of the Student Handbook apply. Because this class is a dual credit class, earning high school and college credit, you are held to student conduct policies for WLHS and Clackamas Community College. Please refer to the college handbook at <http://www.clackamas.edu/documents/handbook.pdf>

**To be eligible for college credit for this class through the Advanced College Credit program at CCC, students must complete the entire course and complete the curriculum as approved by the college.**

### 3. Course Information

- WLHS: AP English (1090)
- 2 semester credits

ACC: Eng 104, WR 121  
4 credits each course

• **Course Description:** English 12 AP Literature/Composition is an intensive course which emulates college coursework and emphasizes writing concisely, thinking clearly, and reading critically. The course stresses the importance of independent meaning-making as students engage in the critical reading and analysis of literature. Students will develop critical thinking skills, use reading and writing to construct meaning, expand their understanding of discourse in academic and social communities, and take control of their literacy development. The course is fueled by active student participation in the study of complex work of recognized literary merit. Students are required to take the AP exam for which college credit and/or appropriate placement may be earned at participating colleges.

**Essential Questions** Concepts providing focus for student learning

- What are the defining characteristics of the major genres of literature (short fiction, novel, drama, poetry)? How does each genre communicate meaning? What are the similarities and differences in the techniques?
- What is an author's meaning-message and how is it communicated?
- How do we define a writer's individual style? What impact does style, or *how* the writer writes, have on the meaning of the text?
- What are the various approaches to literary interpretation and analysis (social, cultural, textual, topical) and how do they define the meaning of a text?
- How does literature define and deepen our awareness and appreciation of the human experience?
- What impact can an exploration of various cultural contexts have on our own personal experience?
- How does writing about literature broaden and deepen our understanding of a text and our own personal experience?

## Course/Objectives/Proficiency Statements/Student Learning Outcomes

Upon completion of course, students will:

- Gain a meta-cognitive awareness of their development as formal, academic writers.
- Develop a personal style and voice in their writing while maintaining traditional academic standards of argumentation.
- Learn to examine texts on literal and figurative levels.
- Appreciate that literature reflects and affects history, culture, social values, and individual philosophies.
- Further their understanding of collective human identity while continuing to develop and broaden their awareness of their own identity.
- Understand that active participation in small and large discourse communities is essential to individual learning.
- Know and apply all the major literary terms (metaphor, symbol, irony, tone, etc.).

## **Additional Specific Learning Outcomes for AP English at WLHS (those listed above are for all English 12 students in the District)**

Upon completion of course, students will:

- Use the writing process to pre-write, revise, and complete finished quality work. Students will focus on organization, development of ideas with specific evidence in support, word choice and sophisticated style in their development of their voice for appropriate audiences, and correctness in their writing.
- Develop the skill to appropriate research and cite material in their work (MLA style); students will appreciate the value of academic honesty and understand exactly what plagiarism and other forms of cheating are.
- Read texts carefully and examine the style and technique of authors both in nonfiction and fiction.
- Identify the component parts of a story and distinctive elements of various genre of literature.
- Understand various schools of literary criticism and reading texts analytically from these various points of view.
- Analyze the influence of philosophy on a piece of literature
- Appreciate the value of reader's own response to literature and be able to develop the personal essay regarding what one has learned from reading a text.
- Identify the theme of a piece of literature and to draw connections to other texts with the same theme.
- Use terminology connected to the study of literature accurately in discussion and writing.
- Write well-constructed literary analysis essays (including thematic analysis, character analysis, and structural analysis) that draw specific evidence from text and logically develop an argument from a meaningful, original thesis to a conclusion of import.

## Prerequisites:

Students must be seniors at WLHS.

Successful completion of application process for placement in the class including a timed on-demand essay, a personal essay, a review of GPA, and recommendation from English 11 instructor.

## Required Text:

*Sound and Sense* Perrine (Some additional poems will be used from various sources)

Nonfiction excerpts/essays do not come from a specified text and will be provided to students

Short stories do not come from a specified text and will be provided to students

Other required texts are the novels and plays themselves, and may include, but are not limited to the following:

*Canterbury Tales*, *A Midsummer Night's Dream*, *Macbeth*, *Hamlet*, *Death of a Salesman*, *Jane Eyre*, *Heart of Darkness*, *Lord of the Flies*, *Brave New World*, *The English Patient*, *Portrait of the Artist as a Young Man*,

*Peace Like a River, Man's Search for Meaning, Franny and Zooey, A Prayer for Owen Meany, House of Spirits, The Road, Bel Canto, The Help, 1000 Splendid Suns, Sula, The Plague*

Major Topic Outline:

1. Introductions and Summer Reading: 2 weeks

"How to" read, write, discuss for AP English level work including journaling, in-class timed essay, close reading, informal response essay, the personal essay for college entrance, setting personal writing goals.

2. Comedy and The Comic Vision: 5 weeks

Literary history overview, definition of Comedy and Comic Vision.

- \* *The Canterbury Tales*

- \* *A Midsummer Night's Dream*

- \* Major paper (5-8 pages): analysis

- \* Independent reading/study of *Jane Eyre*. In class essay: critique of Comic Vision incorporated in novel

3. Tragedy and The Tragic Vision: 6 weeks

Literary history overview, definition of Tragedy and Tragic Vision

- \* *Hamlet* or *Macbeth*

- \* *Death of a Salesman*

- \* Major paper (4-6 pages): Elizabethan/Classic Tragedy 'vs' Modern Tragedy

4. The novel: 8 weeks

- \* *Heart of Darkness*

- \* *The English Patient* or other selection

- \* Writing work on stylistic devices of authors

- \* Major paper (5-8 pages): creative essay in author's style

5. Poetry: 5 weeks

Focus on style and devices in poetry

- \* *Sound and Sense* and various poems from other sources

- \* Writing work on explication skills; weekly in-class essays (timed)

- \* Major paper (4-6 pages): reframe and fully execute one of the in-class essays

6. Nonfiction: 5 weeks

Focus on rhetoric and composition and style of nonfiction. Students will read a wide range of nonfiction from various authors and will write narrative, expository, analytical and argumentative pieces under timed conditions.)

Concurrent work is novel project on own (*Bel Canto* or other selection) writing will include research on author and style.

7. Literary Criticism: 5 weeks

Focus on various schools of literary criticism and application of various lenses to reading contemporary novel/fiction (perhaps short stories). Students will write analysis of one piece from more than one critical perspective.