

West Linn High School
AP Senior Language and Composition
ACC Credit Available:
Writing 121

Course Outline

Course Number:	WR-121
College Title:	English Composition
High School Title:	AP Senior English/AP Literature and Composition
Date Approved:	
High School Credits:	1.0
College Credits:	4.0
High School Instructors:	Meagyn Karmakar, 503-673-7815 ext 4872

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Andy West, 503-673-7815 ext 4903
Email: westa@wlwv.k12.or.us

Course Placement Criteria:
forecast in

no prerequisites; students must
advance and complete summer
reading process;
the course is open to high school
seniors only

Course Descriptions:

AP English 12 (WLHS):

The writing program is flexible and strives to personalize instruction and practice:

- you can expect increased choice in tailoring assignments to your individual needs, but with that freedom comes the need for increased responsibility
- the central goal of the writing program is to develop objective self awareness as a writer, so that one may then *write with intention*
- a secondary goal is to develop the ability to write under time limits
- please think of the teacher as less of an *authority* and more of a *resource*

Writing 121 (CCC):

Introduces the academic essay. Students learn to use a writing process, from brainstorming to polishing, as they develop original responses to challenging articles and academic essays. The class emphasizes information literacy: how to find and evaluate source material, as well as integrate and cite it.

HS Student Learning Objectives:

Upon completion of course, students will:

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

Additionally, HS students will study and develop skills in the following areas:

1. Reading and responding to college-level texts: how to apply basic critical thinking skills to complex issues in texts and other forms of media. How to build responses to reading into original essay topics.
2. The writing process: how to use prewriting tools such as brainstorming and free-writing to generate ideas. How to improve essays through revision and polishing.
3. Elements of academic essay writing, including organization, paragraph structure, sentence structure, and style, as well as some review of grammar, mechanics, and usage, as necessary.
4. The variety of academic audiences and disciplines: how to analyze and address their expectations.
5. Introduction to argumentation: how to recognize and analyze it in reading, and how to begin crafting it in writing.
6. Finding, evaluating, and using information: an introduction to the economic, social, and legal issues surrounding the use of information, and how to use advanced research techniques to locate information, formulate a problem statement, determine the type of information necessary to address it, and evaluate the information critically. How to integrate source materials and avoid plagiarism using MLA citation format.
7. Discussing ideas and critiquing others' writing in a constructive and respectful manner. Reflecting on one's own writing and learning.

College Student Learning Outcomes:

Upon successful completion of this course, students should be able to:

1. accurately read and respond, in discussion and writing, to college level texts, and analyze them in detail, for both content and form; (WR1) (WR3)
2. independently create clearly written, thesis-driven academic essays of 4 to 5 pages, with few errors, using a process that includes generating ideas, drafting, critiquing, revising, and polishing; (WR1)
3. plan and organize essays according to the logical and stylistic demands of specific academic audiences and writing situations, (WR1)
4. identify and apply some basic elements of argumentative writing, such as examining evidence, developing a complex position, and answering objections; (WR2) (WR3)

5. locate information to address specific academic research problems, drawing on a larger understanding of modern information issues; evaluate their findings; and synthesize them with their own ideas in a meaningful and ethical way using MLA citation format; (WR2) (IL1) (IL2) (IL3) (IL4) (IL5)
6. participate constructively and respectfully in discussions and writing groups; independently analyze and improve their own and others' writing; and reflect independently on their own learning. (WR1)

Student Requirements:

- the work(s) we are studying: Please always have the book we are studying with you during class. I will give you a "weekly schedule" On Mondays. If you're involved in other time-consuming activities, this helps you plan accordingly. Please do so. Also, consider purchasing your own copies of the texts listed on this syllabus. Also know, however, that if you don't get your own copies, school copies will be available.
- a journal for regular use in class
- a writing portfolio to store work from your writing process (I will provide and store these. If you started one last year, consider continuing the same one this year.)
- a binder or part of a binder with some system for organizing at least the following:
 - Notes
 - Literary Terms (glossary) section
 - handouts
 - tests, quizzes, etc
- good faith in completing assignments and meeting deadlines; remember I require that you proceed from a default posture of 'how can I get something out of this?' and not from a posture of 'how is this gonna give me something.' 'How do I get the most points outta this with the least amount of work?' is totally unacceptable.

Grading Policies:

Underlying Grading Principles:

1. grades are a means and not simply an end
2. students should and will be able to **earn** whatever grade they desire

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

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

A = 98 A- = 92 B+ = 88 B = 85 B- = 82 C+ = 78 C = 75 C- = 72

Revision and Rewrites:

a. Students will be required to make substantive revision to one major paper each semester. Explicit revision strategies will be addressed in class. Additional revision is encouraged, especially when it may help meet an individual writing goal. Revisions must be accompanied by the original. We will re-grade the revision.

b. Rewrites (less substantial change than a revision) may be completed at your discretion.

Rewrites must be accompanied by the original. I will quickly reread the revision, but not offer

feedback. You can increase an assignment's grade by one letter grade, but this is not guaranteed.

Late Policy: you lose 10% of the earned credit for each school day that the assignment is late. After 5 days, the most you can earn is 50% credit of, again, the earned grade (so, 50% of a B = 42.5%). For an excused absence: you have two school days to make up any missed work. Thereafter, the unexcused late policy above applies. All school days count, regardless if you have our class that day.

Due Dates, Schedules, and Mental Health:

- Students in AP English usually tend to be high achievers. You take other advanced classes, play sports, stress about college, have relationships, are in Honor Society, and try to stay engaged with your family. Rarely is there enough time to do it all. Everybody gets 'pinched' and overwhelmed from time to time. For some, an emotional or mental health crisis can occur. We would rather extend a due date for a paper or allow a quiz replacement when you didn't complete a reading. In other words, we're flexible. We can work something out when things go south for you.
- With that said, we insist on these two qualifications: 1. that you try, as much as possible, to proceed **proactively, before** you find yourself in a hole, and 2. that you **take the initiative** (instead of waiting for me or your counselor or your parent to **own** your learning for you and that **you** propose a replacement instead of asking what replacement **we** have ready for you. We don't.
- And lastly, because of the nature of this system, I am compelled to ask that you not take advantage of our willingness here.

Plagiarism:

Plagiarism is the unacknowledged use of someone else's words, ideas, or intellectual work, either directly or indirectly, in their words or in your own words, without the full acknowledgement that it came from somewhere else. Plagiarism is unethical, unlawful, anti-social, anti-intellectual, and earns bad academic karma. It'll come back to get you. Avoid it. When in doubt, cite! Don't be the plagiarizer who has to cry, be embarrassed, suffer a zero etc when we catch you cheating. The penalty for plagiarism is a zero for the assignment, with no opportunity for make-up—even if it's going to cost you \$10,000 in a scholarship offer to Stanford when you get a C- in English. Just don't do it. The fault for your plagiarism will not be ours. Just don't do it. Easy-peasy.

Participation:

The best class is one in which many different voices are heard, with new and original comments. The best discussions are progressive and not regressive, not peppered with comments like, 'I want to go back to what so and so said five minutes ago...' Please be willing to speak up, even if you secretly believe you're not as smart as so-and-so. (You are—just maybe in a different way—or maybe in the same way—you just don't know it yet.) Some

students dominate discussions. That's sometimes okay. They have lots of good things to say. Others should speak up more often too though. Be confident! Also, as an addendum, know that participation won't be graded directly, but will be an important factor in determining grade "bumping" ('Can my 89.3% be an A?') and our willingness to be even more flexible with due dates, etc. as outlined above.

Course Policies, Procedures, and Behavior Expectations:

- Please respect yourself, your classmates, our room, the curriculum, and me.
- Phones: are a distraction in and to class. Even if just on your desk or in your lap, your phone commands your attention and disengages you. Please turn it off and put it away. I am absolutely sure that phone use in and around class is inversely proportional with learning. Plus, it's rude. And sad.
- The penalty for plagiarism is a zero for the assignment.
- Don't share information, either through talk or device, about an assignment, quiz, or test that you've completed or taken and that other people have not. That's not fair. It's cheating. It deserves a zero, same as plagiarism.
- Don't use the internet for ideas of what to write about or as an aide in reading a text: using the internet for ideas of what to write about or as an aide in reading a text borders on plagiarism and actually prevents you from ever learning how to come up with ideas on your own. Yeah, sure, some web site might have a "better" idea about the writer's use of irony, or about the writer's development of motif patterns, but when you use a web site instead of ever figuring these things out on your own, you never practice developing your own ideas, you never improve. In other words, you never *learn*. You reduce yourself to a repeater, not a free, independent, critical thinker. (Sad.) Using someone else's intellectual skills instead of developing your own is the opposite of education. In general, stay off the internet unless you're using it as a research tool.
- Don't plagiarize. Don't talk about a quiz or test to students who have not yet taken it.
- Because this class is a dual credit class, earning high school and college credit, you are held to student conduct policies for the high school and Clackamas Community College. Please refer to the West Linn High School Code of Conduct as well as the College ACC Handbook (<http://www.clackamas.edu/ACC/Students/>) and the College Student Handbook (<http://www.clackamas.edu/uploadedFiles/Resources/PDFs/Documents/StudentHandbook.pdf>)

The Writing Program: Premises and Procedures

We believe that...

- Writing is a process, involving several different and distinct intellectual procedures; students should be willing to practice them individually
- Productive idea generation is absolutely vital
- Students would benefit a great deal if they just relaxed and calmed down about their writing
- Students benefit when the teacher calms down, relaxes, and does not 'slaughter' student essays with every little thing that could be improved. About two areas to focus on is appropriate.
- We will write:
 - informal reaction pieces

- explanatory, analysis, and / or interpretation pieces
- evaluation pieces
- pieces that feature research (secondary sources) in a substantial way
- timed pieces
- Not all student writing will be nor needs be read by the teacher to be useful or worthwhile.
- College-credit earning scores on the AP Exam require a specific type of writing. We'll practice it.
- The more you practice writing, on your own, for yourself, the better you will do on the AP exam.

Based on these beliefs, then...

- We will start by self-assessing ourselves as writers
- Students will be required to set individual writing goals, develop plans to address them, and reflect on progress made toward them
- We will utilize in-classroom portfolios, containing writing, reflections, feedback, drafts, and notes

AP Literature and Composition/WR-121 Course Schedule:

The calendar and syllabus are subject to revision at the instructor's discretion.

Weeks	Topics/Skills	Assignments/Assessments	Possible Anchor Texts
1-2	Quote Analysis Character Analysis Narrative Voice Diction AP Vocabulary	Summative Analytical Writing	<i>Sula</i>
3-5	Fiction: Analysis Diction, Symbol, Motif, Narrative Voice, Perspective Close Reading Strategies Quote Embedding Annotation AP Vocabulary	Unit Test Analytic Writing On Demand Essay/AP Prompt Writing	<i>Their Eyes Were Watching God</i>

6-9	Fiction: motif and irony analysis	Unit test Quote Analysis	<i>Pride and Prejudice</i>
10-13	Drama: structure, history, examples, Aristotle	Analysis essay; practice AP exam response	<i>Macbeth</i>
14-18	Poetry and Exam Prep	Sample FRQs, close-reading skills as the are used in writing essays	<i>various</i>

West Linn High School
AP Senior Language and Composition
ACC Credit Available:
English 104

Course Outline

Course Number:

College Title:

High School Title:

Composition

Date Approved:

High School Credits:

College Credits:

High School Instructors:
ext 4872

Eng-104

Introduction to Literature: Fiction

AP Senior English/AP Literature and

1.0

4.0

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Email: karmakam@wlwv.k12.or.us

Andy West, 503-673-7815 ext 4903

Email: westa@wlwv.k12.or.us

Course Placement Criteria:
forecast in

no prerequisites; students must

advance and complete summer
reading process

the course is open to high school
seniors only

Course Descriptions:

AP English 12 (WLHS):

- the core of the class is a genre-based study of literature, including:
 - major works: novels, short fiction, poetry, and drama
 - historical overviews
 - a substantial focus on twentieth century works

English 104 (CCC):

An introduction to American and international short stories, with a focus on the fundamental elements of fiction.

Also examines the historical, social, and cultural background and significance of fiction.

Students engage in

literary analysis, use literary terminology, and develop personal and scholarly responses to fiction.

HS Student Learning Objectives:

Upon completion of course, students will:

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

Additionally, HS students will study and develop skills in the following areas:

1. Reading and responding to college-level texts: how to apply basic critical thinking skills to complex issues in texts and other forms of media. How to build responses to reading into original essay topics.
2. The writing process: how to use prewriting tools such as brainstorming and free-writing to generate ideas. How to improve essays through revision and polishing.
3. Elements of academic essay writing, including organization, paragraph structure, sentence structure, and style, as well as some review of grammar, mechanics, and usage, as necessary.
4. The variety of academic audiences and disciplines: how to analyze and address their expectations.
5. Introduction to argumentation: how to recognize and analyze it in reading, and how to begin crafting it in writing.
6. Finding, evaluating, and using information: an introduction to the economic, social, and legal issues surrounding the use of information, and how to use advanced research

techniques to locate information, formulate a problem statement, determine the type of information necessary to address it, and evaluate the information critically. How to integrate source materials and avoid plagiarism using MLA citation format.

7. Discussing ideas and critiquing others' writing in a constructive and respectful manner. Reflecting on one's own writing and learning.

College Student Learning Outcomes:

Upon successful completion of this course, students will be able to:

1. identify the structural elements of prose fiction, (AL1)
2. determine the theme of a given work, (AL1) (AL2)
3. analyze character and methods of characterization in a given work, (AL1)
4. determine from which point of view a given work is written and tell what effect this has on other the work, (AL1)
5. discuss the nature of plot, (AL1)
6. identify the philosophical influences on a given work, (AL2)
7. discuss the historical and current social significance of a given work, (AL2)
8. make and defend value judgments based on their knowledge of the fundamentals of prose fiction
9. creatively connect fiction to their own lives, (AL1)
10. write interpretive and analytical pieces about drama, both informal and formal. (AL1) (WR1)

Student Requirements:

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- a journal for regular use in class
- a writing portfolio to store work from your writing process (I will provide and store these. If you started one last year, consider continuing the same one this year.)
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etc when we catch you cheating. The penalty for plagiarism is a zero for the assignment, with no opportunity for make-up—even if it's going to cost you \$10,000 in a scholarship offer to Stanford when you get a C- in English. Just don't do it. The fault for your plagiarism will not be ours. Just don't do it. Easy-peasy.

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AP Literature and Composition/Eng-104 Course Schedule

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3-5	Fiction: Analysis Diction, Symbol, Motif, Narrative Voice, Perspective Close Reading Strategies Quote Embedding Annotation AP Vocabulary	Unit Test Analytic Writing On Demand Essay/AP Prompt Writing	<i>Their Eyes Were Watching God</i>
6-9	Fiction: motif and irony analysis	Unit test Quote Analysis	<i>Pride and Prejudice</i>
10-13	Drama: structure, history, examples, Aristotle	Analysis essay; practice AP exam response	<i>Macbeth</i>
14-18	Poetry and Exam Prep	Sample FRQs, close-reading skills as the are used in writing essays	<i>various</i>